Dr. Katherine Stahl
NYU Clinical Literacy Practicum
239 Greene St.
East Building, 5th Floor
New York, New York 10003

For Further Information,
Please Call:
212-998-5204

E-mail:
kay.stahl@nyu.edu

Download application at:
http://steinhardt.nyu.edu/teachlearn/literacy/clinic

Spring Application Period:
Nov. 15 - Dec. 31
Spring Clinic: Feb. 1 - Apr. 31
(T, Th, 5-6:30pm)
Summer Application Period:
April 15 - May 31
Summer Clinic: July
(M-Th, 10-11:30am)
The New York University Reading Clinic was originally established in 1937 by Stella Center. Today, the NYU Clinical Literacy Practicum continues this important tradition in service to our local New York City community.

We provide reading tutoring to first grade children through high school adolescents. Our clients may need intensive tutoring in reading and writing skills or they may be students who just need a little additional help. We focus on word recognition skills (including decoding using phonics), reading and writing fluency, vocabulary development, and comprehension. There is a customary modest charge for the services to pay for materials and to insure your commitment. Upon request, a sliding scale may be applied.

**Instructional Services**

The NYU Clinical Practicum functions as a component of our graduate level literacy program. All tutors are completing their Master’s degree in Literacy Education. Tutoring is conducted by a graduate student, either one-on-one or within a small group. The tutoring takes place at the NYU Washington Square campus and meets on a regular course schedule. The courses are offered during the spring and summer semesters in adherence to the NYU academic calendar.

Parents are welcome to observe any part of the tutoring or assessment sessions. Two weeks after the semester ends, we will mail the parent or guardian a detailed report that describes all test results, the client’s progress, and future recommendations for instruction.

**New York University**

Tutoring generally begins with an assessment of the child’s reading abilities. Informal and formal measures of assessment may focus on such areas as oral reading, word recognition, reading comprehension, spelling, composition, vocabulary, and other related areas. Using the assessment as a basis, an individual tutoring plan targeted to the child’s needs is developed.