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# LOS ANGELES SCOTTISH RITE CHILDHOOD LANGUAGE CENTER

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## ADMISSION GUIDELINES

The Ancient and Accepted Scottish Rite of Freemasonry is part of a worldwide fraternity of men devoted to fellowship, high ideals, community services and charitable works. The Los Angeles Scottish Rite Childhood Language Center is supported by contributions from Scottish Rite members, their families, friends and associates. Donations are gratefully accepted and qualify as taxable deductions from California and United States Income Taxes. Children receive therapy at the Scottish Rite Childhood Language Center free of charge.

1. The Los Angeles Scottish Rite Childhood Language Center serves the greater Los Angeles area children between the ages of three and eighteen years of age. These clients generally have a significant speech, language, or reading disorder. In order to qualify for services, children must fall within average to above-average intelligence, exhibit typical age-appropriate social behavior, and must be able to make significant progress towards their speech and language goals as determined by the clinicians and the Center Director. Therefore, in keeping with statewide California Scottish Rite Foundation Clinic Guidelines, we are unable to accept children who have a diagnosis of mental retardation, deafness, autism, a processing disorder that impacts cognitive ability, or other conditions that would preclude children from making significant progress towards speech and language goals.

2. If a child receives a diagnosis of mental retardation, deafness, autism or a processing disorder that impacts cognitive ability after enrollment at the Scottish Rite Center, therapy will be discontinued.

3. Whenever there is a question about the appropriateness of therapy, the child's readiness for therapy, or the prognosis for success, the child will be enrolled for a four-week trial of diagnostic therapy. If significant progress is made during that period, therapy will be continued, as deemed appropriate by both the clinician and the Center Director. These decisions are made on a case by case basis and are final.

4. Children with behavior issues that compromise the effectiveness of therapy will not be accepted for therapy (or will be discharged) until such behaviors are modified. Therapy will begin (or resume) at the discretion of the clinician and the Center Director.

5. Children will be admitted for therapy in three month increments for up to 18 months at the discretion of the clinician and the Center Director. This means that at the end of every three month period, the clinician and the Center Director will review progress and adherence to center policies to determine if the child is eligible for continued services.

6. Regular and prompt attendance is essential for a child to receive maximum benefit from therapy. If a child is more than ten minutes late to a session, the clinician can choose to cancel that session. That session will be considered a “no show/no call” session. Chronic and excessive tardiness will result in dismissal from therapy. If a child is to be absent from a session, the parent must call the center office 24 hours **in advance**. The **only** exception is in the case of a child who becomes ill suddenly. Please do not bring sick children to the Center; they will be sent home. Missed sessions are not made up. In addition, sessions missed without the 24 hours notice are considered a “no show” and the child will lose an additional session as a “penalty”. When two “no shows” are accrued the child will be dropped from therapy.

7. If parents have questions or concerns, they should call the center and set a time to meet with the clinician **outside therapy hours**.

8. Clinicians at the Los Angeles Scottish Rite Childhood Language Center are independent contractors. As such, they set their own schedules, determine client numbers and group size, and develop appropriate therapies. Availability of therapy can be affected by their chosen work schedules.

## SERVICES OFFERED

### Speech and Language Disorders

Generally, we treat three- to eighteen-year-old children who have an impaired ability to understand or produce language; however, some children fall into both categories. In fact, researchers have found that approximately 75-85% of U.S. preschoolers with articulation and phonemic disorders (problems physically producing and mentally cataloguing language sounds) also have other language difficulties such as learning to read. It is, therefore, crucial that these language impairments be identified at an early age, since early identification of these disorders often provides the best prognosis. In other words, if these problems are detected and treated early enough, children stand a much better chance of success in their academic careers.

## Dyslexia

The center also treats children who have dyslexia, a language-based learning disability. These children frequently experience problems in a number of areas that relate to written language--often including, but not limited to, reversing letters and numbers. Yet some people with dyslexia do not reverse letters at all. Dyslexic children and adults frequently have trouble mastering the code of written language; as a result, spelling (encoding) and reading (decoding) are often difficult tasks for dyslexic people. At the Los Angeles Scottish Rite Childhood Language Center, our reading clinicians use several multi-sensory teaching approaches--specifically, Orton-Gillingham, Slingerland, and Lindamood Bell--to help children become efficient, independent readers and writers.

The following are common signs of dyslexia:

- Poor phonological awareness (distinguishing sounds within words)
- Difficulty associating letters and sounds
- Poor spelling
- Labored or illegible handwriting
- Directional confusion in time and space
- Poor organizational skills