

**Spring Symposium April 30, 2021**

**Focus on Applied Research, Policy, and Practice**

*Speakers in order of appearance:*

**Welcome and Opening Remarks**



**Bryan King**, MD, conducts research and clinical work that has largely focused on psychiatric aspects of developmental disorders, and upon the pathogenesis and treatment of significant behavioral disturbance in autism and related disorders in particular. In recent years, this focus has been primarily directed on interventions in autism including both pharmacological and psychosocial treatments.



**Maria Luisa Gorno Tempini**, M.D., Ph.D. is a behavioral neurologist and holds the Charles Schwab Endowed Professorship in Dyslexia and Neurodevelopment at UCSF. She currently directs the Language Neurobiology Laboratory of the UCSF Memory and Aging Center and serves as Co-Director of the UCSF-UC Berkeley Schwab Dyslexia and Cognitive Diversity Center and Co-Director of the UCSF Dyslexia Center. Her research and clinical work

concentrate on behavioral neurology across the lifespan, and her research investigates the neural basis of cognitive functions such as language and memory. She applies her expertise in the cognitive neurosciences to language-based learning differences, such as dyslexia. As Co-Director of the UCSF Dyslexia Center she has enjoyed worked clinically with many families of children living with dyslexia and other learning differences. She looks forward to working with Schwab Clinic to develop the best most evidence-based ways of assessing people with learning differences and supporting families around the Bay Area and beyond to get the help they need to thrive.

<https://memory.ucsf.edu/people/marilu-gorno-tempini-md-phd>



**Stephen Hinshaw**, Ph.D. is Professor of Psychology at UC Berkeley, where he was Department Chair from 2004-2011, and Professor of Psychiatry and Behavioral Sciences (and Vice-Chair for Child and Adolescent Psychology) at UC San Francisco. His work focuses on developmental psychopathology, clinical interventions with children and adolescents with attention deficits and hyperactivity (especially mechanisms underlying therapeutic change), and mental illness

stigma. He has directed research programs and conducted clinical trials and longitudinal studies for boys and—more recently—for girls ADHD, having received over \$20 million in NIH funding and an equal amount in foundation support. He has authored over 365 articles and chapters plus 12 books. His memoir, *Another Kind of Madness: A Journey through the Stigma and Hope of Mental Illness* (St. Martin's, 2017), was awarded Best Book in Autobiography/Memoir by the American BookFest in 2018. He is a fellow of the

Association for Psychological Science, the American Psychological Association, and the American Association for the Advancement of Science (AAAS).

His international awards include the Distinguished Scientist Award from the Society for a Science of Clinical Psychology (2015); the James McKeen Cattell Award from the Association for Psychological Science (2016), the Distinguished Scientific Contributions to Child Development Award from the Society for Research in Child Development (2017); the Ruane Prize for Outstanding Achievement in Child and Adolescent Psychiatric Research (2019); the Distinguished Scientific Contributions Award from the American Psychological Association (2020); and the Rhoda and Bernard Sarnat International Prize in Mental Health, from the National Academy of Medicine (2020). He is the only individual to have received all six. He is the co-director of the Schwab Dyslexia and Cognitive Diversity Center. <https://psychology.berkeley.edu/people/stephen-hinshaw>

### **Session 1: New Directions in Dyslexia Research**

#### ***Plenary Lecture: Dyslexia in the Classroom: Education, Research, and Policy***



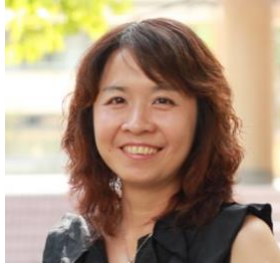
**Linda Darling-Hammond**, EdD, is the Charles E. Ducommun Professor of Education Emeritus at Stanford University and founding president of the Learning Policy Institute, created to provide high-quality research for policies that enable equitable and empowering education for each and every child. She is past president of the American Educational Research Association and author of more than 30 books and 600 other publications on educational quality and equity, including the award-winning book: *The Flat World and Education: How*

*America's Commitment to Equity Will Determine Our Future*. In 2006, she was named one of the nation's ten most influential people affecting educational policy. She led the Obama education policy transition team in 2008 and the Biden education transition team in 2020. She was appointed President of the California State Board of Education in 2019.

### **Session 2: New Directions in Dyslexia Research**



**Sarah Manchanda**, MEd, is pursuing a PhD in Special Education in the Joint Doctoral Program between the University of California, Berkeley, and San Francisco State University. Prior to graduate studies, Sarah worked as a Special Education teacher and instructional coach in Washington D.C. and India. Her current research interests include (a) Peer victimization and bullying based on disability and race, (b) Promoting the capacity of teachers and peer bystanders of bullying through investigating moral reasoning, and (c) Critical pedagogy and moral education as interventions to address stigma-based bullying.



**Chun-Chi (Sarah) Yang**, MA, graduated with a BA from English Department in Nation Taiwan Normal University in 1998 and an MA from Instruction Technology Department in San Jose State University. She was a high school teacher for 20 years in Taiwan. She came to UC Berkeley for the post-bac program in Psychology Department to prepare herself for the pursuit of PhD in Clinical Psychology. From her teaching experience, she grew interested in how emotional disorders develop and manifest, depression in particular, in childhood and adolescence. She is focused on research about factors impacting emotion regulation and emotional disorders of adolescent girls as a research assistant in Dr. Hinshaw's lab.

**Corinne Reece** is a third-year undergraduate student majoring in Psychology and Cognitive science.



**Andrea Lollini**, PhD, teaches *International and Comparative Health law*, and *European Union Law* at UC Hastings College of Law. He is Associated Professor of Comparative Constitutional Law at the [University of Bologna](#) (Italy). He received his PhD at the [Ecole des Hautes Etudes en Sciences Sociales](#) (EHESS Paris) and has an extensive career in legal research with international organizations such as [Institut des Hautes Etudes sur la Justice](#) of Paris (IHEJ) and *The Hague Institute for the Internationalisation of Law* (HiiL).



**Michelle V. Porche**, Ed.D. is Associate Adjunct Professor at UCSF Department of Psychiatry and Associate Director of Community Outreach for the Schwab Dyslexia and Cognitive Diversity Center. Throughout her career she has studied the impact of adversity on academic achievement for young children and adolescents, primarily using mixed-methods approaches. Her early research studies included investigation of the impact of parent involvement and life circumstances of families on the language and literacy development of children and adolescents. Recent work has included the study of early and ongoing adversity and trauma on risk of high school dropout, school engagement, and retention in grade. Working with interdisciplinary teams she has also studied the association between trauma and substance use for adolescents, related to mental health and academic outcomes, as well as focus on immigrant children and families, with specific attention to the impact of trauma for resettled refugee youth. As a Co-Investigator of the Kids FACE FEARS study she investigated patient, clinician, and stakeholder engagement for a large clinical trial comparing evidence-based face-to-face and online CBT treatment, in English and Spanish, for childhood anxiety. <https://profiles.ucsf.edu/michelle.porche>



**Isabella C. Brown**, MA, is both a Marcus Foster and Chancellor's Doctoral Incentive Program Fellow (California State Universities or CSUs). She holds an M.A. from San Francisco State University and is a second-year Ph.D. student in the Joint Doctoral Program with the University of California, Berkeley. In Spring 2019, she was appointed to the position of Graduate Student Researcher at the UCSF - UC Berkeley Schwab Dyslexia & Cognitive Diversity Center, where her research team has been looking at supports for students with disabilities since the onset of COVID-19 and distance learning and has been working on a review of empirical autism literature and its racial/ethnic demography. At San Francisco State University, Isabella is the coordinator of an inclusion pilot program that welcomed three students of color with intellectual and/or developmental disabilities to take university classes for the first time.

Isabella's scholarly research centers on unraveling systemic barriers impeding and constraining meaningful parent-school partnerships for students of color in K-12 who have disabilities and their families. Her research springs from the desire to inform changes in policy by investigating inequitable disability and special education systems phenomena from a multidisciplinary lens. She is tenacious about using research and informing policy to increase opportunities for parental knowledge sharing while encouraging diversity in autistic culture.



**Gesean Lewis Woods**, MA, is a second year doctoral student in the UC Berkeley/ SFSU Joint Doctoral Special Education program, and one of this year's recipients of the Marcus Foster Fellowship, which supports the doctoral ambitions of students in underrepresented communities looking to research systems change to make education more equitable, and is also a Guardian Scholar, a scholarship designed for former foster youth pursuing higher education and promotes foster youth advocacy. Woods holds an M.A in Special Education from San Francisco State University. In Fall 2020, Woods was appointed the position of Graduate Student Researcher for the UCSF/ UC Berkeley Charles Schwab Dyslexia and Cognitive Diversity Center.

Woods identifies as being on the autism spectrum, and is particularly interested in researching how to create inclusive classroom environments for differently abled students by looking into how classroom peer cultures are constructed and how students in SPED can be included in creating the classroom culture so that it is one of mutual respect and support. He currently serves on the advisory board for Project ALLIES, a program designed to inclusive classroom communities and remove barriers to participation, socialization, and communication for children on the autism spectrum.



### **Session 3: New Directions in Research on Cognitive Diversity**



**Robert L. Hendren, D.O.**, is Professor of Psychiatry and Behavioral Science; Division of Child and Adolescent Psychiatry; Co-Director of the UCSF Dyslexia Center; and Director, Program for Research On Neurodevelopmental and Translational Outcomes (PRONTO). His current areas of research and publication interests are translational interventional outcomes research to enhance resilience in neurodevelopmental disorders.



**Dr. Stephen Bent, MD** is a Professor of Medicine, Epidemiology & Biostatistics and Psychiatry at the University of California, San Francisco with expertise in conducting randomized controlled trials related to the safety and efficacy of complementary and alternative medicine (CAM). He was the project director for one of the first NIH-funded, large randomized controlled trials of an herbal remedy (saw palmetto), which was published in the *New England Journal of Medicine*. He has completed clinical trials on a wide range of CAM products including omega-3 fatty acids, antioxidants, vitamin D, and several herbal remedies, and he has developed techniques to allow studies to be conducted entirely over the internet. He also conducts cohort studies and clinical trials in children with developmental disorders including autism, dyslexia, and ADHD with the goal of identifying risk factors and interventions that improve outcomes.



**Bushra Hossain, MAS** is a clinical research coordinator in the Program for Research on Neurodevelopmental and Translational Outcomes (PRONTO) at the University of California, San Francisco (UCSF). With a background in neuroscience in her undergraduate studies, Bushra began pursuing a career in the field of clinical research by first completing a Graduate Diploma in Clinical Research from McGill University and then a Master's Degree in Clinical Research from UCSF. During her graduate training at UCSF, she worked with the PRONTO team in their cohort studies investigating various psychosocial outcomes in children with dyslexia. Her research interests include learning disorders, mental health, autism and epidemiology.

### **Video Stories of Dyslexia**



**Emily Monforte, BA**, is a queer dyslexic photographer and LD activist born and raised in Berkeley, California. She graduated from Wesleyan University in 2018 with a dual degree in Sociology and Fine. Her photography has been exhibited by Cluster London, and published by i-D magazine as well as stop.gap journal. Her work can be seen on Instagram @emily.monforte.photo and [emilymonfortephotography.myportfolio.com](http://emilymonfortephotography.myportfolio.com).