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Dyslexia Therapy in Wayne, NJ

I serve many struggling readers in Wayne and the surrounding communities, working with students from first grade through adulthood. Whether your child is just beginning their reading journey or has been battling reading challenges for years, it is never too early — or too late — to get the right support.

Although schools often provide reading intervention, students are frequently not identified until third or fourth grade. By that time, frustration, low confidence, and academic gaps may already be developing. In reality, the best time to begin dyslexia intervention is in kindergarten or first grade, when the brain is most responsive to structured reading instruction. Early intervention can prevent years of unnecessary struggle.

I am a certified Orton-Gillingham therapist with over 15 years of experience helping students learn to read with confidence. Over the years, many students have successfully graduated from my program with stronger decoding skills, improved spelling, greater fluency, and renewed self-belief.

Why I use Orton-Gillingham

Orton-Gillingham is highly effective because it teaches reading in a clear, step-by-step way. Lessons are structured, skills build in order, and students learn by seeing, saying, and writing sounds. Rules are taught directly, so children don't have to guess words. This approach helps struggling readers finally understand how reading works, build confidence, and make real progress.

If your child is bright but struggling to read, you are not alone — and there is a path forward. Many of the students I work with are intelligent, creative, and capable learners who simply have not been taught how to crack the “reading code” in a way that works for their brains.

Families often come to me after trying other intervention programs without success. They are relieved — and pleasantly surprised — when their child finally understands how reading works. Through explicit, systematic, and multisensory instruction, I provide individualized therapy tailored to each student's unique strengths and needs. This targeted approach allows students to make meaningful progress as efficiently as possible.

My goal is not just to improve reading scores. It is helping students become strong, confident readers who feel capable in the classroom and beyond.

If you are in Wayne or the surrounding areas and are concerned about your child's reading development, I would be happy to speak with you about how I can help.

Frequently Asked Questions About Dyslexia Therapy in Wayne, NJ

1. How do I know if my child has dyslexia?

Common signs include difficulty learning letter sounds, slow or inaccurate reading, trouble spelling, guessing at words, and frustration with homework. Many bright children with dyslexia struggle to decode words even though they understand stories when read aloud. If your child in Wayne is falling behind in reading despite effort, an evaluation or consultation can help clarify next steps.

2. What is the best age to start dyslexia intervention?

The ideal time to begin structured reading intervention is in kindergarten or first grade. Early intervention prevents larger academic gaps from developing. However, it is never too late — I work with students from first grade through adulthood, and meaningful progress can happen at any age.

3. My child receives reading support at school. Why would they need additional therapy?

Schools provide valuable support, but reading intervention in school settings often happens in small groups and may not be intensive enough for students with dyslexia. One-to-one structured literacy instruction allows for individualized pacing, immediate correction, and targeted skill building to see quicker results and faster progress.

4. What approach do you use for dyslexia therapy?

I use structured, evidence-based reading intervention grounded in the science of reading. Instruction is explicit, systematic, and multisensory, helping students understand the “reading code” rather than memorizing words.

5. How long does dyslexia therapy take?

Progress depends on the child's age, skill level, and consistency of sessions. Many students attend therapy 2–3 times per week. Some students begin seeing improvements in decoding and spelling within months, while deeper fluency and comprehension gains develop over time.

6. Do you work only with students in Wayne?

I serve families in Wayne and surrounding communities, including Passaic County and nearby towns. I also offer virtual therapy options for students who are further away or prefer online sessions.

7. Can older students or adults benefit from dyslexia therapy?

Absolutely. I work with struggling readers from elementary school through adulthood. While early intervention is ideal, older students and adults can still make significant progress with structured instruction.

8. What results can families expect?

Families often come to me after trying other programs without success. They are relieved when their child finally understands how words work. Students typically show improvements in decoding, spelling, reading fluency, and — most importantly — confidence.

9. Do you offer a consultation before starting therapy?

Yes. I offer an initial consultation to discuss your child's history, current challenges, and goals. This allows us to determine whether dyslexia therapy is the right fit and create a personalized plan.

A Quick Look at Orton-Gillingham

Orton-Gillingham is a step-by-step way to teach reading.

It helps children understand how words work.

It is:

Structured – Lessons follow a clear plan. Nothing is skipped.

Sequential – Skills are taught in order, from easy to harder.

Multisensory – Children see it, say it, hear it, and write it.

Explicit phonics – We teach the rules clearly. We do not ask children to guess words.

This helps children break the “reading code.”

Orton-Gillingham vs. Traditional Reading Instruction

Orton-Gillingham

Taught step by step

Clear rules are explained

Child says, sees, and writes sounds

Skills build in order

One-to-one, personalized

Traditional Reading

Often taught in groups

Children may guess words

Mostly reading from books

Skills may skip steps

Less individualized

Why This Matters

Many bright children struggle because they were not taught in the way their brain needs.

When reading is taught clearly and in order, children begin to understand how words work.

They feel proud.

They feel confident.

They begin to enjoy reading.

[A More Detailed View of Orton-Gillingham Dyslexia Therapy](#)

What Is Orton-Gillingham Therapy?

Orton-Gillingham is a structured, research-based approach designed specifically for students with dyslexia and other reading challenges. It teaches children how written language works in a clear, step-by-step way so they can finally understand the “reading code.”

Here’s what that means in everyday terms:

Structured

“Structured” means nothing is left to chance.

Lessons are carefully planned and organized. Each session builds on what your child has already learned. Skills are taught in a logical order so there are no gaps in understanding.

Instead of hoping your child “picks it up,” we follow a clear roadmap so reading starts to make sense.

Multisensory

“Multisensory” means your child learns using more than just their eyes.

Students see the letters, say the sounds out loud, write them, and sometimes even trace them with their fingers. Engaging multiple senses helps the brain store and retrieve information more effectively.

For many struggling readers, this hands-on approach is the key that finally makes learning stick.

Sequential

“Sequential” means we teach skills in a specific, step-by-step order.

We start with the simplest sound-symbol relationships and gradually move to more complex patterns. A child won't be asked to read difficult words before they truly understand the foundational pieces.

This prevents confusion and builds real confidence.

Explicit Phonics Instruction

“Explicit” means we teach reading rules clearly and directly.

Children are not expected to guess words or memorize them. Instead, they are taught exactly how letters and letter patterns represent sounds.

For example, rather than hoping a child figures out why “ship” says /sh/, we teach the rule directly and practice it until it becomes automatic.

This clear instruction helps students decode unfamiliar words independently — which is the ultimate goal.

Why This Matters

Many bright children struggle with reading not because they lack intelligence, but because they were never taught in a way their brain needs. Orton-Gillingham provides that missing piece.

When students understand how reading works, frustration decreases and confidence grows.
