



- **Speech-Language Therapy**
- **Diagnostic Evaluations**
- **Executive Function Coaching**
- **Dyslexia Therapy**
- **Social Communication Groups**
- **Learning Skills/Strategy Instruction**

Reading • Vocabulary • Inferencing • Summarizing/Paraphrasing • Written Language

"Committed to the Development of the Whole Child."

SLLS MERIDIAN ACADEMY **SUMMER GROUPS AND PROGRAMS 2018**

Speech Language Learning Systems, Inc. is excited to offer the following programs to enhance language skills and introduce strategies for learning success through our **SLLS Meridian Academy!** Summer groups target strategy instruction to enhance speech, vocabulary, reading, and writing success and provide an excellent opportunity for students to learn new strategies and build on skills during the summer months. **SLLS Meridian Academy** draws on the expertise of licensed speech-language pathologists who guide students through the learning process. Individual programming is also available to meet the scheduling needs of families.

Boot Camp

“Half-Day Literacy Boot Camp” is offered for middle school and high school students. The half-day session begins and ends with executive functioning strategy instruction to enhance organizational skills followed by instruction in three of the five research based Meridian Academy strategies listed below that target ACT/SAT vocabulary development, test taking, reading comprehension/critical thinking, and written expression. Literacy Boot Camp will meet Monday through Friday from 8:00 a.m. to 12:30 p.m. and offer families a 60% savings off individual rates and 35- 40% off typical group rates. See group descriptions below and attached registration form for strategy offerings by grade for Boot Camp participants.

“Speech Boot Camp” offers an intensive three-week speech intervention experience for elementary-aged students who have been identified with an articulation or phonological speech delay and/or disorder. Speech Boot Camp will target enhancement of speech intelligibility as participants progress through a variety of clinician and student-directed activities targeting improvement of sound development at the word, sentence, reading, and conversational levels. Activities will be hands-on and multi-sensory to increase student engagement and enhance automaticity of sound production. As it is expected that students will exhibit some independence during camp activities, a speech screening of each student may be conducted prior to group placement.

SLLS Meridian Academy Group Descriptions

Each of the following programs is offered as a separate class session or within the Half-Day Literacy Boot Camp format. See registration form for details regarding group times offered by grade. Opportunities for continued weekly sessions can be arranged based on interest and schedule availability.

“ACT/SAT Vocabulary Groups” – Vocabulary groups for middle school and high school age students utilize **“What’s the Word?,”** a multi-sensory vocabulary program that teaches **SAT/ACT vocabulary words and test preparation strategies.** The 635 vocabulary words included in this three-volume program were chosen based on the frequency of appearance on the SAT and in literature. Group and homework activities target reading

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comprehension, note taking, critical thinking, study skills, and test taking strategies. **The LINCS Vocabulary** a research-based strategy from the University of Kansas Center for Research on Learning, may also be integrated into instruction. While also offered individually, the two-week summer session typically covers 18 to 20 vocabulary units of the 88-unit series.

"The Inference Strategy" from the University of Kansas Center for Research on Learning is designed to help students improve reading comprehension and critical thinking skills. This analytical approach to making inferences is a strategy to facilitate connections between information read and prior knowledge to improve understanding of implied meaning in text and the ability to answer various types of inferential questions.

"The Fundamentals of Paraphrasing and Summarizing" from the University of Kansas Center for Research on Learning is a strategy for paraphrasing and summarizing information heard or read. The explicit approach assists students in identifying main ideas and related details to reinforce comprehension and facilitates improved oral and written expression.

"Sentence Writing" from the University of Kansas Center for Research on Learning targets explicit instruction in sentence writing and provides students a series of steps and formulas to improve the variety and structural complexity of sentences when writing.

"Writing Groups" target strategies for improving paragraph and theme writing including focus on the principles of paragraph construction and writing cohesive essays. Specific strategies may include "Step Up to Writing®", Paragraph and/or Theme Writing strategies from the University of Kansas Center for Research on Learning, as well as resources from "Language Pathways™" *Pathways for Grammar and Writing*.



Additional services available this summer include:

"Dyslexia Services" - Reading therapy services are provided by our Licensed Dyslexia Therapist, certified by the International Dyslexia Association (IDA) and the Academic Language Therapist Association (ALTA). Reading intervention provides direct, explicit, and systematic teaching through use of "Take Flight: A Comprehensive Intervention for Students with Dyslexia" developed by the Luke Waites Center for Dyslexia and Learning Disorders at the Texas Scottish Rite Hospital for Children (TSRHC). Based on the original Orton-Gillingham model, techniques from The Multisensory Teaching Approach and Lindamood-Bell LIPS program are also incorporated in this highly structured, sequential, multisensory, meaning-based program.

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While intervention is individualized to meet student need, services offered at SLLS provide a structured and intensive phonetic approach to teaching reading that emphasizes phonological awareness, sound/symbol relationships, word attack skills, reading accuracy, reading fluency, and linguistic patterns.

"Social Communication Services" – Social Communication groups offer opportunities to improve students' ability to reason and communicate socially with greater success through a cognitive-behavioral approach to intervention. Groups and intervention dyads are led by licensed speech language pathologists who introduce strategies for increasing common language used for thinking more socially, an important precursor to the development of related social skills. While intuitive for many individuals, those with social communication challenges may benefit from programs that facilitate their learning more explicitly. Many language strategies are introduced to assist students in improving their social communication success including **"Pathways for Social Reasoning and Problem Solving," Social Stories™**, and **Social Thinking™** intervention methods. **"Social Thinking"** can be described as an approach used to facilitate the process of thinking socially before acting socially and was originally coined by Michelle Garcia Winner to describe therapy programs she developed to assist individuals with social cognitive challenges. Her innovative work, along with many others such as **Tony Attwood** and **Carol Gray (Social Stories)**, have inspired the social communication services that SLLS offers. Intervention provides a framework for stimulating students' social thinking and includes the use of a variety of motivating curriculums and strategies (i.e. Michelle Garcia Winner, Carol Gray, visual organizers to record and reflect on the social reasoning process). While exploring social communication, students are encouraged to increase their awareness and knowledge of **social thinking vocabulary/concepts, social expectations, and behaviors that lead to successful social experiences**. Additionally, strategies for modifying behaviors to increase social success are introduced for teenagers and, based on group need, may target social skills for conversing, electronic communication, choosing appropriate friends, appropriate use of humor, get togethers, good sportsmanship, teasing and embarrassing feedback, bullying and bad reputation, and handling disagreements, rumors, and gossip. Parents are invited to attend the last 5-10 minutes of each group session for a lesson review to increase opportunities for generalization of skills outside the group setting. Individual consultation with the speech-language pathologist to supplement the group experience is also available at an hourly therapeutic rate and may be appropriate for families who desire more in-depth assistance in facilitating carry-over of the communication strategies introduced. A file review, parent intake, and social communication screening and/or assessment is required to ensure optimal group placement.

"Executive Function Coaching" - Executive Functions are a set of cognitive skills used for independently planning, initiating, and completing tasks as well as monitoring social communication exchanges. Language is used to mediate executive function skills, essential for setting goals, organizing tasks, evaluating progress, and problem solving. Licensed speech-language pathologists have expertise in all areas of language and offer unique insight and training into how to target language needs that may be contributing to breakdowns in organization of time, tasks, and materials. Developing stronger metacognitive and organized language skills can be critical factors in becoming more independent and organized learners. Support areas include but are not limited to: *Self-*

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"Fast ForWord Language and Fast ForWord Literacy" – *FFW Language* and *FFW Literacy* are intensive technology-based therapy programs for children and adolescents with auditory processing, language processing, and/or language-related reading challenges. While typically implemented in 6-week intervals, length of time varies based on the schedule implemented. Research and national field trials have continued to show positive outcomes in participants' auditory discrimination skills, ability to follow directions, and overall language development. **"Fast ForWord Reading and Reading Assistant"** are also technology based programs available increasing processing efficiency, improving reading fluency, and strengthening critical language based reading skills.

- ☺ *Space is limited, so early registration is encouraged.*
- ☺ *Register your child based on the grade he/she is entering for the 2018/2019 school year.*
- ☺ *Confirmation of group schedule, group consolidation, and/or student placement in groups will occur with consideration given to minimum group enrollment requirements, student age, grade, and skill level. Individual programming is also available.*

For more information, call 636-537-1576.

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