

NEUROLOGICAL IMPRESS METHOD (NIM)

Even though the name, *neurological impress*, may sound complicated it is actually very simple. Here are the basics. Each NIM session is aimed at reading as much material as is possible in 10 minutes.

1. To begin, the student sits slightly in front and to one side of the “teacher” (for our purposes this should be another student, preferably a stronger reader) as they hold the text. The “teacher” moves his/her finger beneath the words as they both read in near-unison fashion. Both try to maintain a comfortably brisk, continuous rate of oral reading.

The teacher’s role is to keep the pace when the student starts to slow down. Pausing for analyzing unknown words is not permitted. The teacher’s voice is directed toward the student’s ear so that the words are seen, heard, and said simultaneously.

In the first few NIM sessions, students should become acquainted with the process by practicing on short, familiar texts. Because most students with reading problems have not read at an accelerated pace before, their first efforts often have a mumble-like quality. Most students with reading problems typically take some time to adjust to the NIM; however, within a few sessions they start to feel at ease. Many students with reading problems say they enjoy the NIM because it allows them to read more challenging and interesting material like “good readers.”

2. At first, the teacher’s voice will dominate the oral reading, but in each reading that follows the teachers voice volume should be reduced gradually. This will eventually allow the student to assume the vocal lead naturally.
3. Usually three sessions per week are sufficient to obtain noticeable results. This routine should be followed for a minimum of 10 consecutive weeks to get good results (Henk, 1983).

The NIM can also be adapted for group use (Hollingsworth, 1970; 1978). The teacher tape-records 10 minutes of his/her own oral reading in advance. Individual students can read along with the tape while following the text independently, or the tape can be used in a listening center with headphones to permit the teacher to spend time with other students as some students participate in reading with the tape.

(Source: Reutzel & Cooter, 2008)

NIM Practice Passages

#1

The Spitzer Space Telescope has discovered the biggest but never-before-seen ring around the planet Saturn, NASA's Jet Propulsion Laboratory announced late Tuesday.

The thin array of ice and dust particles lies at the far reaches of Saturn's system and its orbit is tilted 27 degrees from the planet's main ring plane, the laboratory said.

(Source: USA Today 10/9/09)

#2

President Barack Obama wins Nobel Peace Prize

President Barack Obama won the 2009 Nobel Peace Prize on Friday in a stunning decision designed to encourage his initiatives to reduce nuclear arms, ease tensions with the Muslim world and stress diplomacy and cooperation rather than unilateralism...

"He got the prize because he has been able to change the International climate," the Nobel Committee chairman said.

"Some people say, and I understand it, isn't it premature?

Too early? Well, I'd say then that it could be too late to respond three years from now. It is now that we have the opportunity to respond - all of us." (Source: Associated Press 10/9/09)

SCOOPING

1. The student reads the paragraph (after discussion of the content) orally (perhaps tape-recorded for comparison.)
2. Student read select phrases from the paragraph while scooping under them with a finger or a pencil.

In the tree on the lawn



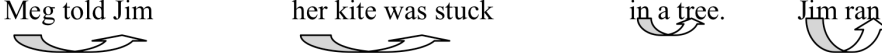
3. Student reads selected sentences from the paragraph individually while scooping phrases (with spaces between phrases.)

Meg told Jim her kite was stuck in a tree

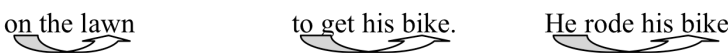


4. Student reads the paragraph while scooping phrases within the passage (with spaces between the phrases.)

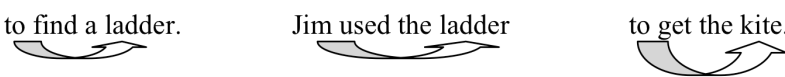
Meg told Jim her kite was stuck in a tree. Jim ran



on the lawn to get his bike. He rode his bike



to find a ladder. Jim used the ladder to get the kite.



5. Student reads the paragraph as a whole without scooping and without spaces.
6. This reading is compared to the first reading in terms of fluency (accuracy, speed and rhythm.) In the beginning, timing a student as she reads connected text may not be as important as monitoring that she is applying prosodic features and chunking the text into syntactic units. Timing may be incorporated once rhythm has been clearly established.

(From Perspectives, Winter 2002, Hook and Jones)