



Marsha Gaynor Lewis  
Founder and Director

# The Lewis Clinic for Educational Therapy

Information for Parents and Professionals:

## Changing Education, Changing Lives

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## *The Lewis School Story, told by its parents and students...*

*This morning, as I was driving Daniel to school, I was overwhelmed with this realization: I used to look at my son and see all the problems that needed to be solved. Now that he has almost completed his second year at Lewis, the picture that I paint emotionally at the sight of my son is totally different. This morning when I looked at him, all I could see was what is right about him. The Lewis School didn't just transform or remediate Daniel's educational differences. The Lewis School transformed our lives.*

**Roberta Mann**  
**Mother of Lewis Graduate, Class of 1996**

*I was totally frustrated with my daughter's lack of educational progress, and I didn't know what to do for her. I'd never heard of The Lewis School. I simply took out the phone book and looked up "Education," hoping to find some way to test or tutor her. Within the first 6 weeks or so at The Lewis School I could see an improvement in my daughter. She began to sound out words, something she had not been able to do at all -- and in spite of the best efforts on my part. I called a good friend, a caring mother who'd often commiserated with me about the lack of concern that educators had shown for our children. "I've found the school we were dreaming of for our children!" I told her. "And what's more, the teachers and staff care for the children as if they were their own children." I'd like to send my child here from kindergarten until high-school graduation. The Lewis School does wonderful things because of its education and because it's such a loving environment.*

**Lyn Sian**  
**Mother of a 10-year-old girl**

*The Lewis School is a unique and demanding environment. Many new students come feeling insecure about their intellectual and academic abilities. The Lewis School turns this negative into a positive by helping each student to appreciate his or her differences as strengths and by teaching a methodical way of learning to think.*

**William Coyer**  
**Pre-business student in the Lewis School Graduate Study Program**  
**Age 30**

*Our son had become angry and withdrawn over his constant battle with schoolwork. His self-confidence was at an all-time low. Since coming to Lewis we have seen a profound change in Paul. Once again we have a cheerful, social child. Paul has found an enthusiasm for learning and a pride in his accomplishments. His self-confidence has skyrocketed--he is now seriously thinking of attending Princeton University.*

**Jean Mayo**  
**Mother of a 12-year-old son**

*I have recently been accepted Early Decision to The Wharton School at The University of Pennsylvania. Your school provided me with the teachers who are trained to help dyslexics like myself cope with their learning differences. Without your help it is unlikely that I would be where I am today. My success is your success, and I am happy to share it with you.*

**Matt Pizzi**  
**18-year-old former Lewis School student**

*Their first year at The Lewis School I saw a change in Trevor's and Chad's attitudes. Previously they didn't want to get out of bed, or they complained of stomach aches in the morning. Since last year they have been eager to come to school. I used to read every night to my children -- they loved to listen, but they couldn't read themselves. Now instead of mommy being the reader, they look forward to doing the reading themselves... They recently asked me if they could come to college at The Lewis School.*

**Maureen McCarthy**  
**Mother of 8-year-old twins**

*I know The Lewis School is a miracle when I see the difference in my son. His whole demeanor is changing. He's not so tense now. He's just so different. He's got a lot of faith that he's going to make something wonderful of himself. For example, he'll say to me, with great excitement, "Mom, I'm learning, and I can really do the math!"*

**Janice Knisely**  
**Mother of a 21-year-old College-Preparatory student**

*Only a year ago I was struggling to find a reason for my daughter's own struggles in school so I could get appropriate help for her. I had no idea she was dyslexic, and I was riddled with fear for her future. First of all, The Lewis School understood fully what my daughter and I were experiencing. They were able to identify her problems and are currently working to remediate her weak areas. At the same time they are building up her strengths. They acknowledge her gifts. My experience with The Lewis School finds warm and dedicated teachers and office staff, as well as welcoming and supportive students. My daughter is happy again, home life is calmer, and I enjoy watching her grow in a healthy way. I no longer fear for her future. My fears have been replaced with pride and confidence in my daughter.*

**Deborah Fulton**  
**Mother of Lewis Graduate, Class of 1995**

*[Lewis School students] have a new life and a new hope. The realization of what they feel they've been able to accomplish, while significant, is far overshadowed by their exuberance and the excitement of what is to come. They know they have a real future. They almost glow when they talk about their learning experiences at The Lewis School.*

**Charlie Cox**  
**Father of a 20-year-old College-Preparatory student**

*People have asked me as a 22-year-old student here, "Why did you decide to come to The Lewis School?" or "What do you want out of The Lewis School?" At first, I thought I had to have some type of vocational goal or complex answer - a higher SAT score, acceptance at a good college, a career in education or law. Rather than a concrete goal, what I really desire is the freedom of mind-to-paper (writing down my complex thoughts) and the freedom of book-to-mind (comprehending the written word), opportunities that are being provided to me here. Those things can never be lost, stolen, or taken away.*

**Timothy J. Rojewski**  
**Former Lewis School student**

*When I was eight, I was not able to read at all. I could not even spell my name. I did not think that I would ever go to college. I never would have guessed that The Lewis School, and later Oxford University would become the most wonderful experiences of my entire life. My teachers at The Lewis School built a foundation of learning that was the renaissance of my life.*

**Jim Bishop**  
**Lewis Graduate, Class of 1995**

*The Lewis School gave me confidence. I felt grounded; everything was put into perspective. The many opportunities that opened up to me made me realize I had more potential than I ever imagined.*

**Susan Goldman**  
**Lewis Graduate, Class of 1994**

*The Lewis School works miracles, and they do it every day. I have recommended the School to many people, with the advice, "Run! Don't walk!" Our son attended The Lewis School for five years. Then, at his next school, an academically rigorous prep school, I was thrilled and surprised when he won the award for "The Most Improved Student" for his grade. I was also delighted to see that the recipient for this award in the next higher grade had also studied at The Lewis School. So Lewis School alumni won two of the three "Most Improved" awards bestowed at the graduation ceremonies that year. The following year our son again won the award for "The Most Improved Student," an unprecedented second year in a row! We are so pleased and proud of him and so very grateful to The Lewis School of Princeton.*

**Patricia Zinsser**  
**Mother of 16-year-old boy**

*Parents in the Princeton area are so fortunate to have The Lewis School here. The Lewis School is a school where children with dyslexia and other learning differences can achieve all their great potential. Marsha Lewis, the School's founder and director, is definitely a candidate for canonization... It can be a struggle to send a child to an independent school, financial and otherwise, but I would do it again in a heartbeat. Anything we spent for our son is well worth it; it's come back 100-fold in benefits... The Lewis School was a wonderful experience for my son and for all of us. I have a special place in my heart for Marsha Lewis and her wonderful school. With Marsha's dedicated tutelage, many children do not have to settle for mediocrity, but can achieve and excel!*

**Rosemary Roberto**  
**Mother of 2 Lewis School graduates**

*When our daughter first entered The Lewis School, she walked with her head down, quite ashamed of who she was. Now she is a self-assured, happy, wonderful, responsible young adult. She reads, she writes, and she speaks with her head up, she is proud of herself, she does her schoolwork totally on her own, and her vocabulary level is excellent. Our daughter is truly learning-different, but she is truly able to learn, and if I had not happened upon The Lewis School, her life would have been a life without knowledge and promise.*

**Elisse Gaines**  
**Mother of an 18-year-old girl**

*Our son's experience in 4th grade at public school was so negative that literally he didn't want to get up in the morning and go to school. This sensitive, friendly, generally happy 10-year-old had become a frustrated, angry, often-aggressive child whose behavior at school resulted in notes coming home from his teacher. Rob attended the summer session at the Lewis School and has now been at the school for nearly three months. He wakes up in the morning happy and looking forward to the school day, often humming contentedly to himself while dressing. The agonizing struggles with homework have been replaced with a pleasant, confident approach in which he sometimes gets so involved in his work that he loses track of time. His creative juices are flowing again, and eagerly he shares with us the school day's activities. Recently he said to us that he was glad to be at The Lewis School and did not want to be anywhere else, ever. We are eternally grateful to Marsha Lewis, her program, and the school's wonderfully dedicated and caring teachers for returning our son to us.*

**Bob Smyth**  
**Father of Lewis Graduate, Class of 2006**

# *Changing Education, Changing Lives*

For three decades, The Lewis Clinic and School together have pioneered an educational resource that continues successfully to develop, implement, and expand a new vision and direction for education in America. Unique in the country, The Lewis School's educational system affords the advantages of multi-disciplinary diagnostic assessment and proven multi-sensory teaching approaches in all areas of academic study, whether the student is five years old, just beginning to learn the alphabet, or twenty-five years old, preparing for graduate school.

From its inception The Lewis Clinic and School was designed to provide students and their families with a collaboration of educational perspectives, expertise, innovation, and support, all made available to them within the same integrated, nurturing, and dynamic educational entity. We believe this long-standing, much-scrutinized working model can provide for revolutionary change and improvement in American education.

Not long ago the educational innovations of The Lewis Clinic and School were sought almost exclusively by struggling parents who had nowhere to turn to help their children, by courageous classroom teachers desperate to help their failing students, and by study teams, special educators, family advocates, and

consultants. However, those who now seek to learn and share our vision for education in America are coming in growing and unprecedented numbers, and coming from mainstream American classrooms. An education that prepares students for life-long learning, and actualizes their potential for the better, is the goal of The Lewis Clinic and School – one that undeniably responds to our nation’s deepest needs and aspirations, and one that irrefutably reflects the most valued of our citizens’ rights.

## **A. From the Clinic to the Classroom: Changing Education**

*How is The Lewis Clinic and School, and the education it provides, different from what is commonly found elsewhere in the nation's classrooms?* The Lewis Clinic and School is different in every respect save one: that is, we share with other schools the desire to merit our nation's greatest public trust, which is the education of our children and the empowerment of our most valuable educational resource, their teachers.

- *The Lewis Clinic and School has created the only model in the country where a diagnostic and research clinic and a school are integral parts of the same educational entity.* This is one of our most important differences and our greatest strengths. The Clinic and School integrates teaching and diagnostic perspectives garnered on both sides of the educational blackboard: the perspective of multi-sensory educational practices in the classroom, and the perspective of clinical research into the brain's learning processes.
- *The Lewis School has developed an advanced, integrated educational system that replaces rote learning, passive memorization, and the teaching of isolated "scatter skills" in unrelated areas of content, with multi-sensory processes and strategies that actively engage the many capacities and senses of the brain in every learning experience of every student.*

### **1. A Lewis School Education: The Role of The Lewis Clinic for Educational Therapy**

- *The Lewis Clinic for Educational Therapy not only delivers the results of research directly into the classroom but also provides the results of every student's educational evaluation directly to the student's teachers.* At The Lewis School, each child's education is based on the clinical assessment of his or her learning strengths and weaknesses in all areas of perceptual and academic functioning. Every classroom teacher at The School is trained in The Lewis Clinic as a Multi-Sensory Learning Therapist. Many of our educational therapists continue to train as clinical test administrators. The Lewis Clinic has participated in educational research at The University of Pennsylvania Hospital, Jefferson Memorial Hospital, and is presently working with Dr. Glenn Mannheim, neurologist and expert in the interfaces of neurology and psychology. The Clinic also continues to develop original teaching strategies and multi-sensory teaching materials based on research in the neurosciences and on significant clinical advances in the understanding of the brain's processes applicable to learning.

- *The issue of scholastic testing is being rigorously debated among legislators, noted educators, school officials, and parents all over the country.* The consensus to date aggressively contests the value, the reliability, and the cost of standardized testing in American public schools. The debate is increasingly a public one, as a recent five-part series on PBS, funded by Columbia University School of Education, has demonstrated.
- *The scholastic tests in question are primarily silent reading, multiple-choice, visual-format batteries.* Little or no written, listening, or verbal comprehension is required. Students merely underline their choice of answers or fill in the preferred dot. Each school district seems to exercise different preferences in their choice of tests, and none is used uniformly nationwide.
- Whether a district's choice is the WRAT3, the CAT, the Stanford Battery, the Nelson-Denny Reading Test, or the more extensive Woodcock-Johnson Battery, *none of these is a diagnostic instrument.* They are, at best, screens of general academic competency. The publishers and developers of these tests and others like them do not represent their batteries otherwise.
- It is troubling, also, that these test results are scored either by computer or by hand using a "right-wrong" answer grid, without analyzing the types of errors or the possible reasons for them. Furthermore, while such inventories may provide predictors or even markers for learning failure and/or inadequacy, they are not meant to stand alone as singular diagnostic measures of learning ability or disability.
- On the contrary, such tests are meant to be integrated with other neuro-developmental, psycho-educational, neuro-psychological, peripheral auditory, central auditory, perceptual motor, and expressive-receptive speech and language testing; and/or with other tests assessing immediate selective, active-working, and long-term memory systems, the mechanics of language, lateral dominance preferences, echolalia, directionality of pencil performance, and decoding-encoding ability; and/or with other tests of auditory and visual tracking and sequencing, dictation, far- and near-point copying, organizational ability, and visuo-motor/auditory-motor integration; and with nationally normed, standardized tests of oral word recognition, silent and oral reading, vocabulary, silent and oral reading comprehension, listening comprehension, and written comprehension, scored for timed *and* untimed performance values – in the least, for age-appropriate grade equivalencies, percentiles, and stanines.
- *For more than a quarter-century The Lewis Clinic has provided the kind of comprehensive, multi-disciplinary, educational testing described immediately above.* Evaluations at The Clinic are extensive and also highly specific, and provide

teachers with direction for a student's educational needs as well as a useful baseline for the measurement of progress and continuing needs.

## 2. A Lewis School Education: Other Essential In-School Differences

- *There are further essential differences between other schools and The Lewis School. Education should be designed to discover and cultivate each student's unique potential and character and should be made available in a school that functions as a vigorous, diverse, and integrated educational community of programs and support for all members. Our model of education is not compartmentalized.*
- *First, our teachers are not isolated in the mainstream; they are the mainstream. They are not distanced, intimidated, or driven by the hierarchy of study teams, by selective political and/or educational agendas, by the preferred or experimental teaching methods of the moment, or by school specialists of one kind or another. Teachers are the specialists in our model because they are rigorously trained and prepared, step by step, as educational therapists in the academic areas and age groups for which they are State Certified.*
- *Many educators have thought it impossible to train public-school teachers as effective educational therapists, but they are wrong. It is these extraordinary teachers who are not only the glue of The Lewis School, but its very foundation, its delivery system, and its advocates. Our teachers are the architects and the inspiration of our students' education.*
- *Our teachers are empowered. They are essentially and directly involved in every aspect of educational planning and development. Whether they have first-hand access to a student's neuro-psychological or psycho-educational test results, whether they participate as clinical assistants, or whether they help resolve parents' frustration with homework or design multi-sensory teaching materials for their next morning's lessons, they are prepared and participatory. They have both carefully supervised authority and also the responsibility that goes with that authority. Our teachers are integral participants in the evolution of all spheres of education at The Lewis Clinic and School, not merely peripheral, dutiful servants of it.*
- *Secondly, children need not be demoralized or shamed as lazy, unmotivated, slow-track learners, resource-room kids, or learning-disabled students. Children need not be labeled as perceptually impaired, communications-handicapped, or gifted-and-talented learning-disabled - only a few of an escalating number of confusing and indistinct public-school classifications. At The Lewis School, all students' learning problems, as well as their gifts and talents, are considered diverse*

*reflections of individual strengths and weaknesses, and not as classifications that isolate or stigmatize children unnecessarily. The first step children must take in a successful education is to learn that they can learn.*

- It is not unusual during our Summer Study program, for example, to find an Honors English student from a prestigious local school who needs help with math computation, working in the same classroom next to a Lewis School child who is brilliant in algebra but just learning how to spell. *Children with a diversity of learning styles can thrive together in an environment where there is structure and multi-sensory education available to all.*

- *The Lewis School has developed an education that works.* One proof of our education's effectiveness is that it works for the most academically needy students whom other schools have forsaken or neglected as learning disabled, perceptually impaired, developmentally slow, or educationally deprived. It works for children who are routinely assigned various euphemistic labels for their learning problems: bright children with different and diverse educational needs that the majority of schools fail to understand or are at a loss to repair, children whose promise and gifts remain obscured in an educational system struggling, in many instances, to provide even the essentials of basic education, reading, and writing.

- *Children who fall through the cracks elsewhere have been discovered at The Lewis Clinic and School to be bright, fully capable persons of ability, talent, and untapped promise.* Ironically, as the neuro-scientific research of the last ten years has corroborated, the different environments and organization of the brain that result in dyslexia, ADD, or related, atypical styles of learning may also be responsible for the skills of three-dimensional thinking and invention apparent in the artistic, musical, creative, and athletic ability of so many of our students.

- *The Lewis School has always recognized, valued, and developed the intelligence and creative strengths of its bright, learning-different students.* From the beginning, the work of The Lewis Clinic has validated and promulgated the assumption of Multiple Intelligences: that is, the presence in humankind of many different talents and abilities that traditional intelligence tests of verbal reasoning do not assess.

- *The idea of Multiple Intelligences is an underlying, fundamental principle of a Lewis School education.* The many dynamic expressions of intelligence were suggested in the early research of Norman Geschwind, Richard Masland, Bruce Pennington, and by the studies of educational experts in the neurosciences like Martha Denckla, *et al.* The research of these pioneering experts has been

corroborated and expanded in the recent work of Howard Gardner, Joseph Renzulli, Dee Dickerson, and Linda and Bruce Campbell.

- *At The Lewis School, students begin to flourish as they learn how to learn the underlying mechanics and processes of language for the first time. As they do so, their self-confidence, trust, and motivation are restored. They learn to respect and enjoy school as a safe, structured, and understanding environment. When students finish their years at “Lewis,” they become enthusiastic alumni who attend the nation’s best colleges and graduate schools. They contribute to society in a wide variety of pursuits as artists, entrepreneurs, poets, teachers, original thinkers in science and math, and good citizens.*
- *These students’ diverse learning needs and styles, their academic struggle or school failure, too often become the consuming focus of mainstream educators who generally have little subtle knowledge of learning differences because of inadequate testing procedures as well as the limited means of remedial intervention available to them. The resultant tragedy is that inherent abilities, and important talents and gifts, are neglected or remain fettered. Good minds and their great possibilities need not be lost.*
- *Thirdly, the individual strengths and weaknesses of all children, their academic and their personal needs, do not stop at the science or math classroom, or at the resource-room, or at the school doors. These travel with them every moment and everywhere within and beyond school. Excellent progress in learning how to learn is not enough alone to develop and sustain the best in children, unless learning in the other ‘languages’ of behavior, emotion, socialization, honesty, responsibility, problem-solving, conflict-resolution, inter- and intra-personal intelligence, and spirituality is an essential part of their daily educational experience. This integration of these many ‘languages’ and learning happens every day at The Lewis School.*
- *Multi-sensory education is provided in all classes and in every subject or program at The Lewis School. During the early morning hours between 8:30 and 10:30 a.m., every student, regardless of age, begins preparing the brain by studying the mechanics of language, adapted appropriately for the student’s age and current level of ability. This includes reading, writing, spelling, listening comprehension, auditory sequencing, active working memory, visual-motor discrimination, and decoding and encoding skills presented in sequential, unisensory increments, one step at a time.*
- *These skills carry over into all classes and all subjects during the rest of the day. They are practiced within course content and implemented by teachers trained as Multi-Sensory Learning Therapists in their own areas of expertise: math,*

science, literature, art, music, history, etc. Students do not have to depend on resource-room or other “special education” programs available to them only a half-hour each day.

- *Course content is challenging and sophisticated, following, in the least, State Education Curriculum guidelines and, more often than not, enhancing these minimal requirements. Teachers routinely work on collaborative projects with their faculty peers – for example, combining the multi-sensory study of geometry or genetics with art, or history with literature and music, or physical education with dance and self-expression. A child’s effort as well as his or her achievement is valued by all teachers. In this way, learning weaknesses are repaired, and the aptitudes and acumen of our bright children are developed.*
- *The students’ classes, their school day, and the school year provide other significant design differences. To encourage socialization and bonding, most children spend the first half-hour of the morning in larger homeroom classes of 10 or 12 students. This experience gives children who have been out of the mainstream of education a sense of belonging and community. For the rest of the day they learn in smaller classes of 6 to 8 children, small group instruction of 2 to 4 children, and 1-to-1 tutorial support, depending on their needs and abilities. All these possibilities are available to every student.*
- *A great education takes time and timing. Children are a revelation, for they seem to have their very own learning clocks in their heads that few educators know how to read. In addition, children’s minds are changing in our changing, technological society. Their minds are more dynamic and more aware because of access to information – in contrast to the rigid framework of public-school grade- and age-appropriate performance assumptions. The research that lies behind traditional expectations for children’s development and maturation is more than a half-century out of date. It is understandable that even young children sometimes feel they are the victims of an educational process that grinds too slowly for their dynamic thinking, that moves too quickly or superficially to reinforce their scholastic needs, or that fails to anchor or direct them.*
- *More than ever before, students need an education that is in touch with them as they really are; and more than ever before, they need great teachers who understand and are prepared to respond. Children themselves need to learn to recognize and understand the values of their differences and the importance of their great possibilities.*
- *When a student at The Lewis School achieves mastery in learning, and this competency has been internalized and applied by the student in self-initiated, self-directed study, he or she moves on to the next challenge. As a result, it is not uncommon at The Lewis School to find an accomplished 10<sup>th</sup> grader*

studying weighted word meanings in a vocabulary class with our high-school, college-preparatory students.

- *While the idea of an extended school year is considered progressive, and has been implemented recently by a few school districts in the country, The Lewis School has had such a calendar in place since 1973. All students at The Lewis School attend classes from early September to the end of July. This allows our teachers to take advantage of what research has taught them about brain function, mental receptivity, and memory. It also provides for a continuity of learning that can greatly benefit any student.*
- *During the summer our students keep learned skills honed and practiced, maximizing automaticity and internalizing learning, while minimizing forgetting. They not only review what has been learned but also progress to new, and increasingly challenging skills of multi-sensory study. This in turn creates a learning bridge by helping the children prepare for their coming academic year.*
- *Students of all ages come from other area schools and colleges to take advantage of The Lewis School's extended year, multi-sensory Summer Study programs. Pre-schoolers come to learn a constellation of language-readiness skills before entering first grade here or elsewhere. Children in the early grades, falling behind in their public schools, come to work on reading, spelling, and comprehension. Middle-school and high-school students come to gain greater scholastic competency or to improve their school performance and study habits in one or another area of need. Older students enroll in advanced, multi-sensory, college-level programs, to prepare for college or for examinations such as the SATs, the LSAT, the GRE, or Medical Boards.*

## **B. From the Classroom to the Home: Changing Lives**

### **A Lewis School Education: Beyond Academics**

- *Parent and family education at The Lewis School provides yet another unique and revolutionary model to emulate - one that replaces the often counterproductive and unwieldy factions represented by public-school PTAs; one that enlightens parents directly so that they can be informed advocates for their children, as well as active, responsible participants in the evolution of their children's education in and beyond school.*
- *As part of the educational evaluation procedure for their child, a father, mother or grandparents take their first steps on a journey toward understanding, discovery, and continuous growth. Their understanding of the genetic predisposition for learning differences in families not only gives them a new perspective on their children's frustration and needs but also reveals their*

own. With their children's Learning Therapists, they join professional educational associations like The International Dyslexia Association. They attend professional seminars where renowned experts and innovators in educational theory and practice like Drs. Mel Levine, Sally Shaywitz, Martha Denckla, or Richard Masland explore cutting-edge research in the neurosciences. They have access to professional journals and articles by experts on nutrition, behavior, emotional wellness, and family dynamics.

- Lewis School parents are the remarkable, unrehearsed speakers at every Lewis School Open House. They tell others about The Lewis School and how this education has transformed their own lives as well as their children's. The creative inclinations of our parents are valued and expressed in small parent fundraisers like "Bargains and Blooms," or in teacher-parent projects like "Bicycle Mechanics," an enrichment program for our mechanically inclined students. Parents become our students' heroes because their talents are special and solicited by The Lewis School.

- Parents are welcome visitors in their children's classrooms and can often be found participating in the auditory sequencing or short-vowel discrimination lessons alongside their children. Our parents never just sit in the back of a classroom as passive observers. *Many of our parents themselves become students and enroll in evening multi-sensory study programs at The Lewis School.*

- Many of our parents and grandparents have experienced learning frustration, confusion, and self-doubt, fear of failure, and failed attempts to compensate in their schooling and in life, in much the same way as their children have. They too have experienced this pain in much the same way as their children or grandchildren. Many of our fathers and mothers and our children's grandparents learn reading, writing, vocabulary comprehension, note-taking, listening, study, and organizational skills; some seek enrichment and self-perpetuation; some spend the time simply to better themselves and their education; some study to enhance their prospects in the workplace; so many want to learn what they have never learned before, repairing inadequacies they have kept masked or hidden for years or, like their children, learning skills for the first time.

- Our family members, regardless of age, have an opportunity to educate themselves further, in the same place of learning as their children. This especially helps parents resolve their anxiety, disillusionment, and denial, and their often residual or oppositional vigilance regarding their children's educational well-being – attitudes that can tear a family, *and* a mother and father, apart. They learn to understand that their children "will never have to

go through what they did.” Our parents’ educational opportunity can also begin to diminish another kind of senseless conflict often experienced by Learning-Different children whose uncles, aunts, cousins, or siblings are secretly shamed or embarrassed by the LD child’s struggles. Family education at The Lewis Clinic and School helps provide much needed strategies of conflict resolution at home.

- *Parents can also remain parents in greater harmony with their children as loving and trusted providers, because they no longer need to fight to motivate their children to do well or just get to school every morning. The “tummy-ache syndrome” or separation anxiety of their six- and seven-year-olds diminishes as self-esteem improves with success in school. Our parents no longer need to be their children’s after-school tutors or homework disciplinarians. Assignments are carefully structured, reviewed, and organized to create step-by-step tasks. Each student knows clearly what is expected and begins all assignments at school during the last fifteen minutes of each class. This creates another positive bridge between school and home, and less dread of homework because the children realize they have already completed a portion of it.*
- *A Lewis School family can find other practical solutions to problems they face with their children at home. Both fathers and mothers keep journals that help them discover and remember why there was conflict or why their home became a temporary war zone. This help is provided in regular parent seminars called “Thriving with Your Learning-Different Child,” given by the School’s Director and faculty. Education in isolation will never work for children or families when the needs of the whole person and the whole family are neglected. Parents need this support, direction, and validation, and they find it at The Lewis Clinic and School.*
- *A Lewis School education, and the advances in teaching and learning techniques that it represents, provide a proven solution to what is possibly our nation’s most critical problem: the poor results produced by our traditional educational system, basically a one-learning-style-fits-all system. Especially in the public schools, and in those schools serving disadvantaged children, the problem has become a chronic one, and a problem recognized to be at the root of many of society’s other problems. Implementing a better way to educate children will not only change their lives for the better but also, in turn, will benefit all of society.*
- *While The Lewis Clinic and School has been described as progressive, perhaps even ahead of its time, it is not experimental. Our students benefit from original and adapted multi-sensory learning therapies, proven and perfected over the past 30 years by Marsha Lewis, founder and director of The Lewis Clinic and*

School. Simply stated, her educational philosophy is based on the premise that each child's brain has the capacity to learn in a way best suited to what is unique in that child; that personality, performance, and behavior interact positively, as the mechanics of learning to learn are set in place for the achievement of challenging goals. *The potential for success already lies within the student; it just needs to be discovered.*