



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

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

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*"Committed to the Development of the Whole Child."*

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## **SLLS MERIDIAN ACADEMY**

**Speech Language Learning Systems** is excited to offer the following programs to enhance language skills and introduce strategies for learning success through our **SLLS Meridian Academy**. Services target strategy instruction to enhance vocabulary, reading, and writing success while providing an excellent opportunity for students to learn new strategies and build on skills, especially during the summer months. **SLLS Meridian Academy** draws on the expertise of licensed speech-language pathologists who guide students through the learning process. While offered individually, small group instruction options may be available. A minimum of ten 1-hour sessions are targeted for each strategy introduced.

### **SLLS Meridian Academy & SLLS Service Descriptions**

**“ACT/SAT Vocabulary”** 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. Session and home practice activities target reading comprehension, note taking, critical thinking, study skills, and test taking strategies. **The LINCSTM Vocabulary Strategy**, a research-based strategy from the University of Kansas Center for Research on Learning, may also be integrated into instruction. Ten hours of instruction typically covers 15-18 of the 88 units in the complete vocabulary series.

**“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. This explicit approach assists students in identifying main ideas and related details to reinforce comprehension while also facilitating improved oral and written expression.

**“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. This explicit approach targets the understanding of implied meaning in text and the ability to answer various types of inferential questions.

**“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.

**“Paragraph Writing™”** strategies target 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™**.

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### *Additional services available 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) and our certified Wilson Reading Practitioner/licensed speech-language pathologist. Reading intervention provides direct, explicit, and systematic teaching through use of **“Take Flight: A Comprehensive Intervention for Students with Dyslexia”** and the **“Wilson Reading System®”**, both evidence-based structured literacy instructional models. Take Flight was 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 Multisensory Teaching Approach and Lindamood-Bell LIPS® programs are also incorporated in this highly structured, sequential, multisensory, meaning-based program. The Wilson Language Training Model was developed by Barbara Wilson and includes four structured literacy programs to meet the needs of beginning learners as well as programs to close the reading gap for struggling students. 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. **“Language-based reading services”** are offered by our licensed speech-language pathologists trained in phonological therapeutic interventions such as SPIRE®, SPELL-Links™, and LIPS® as well as a variety of reading comprehension and written language strategies.

**“Fast ForWord®”** is a **Carnegie Learning, intensive, evidence-based**, reading and language software program that targets how the brain perceives and processes sound. Developed by neuroscientists, Fast ForWord® targets the underlying causes of reading and language difficulty directly. This intervention model has been shown to improve reading and language skills for struggling learners. Research and national field trials continue to show positive outcomes in participants’ auditory discrimination skills, ability to follow directions, and overall language/reading development. **“Fast ForWord Reading®** and **Clear Fluency, formally Reading Assistant®”** are also technology-based programs available for increasing processing efficiency, improving reading fluency, and strengthening critical language-based reading skills.

**“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-evaluation, self-regulation, time and materials management, homework completion, test preparation, long term project planning, written expression, reading comprehension, and social communication.

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**“Social Communication Services”** - Social Communication services offer opportunities to improve a student’s ability to reason and communicate socially with greater success through a cognitive-behavioral approach to intervention. Individual services, as well as groups and intervention dyads, are led by licensed speech-language pathologists who introduce strategies for increasing common language used for thinking more socially. This is 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. Parents are invited to attend the last 5-10 minutes of each session for a lesson review to increase opportunities for generalization of skills outside the intervention setting. For group participants, individual consultations with the speech-language pathologist are available 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 establish appropriate intervention targets and ensure optimal group placement. **Social Communication services offered at SLLS specialize in serving students with average to above-average cognitive abilities and those without significant behavioral concerns. Please contact us for additional information about social communication group schedules.**

**Speech Therapy**” is offered to students who have been identified with an articulation or phonological speech delay and/or disorder, including apraxia of speech. Therapy targets enhancement of speech intelligibility as students progress through a variety of clinician and student-directed activities targeting improvement of sound development at the word, sentence, reading, and conversational levels. Services for children with speech apraxia are also offered by one of our PROMPT-trained speech-language pathologists.

- ❖ *Space is limited, so early registration is encouraged.*
- ❖ *Confirmation of schedules, and/or student placement in groups, will occur based on schedule availability, consideration given to student age, grade, and skill level, as well as, group enrollment requirements.*

**For more information contact us at 636-537-1576 or [slls@sllsgooden.org](mailto:slls@sllsgooden.org)  
Dana Gooden-Schroeder, Ext. 2110 or Mary Beth Nilsen, Ext. 2220**

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**SLLS MERIDIAN ACADEMY REGISTRATION FORM**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_ School: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Parent Email: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Parent Email: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

**Strategy Choice(s)**

Check Box(es)	Reading Comprehension and Written Language Strategies Offered
<input type="checkbox"/>	Vocabulary (ACT/SAT) Building Strategy
<input type="checkbox"/>	Paraphrasing and Summarizing Strategy
<input type="checkbox"/>	Inference Strategy
<input type="checkbox"/>	Writing Strategies

**Schedule** - frequency and intensity will be based on vacation, camp schedules, and school end/start dates. A minimum of ten 1-hour sessions are targeted for each strategy introduced. **Please note availability below.**

Mondays       Tuesdays       Wednesdays       Thursdays       Fridays

AM Preference (8am-11am)       Mid-Day Preference (11am-2pm)       PM Preference (2pm-5pm)

Last Day of School in May/June: \_\_\_\_\_ First Day of School in August: \_\_\_\_\_

Summer Camp & Vacation Schedule (please note dates <b>unavailable</b> )	
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Strategy recommendations consider information collected via the parent intake process. This may include discussion of concerns/priorities, current school performance, and review of prior assessment reports. Please include all previous educational, cognitive, or speech-language evaluation reports with this registration. Necessary forms will be mailed for parent completion and return to SLLS. Select Meridian Academy services may require additional background information, a potential speech-language screening and/or evaluation, or a consultation. If ongoing services are requested following completion of Meridian Academy sessions, a speech-language screening or further evaluation may be required.

**Payment Policy:** Services are billed at our onsite hourly therapeutic rate of \$120 per hour for individual programming. Ask about potential group options for cost savings. Group rates are billed at \$70 to \$80 per hour, based on actual number of group participants in attendance. A 24-hour notice is required to avoid billing for missed sessions and optimal for rescheduling. Billing for no notice/late notice cancellation is policy.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

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## GENERAL INFORMATION

### **SLLS Meridian Academy Strategies**

**Speech Language Learning Systems** is excited to offer programs through our **SLLS Meridian Academy** that target strategy instruction to enhance speech, vocabulary, reading, and writing success. The following outlines some of the general policies and procedures regarding the strategies offered.

**Registration:** Enrollment is open for elementary through high school age students. Please contact SLLS or your therapist for specific courses offered and a registration form. Registration form(s) are due by April 15.

**Fees and Forms:** Services are billed at our onsite, hourly therapeutic rate of \$120 per hour for individual programming. Ask about potential group options for cost savings. Group rates are billed at \$70 to \$80 per hour, based on actual number of group participants in attendance. A 24-hour notice is required to avoid billing for missed sessions and optimal for rescheduling. Billing for no notice/late notice cancellation is policy.

Any additional forms that are needed will be mailed, and if applicable, a screening or consultation will be scheduled.

**Attendance:** While attendance at all sessions is recommended, rescheduling for a missed session can be arranged and billed at our hourly therapeutic rate.

**Strategy Recommendation(s)/Additional Information:** Strategy recommendations consider information collected via the parent intake process. This may include discussion of concerns/priorities, current school performance, and review of prior assessment reports. A minimum of ten 1-hour sessions are targeted for each strategy introduced. All previous educational, cognitive, or speech-language evaluation reports are requested with registration. Select Meridian Academy services may require additional background information, a potential speech-language screening and/or evaluation, or a consultation. If ongoing services are requested following completion of Meridian Academy sessions, a speech-language screening or further evaluation may be required.

**Waiting Room & Office Check-in Procedures:** Our waiting room is a busy place, particularly during the summer months. We appreciate your effort in assisting us in maintaining a clean and quiet environment as we work with students. Students should be picked up immediately following their session, and headphones should be used with electronic devices in the waiting room. We ask that families use good judgment regarding illness, potential community exposure, and prevention measures (i.e., rescheduling appointments, masking, and/or utilizing telepractice services available).

**Contact us for further information at 636-537-1576 or visit  
[www.SpeechLanguageLearningSystems.com](http://www.SpeechLanguageLearningSystems.com)**

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