



LEARNING SUPPORT CATALOGUE

Niilo Mäki Institute



Niilo Mäki Institute's (NMI) work on learning and learning difficulties is grounded in a dialogue among research, development, and practical teaching. We develop new research-based learning and rehabilitation materials and operating models.

CONTACTS:

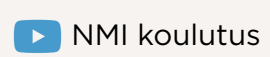
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KEY EDUCATIONAL TOOLS AND INTERVENTIONS

Rei-O Robotronic Math

A brand new math learning game focusing on learning multiplication and division skills. The game is currently subject to effectiveness study in the University of Jyväskylä.

Key Features:

- Discussions about mathematical concepts
- Conceptual tasks
- Drilling exercises
- Verbally given math exercises
- Challenging problem solving tasks



Digital Literacy Screening (DigiLukiseula)

Digital Literacy Screening is a fully digital assessment tool for evaluating basic reading, spelling, and math skills across age groups (primary grades 1-6, lower secondary grades 7-8, and upper secondary/adult learners).

Tasks are completed, checked, and scored digitally, enabling faster identification of literacy support needs. Results are displayed both quantitatively and qualitatively for early intervention planning.

Key Benefits:

- Covers multiple educational stages
- Rapid, class-wide administration
- Detailed task-by-task results
- Supports timely interventions



LENE – Neurodevelopmental Screening

LENE is designed for children aged 2.5–6 years, used in child health clinics to assess key areas of neurodevelopment. It combines quantitative and qualitative measures with parental insights.

Developed with multidisciplinary expertise, it is valued for its reliability and practicality, fostering meaningful parent-professional dialogue.

Key Benefits:

- Comprehensive developmental coverage
- Age-specific criteria
- Integrates parental input
- Facilitates collaborative planning



Pragmatic Language Assessment (Pragma Test)

The Pragma Test measures the ability of children aged 4–8 to interpret language using contextual cues, general knowledge, and social understanding.

Suitable for identifying pragmatic and social language difficulties, particularly in autism spectrum disorder, ADHD, and developmental language disorder. Includes manual, scoring sheets, and tangible test materials.

Key Benefits:

- Targets real-life communication skills
- Identifies specific areas for intervention
- Supports diagnosis and progress monitoring
- Engaging, interactive materials



READING, MATH, EXECUTIVE FUNCTION, AND SELF-REGULATION INTERVENTIONS

Niilo Mäki Institute offers research-based programmes to strengthen core learning skills. Here's examples of the programs:

Maltti

Group programme for 8-11-year-olds to improve attention and executive functions (20 ready-to-use sessions).

KUMMI Models

Evidence-based series for literacy, self-regulation, and behaviour management.

Teddy Math

Play-based early childhood programme (ages 3-5) for early mathematical skills and executive functions.

Selkis

Functional, game-based approach to addition and subtraction for early primary and remedial learning.

Play Smartly

Family-targeted program to foster safe and smart digital gaming, to support parents in gaming education and to prevent possible adverse effects of digital gaming.

Reading Grannies and Granddads

A proven Finnish literacy support model where senior volunteers read with children in schools, encouraging fluency, vocabulary growth, and a love of reading.

Drama Pedagogical Reader's Theater

A small-group programme for primary grades to improve poor readers' reading fluency, expression and courage to read aloud. readrama.nmi.fi

Key Benefits:

- Tested in real educational settings.
- Clear, ready-to-use materials.
- Supports diverse learning needs.
- Promotes both academic and self-regulatory growth.



RESEARCH-BASED TRAINING TAILORED FOR PROFESSIONALS

We provide tailored training sessions designed to meet the specific needs of your team or organization. Below are examples of topics available as custom training:

Problematic Digital Gaming at School – Understanding and Supporting Students

This training offers an overview of digital gaming among children, with a special focus on problematic gaming behaviours and their impact on wellbeing and learning. Participants will learn how to recognise early signs of problematic gaming, understand contributing risk factors, and support children in developing balanced media habits.

Particular attention is given to students with neuropsychiatric conditions such as ADHD and autism spectrum disorder, who may be especially vulnerable due to challenges in self-regulation and social interaction. The training provides school staff with practical tools for discussing gaming with students and parents, promoting critical reflection on media use, and addressing the issue within everyday school activities.

Trainers:

Merjonen Päivi, PhD (psychology), psychologist and researcher, Niilo Mäki Institute &

Turok Julia, MA (psychology), Project Planner, Niilo Mäki Institute

Goal: The training aims to help school staff recognise and address problematic digital gaming among students through research-based understanding and practical support strategies.

Target group: Elementary school teachers, special education teachers, special needs assistants, and other professionals working with elementary school-aged children and their families.

Duration: 3 x 45-minute webinar sessions.

Delivery: Online

Assessing Reading and Spelling/ Writing Difficulties in Finnish Schools: From Identification to Targeted Support

This training will cover the process of assessing reading and writing skills, and identifying difficulties, in the Finnish school context. The approach is to assess skills regularly using standardised tools and, based on the results, provide learners with personalised, research-based support. The effectiveness of this support will also be assessed. In the training, we will go through the assessment process, from screening to individual assessment and support principles. We will also introduce DigiLukiseula, which is used in screening.

Trainer: Maria Niskakoski, Doctoral researcher (university of Jyväskylä), special needs teacher (Gradia).

Goal: To equip participants with practical tools and insights from the Finnish school system to ensure that learners' literacy needs are identified and addressed effectively.

Target group: Open to all interested, no prior requirements.

Duration: 45 minutes to half a day (flexible).

Delivery: Online and/or face-to-face.

Reading and writing, their difficulties and effective support

This training provides a comprehensive overview of current scientific understanding of literacy skills and effective ways to teach and support them. Participants will explore key aspects of literacy development, including how orthography affects learning to read, the development of technical reading skills and reading comprehension, as well as spelling and writing skills. The course combines research-based knowledge with practical approaches to identifying and supporting students who struggle with reading and writing.

Trainer: Jarkko Hautala, PhD, docent in developmental cognitive psychology. Head of Research at Niilo Mäki Institute

Goal: To provide solid theoretical understanding behind literacy instruction

Target group: Open to all interested,

Duration: 45 minutes to half a day (flexible).

Delivery: Online and/or face-to-face.



ASSESSMENT AND REHABILITATION MATERIALS 2013-2025

Note that these machine-translated titles of Finnish publications. Items with blue font are teacher handbooks in our most well-known KUMMI-series. Also, some older materials than listed here are still relevant. For a complete catalogue of our products, visit our web-store

2024

Heikkilä, R., Korpivaara, P., Karhunen, R., Kettunen, A., Eklund, K., Nivala, A.-B., & Salmi, P. (2024). AKI – Literacy assessment method for grades 1–6 of primary school. Individual assessment and monitoring of learning. Niilo Mäki Institute.

Kettunen, A., Salminen, J., Hautala, J., Hirvonen, H. (2024). Read on! – Repeated reading aloud exercises materials for primary education. Niilo Mäki Institute.

Klenberg, L., Moisio, P., & Teivaanmäki, S. (2024). Let's play and focus (LeKe) for families. Director's Handbook. Niilo Mäki Institute.

Klenberg, L., Moisio, P., & Teivaanmäki, S. (2024). Let's play and focus (LeKe) for families. Parents' workbook. Niilo Mäki Institute.

Moisio, P., Teivaanmäki, S., Posio, N., & Klenberg, L. (2024). Let's play and focus in early childhood education. An operating model for supporting executive functioning. KUMMI 22: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Risberg, A-K., Kronberg, N. (2024). Assessment of reading comprehension in digital format. Niilo Mäki Institute.

Tahkola, L., Kultti-Lavikainen, N., Hautala, J. (2024). Remote work provides support for children's learning difficulties. Niilo Mäki Institute.

2023

Hasu, J. (2023). Learning difficulties in music education – Theory and exercises. KUMMI 21: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Heikkilä, R., Korpivaara P., Kettunen, A., Westerholm, J., Hautala, J. & Niskakoski, M. (2023). AKI – Literacy assessment method for grades 3-6 of primary school. Electronic tools for identifying the need for support (AKI screen). Niilo Mäki Institute.

Heikkilä, R., Korpivaara, P., Niskakoski, M., Oraluoma, E. & Salmi, P. (2023). LukiMat – Assessment of learning: Electronic tools for identifying the need for support in reading, writing and basic numeracy for grades 1 and 2. Niilo Mäki Institute.

Puolakanaho, A., Lappalainen, P., Kaipainen, K., Keinonen, K., Lappalainen R., & Kiuru N. (2023). Youth Compass -well-being programme. A guide for professionals working with young people. Niilo Mäki Institute.

2022

Karhunen, R., Juntila, E., Ronimus, M. & Hautala, J. (2022). Reader's theatre – fluency and confidence in reading through drama. KUMMI 20: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

2021

Karhu, A., Paananen, M & Närhi. V. (2021). Check in Check out (CICO) – a model for individualised behavioural support in schools. KUMMI 17: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Niskakoski, M., Määttä, S. Korpivaara, P. & Westerholm, J. (2021.) DigiLukiseula for upper secondary school – A digital assessment method for 7th and 8th graders. Niilo Mäki Institute.
<https://digilukiseula.nmi.fi/ylakoulun-digilukiseula/> .

Sneck, S., Syväoja, H., Asunta P. & Tammelin, T. (2021). Moving math – A teacher's guide 3.lk implementing mathematics lessons through movement. Likes & Niilo Mäki Institute.

Syväoja, H., Asunta P. Haapala, H., Sneck, S. & Tammelin, T. (2021). Exercise breaks – A teacher's guide to taking breaks from a lesson while moving. Likes & Niilo Mäki Institute.

2020

Aro, T. & Närhi, V. (2020). A pupil with attention deficit disorder in a school class. KUMMI 2: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Niilo Mäki Institute. (2020). Instructions at school – pictures to print.

Klenberg, L., Närhi, V., Husberg, H, Slama, S. & Määttä, S. (2020). Self-regulation and executive functioning. Supporting direction, motivation and capacity at school. KUMMI 19: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

2019

Laine, M., Neitola, T., Rautakoski, P., Westerholm, J., Salmi, P. & Plyhm, L. (2019). VBT – Verb naming test in Swedish. Niilo Mäki Institute.

Laine, M., Neitola, T., Renvall, K. & Laakso, M. (2019). TNT – Activity Naming Test. Niilo Mäki Institute.

Loukusa, S. (2019). Pragma Test – Social and Pragmatic Language Comprehension Test. Niilo Mäki Institute.

Mäkinen Leena, (2019). Cat Story – Assessment Method for Children's Narrative Skills. Niilo Mäki Institute.

Paananen, M., Pöyliö, H., Määttä, S., Hautala, J., Eklund, K., Kinnunen, M., Westerholm, J. & Holopainen, L. (2019). DigiLukiseula – a digital literacy assessment method for young people and adults. Niilo Mäki Institute. <https://digilukiseula.nmi.fi/>.

Risberg, A-K, Vataja, P., Plyhm, L., Lerkkanen, M-K., Aro, M., Westerholm, J., & Salmi, P. (2019). ILS – Individually administered assessment test for reading and writing in Swedish. Niilo Mäki Institute.

Salmi, P., Plyhm, L., Risberg, A-K, Vataja, P. & Westerholm, J. (2019). SSB – test in fast serial naming. Niilo Mäki Institute.

2018

Kiili, C. & Laurinen, L. (2018). To become a master of multiliteracy – A teacher as an instructor of online reading. KUMMI 18: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Lerkkanen, M-K., Eklund, K., Löytynoja, H., Aro, M. & Poikkeus, A-M. (2018). YKÄ – Literacy assessment method for secondary school. Niilo Mäki Institute.

Paananen, M., Heinonen, J., Knoll, J., Leppänen, U. & Närhi, V. (2018). FOKUS – Small group training program for children aged 8–11 with attention deficit disorder. KUMMI 8: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Peitso, S. & Närhi V. (2018). A collaborative model for daycare centres – structured support for restless children. KUMMI 13: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Stolt, S. & Vehkavuori, S. (2018). SANASEULA – Screening method for the development of children's early vocabulary. Niilo Mäki Institute.

2017

Kultti-Lavikainen, N., Eloranta, A-K., Kiianmaa, K., Myllykoski, M., Ropponen T. & Aro T. (2017). Detective -group – Supporting children's executive function skills in a group. KUMMI 15: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Malinen, O-P. & Palmu, I. (2017). Aiming for co-teaching – Perspectives and operating models for successful co-teaching. KUMMI 16: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Karhu, A., Paananen, M. & Närhi, V. (2017). Check in Check out (CICO) – an operating model for individual behavioural support. KUMMI 17: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

2016

Kivijärvi, T. & Linnove, T. (2016). Growth and education – Support for high-quality early childhood education from the Kaskas -group activity model. KUMMI 14: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

2015

Ilomäki, H. (2015). Do we understand what we see? – disorders of visual perception. KUMMI 12: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Peitso, S. & Närhi, V. (2015). Consultation model for daycare centres – structured support for restless children. KUMMI 13: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

2014

Aro, T., Järviluoma E., Mäntylä, M., Mäntynen, H., Määttä, S., & Paananen, M. (2014). Assessment, teaching and rehabilitation materials. The pupil's self-image and confidence in their own abilities. KUMMI 11: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.

Mattinen, A., Kajamies, A., Räsänen, P., Hannula, M.M., & Lehtinen, E. (2014). Rabbit Stories – A program for training listening comprehension. Niilo Mäki Institute.

2013

Koponen T., Mononen R. & Latva T. (2013). Selkis – To understand subtraction. Niilo Mäki Institute.

Mattinen A., Räsänen P., Hannula M. & Lehtinen E. (2013). Teddy Math – Program for the development of early mathematical learning skills. Niilo Mäki Institute.

Pirilä, S., & van der Meere, J.J. (2013). Could you? – Perspectives on the assessment of the development of children and adolescents with cerebral palsy. Niilo Mäki Institute.

Salmi, P., Huemer, S., Heikkilä, R. & Aro, M. (2013). Aiming for fluent literacy – Theory and exercises. KUMMI 10: Assessment, teaching and rehabilitation materials. Niilo Mäki Institute.