

RAMP UP YOUR READING

STEP UP YOUR SOCIAL COMMUNICATION

REV UP YOUR WRITING

VAMP UP YOUR VOCABULARY
FOR ACT AND SAT TESTING

**PROGRAMS TARGET STRATEGY INSTRUCTION
TO ENHANCE VOCABULARY, INFERENCING, PARAPHRASING
& SUMMARIZING SKILLS, WRITING & TEST TAKING SUCCESS.**

Contact Dana Gooden-Schroeder
16100 Chesterfield Parkway West, Suite 270
Chesterfield, MO 63017
www.SpeechLanguageLearningSystems.com
(636) 537-1576



MERIDIAN ACADEMY™



- **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- 2026

Speech Language Learning Systems (SLLS) 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 learning and practicing executive functioning skills for time management, organization, and prioritization. Meridian Academy programs provide an excellent opportunity for students to learn new strategies and build on skills, especially during the summer months. They draw on the expertise of licensed speech-language pathologists who guide students through the learning process. Strategies introduced can be adapted for children of all ages, but are offered as a part of SLLS Meridian Academy for students third grade through high school. **While individual programming is available all summer, groups are being offered in daily 1 hour sessions Monday-Friday June 1-12, 2026.**

SLLS Meridian Academy & SLLS Service Descriptions

SLLS Meridian Academy programs listed below incorporate executive functioning skills.

“Writing Programs” target improving written language skills at the sentence, paragraph, and essay levels while incorporating various language tools and strategies. Calling upon the expertise and training of licensed speech-language pathologists, the SLLS writing program is comprised of a “process-based approach to writing” to assist students in producing well-organized narrative and expository written products. Applying an executive functioning approach to teaching and learning how to write effectively is an important focus of instruction, given the same strategies can be used for improving listening, notetaking, and active reading skills. Strategies introduced may include but are not limited to:

“Step Up to Writing®” is an explicit and systematic writing approach which introduces multisensory strategies to support students in producing good sentence, paragraph, and multi-paragraph products that can increase writing success across all content areas.

“SQ Write” is a structured writing program that introduces “an executive functioning approach to both learning and teaching how to write effectively.” Use of visual organizers reduces the working memory load inherent in the writing process by providing for reflection, verbal rehearsal, and drafting written products.

“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 and Theme Writing™” strategies from the University of Kansas Center for Research on Learning target improving paragraph and theme writing including focus on the principles of paragraph construction and writing cohesive essays.

Additional strategies include the **Hochman Method®**, explicit instruction in reasons for writing, steps to the writing process, steps to editing, and the use of verbal mediation strategies with visual organizers from **“Pathways for Learning”** resources, *Pathways for Grammar and Writing™* and *Pathways for Learning I and II™*.

SERVING ST. LOUIS FAMILIES FOR OVER 27 YEARS

16100 Chesterfield Parkway West, Suite 270, Chesterfield, MO 63017
www.SpeechLanguageLearningSystems.com

(636) 537-1576 Fax (636) 537-4082
slls@sllsgooden.org



- **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."

"Language Processing/Critical Thinking Programs" target improving language skills important for listening and reading comprehension. Strategies target vocabulary building, higher level reading skills and visualizing to aid in comprehending and integrating information important for determining main idea, recalling facts, drawing conclusions, making predictions, and evaluating language that is read and heard. These skills can also aid students in expressing their knowledge in a more organized and meaningful manner. Licensed speech-language pathologists facilitate strategy instruction, which may include, but is not limited to:

"Vocabulary Building" 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. Ten hours of instruction typically covers 10-12 of the 88 units in the complete vocabulary series. The program also targets explicit instruction in **academic vocabulary** to enhance test taking. **The 4-Step Vocabulary Study Strategy** from "Pathways for Learning Book Series" and the **LINCS™ Vocabulary Strategy**, a research-based strategy from the University of Kansas Center for Research on Learning, may also be integrated into instruction.

"Visualizing/Verbalizing" is a strategy used to improve language comprehension, oral and written expression, and critical thinking skills. According to the author of Visualizing/ Verbalizing, Linda Mood Bell, "language comprehension is the ability to connect to and interpret both oral and written language. It is the ability to recall facts, get the main idea, make an inference, draw a conclusion, predict/extend, and evaluate. It is the ability to reason from language that is heard and language that is read." Gestalt imagery is taught to help children better visualize the main idea, or entirety of concepts, in order to make more meaningful connections between incoming information.

"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. It targets the understanding of implied meaning in text and the ability to answer various types of inferential questions for improved critical thinking and test taking skills.

Visual organizers from the "Pathways for Learning" resources may also be used in conjunction with verbal mediation strategies to enhance language comprehension and expression.

SERVING ST. LOUIS FAMILIES FOR OVER 27 YEARS



- **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."

Additional services available include:

“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. As licensed speech language pathologists, our expertise in all areas of language offers us unique insight and training into targeting language needs that may be contributing to breakdowns in organizational skills related to managing time, tasks, and materials. Developing stronger metacognitive and organized language skills can be critical factors when applying strategies that assist students in becoming more independent and organized learners. Tools and methods, including the **360 Thinking Executive Function Program**, are introduced to target development of the following executive functions important for improving writing: Inhibit, Shift, Emotional Control, Initiate, Working Memory, Planning/Organizing, Material Organization, and Self-Monitoring. Support areas may include but are not limited to: Self-Evaluation and Self-Regulation skills related to Time and Materials Management, Homework Completion, Test Preparation, Long Term Project Planning, Written Expression, Reading Comprehension, and Social Communication.

“Speech and Language Therapy” - **Speech Therapy** is offered to children who have been identified with an articulation or phonological speech delay and/or disorder. Services for children with speech apraxia and speech fluency disorders (stuttering) are also available based on therapist expertise and availability. **Language Therapy** services are offered for students with developmental speech-language delays and disorders as well as language processing disorders impacting listening and reading comprehension, oral and written expression, including, but not limited to dyslexia.

“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 pathologists. 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™, UFLI and LIPS® as well as a variety of reading comprehension and written language strategies.

SERVING ST. LOUIS FAMILIES FOR OVER 27 YEARS



- **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."

"Fast ForWord®" - 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.

"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 intervention that facilitates their learning more explicitly. Many language strategies are introduced to assist students in improving their social competency including **"Pathways for Social Reasoning and Problem Solving™,"** **Social Stories™**, and the **Social Thinking Methodology™**. 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.**

- ❖ 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.
- ❖ Meridian Academy-Group Services: Offered in daily 1 hour sessions Monday-Friday June (June 1-12). Opportunities for continued weekly sessions can be arranged to facilitate strategy generalization.
- ❖ Meridian Academy-Individual Services: Each strategy introduced requires a minimum of ten, 1-hour sessions but, optimally, twice weekly meetings would occur over a 6-week summer session.

For more information contact us at 636-537-1576 or slls@sllsgooden.org

Dana Gooden-Schroeder, Ext. 2110 or Mary Beth Nilsen, Ext. 2220

SERVING ST. LOUIS FAMILIES FOR OVER 27 YEARS



- **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 REGISTRATION FORM

Student Name: _____ Grade: _____

Parent/Guardian Name: _____ Cell Phone: _____

Parent/Guardian Email: _____

Parent/ Guardian Name: _____ Cell Phone: _____

Parent/ Guardian Email: _____

Address: _____ Home Phone: _____

Strategy Choice(s)

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

Group Programming chosen, if available, June 1-12, 2026 (check box) **OR**

Individual Programming chosen (check box) - 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 <small>(Please note dates unavailable)</small>	
---	--

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 \$125 per hour for individual programming. Ask about potential group options for cost savings. Group rates are billed at \$70 to \$90 per hour, based on actual number of group participants in attendance and location. 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

SERVING ST. LOUIS FAMILIES FOR OVER 27 YEARS



- **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."

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 \$125 per hour for individual programming. Ask about potential group options for cost savings. Group rates are billed at \$70 to \$90 per hour, based on actual number of group participants in attendance and location. 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, but optimally, twice weekly meetings would occur over a 6-week summer session. 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**

SERVING ST. LOUIS FAMILIES FOR OVER 27 YEARS