

THE LEWIS  
SCHOOL  
OF PRINCETON



## Information for Parents and Professionals



The Lewis School and Clinic is a Private, Non-Profit,  
Non-Sectarian Educational Organization and Diagnostic Clinic.  
We are Educators and Advocates for Learning Different Persons who have language-based  
learning difficulties related to Dyslexia, Auditory Processing and Attention.

Member of the International Dyslexia Association since 1973

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## Why Do Students Seek Admission To the Lewis School?

Why Do Students Seek Admission To The Lewis School? Parents of students who seek admission to *The Lewis School* are concerned that standardized test scores, classroom performance, and other predictors of progress and ability are either inconsistent with the expectations of their child's age and grade, or not in keeping with the promise and ability the parents intuitively sense in their own child.

Older students and adults - also searching to understand the reasons for their own erratic academic histories and courageous enough to seek answers to their questions - are also welcome at *The Lewis School*. Among them are artists, musicians, mathematicians, potential writers, poets, and original thinkers who have spent years feeling frustrated in school or in the work-place no matter how diligently they persevered. Some have become demoralized - even within personal and family relationships. Others have already become cynical or distrusting. They never know what to expect from themselves or others, and become farther and farther removed from their dreams. They have lost confidence that they can still live in a way that reflects their ability and worth.

In a very real sense, *The Lewis School* enrolls the most extraordinary of all students: those whose parents, or who themselves, are unwilling to sacrifice gifts of intellectual promise, creativity and unique destiny for want of educational tools and enlightenment; those who are willing to work hard to achieve educational parity and realize their larger purpose in life; those who possess an uncommon measure of perspective and spirit to face squarely the need for the demanding and concentrated specialized study that will help them resolve their problems in learning.

## Educational Philosophy

It is the strong conviction of *The Lewis School* that a student can overcome scholastic weaknesses and build academic strengths. The successful students who were once struggling to cope in school and have gone on to distinguish themselves in higher education and professional life are compelling proof that this kind of change is possible.

Our students' learning problems are viewed not as disabilities but rather as differences: an expression of the remarkable and diverse capacities of human perception, thinking, and problem-solving. Our students' struggles are indicative of an educational system that often seems incapable of appropriately addressing these differences or fails to realize these students' aptitudes and special gifts.

The school's teaching philosophy is based on the belief that education should be designed to discover and cultivate each student's unique potential and character. The learning experience should be structured, supportive, and participatory. In our philosophy, a school should not become an institution, but rather remain a dynamic and nurturing place of learning - a community where mutual goodwill, openness, and respect are integrated with expertise to reinforce positively and shape individual educational and personal needs.

To help each student build this distinguishing cornerstone of his or her future, the instructional staff of *The Lewis School* creates an environment where individual effort is valued and students learn to be accountable while they work and grow in responsible partnerships with their teachers, their parents, and their peers.

The observable symptoms of Dyslexia, Attention Deficits, and other learning differences are often misunderstood, misdiagnosed, neglected, or ignored. A bright youngster or young adult may experience great difficulty in "traditional" programs where the focus is on completing the course, whether the subject matter is learned or not, or where grades, not effort and sound step-by-step progress, are the proof of a student's worth and possibility.

Many schools assess all students with the same standards. The pressures of large classes and fast-paced curricula are the norm. Sometimes, inflexible course demands and schedules must be met at the expense of taking the time to encourage a student's innate ability or to repair academic weaknesses. These problems can reach far beyond the classroom and affect many spheres of a person's functioning, regardless of age.

A student's inconsistent or poor performance is rarely the fault of the teacher but can be the failure of an educational system. There are sensitive, caring teachers in every child's life. An educational system that seems incapable of responding to the needs of its talented and committed teachers or developing their effectiveness in the classroom will undermine even the most devoted of individual efforts.

Conventional tutorials are rarely a reliable solution. They may help students through the course at school but at the same time fail to teach them independent, long-term strategies and problem-solving techniques, or build the self-initiated and self-directed personal and academic skills that can prepare the students for future learning and for life.

At *The Lewis School* the underlying causes of learning failure are explored. We believe that before repeating a grade or the same academic materials, it may make better sense for a student to find appropriate educational retraining that can help him or her achieve the expected level of improvement in scholastic performance.

## History

*The Lewis School of Princeton* and *The Lewis Clinic for Educational Therapy* was founded in 1973 as a small tutorial school and educational diagnostic facility at a time when many educators flatly denied the existence of Dyslexia or failed to recognize the potential among bright students whose diverse learning styles were unlike those of the majority of their peers. *The Lewis School* was created to retrieve and develop the potential of the student who has creative and academic promise, but who has been underserved in his/her routine mainstream education.

*The Lewis School*, our education component, provides pre-school through high-school/college-preparatory education. Its staff of professionals works toward the vision of preparing capable students of all ages for higher achievement and productive lives. *The Lewis Diagnostic Clinic* functions as the diagnostic, speech, language and learning performance unit of the facility. Educational evaluations are provided on a fee-for-service basis by both school professionals and independent consultants who serve the clinic's needs.

*The Lewis School and Diagnostic Clinic* have developed an advanced, integrated system of education that replaces rote learning, memorization, and the teaching of "scatter skills" with individualized, multi-sensory processes and strategies that engage the many capacities and senses of the brain in the learning experience.

Educational approaches and supporting teaching materials developed by *The Lewis School* have become the model for educators who need to help learning-different students. The school is consulted by clinicians who do research to explore the causes of learning-differences and the potential among learning different persons. Most recently, Jefferson Memorial Hospital Clinic and The University of Pennsylvania have consulted the staff of *The Lewis School* for their research. *The Lewis School and Diagnostic Clinic* are committed to the education, advocacy, and advancement of learning-diverse persons.