

The Johnson Academy Program

Highlights

- Curriculum follows California state content standards in math, language arts, science, and social studies.
- All curriculum uses an innovative approach that compliments each student's individual learning style.
- Small classes for individualized attention facilitates hands on learning.
- Each student receives one hour of individualized academic therapy every school day.
- Results are PROVEN (each student is pre- and post-tested using standardized assessments).
- Direct Instructional strategies are implemented with the use of manipulatives, technology, and visual aids.

Testimonials

"I'm not afraid to read aloud anymore." 15 year old

"I learn differently. I feel like here you read my mind." 8 year old

"Seeing Stars® has helped me read better, taught me to see words better and read faster." 11 year old

"My least favorite subject used to be writing but now I love writing!" 12 year old

"The best thing I got is confidence." 16 year old



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



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.*



Faculty & Staff

- Cathy Johnson has over 25 years of experience in the areas of speech, language and learning disabilities.
- Our teachers are credentialed and/or have received degrees in English, History, Sociology, and/or Psychology.
- All staff is highly trained and experienced in teaching students with learning disabilities.

Students who attend:

The Johnson Academy is for children who would benefit from a small individualized learning environment. Our experienced staff is trained in programs that are effective for children diagnosed with the following:

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

Grade Levels Taught

Kindergarten through Middle School



The Johnson Academy of Therapeutic Learning

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What is the Johnson Academy?

The Johnson Academy of Therapeutic Learning offers an effective learning alternative to the “one size fits all” approach of the mainstream education system. The Johnson Academy is a safe, supportive, and effective environment for struggling students that allows for academic excellence. The Johnson Academy serves a variety of students, each of whom are recognized as unique and individual. A thorough assessment of each student’s strengths and weaknesses is administered in order to provide an educational plan addressing specific needs. The use of intensive academic therapies and evidence-based



Literacy is a key predictor of academic success. 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.



programs that remediate deficits allow for students to become proficient learners. Our mission is to provide an individualized education, whether students require a brief, intensive, or long-term educational program.



Our Approach

The Johnson Academy of Therapeutic Learning focuses on developing and strengthening sensory-cognitive processing issues which are the underlying causes of difficulties in the areas of spelling, reading, math, language, comprehension, memory, and critical thinking. The Johnson Academy uses evidence-based programs along with Orton-Gillingham based interventions in a 1:1 setting. These programs in tandem with a dedicated staff and small class size for individualized attention, lead to a proven method for children who struggle to succeed, not only in academics but in life.



“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

Individualized Evidence-Based Approaches To Intervention

Seeing Stars® is an evidence-based program which addresses issues with reading rate, reading accuracy, and spelling. Students move through a series of exercises, strengthening visual and auditory processing, which increases 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® also teaches students to use critical thinking skills to identify main ideas, make inferences, make predictions, evaluate information, and draw conclusions. Students become better equipped to recall information, which is critical for academic success.

Lindamood Phoneme Sequencing® (LiPS) for spelling, reading, 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.

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.

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 on what is heard. Gradually, the ability to process the acoustic requirements of speech perception improve.

Rave-O® (Reading through Automaticity, Vocabulary, Engagement and Orthography) 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.

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 Math® uses an innovative visual approach to teach math. The use of spatial and temporal reasoning abilities helps build the foundation 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.

