



HOEFT Laboratory for Educational NeuroScience

## Specific Learning Disability (SLD) Resource Guide

2018-2019

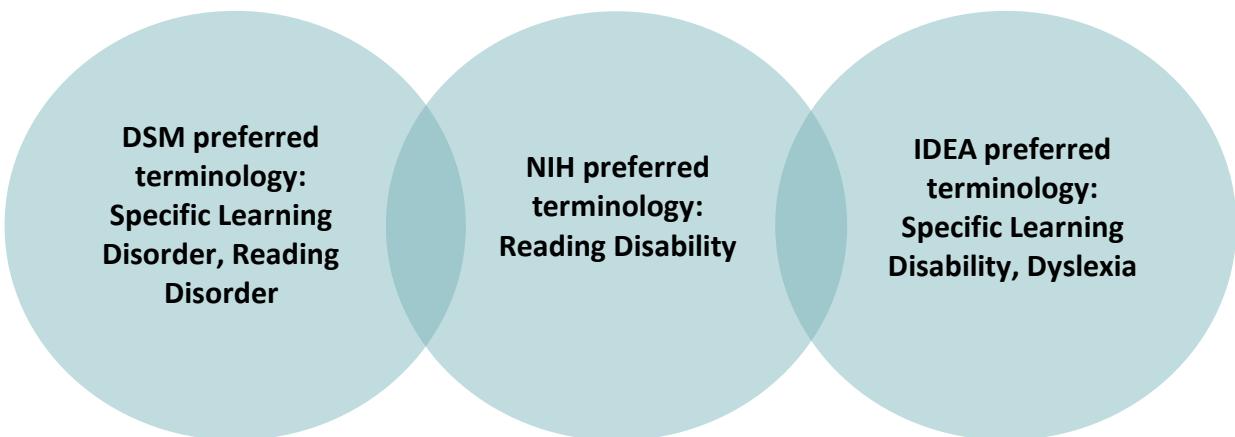
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## What is dyslexia?

Dyslexia is a specific learning disability in reading.

Dyslexia manifests as difficulties in reading, reading comprehension, spelling and writing.



## Free Screeners

The following organizations offer free, online screeners to assess for dyslexia symptoms. Though these measures are not valid substitutes for formal tests performed by a professional, they can be useful for understanding if you or your child may have an SLD.

Use the link below each logo to access that organization's screener.



<http://www.learningally.org/Dyslexia/Dyslexia-Test>



<https://www.lexercise.com/tests/dyslexia-test>



<https://dibels.uoregon.edu/assessment/dibels/>

# Related Disorders

## Auditory processing disorder (APD)

APD is typically diagnosed around the same age as dyslexia by an audiologist.

Possibly, many people with dyslexia have APD as the cause and many APDs have dyslexia symptoms (phonological awareness & reading problems).

## Specific language impairment (SLI)

SLI is often diagnosed younger than dyslexia, SLI involves grammar misuse and expressive language problems. Some believe it is a precursor of dyslexia.

## Specific writing disabilities (Dysgraphia)

Dysgraphia is identified by problems with handwriting, spelling, and writing composition. Dysgraphia stems from difficulties with written expression.

## Specific reading comprehension disorder (SRCD)

SRCD is generally diagnosed later than dyslexia, around fourth grade.

SRCD is a specific impairment in reading comprehension and is linked to executive function. Unlike people with dyslexia, people with SRCD don't have decoding difficulties.

## Language learning impairment (LLI)

An umbrella term for the related disorders on this page.

## Dyscalculia

Specific learning disability in math. Difficulty with number-related concepts

## Organizations Serving Dyslexia

There are a variety of organizations locally and nationwide that serve people with specific learning disabilities and their families. The list below contains many of these organizations along with a short description of their unique resources and offerings.

### CASE: Community Alliance for Special Education

Protects the lawful education rights of children with disabilities; located in San Francisco

[www.caseadvocacy.org](http://www.caseadvocacy.org)

### Charles Armstrong School

School for children with Learning Disabilities; website offers many dyslexia resources

[www.charlesarmstrong.org](http://www.charlesarmstrong.org)

### Decoding Dyslexia

Parent-based advocacy group aiming to raise awareness and initiate policy changes

[www.decodingdyslexia.net](http://www.decodingdyslexia.net)

### Dyslexic Advantage

Organization offering webinars and other resources with a focus on relative strengths of people with dyslexia

[www.dyslexicadvantage.org](http://www.dyslexicadvantage.org)

### EdRev Expo

Annual event for families of children with learning and attention differences; held in San Francisco

[www.edrevsf.org](http://www.edrevsf.org)

### Eye to Eye

National mentoring program for students with learning and attention issues

[www.eyetoeynational.org](http://www.eyetoeynational.org)

### HTI: Haskins Training Institute

Advancing science and translation to the public through professional development and training

[www.haskinslabs.org/research-centers/haskins-training-institute-hti](http://www.haskinslabs.org/research-centers/haskins-training-institute-hti)

### IES: Institute of Education Sciences

Statistics, research, and evaluation arm of the U.S.

Department of Education

[www.ies.ed.gov](http://www.ies.ed.gov)

### IDA: International Dyslexia Association

Offer a variety of information sheets for the general public along with other resources for families

[www.dyslexiaida.org](http://www.dyslexiaida.org)

### Learning Ally

Offer reading programs, student empowerment, and community partnerships

[www.learningally.org](http://www.learningally.org)

### Literate Nation

Policy initiatives and advocacy for improving literacy resources and support

[www.literatenation.org](http://www.literatenation.org)

### NCLD: National Center for Learning Disabilities

Offer both comprehensive programs and advocacy for families and students

[www.ncld.org](http://www.ncld.org)

### PEN: Parents Education Network

Parent collaboration group to empower students with learning and attention differences

[www.parentseducationnetwork.org](http://www.parentseducationnetwork.org)

### SAFE: Student Advisors for Education

Community of teens with learning and attention differences; based in San Francisco

[www.parentseducationnetwork.org/Programs/SAFE](http://www.parentseducationnetwork.org/Programs/SAFE)

### TDF: The Dyslexia Foundation

Advancement of science and translation of new research findings for the public

[www.dyslexiafoundation.org](http://www.dyslexiafoundation.org)

### Understood

Provides practical and secure resources to parents

[www.understood.org](http://www.understood.org)

### Wrights Law

Special education law and advocacy

[www.wrightslaw.com](http://www.wrightslaw.com)

### Yale Center for Dyslexia & Creativity

Increasing awareness and disseminates the latest research and resources

[www.dyslexia.yale.edu](http://www.dyslexia.yale.edu)

### Alphabetic Phonics

Combines auditory instruction for spelling, visual for reading, and kinesthetic for handwriting; Benchmark measures are used to guide teacher's pace and enhance student confidence

### Davis Dyslexia Correction (The Gift of Dyslexia)

Views those with dyslexia as non-verbal (picture) thinkers; Students mold letters out of clay to learn the order of the alphabet and representations of words

### Barton Reading and Spelling System

Involves a one-on-one tutoring system to improve spelling, reading, and writing skills; Begins with sounds (phonology), and progresses through vocabulary/words (semantics), grammatical structure (syntax), and sentences (discourse)

### The Association Method

Goal is to refine oral and written language; Utilizes sound/symbol relationships for reading, cursive writing, a slower rate of speech, and color differentiation of phonemes within words

## **Intervention and Instruction Approaches**

The following section provides some insight into the various interventional and instructional approaches for people with specific learning disabilities like dyslexia. Each approach is followed by a short description of that method.

### Orton-Gillingham

Teaches written language based on associative links between how a letter or word looks, how it sounds, and how it feels when speaking or writing it; Also teaches common rules of the English language

### The Herman Approach

Encompasses sight word recognition, use of contextual clues, dictionary access skills, and decoding of symbols; Activities are repeated until responses are automatic

### Montessori and Sequential English Education Approach

A textured memory board is used to learn new material, and focuses on the alphabetic and phonetic system; Age appropriate for younger children and involves intensive one-on-one or small group instruction

### Lindamood Phonemic Sequencing (LiPS)

Focuses on phonemic awareness, where individuals become more aware of mouth actions that produce speech sounds; Enables self-correction in reading, spelling, and speech

# Intervention and Instruction Approaches, Continued

## Project Read

Includes a “Language Circle” integrating reading comprehension and written expression with the belief that most language learning problems are more pervasive than decoding/encoding issues; Can be used in mainstream as well as special education classrooms

## The Slingerland Multisensory Approach

Involves simultaneous instruction of auditory, visual, and kinesthetic-motor processing; Approach starts with the smallest unit of sight, sound, and feel Used as both a preventative and remedial approach; Can be used in any classroom setting

## The Wilson Reading System

Presents a 12-Step remedial reading and writing program in a systematic and cumulative manner; Based on principles of phonological coding research

## Tattum Reading

Phonics reading program that emphasizes integration of vocabulary, syntax, and meaning

# Recommended Community Treatment

## Psychologists and Behavioral Therapists

Sasha Albani MFT (San Francisco)  
(415) 732-9320 | <http://www.sashamft.com>

Nina Kaiser PhD (San Francisco)  
(415) 271-3245 |  
<http://www.ninakaiserphd.com>

Nancy Beckman PhD (San Francisco)  
(415) 346-9446

Bailey V. Levis MS (San Francisco)  
(415) 496-6757 | <http://www.levisspeech.com>

Betsy Corrin PhD (San Francisco)  
(415) 608-7323 | <http://www.betsycorrin.com>

Celeste Schneider PhD (East Bay)  
(510) 595-0780

Barbara Easterlin PhD (Marin)  
(415) 847-2540

Gregory Villalba LCSW (San Francisco)  
(415) 794-1578 |  
<http://www.gregoryvillalba.com/index.html>

Marilu Gorno Tempini MD PhD (San Francisco) – UCSF  
(415) 476-1895 |  
<http://memory.ucsf.edu/ftd/staff/mgorno-tempini>

Jo Wallace PhD (Peninsula)  
(650) 300-4581 | <http://www.drjowallace.com>

Mary Brady PhD (San Francisco)  
(415) 776-3174

## Psychiatrists

Rajan Bahl MD (San Francisco)  
(415) 738-4250 | <http://www.rajanbahlmd.org>

Eric Bender MD (San Francisco)  
(415) 310-5130 | <http://doctorericbender.com>

Michael Bronzo (San Francisco)  
(415) 563-3252

Kenneth Braslow MD (San Francisco; East Bay)  
(415) 742-1247 | <https://www.braslow.net>

Seth Hammerman MD (Marin)  
(415) 450-7059 | <http://sethhammerman-md.com>

Robert L. Hendren DO (San Francisco) – UCSF Benioff Children's Hospital  
(415) 476-7500 |  
<https://www.ucsfbenioffchildrens.org/robert.hendren>

Joshua Israel MD (San Francisco)  
(415) 902-9422 | <http://joshuaisraelmd.com>

Sue Lee (San Francisco)  
(415) 928-1234 |  
<http://www.unionfamilytherapy.com>

Meryl Lipton MD (Marin)  
(847) 933-9339 | <http://rnbc.org>

David May MD (Marin)  
(415) 888-8782 |  
<http://www.davidscoottmaymd.com>

Scott Olson MD (Marin)  
(415) 927-6695 | <http://scottolsonmd.com>

Karla Peterson (San Francisco) – St. Mary's Medical Center  
(415) 287-6499

Stephen Seligman PhD (San Francisco)  
(415) 567-6369

Frances Wren MD (Peninsula)  
(650) 521-0028 |  
<http://www.franceswrenmd.com>

## **For Young Children with Socio-Emotional/Behavioral Issues**

Betsy Corrin PhD (San Francisco/Peninsula)  
(415) 608-7323 |  
<http://www.betsycorrin.com/>

Phyllis Cath MD (San Francisco)  
(415) 421-5719

Brittney Dodson (San Francisco)  
(650) 245-8043 |  
<http://www.tlcpractices.com/>

Ramsey Khasho PsyD (Palo Alto)  
(650) 688-3688 | [www.chconline.org](http://www.chconline.org)

Carol Fisher Slotnick MSW (Palo Alto)  
(650) 322-6491

Wheels of Wellness Consulting (Peninsula)  
(650) 898-8367 |  
[wheelsofwellnessconsulting.com](http://wheelsofwellnessconsulting.com)

# Socio-Emotional Resources

## Mindsetworks: [www.mindsetworks.com](http://www.mindsetworks.com)

Offer a variety of products used to enhance growth mindset to raise motivation and achievement, based on groundbreaking research by Dr. Carol Dweck

## Project for Education Research that Scales (PERTS): [www.perts.net](http://www.perts.net)

An applied research center at Stanford University grounded in research on academic motivation to raise student achievement

## Self-attribution Interventions: <https://www.ncbi.nlm.nih.gov/pubmed/19372432>

Simple interventions with lasting effects on stereotype threat; research on closing the minority achievement gap

## Enhancing and Practicing Executive Function Skills

<http://developingchild.harvard.edu/wp-content/uploads/2015/05/Enhancing-and-Practicing-Executive-Function-Skills-with-Children-from-Infancy-to-Adolescence-1.pdf>

An activities guide divided by age-range with activities to enhance self-regulation; created by the Harvard Center on the Developing Child

## Havens of Resilience

<http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Havens-of-Resilience.aspx>

Explains internal and external factors that foster resilience in students

## Tips for Teaching Mindfulness to Kids

[https://greatergood.berkeley.edu/article/item/tips\\_for\\_teaching\\_mindfulness\\_to\\_kids/](https://greatergood.berkeley.edu/article/item/tips_for_teaching_mindfulness_to_kids/)

From the Greater Good Science Center; recommendations for teaching mindfulness based on success of the Mindful Schools program (of Oakland, California)

## Stress-Reduction Activities for Students

<https://www.edutopia.org/blog/help-students-de-stress-success>

A handbook that presents activities to promote stress-management skills for students

## Center on the Social and Emotional Foundations for Early Learning

**(CSEFEL)** <http://csefel.vanderbilt.edu/resources/family.html>

Training modules and kits for parents and families, including tips for children's socio-emotional development, teaching independence, and supporting communication skills

## Parent Toolkit <http://www.parenttoolkit.com/>

Provides growth charts for both academic and socio-emotional development at each grade level

## “Ready, Set, Soar” Kit <https://www.wingsforkids.org/sel/bringing-sel-organization/diy/>

Do-It-Yourself social and emotional learning kit from WINGS for Kids

# Resources for Adults with Learning Differences

## Assessment

General information about testing:

- [www.dyslexia-ca.org/pdf/Fact%20Sheets/testing.pdf](http://www.dyslexia-ca.org/pdf/Fact%20Sheets/testing.pdf)
- [www.drcproth.com/neuropsychological-testing-fact-sheets.pdf](http://www.drcproth.com/neuropsychological-testing-fact-sheets.pdf)

## Professionals

### **Nancy Cushen White, EdD**

(UCSF Dyslexia Center) // SF, CA private practice 415-661-0956

### **Keith Kapash, MFT**

(Bay Area Adult ADHD) // SF, CA 415-460-7301

### **Charles P Roth, PhD**

(Bay School of SF) // SF, CA private practice

### **Maria Luisa Gorno Tempini, MD PhD**

(UCSF Dyslexia Center)

Language Clinic Coordinator Carrie Cheung 415-353-8769

<http://dyslexia.ucsf.edu/contact/information>

### **Gayle Deutsch, PhD**

(Stanford Univ Neuropsychology Clinic) // Los Altos, CA

Private practice, offering assessments on weekends 650-224-0485

### **Morrissey-Compton Educational Center**

Redwood City, CA & Half Moon Bay offices

## Intervention

For general info, see International Dyslexia Association Fact Sheet:

<http://ida.org/effective-reading-instruction/>

For information on existing programs, products, practices, and policies in education, see  
Institute for Educational Sciences Fact Sheet

<http://ies.ed.gov/ncee/wwc/>

## Research Participation

- Fumiko Hoeft, MD PhD, Roeland Hancock, PhD (brainLENS.org, dyslexia.ucsf.edu)
- Maria Luisa Gorno Tempini, MD PhD (dyslexia.ucsf.edu)

## Social-Emotional Resources

Fact Sheet for Adults with LD

<http://ldaamerica.org/>

## Educational Videos and Lectures

We have found the following videos to be particularly informative and relevant to learning differences and specifically dyslexia.

On ADHD and dyslexia:

<https://www.youtube.com/watch?v=zDnZsYGNKzs>

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/adhd-and-dyslexia-comorbidity>

On building resilience:

<https://www.youtube.com/watch?v=OtK-wmosGvo>

<https://www.aimpa.org/institute/teachable-moments/hoeft>

On dyslexia and different languages:

<https://www.youtube.com/watch?v=Ef-3MXhl3Cg>

On diagnosing dyslexia for English Language Learners (ELLs):

<https://www.youtube.com/watch?v=hElh4pbN5v4>

