

THE LINK BETWEEN LANGUAGE AND LEARNING

Language-based learning disabilities are problems with age-appropriate reading, spelling, and/or writing. This disorder is not about how smart a person is. Most people diagnosed with learning disabilities have average to superior intelligence. Language-based learning disabilities affect students across a broad range of diagnoses and abilities. Even subtle language problems can have dramatic effects on all aspects of academic success. This could include memory, social skills, and the ability to access, organize, interpret and express new information.

Amy Lincoln, Ph.D., CCC-SLP is a speech-language pathologist at Epicenter who specializes in language-based learning disabilities. Her focus is in assisting students who face challenges in any lan-

guage-based aspect of learning. Her goal is to help each student achieve their best in communication and academic skills.



EPICENTER THERAPY SERVICES

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EPICENTER THERAPY SERVICES

LANGUAGE AND LEARNING SERVICES

OUR GOAL IS TO
PROVIDE THE BEST
FOR THE CHILDREN
WHO NEED THE
MOST.



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FAX: (406) 522-0018

CLINICAL SERVICES

Services are available for students of all ages who face challenges in any language-based aspect of learning. Evaluations and week-to-week intervention services address a broad spectrum of information processing skills in areas such as:

Verbal expression – oral vocabulary, syntax, semantics, morphology, speech production, narrative skills, formulation and organization, verbal specificity and efficiency

Listening/auditory processing skills – oral language comprehension, direction following, auditory memory, auditory attention to detail, processing syntactic complexity, listening accuracy and efficiency

Reading – word attack strategies, phonics, sight word recognition and recall, reading accuracy and fluency, reading comprehension, identifying deeper themes and meanings

Writing – graphomotor sequencing and fluency, spelling, pre-writing organization, content flow and cohesion, grammar and punctuation use, writing elaboration and specificity, writing in different genres



Phonological processing – discrimination and awareness of syllable and sound boundaries within spoken words, encoding and decoding sounds within words as applied to reading and spelling, word analysis and synthesis skills

Linguistic retrieval – naming speed and efficiency, storage and retrieval of letter-sound associations, grammar, syntactic forms and vocabulary words

Executive functions – organizational skills, attention regulation, pre-planning, cause-and-effect reasoning, mental flexibility, ability to take another's perspective, task-sequencing abilities

Memory and processing – short and long-term recall in both auditory and visual domains, linear-sequential versus global-spatial information processing and recall, memory capacity and efficiency, processing speed and accuracy

Critical thinking – deductive/inductive reasoning, conceptual skills, independent problem solving and ability to identify part-to-whole relationships

Meta-cognitive skills – self-monitoring, self-reflection, self-awareness of own learning profile and potential, ability to identify and self-select appropriate learning strategies, ability to learn from previous mistakes as well as learning successes

Services Offered

Diagnostic Evaluations

Weekly Therapeutic Intervention

IEP Consulting

Inservices on Language and Learning Topics



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