

SPECIFIC LEARNING DISABILITY RELATED RESOURCE GUIDE

1. Terminology

- DSM's preferred terminology: Specific Learning Disorder, Reading Disorder
- IDEA's preferred Terminology: Specific Learning Disability, Dyslexia
- NIH's preferred terminology: Reading Disability

2. List By Organizations

- CASE: Community Alliance for Special Ed (CASEadvocacy.org)
Located in SF, Helps families to get necessary services/IEP, Advocacy
- Charles Armstrong School (school for dyslexia)
<http://charlesarmstrong.org/index.php?page=resources>
Tutor List
Referrals & LD Resources
- Decoding Dyslexia (decodingdyslexia.net/)
Parent-based advocacy group
- Dyslexic Advantage (dyslexicadvantage.com/)
Webinars, Focus on relative strengths of dyslexia, Children & Adults
- EdRev (edrevsf.org)
Annual event for families with learning disabilities/dyslexia & ADHD
- Eye to Eye (eyetoeyenational.org/)
National mentoring program
- HTI: Haskins Training Institute (<http://www.haskins.yale.edu/HTI/>)
Advancing science and translation to the public, Professional training
- IDA: International Dyslexia Association (interdys.org)
Great fact sheets for the general public (e.g. Second language learning, Comorbidity, Intervention) (<http://eida.org/fact-sheets/>)
- IES: Institute of Education Sciences What works clearinghouse
(ies.ed.gov/ncee/wwc/Topic.aspx?sid=8)
List of interventions and known evidence
- Learning Ally (learningally.org/)
Free audiobook service
- Literate Nation (literatenation.org/)
Policy related organization

- NCLD: National Center for Learning Disabilities (NCLD.org)

Great “What to do when...” information

- PEN: Parents Education Network (parentseducationnetwork.org)
Schools parentseducationnetwork.org/Default.aspx?pageId=85581
- SAFE: Student Advisors for Education (parentseducationnetwork.org/SAFE)
SF-based mentoring program
- TDF: The Dyslexia Foundation (dyslexiafoundation.org/)
Advancing science and translation to the public, Professional training
- Understood.org
Provides practical and secure resources to parents
- Wrights Law (wrightslaw.com)
Legal information, Sample letters
- Yale Center for Dyslexia & Creativity (dyslexia.yale.edu/)
Advocacy, Policy

C. List By Category

- Legal – see Wrights Law, CASE
New regulations for the Americans with Disabilities Act
(http://www.educationworld.com/a_news/ada-releases-new-guidelines-students-dyslexia-other-learning-disabilities-66268031)
- Services & Accommodation
IEP, 504 (free, IEP is for public schools up to high school) – see NCLD, Wrights Law, CASE
Assistive technology – see NCLD for general info, Learning Ally
Comparison of tablets for students with dyslexia
(<http://dyslexia.yale.edu/2014TabletComparison.html>)
2016 National Education Technology Plan – what it means
(<https://www.noodle.com/articles/how-the-2016-national-ed-tech-plan-affects-students-with-ld236>)
Interventions (often out of pocket) – see IES What works clearinghouse, IDA Matrix of programs
List of schools – see PEN Schools
- Parent support (for LD + ADHD) – see PEN, EdRev, understood.org
Steps to build reading success in your child (http://dyslexia.yale.edu/PAR_GoodPractices.html)
How to help your student with spelling (<https://go.learningally.org/misunderstanding-spelling-mistakes/>)
- Mentoring (for LD + ADHD) – see SAFE, Eye to Eye
- Advocacy – see Decoding Dyslexia, Literate Nation

D. Free Screeners

- <https://www.learningally.org/parents-students/is-it-dyslexia/dyslexia-screener/>
- <http://www.lexercise.com/dyslexia-services/screen-your-child/>
- https://app.lexercise.com/clinician/screener#info_page
- <https://dibels.uoregon.edu/>

E. Intervention and Instruction Approaches

- **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
<http://eps.schoolspecialty.com/products/literacy/learning-differences/alphabetic-phonics>
- **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
<https://www.usm.edu/dubard/what-dubard-association-method>
- **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)
<https://bartonreading.com>
- **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
<http://www.davidyslexia.com>
- **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
<http://www.voyagersopris.com/curriculum/subject/literacy/the-new-herman-method>
- **Lindamood Phonemic Sequencing (LiPS)** – Focuses on phonemic awareness, where individuals become more aware of mouth actions that produce speech sounds; Enables them to self-correct in reading, spelling, and speech
<http://lindamoodbell.com/program/lindamood-phoneme-sequencing-program>
- **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
<http://www.shelton.org>
- **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
<https://www.orton-gillingham.com>
- **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

<http://www.projectread.com>

- 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
<http://slingerland.org/Home>
- Tattum Reading – Phonics reading program.
<http://www.tattumreading.com/>
- 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
<http://www.wilsonlanguage.com>

F. Recommended Community Treatment

- Psychologists and Behavioral Therapists
 - Sasha Albani MFT (San Francisco)
(415) 732-9320 | <http://www.sashamft.com>
 - Nancy Beckman PhD (San Francisco)
(415) 346-9446
 - Mary Brady PhD (San Francisco)
(415) 776-3174
 - Betsy Corrin PhD (San Francisco)
(415) 608-7323 | <http://www.betsycorrin.com>
 - Barbara Easterlin PhD (Marin)
(415) 847-2540
 - Marilu Gorno Tempini MD PhD (San Francisco) – UCSF
(415) 476-1895 | <http://memory.ucsf.edu/ftd/staff/mgorno-tempini>
 - Nina Kaiser PhD (San Francisco)
(415) 271-3245 | <http://www.ninakaiserphd.com>
 - Bailey V. Levis MS (San Francisco)
(415) 496-6757 | <http://www.levispeech.com>
 - Celeste Schneider PhD (East Bay)
(510) 595-0780
 - Gregory Villalba LCSW (San Francisco)
(415) 794-1578 | <http://www.gregoryvillalba.com/index.html>
 - Jo Wallace PhD (Peninsula)
(650) 300-4581 | <http://www.drjowallace.com>
- Psychiatrists
 - Rajan Bahl MD (San Francisco)
(415) 738-4250 | <http://www.rajانبahlmd.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.davidscottmaymd.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>

•Clinics/Programs

Symbio – private consultations, psychotherapy, temperament evaluation
(415) 648-3243 | <http://www.symbiosf.com/www.symbiosf.com/welcome.html>

Sensory Social Playgroups – pro-social behavior and social communication skills
(415) 441-4111 | <http://sensorysocialplaygroups.com/SensorySocialPlaygroups>

•For Young Children with Socio-Emotional/Behavioral Issues

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

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

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

Ramsey Khasho PsyD (Palo Alto)
(650) 688-3688 | www.chconline.org

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

Wheels of Wellness Consulting (Peninsula)
(650) 898-8367 | wheelsofwellnessconsulting.com

G. Related Disorders

- APD: Auditory processing disorder – Diagnosed around same age, Audiologist needs to diagnosis, Possibly many dyslexics have APD as the cause & many APDs have dyslexia symptoms (phonological awareness & reading problems)
- LLI: Language learning impairment – umbrella term of many of those listed here (except sensory Impairment)
- Sensory (visual, hearing) impairment
- SLI: Specific language impairment – Diagnosed younger, Verb/grammar misuse, Expressive language problems, Some believe it is a precursor of dyslexia
- SRCD: Specific reading comprehension disorder – Diagnosed later than dyslexia (~Gr4), Specific impairment in reading comprehension, Link to executive function, Don't have decoding difficulties as in dyslexia
- Specific writing disabilities (Dysgraphia) – Problems with handwriting, spelling, writing composition

H. Socio-emotional Resources

- mindsetworks-Products used to enhance growth mindset to raise motivation and achievement, based on groundbreaking research by Dr. Carol Dweck
www.mindsetworks.com www.mindsetkit.org
- PERTS- An applied research center at Stanford University grounded in research on academic motivation to raise student achievement
www.perts.net
- Self-attribution Interventions- Simple interventions with lasting effects on stereotype threat
Cohen, G.L., Garcia, J., Purdie-Vaughns, V., Apfel, N., Brzustoski, P., 2009. *Science*, 17;324(5925):400-3.
- Enhancing and Practicing Executive Function Skills – An activities guide divided by age-range of activities to enhance self-regulation, by the Harvard Center on the Developing Child
<http://developingchild.harvard.edu/wp-content/uploads/2015/05/Enhancing-and-Practicing-Executive-Function-Skills-with-Children-from-Infancy-to-Adolescence-1.pdf>
- Havens of Resilience – Explains internal and external factors that foster resilience in students
<http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Havens-of-Resilience.aspx>
- Tips for Teaching Mindfulness to Kids – From the Greater Good Science Center
http://greatergood.berkeley.edu/article/item/tips_for_teaching_mindfulness_to_kids/
- Stress-Reduction Activities for Students- A handbook that presents activities to promote stress-management skills for students
<http://www.edutopia.org/resource/glenview-stress-reduction-activities-download>
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) – Training modules and kits for parents and families
<http://csefel.vanderbilt.edu/resources/family.html>
- Parent Toolkit – Provides growth charts for both academic and socio-emotional development at each grade level

<http://www.parenttoolkit.com/>

- Ready, Set, Soar Do-It-Yourself social and emotional learning kit from WINGS
http://www.wingsforkids.org/diy_activities

I. Resources for Adults with Learning Issues

•Assessment

General information about testing

www.dyslexia-ca.org/pdf/Fact%20Sheets/testing.pdf

www.drcproth.com/neuropsychological-testing-fact-sheets.pdf

Who?

Nancy Cushen White EdD (UCSF Dyslexia Center)

Assessed in SF private practice 415-661-0956

Keith Kapash MFT (Bay Area Adult ADHD)

Assessed in SF 415-460-7301

Charles P Roth PhD (Bay School of SF)

Assessed in SF private practice in SF

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)

Assessed in Lost Altos private practice on weekends 650-224-0485

Morrissey-Compton Educational Center

Redwood city, Half Moon Bay offices

•Intervention

For general info, see International Dyslexia Association Fact Sheet

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

Most interventions provided to children, e.g. Educational therapist through your college,

Lindamood-Bell. 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)

•See also Dyslexic Advantage above.

•Social-Emotional Issues Fact Sheet for Adults with LD

<http://ldaamerica.org/wp-content/uploads/2014/03/Social-Emotional-Issues-Information-Sheet1.pdf>

J. Math Disabilities (Dyscalculia) – more to come but for now...

- Brian Butterworth (2003) Dyscalculia screener, and other fabulous resources:
sebastien.brunekreef.com/dyscalculie/Dyscalculia_Screener_Manual.pdf