

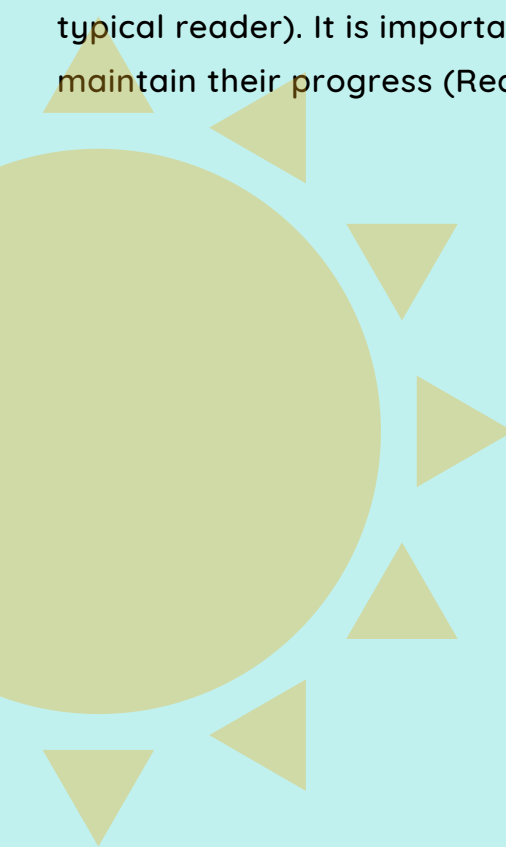
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Summer Intensives

Why Summer Intensives?

Students work so hard during the school year, it is important they retain what they have learned. Students with language-based learning disabilities, such as dyslexia, require approximately 40 exposures to completely master a word (versus the 4-10 exposures for a typical reader). It is important for children to not take the summer off completely in order to maintain their progress (Redford, 2017).



According to Dr. Sally Shaywitz, "Why [do children regress over the summer]? This gets to the heart of a major problem for the dyslexic child; the word has not found a permanent home within the automatic reading system for skilled, fluent, automatic reading. With more practice and experiences reading the word correctly, words will become permanently represented. Once that happens, the word can then be read correctly and quickly each time the child sees it. Especially for a dyslexic child, this process takes time. If a child has been practicing a given set of words and word families during the school year, representations of the word are beginning to find a permanent home. However, if this process is interrupted before the word is permanently represented in the child's brain, it often means having to learn the word all over again" (Redford, 2017).

With daily, two hour sessions, students will feel like they can enjoy their summer while still practicing their skills. Balancing work and play will aid your student's retention and build confidence, preparing them to tackle the new school year.

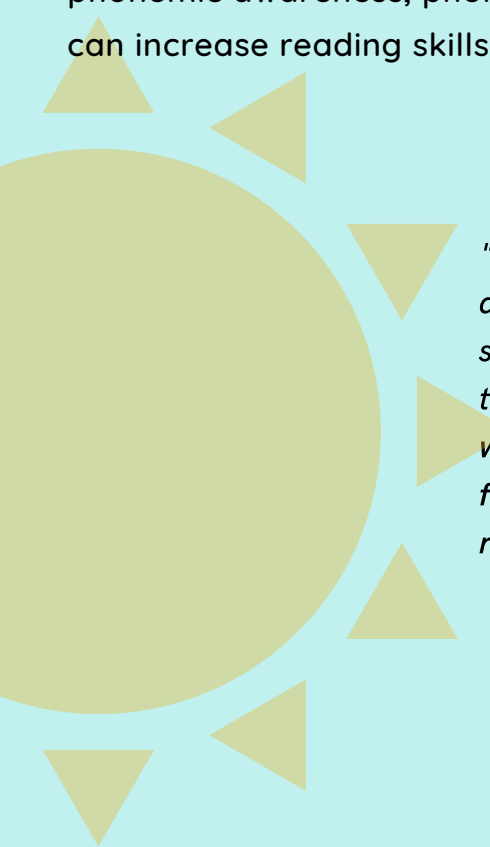
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The Importance of Intervention

The National Institute of Child Health and Human Development (NICHD) says that for 90-95% of poor readers, prevention and early intervention programs combining instruction on phonemic awareness, phonics, fluency, comprehension - taught by a well-trained teacher - can increase reading skills to average levels or above (National Institutes of Health, 2019).



"For those with dyslexia, the prognosis is mixed. The disability affects such a wide range of people and produces such different symptoms and varying degrees of severity that predictions are hard to make. The prognosis is generally good, however, for individuals whose dyslexia is identified early, who have supportive family and friends and a strong self-image, and who are involved in a proper remediation program" (National Institutes of Health, 2019).

References

National Institutes of Health (2019). Dyslexia information page. Retrieved from <https://www.ninds.nih.gov/Disorders/All-Disorders/Dyslexia-Information-Page>

Redford, K. (2017). Taking time for Summer Fun. Retrieved from <https://dyslexia.yale.edu/resources/parents/stories-from-parents/taking-time-for-summer-fun/>

