Cathy Johnson, M.A., C.C.C., S.L.T., S.L.P.

Cathy Johnson became a licensed Speech/Language Pathologist in 1991 after completing a B.A. and M.A. in Communication Disorders, with a minor in Child Development. She also earned a special day class credential. Cathy initially focused on treating young children with speech and language disorders but broadened her scope of practice when those same young children returned to her for help in reading. Additionally, her own daughter was diagnosed with dyslexia and her mission to help children became her passion. Cathy is committed to finding the best evidence-based approaches to help children of all ages. She performs individual expert evaluations for numerous school districts as well as consulting with school districts as their dyslexia expert. Cathy is a board member on the International Dyslexia Association-Tri Counties branch. She is certified by the Center for Effective Reading Intervention as a Structured Literacy Teacher and is an Adjunct Professor at the University of La Verne.

I have a dream that children…

who learn differently will be taught in the way that suits them best.

who are challenged by distraction will develop the ability to focus on the information they need and disregard the rest.

who struggle with math facts and time limits will find they can understand math.

who continually have to go to summer school because they are not taught in the way they learn will now have their summers free to play.

who are teased by their peers will now have a place to reveal their true intelligence.

who cannot complete their work in a "timely" manner will now be able to work without anxiety.

who are not as "social" as others will pursue and develop their interests, and not those society imposes on them.

of varied intelligence who have not learned to read will indeed read and develop a love of reading.

TESTIMONIALS

"Seeing Stars® has helped me read better, taught me to see words better and read faster." **5th Grader**

"I really noticed an incredible increase in Michael's communication skills and vocabulary when talking to others since starting the program." **Mother of 4th Grader**

"Today I had an epiphany because I realized I can remember some of the stories we did one month ago." **10th Grader**

STAFF

- Cathy Johnson has over 25 years of experience in the areas of speech, language, and learning disabilities.
- All staff are highly trained and experienced in teaching students with learning disabilities.

Finger counting provides multi-sensory input. Recent data indicates that children with good finger-based numerical representations show better arithmetic skills. However, finger counting may be a sign of a mathematics disorder (Dyscalculia).

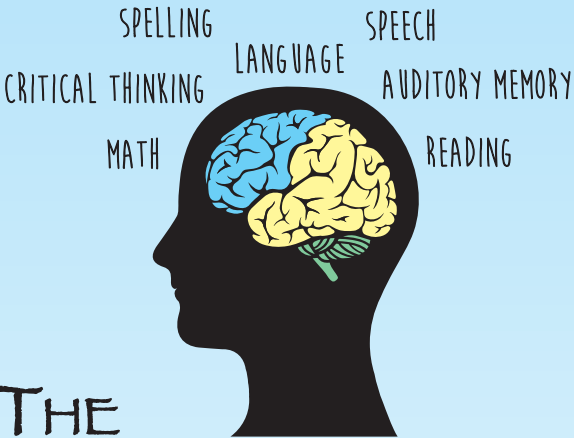## DISORDERS TREATED AT THE SPEECH, LANGUAGE AND LEARNING CENTER

- *Reading Disorder (Dyslexia)*
- *Disorder of Written Expression (Dysgraphia)*
- *Mathematics Disorder (Dyscalculia)*
- *Central Auditory Processing Disorder*
- *Visual Processing Disorder*
- *Expressive Language Impairment*
- *Receptive Language Impairment*
- *Childhood Apraxia of Speech (CAS)*

SPELLING   SPEECH
LANGUAGE
CRITICAL THINKING   AUDITORY MEMORY
MATH   READING

THE SPEECH, LANGUAGE & LEARNING CENTER

The Speech, Language & Learning Center works closely with students, their parents and their teachers. Evidence-based approaches are used to ensure all students will experience success not only in academics, but in life.

Literacy is a key predictor of academic success.

"The longer identification and effective reading instruction are delayed, the longer the child will require to catch-up." **Sally Shaywitz, Yale University**

"It is never the fault of the child, but rather the responsibility of us who teach to find methods that work for that child" **Dr. Maryanne Wolf, Tufts University**

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www.SpeechLanguageandLearningCenter.net**

The Speech, Language & Learning Center offers a comprehensive assessment battery consisting of diagnostic tests designed to identify your child's strengths and to pinpoint weaknesses. After the assessment, a consultation is scheduled to explain the results and discuss an individualized intervention designed to specifically address areas of concern.

A child who reads 20 minutes a day is exposed to 1.8 million words per year. In contrast, a child who reads 5 minutes a day is exposed to only 282,000 words per year.

Individualized Evidence-Based Approaches To Intervention

SEEING STARS®

Seeing Stars is an evidence-based program which targets reading rate, reading accuracy, and spelling. Students move through a series of exercises, strengthening visual and auditory processing skills, which increase sight word fluency and reading fluency.

VISUALIZING AND VERBALIZING FOR LANGUAGE COMPREHENSION AND THINKING®

This scientifically proven program develops concept imagery by teaching students to picture what they hear and read. V/V® teaches students to use critical thinking skills to identify main ideas, make inferences, make predictions, evaluate information, and draw conclusions. V/V® enables students to become better equipped to recall information, which is critical for academic success.

LINDAMOOD PHONEME SEQUENCING®

(LiPS®) for Reading, Spelling, and Speech. **The LiPS®** program develops speech sound structure (phonological awareness). It teaches students to see, feel, and hear speech sounds in a sequence which allows for more accurate and timely identification of sounds.

READ NATURALLY® PROGRAM

Read Naturally® develops reading fluency utilizing three research-based strategies of *Teacher Modeling, Repeated Reading, and Progress Monitoring*. This intervention supports and reinforces the essential components of reading as directed by the National Reading Panel.

MIND RESEARCH INSTITUTE PROGRAM (JiJi Math)

Mind Math® uses an innovative visual approach to teach math. The use of spatial and temporal reasoning abilities helps build the foundation necessary for mathematic success. The program is aligned with California state standards and is based on 30+ years of solid, groundbreaking research into the mind at the University of California. **MIND Math**'s engaging and motivating computer games captivate students while improving their performance in mathematics, specifically in memorization of addition, subtraction, and multiplication facts.

RAVE-O®

Rave-O® (Reading through Automaticity, Vocabulary, Engagement and Orthography) The Speech, Language and Learning Center at the Johnson Academy is the only school in Orange County using Maryann Wolf's Rave-O reading program. Rave-O is designed for small group instruction. It is a highly engaging , multi-sensory, reading fluency program. Much of the engagement of Rave-O is achieved through hands on activities using many kinds of materials, which literally allows students to play with language. Students break apart words, learn common letter patterns, examine morphological roots and affixes, and identify grammatical uses and multiple meanings.

DIID

The Dichotic Interaural Intensity Difference training or DIID is an auditory training procedure based on split-brain research. Children with learning disabilities are at risk for left ear deficits, particularly in the transference of information between the left and right hemispheres of the brain. The DIID aids in the efficient and effective transmission of information between the hemispheres which allows for increased academic performance. The need for the DIID is diagnosed by an audiologist and is typically recommended three sessions a week for 20 to 30 minutes.

BAT

The Basic Auditory Training Program (BAT) is an auditory training therapy program which seeks to develop a child's ability to detect spectral patterns. Processing pitch and timing cues are prerequisite skills for the development of phonological skills. The BAT program consists of assessment and training tracks. The auditory listening exercises are performed every day for 20 to 30 minutes a day. This means the child is making perceptual decisions about what s/he hears for each trial with attention focused to what is heard. Gradually, the ability to process the acoustic requirements of speech perception improve.