

**PROFILES IN
ACHIEVEMENT:
Amazing People with
Learning Differences**

DVD Version

PROFILES IN ACHIEVEMENT: AMAZING PEOPLE WITH LEARNING DIFFERENCES

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TEACHER'S RESOURCE BOOK

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PROFILES IN ACHIEVEMENT: AMAZING PEOPLE WITH LEARNING DIFFERENCES

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PROFILES IN ACHIEVEMENT: AMAZING PEOPLE WITH LEARNING DIFFERENCES

DVD MENU

MAIN MENU

➤ **PLAY**

➤ **CHAPTER SELECTION**

From here you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

1. Introduction
2. Dean Abbey
3. Liza Giamaria
4. Jack Horner
5. Bree Sterne
6. Phillip Manuel
7. Conclusion

➤ **TEACHER'S RESOURCE BOOK**

A file of the accompanying Teacher's Resource Book is available on the DVD. To open the file you need to load the DVD onto a computer that has a DVD-ROM and Adobe Acrobat Reader. Right click on the DVD icon and then double click on the file titled "Teacher's Resource Book."

According to the National Institutes of Health, 15 percent of the U.S. population—or one in seven Americans—has some type of learning disability. According to the National Center for Learning Disabilities, nearly four million school-age children have learning disabilities. Most of these students have difficulties in the area of reading, and may lag three or more grade levels behind their peers.

Although most learning disabled students struggle in school and have life-long issues with learning, the message of this program is hopeful. People with learning disabilities or learning “differences” can learn and can be highly successful in life. By viewing the program and using the Teacher’s Resource Book, your students will better understand what learning differences are and how they can be accommodated with the right support and strategies.

Five real people tell their individual stories about how they cope with learning differences in their daily lives: Dean Abbey has trouble keeping up in school, but on the race track, he has the speed and control of a winner. In third grade, Bree Sterne couldn’t read. Now she is attending Harvard. Jack Horner’s teachers thought he was slow, or lazy, or both. Today he is one of the top paleontologists in the world. Liza Giamaria couldn’t focus in school. She went on to become a doctor. Philip Manuel was a talented musician and poet, but his ADHD held him back. Now he has achieved success and recognition doing what he loves.

It used to be thought that people with dyslexia and attention problems were unlikely to succeed. Today, educators and psychologists recognize that learning differences need not be barriers to achievement. In fact, students with these conditions often have passionate interests that motivate them to perform at high levels.

The program *Profiles in Achievement: Amazing People with Learning Differences* presents five inspiring stories that demonstrate that people with dyslexia and ADHD can succeed in the arena of their choice. Each of the featured individuals tells his or her story, with commentary by a host between segments. The Teacher’s Resource Book provides information and activities that reinforce and expand on the concepts presented in the program. The goal is to help all students see beyond the stereotypes and the myths about learning differences and understand that with perseverance, a positive attitude and appropriate help, people with learning disabilities can soar.

LEARNING OBJECTIVES

After watching the video *Profiles in Achievement* and participating in the class activities included in this Teacher's Resource Book, your students will be able to:

- understand what dyslexia is
- understand what ADHD is
- be aware that people with dyslexia and ADHD can be highly intelligent and accomplished
- recognize and explain the concept of multiple intelligences
- identify several different learning styles
- consider what it means to be successful
- appreciate that stereotyping people based on their learning style is unfair
- create their own personal success portfolios

Pre-test and Post-test

Before and after viewing the program, your students can take the test. This will help you assess how much your students have learned as a result of viewing the video and working on the activities in this Teacher's Resource Book.

The Program

The program can be shown in its entirety or in segments. The segments are:

1. Dean Abbey: dyslexic, race car driver
2. Liza Giamaria: ADD*, physician
3. Jack Horner: dyslexic, paleontologist
4. Bree Sterne: dyslexic, Harvard undergraduate
5. Philip Manuel: ADHD, singer/songwriter and poet

Viewing Guides

Students can use these guides to focus their viewing.

Discussion Questions

These can be used after the entire video or after each segment.

Information Sheets

These handouts have additional information on learning styles, multiple intelligences and ADHD.

Self-Tests

These can help students identify their own styles and strengths.

Success Portfolio

This is a series of activities to help students assess their strengths, honor their achievements and formulate goals.

* *When Liza was diagnosed, the acronym ADD (attention deficit disorder) was used. Today, the acronym ADHD (attention deficit hyperactivity disorder) is more commonly used.*

PROGRAM SUMMARY

Jessica Cannon and Jon Schneider are the young hosts of the program. They introduce the term “learning disability” or—more positively—“learning difference.” This sets the stage for viewers to understand that many people are affected by learning differences. Our hosts point out an important common denominator among the stories shown in the video: “All the people we are going to see are highly intelligent, but some of them felt stupid and frustrated [while] growing up because of troubles with reading or math or listening or paying attention. But another characteristic these people share is determination. Undeterred by challenges or setbacks, they used their strengths to pursue their passions and achieve success.”

The first segment features Dean Abbey, a young race car driver. Images of Dean driving are followed by his description of his car and his disability, dyslexia. Dean explains that he can read, but he doesn’t retain what he has read, and to produce a coherent writing assignment takes him a long time. In math, he has difficulty grasping what the teacher is saying. Dean draws a distinction between being “school smart” and his kind of smart, which has to do with a grasp of how things work in the physical world and being able to do things with his hands. When he can connect math and science concepts to race cars, he can understand those concepts and apply them.

Dean advises people with learning disabilities to enlist the support of others. For Dean, the most supportive person has been his mother, who helped him get the help he needed at school. His parents, he notes, have always emphasized effort and approved of his driving as long as he could demonstrate that he was really trying at school.

Dean talks about the importance of determination, and how his tenacity and perseverance helped him with his racing. He shares his goals and aspirations: to win the biggest race in Texas, and to win the Daytona 500. He also can envision a future as a mechanic. He ends by repeating his advice to “try your best.”

Our hosts remind viewers that not all people learn the same way. “By working with his hands, Dean learns a lot better than by reading a book. Dean’s story shows the importance of having people in your corner who believe in you and will fight for you. Dean’s parents, particularly his mother, pushed hard to get Dean the help he needed at school.”

The second segment features Liza Giamaria, a medical doctor with training in general surgery as well as public health and administration. Liza was diagnosed as an adult with attention deficit disorder, or ADD. She recalls that she always found it challenging to sit for any length of time and to focus. In high school, she was at the top of her class; but her performance on standardized tests was terrible because she couldn’t finish them in the allotted time.

The challenges of medical school were tremendous and all-encompassing for Liza. She compensated by studying harder and longer than anyone else. Because she had not been identified as learning disabled, she was not eligible for accommodations like extended time for tests and projects, nor did she learn the many strategies and tools that can help people with learning disorders. Finally, after completing medical school, Liza was tested and found to have attention deficit disorder. She was referred to a learning center that helped her develop strategies and tools to help her take tests, remember things, organize and focus.

Liza reflects that she always wanted to be a doctor, and particularly a surgeon. Surgical procedures allow her to apply what she does with her hands, as well as her visual intelligence. And because of her experience with ADD, she can truly empathize with patients when they come in with a problem.

Liza expresses frustration that because of the lack of awareness of ADD, people who are smart and capable are not being identified and are not receiving tools and strategies that would help them achieve their goals. She ends by asserting that her tenacity is what has gotten her to where she is today.

Our hosts return to explain that Liza's diagnosis of attention deficit disorder did not come until long after she finished high school. Now, at last, she is getting help in developing different learning strategies. Help is available for people; getting that help can make a huge difference.

The third segment features Jack Horner, a world-renowned paleontologist. He talks about his enjoyment of finding treasures underground that tell stories about the past, and figuring out what dinosaurs were like as living animals. He recalls that in school, he was considered to be lazy and unintelligent because he wasn't able to read. Nor did he particularly care to, because, as he says: "The information they wanted me to read wasn't interesting to me. I wanted to go outside to look at things... to examine things and study things."

"I need hands-on experience basically; so when you're sitting in a school and you have to write things and you have to read things... I failed it all. I got F's... and got these little notes on the report card that said: *He has lots of room for improvement.* So everyone just assumed I was lazy and that I was possibly retarded."

Fortunately, Jack had a lot of self-confidence. He realized that he knew more than other students about things in the ground. Looking back, he prefers to think of his "disability" as a "learning difference." To capture how he learns and processes information differently, he describes himself as a spatial thinker.

While he is not good at reading or at doing linear problems when time is involved, he is good at processing information that he can see and touch. Being a spatial thinker, he works in three dimensions. Thinking spatially, he can peel back layers of earth in his imagination and figure out what the whole landscape looked like. And he examines bones by touching them, as he demonstrates with a jawbone of a *tyrannosaurus rex*.

Yet in school, the message Jack received over and over was: “You have failed. You have failed. You have failed.” As he points out, “When you’re constantly told that you have failed at things, it makes it a lot easier to take a risk that someone who has never failed would never take.” He was able to follow his dream of becoming a paleontologist, whereas others do not follow their dreams because they are afraid to fail.

Our hosts return to emphasize that Jack’s way of thinking and seeing things helped him make important discoveries about dinosaurs. However, at the time when Jack was in school, people didn’t understand dyslexia and learning differences the way they do today. Many people with learning differences often have highly specialized minds that give them unique strengths and talents.

The fourth segment features Bree Sterne, a Harvard undergraduate who, because of her dyslexia, has difficulty with reading, writing, word retrieval and acquiring language. She reflects on her struggles as a child that led her to act out in third grade by bullying, getting angry and starting fights. This came to a head when Bree’s school asked her to leave.

Bree talks about her parents, who supported her and experienced their own pain when they watched their child struggle. After several unsuccessful visits to a psychiatrist, Bree’s parents took her to a learning specialist who told the family that dyslexia was what was holding Bree back and causing emotional problems.

Even with a diagnosis of dyslexia, Bree continued to think that her disability said something negative about her intelligence. She felt there was something wrong with her, and for years she hid her disability from her classmates. It wasn’t until high school that she began to come into her own. She connected with a teacher, Mrs. Rinden, who helped Bree develop a passion for literature by suggesting books she knew Bree would love. With Mrs. Rinden’s encouragement, and bolstered by her new academic success, Bree finally disclosed her learning disability.

Bree recalls a point at which she realized that her struggle with her learning disability had really helped to define who she was. She pushed herself harder than she otherwise would have, and kept setting the bar higher and higher. In part, she was aiming to show that being academically challenged or having a learning disability is not an indication of low intelligence.

Bree notes: “Having a learning disability has made me think about my mind and how I think.” She describes herself as a visual learner. Unlike people who absorb and retain information by listening, Bree remembers the way something looks. She does well with diagrams, and on tests she will remember the color of text, or where it was located on the page.

Bree takes advantage of the services Harvard provides for students with learning disabilities. Tutors at the writing center have helped Bree, whose writing process involves a lot of brainstorming and organization and collecting of ideas before she can put them together.

Bree concludes by sharing that at college, she looks forward to finding a passion. Proud of her achievement, she looks forward to endless opportunities.

Our hosts point out that Bree needed specialized help with reading and other language-based skills. As a young student, she spent countless hours writing spelling words over and over and learning different vowel sounds for sounding out words. Bree’s story highlights a common thread in all the profiles—defying negative labels and other people’s predictions of failure through persistence and hard work

The fifth and final segment features Philip Manuel, a singer and writer from New Orleans who says, “I am your poster child for attention deficit hyperactivity disorder.” Philip goes on to explain that there was always something in him that held him back. “I was a smart kid, but my report cards speak to the classic underachiever... 70s and 80s, C’s and D’s, every now and then a B. All the teachers basically said the same thing: *inattentive, needs more effort, doesn’t pay attention in class, talks too much...* things like that.”

Despite these difficulties, Philip’s obvious musical talent continued to grow—but with a big limitation. “My career happened around me. I had no direction, no control on where it went, though I tried to rein it in and I tried to focus, and I tried to get this or that done... basically, I went with the flow.”

It was his wife, Janice, who finally helped Philip understand he has attention deficit hyperactivity disorder. She gathered information and encouraged him to get the help he needed. After he was properly diagnosed and got treatment, his life changed for the better.

Philip says, “I pay more attention to taking charge of my career and not just counting on my talent to get me through, but realizing that there are other things in the process that are as important as talent.” Philip believes that the help he is receiving allows him to better connect with his passion for music and its impact on his listeners. “Passion,” he says, “is embodied in why we do what we do.”

His advice to viewers with ADHD is to get properly diagnosed and not to place value judgments on themselves. Be confident and think proactively. Philip maintains that a positive attitude will impact every aspect of life... from relationships, to family, to friends, to writing and singing.

Our hosts return once again to close out the program. Jessica and Jon note that the people profiled in the program vigorously pursue their passions. They acknowledge the challenges posed by their learning differences and work to overcome them; but they also work hard to develop their strengths and nurture their talents. All are optimists who believe in themselves. Experience, understanding, determination and the right kinds of support have allowed each of them to excel.

Segment One: Dean Abbey

- 1.** What are Dean’s strengths and accomplishments? What does he like to do, and what is he good at?
- 2.** Dean says: “I’m not school smart.” What do you think he means?
- 3.** Dean says that he can read but can’t understand what he has read. Have you ever had the experience of being able to read every word of a text, but not understanding what the text means? What was that like? How did it feel?
- 4.** Dean says that when you have dyslexia, it’s important to have somebody close to you who is on your side and can support you. In what ways are people supportive of Dean?

Segment Two: Liza Giamaria

- 5.** What are Liza’s strengths and accomplishments? What does she like to do, and what is she good at?
- 6.** When she was young, how did Liza’s learning disability affect her in school?
- 7.** If Liza’s disability had been diagnosed when she was in school, in what ways would her life have been different?
- 8.** Why do you think Liza did well on class work and poorly on standardized tests?
- 9.** In what ways might her experiences with a learning disorder make Liza a better doctor?

Segment Three: Jack Horner

10. What are Jack's strengths and accomplishments? What does he like to do, and what is he good at?
11. When he was young, what assumptions did Jack's teachers make about him?
12. Jack says that having failed many times, he felt free to take risks that other students who were unaccustomed to failure might have avoided. Do you agree that failure can be a positive thing? Explain your answer.
13. Jack prefers the term *learning difference* to *learning disability*. What are his reasons? Do you agree with him?

Segment Four: Bree Sterne

14. What are Bree's strengths and accomplishments? What does she like to do, and what is she good at?
15. When she was in third grade, why did Bree get into fights and bully other children?
16. What are some difficulties that Bree experiences because of her dyslexia?
17. In what ways was Mrs. Rinden supportive of Bree?
18. Why do you think Bree waited so long to disclose her dyslexia to her classmates?

Segment Five: Philip Manuel

- 19.** What are Philip's strengths and accomplishments? What does he like to do, and what is he good at?
- 20.** How did Philip learn that he had ADHD?
- 21.** If Philip's ADHD had been diagnosed when he was in school, in what ways might his life have been different?
- 22.** Philip says he lacked confidence in school. Why do you think that was the case?
- 23.** How might having ADHD adversely affect personal goals?

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STUDENT ACTIVITIES

Name: _____

Pre/Post Test

Decide whether the following statements are true or false.

1. **TRUE or FALSE:** Many people who have difficulties reading and writing are highly intelligent. _____
2. **TRUE or FALSE:** People with ADHD often have trouble with focus, planning and follow-through. _____
3. **TRUE or FALSE:** People with dyslexia should not plan to go to college because the work is too hard. _____
4. **TRUE or FALSE:** Different people have different styles of learning. _____
5. **TRUE or FALSE:** With regard to their education, students diagnosed with dyslexia and ADHD have certain rights by law. _____
6. **TRUE or FALSE:** If someone is successful in life, you can assume that person was also successful in school. _____
7. **TRUE or FALSE:** Most students with learning issues are lazy about doing their school work properly. _____
8. **TRUE or FALSE:** Students with learning issues can become persistent and resilient because of their struggles. _____
9. **TRUE or FALSE:** Some people learn best through physical activity. _____
10. **TRUE or FALSE:** To be successful, people should avoid failures and mistakes. _____

The Answer Key for this activity appears on the next page.

Name: _____

Answer Key

- | | |
|--|--------------|
| 1. TRUE or FALSE: Many people who have difficulties reading and writing are highly intelligent. | TRUE |
| 2. TRUE or FALSE: People with ADHD often have trouble with focus, planning and follow-through. | TRUE |
| 3. TRUE or FALSE: People with dyslexia should not plan to go to college because the work is too hard. | FALSE |
| 4. TRUE or FALSE: Different people have different styles of learning. | TRUE |
| 5. TRUE or FALSE: With regard to their education, students diagnosed with dyslexia and ADHD have certain rights by law. | TRUE |
| 6. TRUE or FALSE: If someone is successful in life, you can assume that person was also successful in school. | FALSE |
| 7. TRUE or FALSE: Most students with learning issues are lazy about doing their school work properly. | FALSE |
| 8. TRUE or FALSE: Students with learning issues can become persistent and resilient because of their struggles. | TRUE |
| 9. TRUE or FALSE: Some people learn best through physical activity. | TRUE |
| 10. TRUE or FALSE: To be successful, people should avoid failures and mistakes. | FALSE |

Name: _____

Name of the person who is featured: _____

As you watch the program, make notes on the person in regard to the following:

Strengths

Accomplishments

Strengths	Accomplishments

Learning Issues/Challenges

People Who Helped

Learning Issues/Challenges	People Who Helped

One question I would like to ask this person is:

Name: _____

WHAT'S YOUR LEARNING STYLE?

Check all of the statements that apply to you:

1. _____ I follow directions better if I hear them.
2. _____ I follow directions better if I read them.
3. _____ I learn better when I can see my teachers when they speak.
4. _____ I like to study in a quiet, uncluttered place.
5. _____ I like graphs, charts and other visual aids.
6. _____ I'd rather work standing up than sitting down.
7. _____ I like to listen to speeches and presentations.
8. _____ I'm good at making and fixing things.
9. _____ Chewing gum helps me concentrate.
10. _____ I remember things by making up rhymes, songs or raps.
11. _____ I like visual arts like drawing, painting and photography.
12. _____ I'm good at sports.
13. _____ I learn things best by doing them.
14. _____ I'm a good talker and I enjoy debate and discussion.
15. _____ I hum, sing and whistle to myself a lot.
16. _____ I'd rather hear the news on the radio than read it in a newspaper.
17. _____ I remember things by picturing them in my head.
18. _____ I learn things best by taking notes in class.
19. _____ When I study, I often take short breaks and move around.
20. _____ I'm good at using maps.
21. _____ I often can put things together without reading the printed directions.
22. _____ I prefer to study in an active area like a kitchen.
23. _____ I learn things best when I can talk about them with others.
24. _____ When I'm studying, it helps to read out loud or talk to myself.

When you are finished, circle each item that you checked and proceed to the Scoring Key on the next page.

This activity is continued on the next page.

Name: _____

Scoring Key

For each of the three columns (auditory, visual and tactile/kinesthetic), add up how many items you circled. Write that figure at the bottom—it should be a number between 0 and 8.

Auditory	Visual	Tactile / Kinesthetic
1	2	6
7	3	8
10	4	9
14	5	12
15	11	13
16	17	19
23	18	21
24	20	22

Your Totals:

For each column, a score of 7-8 indicates a learning style that works very well for you.

Scores from 3-6 are in the middle range.

A score of 0-2 indicates a learning style that works for you only a little or not at all.

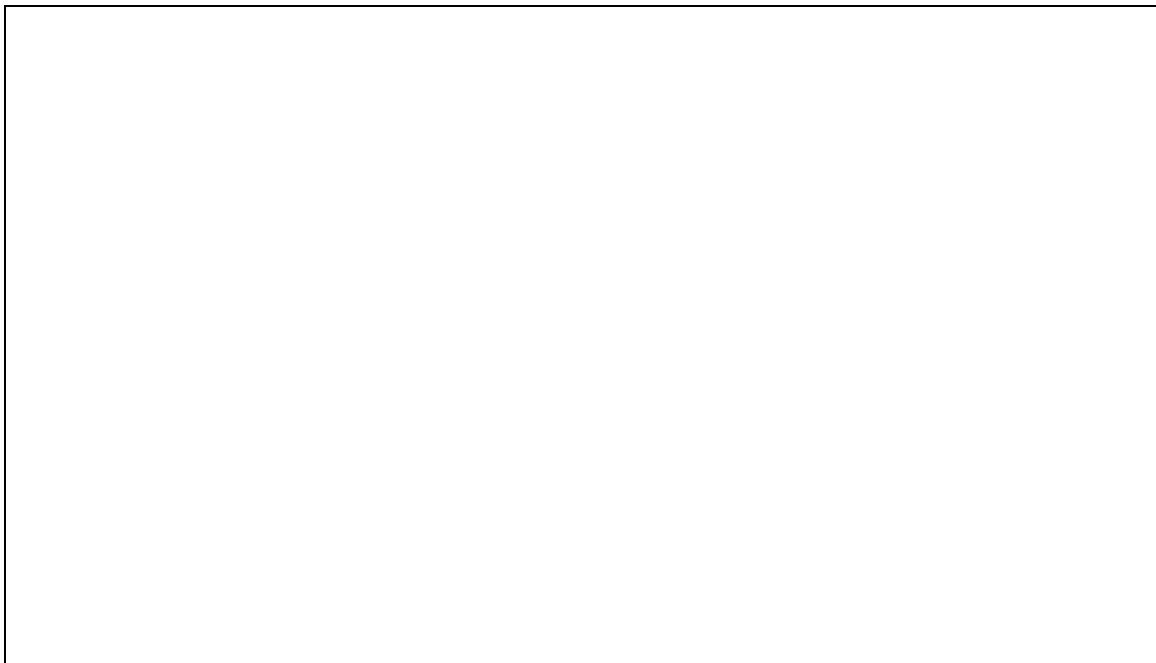
Name: _____

Look up a dictionary definition of the word *success*. Write it here.

Write down the source of your definition (which dictionary or dictionaries this came from).

What is your personal definition of *success*?

What would you add to the dictionary definition of *success*, or change about it? Write that here, or draw a picture about it, or both.



Name: _____

Do one of the following next to each item below:

draw an ✕ if you have no interest in this activity.

draw a ✓ if you are somewhat interested in this activity.

draw a ★ if you are passionately interested in this activity.

Example:

- | | |
|--|---------------------------------------|
| 1. <u>★</u> <i>music</i> | |
| 1. _____ music | 11. _____ computers |
| 2. _____ health | 12. _____ travel |
| 3. _____ fitness | 13. _____ photography |
| 4. _____ drawing or painting | 14. _____ sports |
| 5. _____ dance | 15. _____ psychology |
| 6. _____ dramatic arts | 16. _____ family |
| 7. _____ comedy | 17. _____ friends |
| 8. _____ reading | 18. _____ community service |
| 9. _____ writing | 19. _____ politics |
| 10. _____ building things | 20. _____ teaching |

This activity is continued on the next page.

Name: _____

NAME YOUR PASSION

- 21. _____ science
- 22. _____ math
- 23. _____ history
- 24. _____ food
- 25. _____ fashion
- 26. _____ movies
- 27. _____ television
- 28. _____ video games

- 29. _____ role-play games
- 30. _____ cartoon art
- 31. _____ animals
- 32. _____ nature
- 33. _____ world cultures
- 34. _____ languages
- 35. _____ fixing things
- 36. _____ children

Is there something about which you are passionate that isn't listed above? Write it here.

Choose one of your passions and, on the other side of this page, write about it. If you don't have any passionate interests, write about something in which you are somewhat interested.

Name: _____

Imagine yourself as an adult, age 25-30. Imagine that you are successful in your life. What does that mean to you? What does it look like? What does it feel like? Use the boxes below to create your personal vision of success. You can draw your vision in pictures, words or both.

SUCCESS!

The accomplishments in my life...

The people in my life...

The work I will do...

The values I will live by...

This activity is continued on the next page.

Name: _____

Think about your vision of success and answer these questions:

- 1.** What qualities, skills and other assets do you have in place today that will help you move toward your vision of future success?

- 2.** What are some obstacles that you will need to overcome in order to be successful?

- 3.** What can you do to overcome the obstacles you identified?

Name: _____

Here are some ideas about stereotypes:

A stereotype is “an often oversimplified or biased mental picture held to characterize the typical individual of a group.” —© 2002 Merriam-Webster, Inc.

A stereotype can be embedded in a single word or phrase (such as, “jock” or “nerd”), an image, or a combination of words and images. Stereotypes ignore the uniqueness of individuals by painting all members of a group with the same brush.

—The Media Awareness Network

<www.mediaawareness.ca/english/special_initiatives/toolkit/stereotypes/what_are_stereotypes.cfm>

With a partner, consider the following questions. Write down your ideas. Use the back of this page if you need more space.

1. What are some examples of common stereotypes?

2. Write about a time when you were stereotyped by someone else.

3. Write about a time when you stereotyped another person.

4. How does being stereotyped affect a person’s chances for success?

5. What are some ways to respond when someone stereotypes us or someone else?

Name: _____

Lots of discouraging scripts play in our heads. Sometimes the messages come from other people. Sometimes we send these negative messages to ourselves. In order to succeed, it's important to replace the negative messages with positive ones.

Here are some examples of discouraging put-downs. For each one, write a positive, encouraging message that you could play for yourself in your head... or even say out loud!

Example:

A negative message

*"Your brother was a star student.
What happened to you?"*

A positive voice in your head

*"My brother and I are two different people.
I've got my strengths and he's got his."*

A negative message

"You've got the height for basketball.
Too bad you're so clumsy."

A positive voice in your head

"I know I won't do well on the test.
Why should I even bother to study?"

"You'll never get that job—it's too
competitive. It's a waste of time to apply."

"Acting? That's not for you. You'll never
be able to memorize lines."

"You barely passed English. Why would
you want to intern at a newspaper?"

"College applications are expensive. It
may not be worth it, given your chances."

Name: _____

Choose one of the topics below to research. Gather information from books, magazines, newspapers and reputable websites, and then write a brief research paper. Use a *Resource Tracker* to keep track of your sources. You may find some useful references on the *Resources* fact sheet.

- 1.** Research dyslexia and share your findings with your classmates. What is dyslexia and how is it diagnosed? What is helpful to people who have dyslexia? What do brain studies tell us about dyslexia?

Curriculum Areas: Language Arts and Science

- 2.** Research ADHD and share your findings with your classmates. What is ADHD and how is it diagnosed? How is it treated? What techniques and strategies are helpful to people with ADHD? What do brain studies tell us about it?

Curriculum Areas: Language Arts and Science

- 3.** Research famous people with dyslexia and learn about their stories, including what they had to overcome in order to succeed. Consult the *Famous People with Dyslexia* fact sheet for a list of names you may want to investigate.

Curriculum Areas: Language Arts and Social Studies

- 4.** Research famous people with ADHD and learn about their stories, including what they had to overcome in order to succeed. Consult the *Famous People with ADHD* fact sheet for a list of names you may want to investigate.

Curriculum Areas: Language Arts and Social Studies

- 5.** Using Survey Monkey <www.surveymonkey.com> or another service, devise an electronic survey to find out the distribution of different learning styles among students in your school. You may wish to adapt the *What's Your Learning Style?* assessment quiz that was included in this guide.

Curriculum areas: Math and Social Studies

Name: _____

INTERDISCIPLINARY
RESEARCH TOPICS

Title of book or article:	Title of book or article:
Author(s):	Author(s):
Published by / URL:	Published by / URL:
Copyright date:	Copyright date:
Subject covered:	Subject covered:
Quote(s):	Quote(s):
Notes:	Notes:

FACT SHEETS

Name: _____

ADHD = Attention Deficit Hyperactivity Disorder

People with these conditions have an imbalance in brain chemicals that interferes with something called *executive function*. Executive function helps us plan, organize, focus and follow through.

ADHD can look different in different people. One person may be wound up and hyper, while another may be a slow-moving daydreamer. Someone else may be impulsive, unpredictable and prone to mood swings. It can be hard for people with ADHD to learn, accomplish necessary tasks and manage social situations.

From time to time, we all are impulsive, absent-minded, inattentive, overactive or moody. But people with ADHD exhibit these behaviors constantly, and their behavior interferes with school, work and relationships.

Having ADHD does not indicate low intelligence, low ability or a character defect. Many people with this condition are highly intelligent and able. Their problematic behavior is due to a biochemical imbalance in the brain, not to irresponsibility or stubbornness.

People with ADHD can be helped. Medications can offset chemical imbalances in the brain. Behavior therapy can help with issues like procrastination and impulse control. And educational counseling can help with time management, organization, note-taking, study skills and memorization.

Students with ADHD may be eligible for special education services. In the United States, the educational rights of students with ADHD and other learning disabilities are defined by The Individuals with Disabilities Education Act 2004 (IDEA). Information on this act can be found at <<http://ldonline.org/features/idea2004>>.

The rights of individuals with learning disabilities are further defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Information on these can be found at <www.hhs.gov/ocr/504.html> and <www.ada.gov>.

Name: _____

WHAT IS DYSLEXIA?

Dyslexia is the most common learning disability. According to the International Dyslexia Association, it is estimated that four to seven percent of people worldwide are dyslexic.

Dyslexia most commonly involves difficulty in reading. But dyslexia operates differently in different people. One dyslexic person might have trouble linking sounds with letters, so that it's hard to decode written words. Another might read words correctly, but struggle to understand the meaning of the text. People with dyslexia also may have difficulty with writing, spelling or spoken language.

Dyslexia is not an indication of low intelligence or low ability. Many highly intelligent and able people are dyslexic. Their dyslexia may mask their ability, and they may be wrongly labeled as slow or lazy.

It is important to diagnose dyslexia so that dyslexic people can get the help they need. Through focused one-on-one training, people with dyslexia can master the skills of reading and writing. They also can choose ways to learn that work for them—for example, listening to books on tape instead of reading.

By law, schools must make certain accommodations and modifications for students with dyslexia. For example, students who have dyslexia may be given extra time to complete tests.

In the United States, the educational rights of students with dyslexia are defined by The Individuals with Disabilities Education Act 2004 (IDEA). Information on this act can be found at <http://ldonline.org/features/idea2004>.

The rights of individuals with learning disabilities are further defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Information on these can be found at www.hhs.gov/ocr/504.html and www.ada.gov.

Name: _____

In 1993, psychologist Howard Gardner challenged our view of intelligence with his model of multiple intelligences. He identified seven forms of intelligence.

Verbal/Linguistic Intelligence

People with verbal/linguistic intelligence are skillful in their use of language. They are good writers, eloquent speakers and engaging storytellers. They are persuasive in debates and discussions, effective at explaining things and able to learn new languages easily. Journalists, poets and lawyers have high linguistic intelligence.

Logical/Mathematical Intelligence

People with logical/mathematical intelligence are good at finding patterns, reasoning deductively and thinking logically. They are at home with mathematics and science. Engineers, researchers and economists have high logical/mathematical intelligence.

Logical/mathematical intelligence and verbal/linguistic intelligence are the two kinds of intelligence that are most commonly emphasized in schools.

Musical Intelligence

People with musical intelligence think in sounds. They can perceive and work with musical pitches, tones, rhythms and patterns. Singers, musicians and composers have high musical intelligence.

Bodily/Kinesthetic Intelligence

People with bodily/kinesthetic intelligence have good balance, dexterity and hand-eye coordination. They express themselves through movement, and they remember and process information by interacting with the space around them. Dancers, professional athletes and actors have high bodily/kinesthetic intelligence.

This fact sheet is continued on the next page.

Visual/Spatial Intelligence

People with visual/spatial intelligence think in pictures. Creating mental images helps them learn and remember. They can visualize how things go together and they are good at making things, fixing things and understanding charts, graphs and maps. Visual artists, inventors, and architects have high visual/spatial intelligence.

Musical intelligence, bodily/kinesthetic intelligence, and visual/spatial intelligence are associated with the arts.

Interpersonal Intelligence

People with interpersonal intelligence are good at relating to and understanding other people. They are sociable, empathetic and able to see the point of view of other people. They are good communicators and effective leaders and collaborators. Counselors, salespeople and political leaders have high interpersonal intelligence.

Intrapersonal Intelligence

People with intrapersonal intelligence are aware of their own feelings, dreams, strengths and weaknesses. They know themselves well and they use their self-knowledge to work toward growth and change. Psychologists and healing practitioners have high intrapersonal intelligence.

Interpersonal and intrapersonal intelligence are forms of social intelligence.

Name: _____

Learning styles are different ways of learning. Your learning style refers to the way you process and retain information most effectively. Learning styles can be viewed as three main types: Visual, Auditory, and Tactile/Kinesthetic. You can draw from all three styles, or one style may predominate for you.

Visual learners learn through seeing.

They like diagrams, illustrations, charts, graphs, PowerPoint presentations and graphic organizers.

They remember things by reading them better than by hearing them.

They often think in pictures.

They remember things by visualizing them.

They tend to take notes during class.

They appreciate it when the teacher provides handouts.

They are tuned in to facial expression and body language.

They prefer to study someplace quiet and free from visual clutter.

Auditory learners learn through listening.

They like lectures, discussions and conversations.

They remember things by hearing them better than by reading them.

They enjoy songs and music.

They remember things by making up songs about them.

They are tuned in to tone of voice, loudness and other things they can hear.

They prefer to study with background noise or music.

Reading text aloud helps them learn.

Tactile/kinesthetic learners learn through moving, doing and touching.

They like hands-on learning.

They learn best when they can actively explore the physical world around them.

Sitting still for long periods of time is uncomfortable and distracting.

They need to take frequent study breaks so they can move around.

Physical “fidgeting” such as twirling a pencil or doodling helps them concentrate.

They tend to enjoy sports.

Music, background sound and chewing gum can help them concentrate.

Name: _____

**FAMOUS PEOPLE
WITH DYSLEXIA**

All the people listed below overcame the difficulties associated with dyslexia and accomplished great things:

Hans Christian Anderson

Beethoven

Harry Belafonte

Neils Bohr

George Burns

Jim Carrey

Cher

Agatha Christie

Winston Churchill

Bill and Ennis Cosby

Tom Cruise

Leonardo da Vinci

Dom Deluise

Albert Einstein

F. Scott Fitzgerald

Danny Glover

Whoopie Goldberg

John Irving

Thomas Jefferson

Bruce Jenner

Bob Jimenez

“Magic” Johnson

John Lennon

Jay Leno

Carl Lewis

John D. Rockefeller

Stevie Wonder

Name: _____

**FAMOUS PEOPLE
WITH ADHD**

All the people listed below overcame the difficulties associated with ADHD and accomplished great things:

Ansel Adams
Charlotte/Emily Brontë
Jim Carrey
Samuel Clemens (Mark Twain)
Emily Dickinson
Thomas Edison
Malcolm Forbes
Henry Ford
Bill Gates
John F. Kennedy
Robert Kennedy
Evel and Robbie Knievel
Abraham Lincoln
Anne Morrow Lindberg
Steve and Chad McQueen
Michael Phelps
Elvis Presley
Pete Rose
John Ruskin
Sylvester Stallone
Vincent Van Gogh
Robin Williams
The Wright Brothers
Frank Lloyd Wright

Name: _____

Bright Solutions for Dyslexia, Inc.

<www.dys-add.com/define.html>

A commercial site that offers good information about dyslexia.

Building the Legacy: IDEA 2004

<www.idea.ed.gov>

U.S. government site on the Individuals with Disabilities in Education Act.

Information and Technical Assistance on the Americans with Disabilities Act

<www.ada.gov>

U.S. government site

International Dyslexia Association

<www.interdys.org/FAQ.htm>
<<http://www.interdys.org/FAQ.htm>>

Promotes literacy through research, education and advocacy.

LDOnline

<www.ldonline.org>

A well-respected not-for-profit site associated with the Learning Media department of WETA, Washington, DC's public television station. Offers information about learning disabilities, ADHD and more.

Overview of ADA, IDEA, and Section 504.

ERIC Digest E537

ERIC Identifier: ED389142

<www.ericdigests.org/2002-1/ada.html>

Answers to frequently asked questions.

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Name: _____

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<i>Am I Normal? Teens and Emotional Health</i>	video/print or DVD/print
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<i>Connect the Dots: How School Skills Become Work Skills</i>	video/print or DVD/print
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<i>Developing Good Study Skills</i>	video/print or DVD/print
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<i>Expressing Anger: Healthy vs. Unhealthy</i>	video/print or DVD/print

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