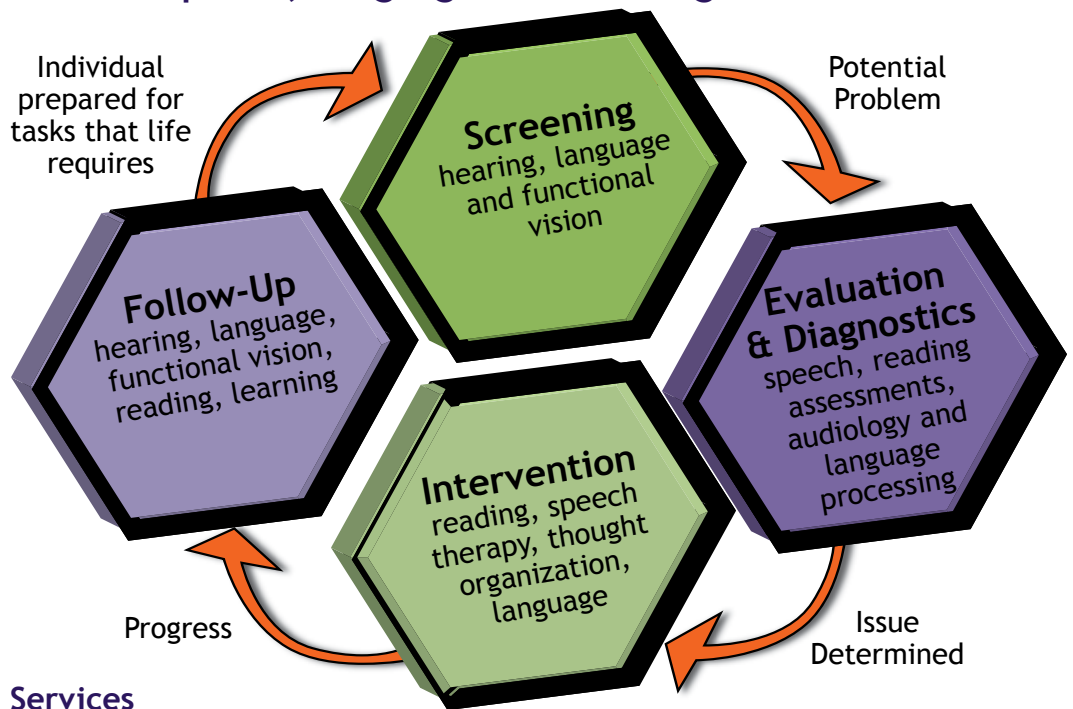


About Us

The Center for Hearing, Speech and Language is a 501(c)(3) not-for-profit organization that offers state-of-the-art services of the highest quality to people who live in Denver, Colorado Springs and surrounding areas. We are unique in that our professional staff of audiologists, speech pathologists and therapists provide quality hearing, vision, speech, language and learning services for people of all ages, including those who are unable to pay. Our mobile hearing conservation program for businesses helps fund our nonprofit services and programs.

Speech, language and learning services include a continuum of screening, evaluation, diagnostics, intervention and follow-up for communication, learning and reading issues.

Speech, Language and Learning Continuum



Services

Speech, Language and Learning: Language concerns, language-based learning difficulties and articulation/pronunciation of speech sounds, words in the right order, word endings, problem-solving, understanding, making speech sounds accurately and reading comprehension.

Screenings: Hearing, functional vision, speech and language screenings to identify children needing more extensive evaluation. Ages and Stages Questionnaire (ASQ) parent-completed questionnaires screens children between the ages of 4 and 60 months in the areas of communication, gross motor skills, fine motor skills, problem solving and personal-social skills.

Programs

KidScreen: KidScreen provides screening for hearing, speech, language and functional vision (vision used to plan and perform a task), to identify communication and learning problems, with recommendations and resources for parents and teachers.

R.I.S.E. Read, Imagine, Share & Explore: A free language, literacy and learning program that supplements preschool curriculum through books, music, art and movement. RISE introduces children to reading and development of the English vocabulary.

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Why Screening is Important

KidScreen is a hearing, speech, language, vision and developmental/learning screening program to promote early identification of communication and learning problems. Treatment of any of these problems can support growth and development in learning, reading, social skills and behavior.

Screenings are not routinely available to all children through their school or childcare center and most doctors offices do not offer comprehensive screening for hearing, speech and functional vision.

Early Detection is Critical

Functional Vision

Children with learning-related vision problems rarely report symptoms. They think everyone sees the same as they do.

Early testing for functional vision problems is key to helping prevent learning difficulties. 25% of students in grades K-6 have visual problems that are serious enough to impede learning.

Functional vision is the vision that can be used to plan and perform a task, and observing how someone goes about his or her daily activities can reveal the extent of that vision. Although a clinical measurement like 20/40 may tell you that someone sees at a distance of 40 feet what someone else sees at 20, it will not be helpful in providing information about what that person can in fact see. Even people with the same numerical measurements of their vision will have different vision, because eye conditions vary greatly. For this reason, knowing that your child has 20/300 vision may not give you an understanding of how he perceives the world, how he can perform certain tasks, and what he might need to function effectively at home, at school, and in your community.

Hearing

Children learn from listening to other people talk.

Good hearing helps children learn vocabulary, grammar, word order and other verbal communication.

Developmental Screening

Children learn skills important for reading and writing during early speech and language development.

Screening can identify children who should receive further evaluation due to delays in development. Developmental screenings check to see if a child is doing what most children do at a given age.

KidScreen is available for ages 7 months through high school. Most of the children screened are between the ages of three and ten.

KidScreen provides parents and teachers with information about typical developmental expectations specific to each child's age. Parents are provided with recommendations and resources on how to help a child who is struggling with a possible communication or learning problem and provides referrals to appropriate specialists.

- Up to 80% of children between the ages of 4 and 10 years old will experience a temporary hearing impairment during any given school year due to ear infections.
- 80% of children with learning disabilities are estimated to have undiagnosed vision problems.
- 30% of children with learning disabilities have a history of chronic middle ear problems.

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SPEECH, LANGUAGE & LEARNING

Program: R.I.S.E.

Read, Imagine, Share, Explore



A Community Literacy Program

Since 1992, we have been helping organizations give at-risk toddlers a chance to develop early literacy skills with R.I.S.E., a free language and literacy program that supplements preschool curriculum through books, music, art and movement.

Helping Kids with Fundamental Vocabulary Skills

Research increasingly demonstrates the need for children to be “ready” for kindergarten and to have basic learning foundations in place by that time. Without the right stimulation and caring attention in early childhood, children may fall behind and have difficulty catching up.

R.I.S.E. equips preschoolers and their families with fundamental tools used in the development of English vocabulary with the ability to read, write and the capacity to think creatively. Art, music, drama and games help develop fine and gross motor skills.

R.I.S.E. classes run in conjunction with after school programs and in some cases supplements the curriculum of established preschool classes.

Our curriculum and corresponding materials reflects many years of preschool teaching experience embodied by its authors.



Partnering organizations provide classroom space and the Center for Hearing, Speech and Language supplies and delivers lesson plans and materials to each class. Volunteer facilitators receive training and ongoing support and assistance within their specific program site.

Every week R.I.S.E. is offered at multiple community locations.



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Changing the Way the Brain Processes Information

A speech disorder refers to a problem with the actual production of sounds, whereas a language disorder refers to a difficulty understanding or putting words together to communicate ideas. Spoken language affects reading, which in turn affects learning in general. Children require a solid foundation in oral language before they can learn to read and write. A good speech processing system and a good awareness of different sounds are important for the early stages of reading and spelling.

The clinicians at the Center for Hearing, Speech and Language incorporate the latest research with the newest technologies to treat the basic underlying causes of communication differences.

About Therapy

Our clinical staff develops individualized therapy programs for each clients' unique needs and desired outcomes. The tools used might involve reading, language, memory techniques and exercises for improving attention and awareness.

The length of therapy depends on the severity of the problem and the rate of progress made in the therapy sessions and during reinforcement at home and in the community.

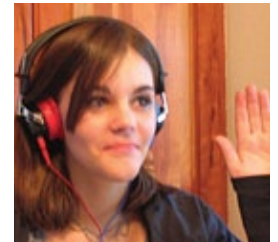
The exact format and content of a therapy session will depend on the age of the client, whether they are in private or group sessions, and what type of therapy they need.

Therapy can help children learn to communicate effectively with others and learn to solve problems and make decisions independently. Communication with peers and educators is an essential part of a fulfilling educational experience.

Children who are able to overcome communication disorders feel a great sense of pride and confidence.

Diagnostic Auditory Processing Disorder Testing (APD Testing)

Auditory Processing Disorder Testing and Treatment (APD Testing) identifies those who have difficulty using auditory information to communicate and learn. Difficulties exist not in hearing, per se, but in understanding and using what is heard. APD may take many forms and require a variety of intervention techniques and support.



Specific Skills Therapy: Speech, Language and Aural Rehabilitation

For ages 2 years to adult. Our staff develops an individualized therapy to address specific needs of our clients. Therapy may be centered on reading and language and/or tasks may involve development of strategies for coping and compensating in adverse conditions, memory techniques, working on context derived vocabulary, etc. Exercises are geared to improve attention and awareness, discrimination of frequency and intensity and to integrate information from various specialized centers of the brain.

SPEECH, LANGUAGE & LEARNING Intervention Services Programs and Tools

Programs Specialized for Client's Needs

There are many ways of integrating technology in speech, language, learning and reading to make the intervention process easier and more successful. Technology tools are customized by our trained staff and used to support clients with communication and language challenges.

Interactive Metronome (IM)

For children and adults. IM is a computerized brain-based assessment and treatment program developed to directly improve the processing abilities that affect attention, motor planning and sequencing. Participants are instructed to synchronize hand and foot exercises to a reference tone heard through head phones. The software provides feedback on timing accuracy. It has been shown to improve attention, coordination and timing for individuals with sensory processing difficulties. It can also be used to enhance timing skills of athletes and musicians.



Fast ForWord

For ages 4 years to adult. This adaptive computer program is recommended for individuals with delays in speech and language development, reading difficulties and timing issues that are affecting speech comprehension.



The software increases or decreases in difficulty based on the student's progress, creating a program that is challenging and rewarding. The exercises use sounds and discrimination tasks to develop the student's syntactic and semantic skills. Immediate corrective feedback is given before continuing an exercise. Students can gain a full year's reading skills in as little as 8 weeks.

Reading Assistant

An adjunct to the Fast ForWord programs, Reading Assistant combines individual clinical support with state-of-the-art technology to help individuals strengthen their reading fluency, vocabulary and comprehension.

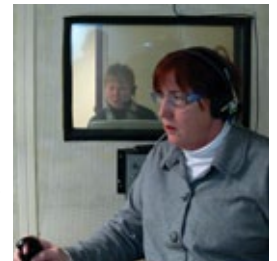
Wilson Reading Program

For elementary students and older who have not internalized sounds and word structure. The Wilson Reading Program directly and systematically teaches students how to fluently and accurately decode. Through its interactive and multi-sensory approach, total word construction and not just phonics is taught. Students learn to encode (spell) as they learn to decode.



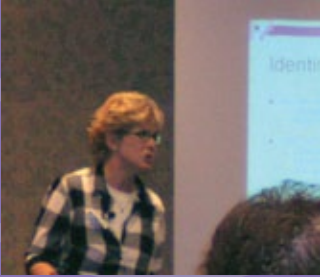
Noise Desensitization Program

For individuals of all ages who have difficulty understanding speech when background noise is present and/or who are very sensitive to loud sounds. The level of competing noise, redundancy of the speech signal and the presence and or absence of visual cues are systematically varied to create increasing difficult listening situations for the individual to practice their auditory processing skills.



Brain Fitness Program and Cortex Insight

Recommended for adults. This computerized program addresses changes in processing that occurs with age. Individuals report improvement in memory and quicker thinking skills. Insight increases visual processing speed and useful field of view.



Developmental Milestones of Children: Using Our Knowledge Base to Support Healthy, Successful Learning Neuro-Cognitive/How the Brain Learns

The therapists at the Center for Hearing, Speech and Language provide inservices and presentations to parent groups, educators, teachers, and other professionals on multiple topic areas within the realm of speech-language therapy.

Topics we have presented include, but are not limited to:

- What is speech language therapy and when to see a speech language pathologist
- Neuroscience of learning
- What is Auditory Processing Disorder (APD)?
- Developmental milestones
- Understanding a child's assessments
- Prevention, evaluation and intervention processes
- Screening tests, screening thresholds, referral criteria and classroom application
- Helping teachers and parents identify obstacles to learning and optimize language and motor development.
- Red flags for teachers and parents for children who may have speech and language difficulties
- Speech and language therapy in the preschool child



Presentation topics are tailored to meet the needs of specific audiences:

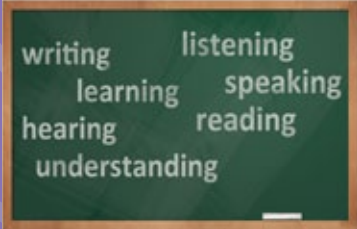
- Parent Groups including schools and churches
- Support groups
- Teachers and educators
- Early childhood educators

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SPEECH, LANGUAGE & LEARNING

Therapy Provided at Your Child's School or Our Clinical Office



Children who may have articulation, voice, fluency, or language difficulties are impacted in their ability to communicate in the classroom in the areas of listening, speaking, reading, and/or writing. Language based learning disabilities can impact all areas of the curriculum.

Speech and language therapy can be provided in your child's school setting. Our therapists act as a resource person to parents, administrators and teachers.

We evaluate children (with parental permission) in order to determine their current speech and language development, and if the child is found to be deficient in one or more areas, a discussion with the child's teacher takes place to determine how the deficit impacts on their classroom performance and if the child would benefit from remediation of the speech or language problem.

Our services include therapy sessions to address articulation difficulties, receptive or expressive language deficits, reading fluency and/or comprehension weakness and decoding problems.

We meet with parents and teachers to develop evaluation plans, determine eligibility for speech/language services, and develop IEP's (Individualized Educational Programs) Ongoing parent/ teacher communication/collaboration are integral parts of these services.

We make appropriate referrals to other professionals in and out of the building (e.g. school nurse, ENT doctor, family physician, audiologist).

Advantages of On-Site Therapy

- By providing speech and language services on school premises, a child's time out of the classroom is minimal.
- There is no parent transportation needed.

Our speech and language pathologists are certified by the American Speech-Language Hearing Association.

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