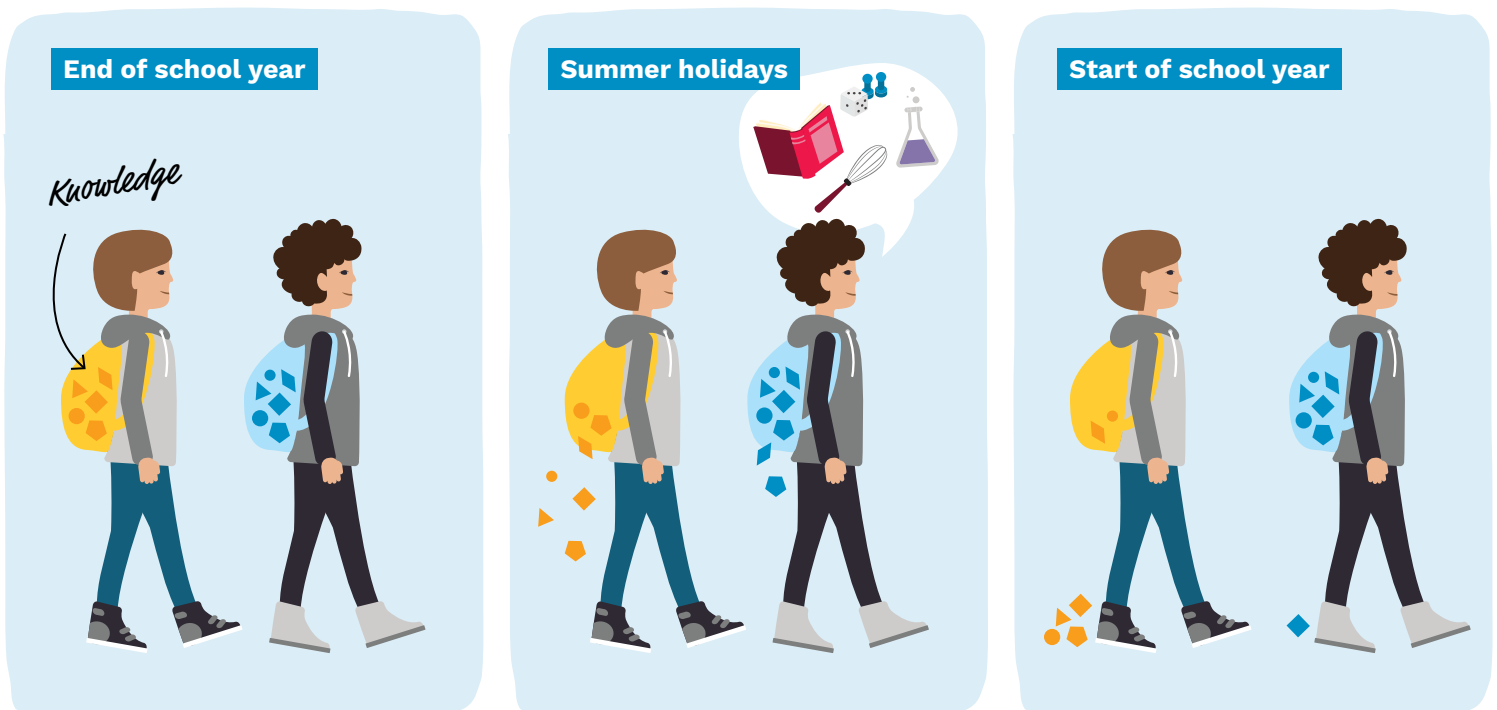


THE SUMMER SLIDE

Help vulnerable students succeed by limiting the summer setback

Every summer, most students forget some of what they learned during the school year. But this knowledge loss, often called the “summer slide,” does not affect all students equally. Those with limited access to books or informal enrichment activities over the summer holidays return to school in the fall further behind than their peers.



A steeper summer slide for some students

Students from disadvantaged environments

These students generally have less access to resources and stimulating activities outside of school than their more well-off peers.

Allophone students

Fewer chances to learn and socialize in French over the summer holidays can undermine these students' learning in the language of instruction.

Students with learning disabilities

For these students, the summer slide may be compounded by previously accumulated setbacks and become yet another obstacle to their educational success.

Sliding into educational inequality

For more disadvantaged students, the effects of the summer slide can accumulate over the course of their schooling, creating an ever-widening gap between more and less well-off students over time.



Some students may experience delays as early as the start of kindergarten. Given how critical the first years of school are to a student's educational progress, this is a reminder of the importance of taking early action to prevent difficulties that might arise in later years.

The COVID-19 pandemic— an extra setback

For students attending school during the COVID-19 pandemic, the potential knowledge loss brought about by pandemic-related measures* poses a further risk of setback. Particularly among at-risk students, it is conceivable that the pandemic will cause a greater-than-usual regression in learning, which is likely to make them even more vulnerable than their peers.

*E.g., school closures, pandemic-related stressors, unequal course duration for online classes, slower pace of learning, and fewer chances to socialize.

What makes a difference: access to resources and enrichment activities

Depending on the family and community environments students grow up in, they might experience significant differences in:

Parental engagement

(Level of education allowing a parent to be more involved, availability of a single parent, parental supervision and practices, etc.)

Access to resources that promote learning

(Books, computers, internet connection, transportation, etc.)

Access to enrichment activities

(library use, museum visits, attendance at camps, etc.)



Activities to limit the summer slide

Some students may be in situations that require more formal educational support over the long summer break.

However, integrating fun daily literacy and numeracy activities into the summer activities of children and teens can help limit the summer slide.

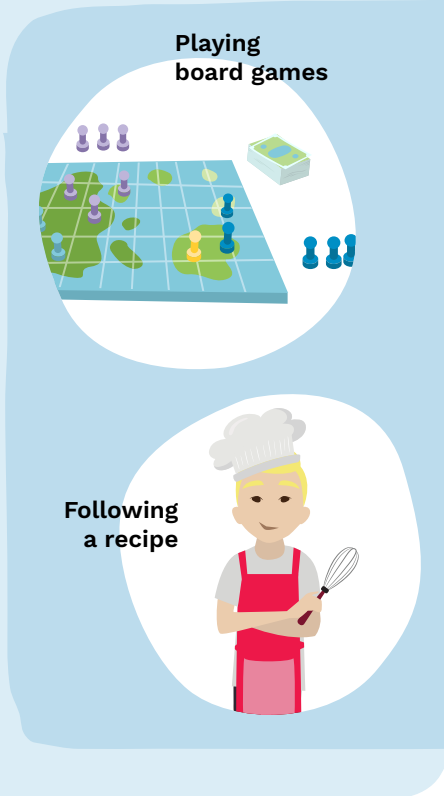
LITERACY



Animating a book



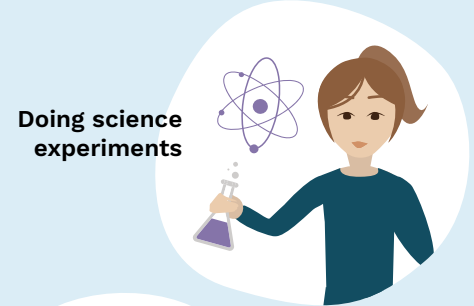
Turning a story into a play



Playing board games

Following a recipe

NUMERACY



Doing science experiments



Building a bird house

To learn more about the summer slide, see the key topic web page (in French only): www.researeussitemontreal.ca/dossiers-thematiques/glissade-de-l-ete



(You will also find the sources used to create this infographic, other actions to take, and documentation.)

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