

Nevada County and Sierra County Library Literacy Programs  
This disabilities project was supported in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.

Sierra County  
Literacy Program  
PO Box 423  
Sierra City, CA 96125  
530-862-0210  
530-993-1105

Nevada County Library  
Literacy Service  
980 Helling Way  
Nevada City, CA 95959  
530-470-2772  
[www.mynevadacounty.com/library](http://www.mynevadacounty.com/library)

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# Learning . . . Disabilities, Differences, Difficulties

**“The brain was built for survival - not reading and writing.”**

© S.E. Pues

# Books and other Resources

## Check your local library

- *In Their Own Way*, Thomas Armstrong
- *7 Kinds of Smart*, Thomas Armstrong
- *Teaching and the Human Brain*, Reanate and Geoffrey Caine
- *Frames of Mind: The Theory of Multiple Intelligences*, Howard Gardner
- *People Types and Tiger Stripes: a Practical Guide to Learning Styles*, Gordon Lawrence
- *Free Flight: Celebrating Your Right Brain*, Barbara Meister Vitale
- *Unicorns Are Real: A Right-brained Approach to Learning*, Barbara Meister Vitale
- *Why Johnny Can't Concentrate - Coping With ADD*, R. Moss
- *Living with a Learning Disability*, B. Cordoni
- *Living with a Learning Disability - A Handbook for High School and College Students*, M. J. Griggs
- *Succeeding Against the Odds: How the Learning Disabled Can Realize Their Promise*, S. Smith
- *Overcoming Dyslexia in Children, Adolescents and Adults*, Dale R. Jordan
- *The Gift of Dyslexia*, Ronald D. Davis
- *To Teach a Dyslexic*, Don McCabe
- *Dyslexia: Research and Resource Guide*, Spafford and Grosser
- *To Read or Not to Read*, Daphne Hurford
- *Driven to Distraction*, Hallowell and Ratey

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## Consequences of LD . . .

- . . . 50-80% of adults with severe literacy problems are impaired by undetected or untreated learning disabilities.
- . . . 35% of students identified with learning disabilities drop out of high school.
- . . . 50% of juvenile delinquents tested are found to have previously undetected learning disabilities. When offered remedial services, their recidivism rates drop to below 2%.
- . . . It is estimated that up to 60% of adolescents undergoing substance abuse treatment have learning disabilities.
- . . . Learning disabilities and substance abuse are the most common impediments of welfare recipients trying to gain and maintain employment, according to the 1992 report from the Office of the Inspector General.
- . . . Low self esteem is a common and debilitating consequence of learning disabilities.

**SUCCESSFUL PEOPLE WITH THE GIFT OF DYSLEXIA, OR RELATED LEARNING PROBLEMS**

HENRY FORD  
LEONARDO DA VINCI

FRED ASTAIRE  
WINSTON CHURCHILL

## Important Points To Remember

# Contacts

## **Americans with Disabilities Act (ADA) Hotline**

800-949-4232; 800-228-4689

Provides technical assistance, information services, and outreach regarding the ADA; can answer questions about how ADA protects individuals with LD.

## **National Center for Learning Disabilities**

888-575-7373

## **National Institute for Literacy (NIFL) Hotline**

800-228-8813

Provides information on: literacy/education classes, GED testing services, volunteer opportunities, and has a learning disabilities brochure.

## **Learning Disabilities Association - California**

### **State Office**

916-725-7881

866-532-6322

916-725-8786 Fax

www.idaca.org

P.O. Box 601067

Sacramento, CA 95860

## **Sacramento Learning Disabilities Association**

800-203-7542

916-725-7881

www.sacramentolda.org

P.O. Box 276645

Sacramento, CA 95827

## **Grass Valley**

### **FREED (Foundation of Resources for Equality Employment for the Disabled)**

Executive Director: Ann Guerra

Telephone/TTY: 530-272-1732

Fax: 530-272-7793

Email: ann@freed.org

www.freed.org

154 Hughes Road, Suite 1

Grass Valley, CA 95945

## **Literacy Hotline (National)**

800-228-8813

**Gets along well with adults**

**Courageous**

**Sensitive and compassionate**

## **4. Spelling**

4. A large number of adults with learning problems have extreme difficulty with spelling.

## **5. Visual processing**

5. Students who have difficulty with visual processing may be quite willing to take part in class discussions, but may act out to escape reading aloud in front of the class.

## **6. Managing information**

6. Some students simply have difficulty managing a lot of information quickly or under pressure.

## **7. Remembering**

7. Some people have difficulty remembering large amounts of information or directions, especially over long periods of time.

## **8. Organizing**

8. Some adult learners are not skilled in organizing concepts and tasks or their physical environment.

# Learning: That's what the brain does! Unfortunately, the brain doesn't come with a 'how to' manual! © S.E. Pues

## Chart Your Learning Style

**Step #2:** As you read the statements on the previous page, place a 1, 3, or 5 in each box as described below:

- 1** If it is a little like you.
- 3** If it is quite a bit like you.
- 5** If it is a lot like you.

(1)	(2)	(3)	(4)
(5)	(6)	(7)	(8)
(9)	(10)	(11)	(12)
(13)	(14)	(15)	(16)
(17)	(18)	(19)	(20)

**Step #3:** Total each column:

\_\_\_\_\_ Auditory

\_\_\_\_\_ Visual

\_\_\_\_\_ Tactile

\_\_\_\_\_ Kinesthetic

**Good sense of humor**

**Can do several things at one time**

**Sees details other people miss**

**A**uditory Learners are 'listeners' and/or 'talkers.' They are good at remembering things they hear. They often talk a lot and ask lots of questions; often finding it necessary to restate the information in order to process what they have heard. Quite often when reading, they find they understand the information better if they read it aloud (or mutter to themselves). They much prefer listening to a lecture than reading. Auditory learners are usually great socializers and often spend a lot of time on the phone; they never meet a stranger; they talk to people wherever they go. Auditory learners like listening to music, have difficulty studying if it's too quiet - they like noise around them. Just tell them directions - they don't use maps!

**T**actile Learners are 'feelers' and 'touchers'. They take in information by feeling texture and shape and often take lots of notes or make designs/doodles while listening to lectures or when thinking/reflecting. (Even after taking lots of notes, they'll probably never look at them again! It's their way of reorganizing the information.) Tactile learners are in touch with themselves and their feelings. When talking to someone, they often touch the person on the arm or shoulder, often stand very close, or handle something. Sometimes, instead of taking notes, the tactile learner will sit with arms or legs crossed but when an important point is made they will stroke their sleeves/arms, touch their face or hair, etc.

**K**inesthetic Learners are 'Doers.' They take in information kinesthetically - through the muscles. Kinesthetic learners need to move in order to learn and learn best when they can combine use of the muscles with reading and talking. They "talk with their hands," often walk around or just move side to side while talking. Kinesthetic learners do best in jobs where they can move around a lot; are good at doing things with their hands such as building things or doing mechanical work and are usually good at sports. When sitting too long they begin to fidget and wiggle - these were the youngsters who often heard those words, "Can't you ever sit still?!" They much prefer the playground and game field to indoor activities.

## Learner Types

# My Learning Style

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**Step #1: Read each statement as you fill in the chart in Step #2 on the following page.**

- (1) I'm good at remembering things I hear or that people tell me.
  - (2) I enjoy looking at books of designs, pictures, and photos, and I'm good at sketching, designing or painting and often decorate my notes or messages with cartoons or sketches.
  - (3) I often "read with my finger" - follow along with my finger under the words as I read. Sometimes I use a hi-lighter to mark words I want to remember.
  - (4) I try to find time for some physical exercise or activities several times a week.
  - (5) I like group discussion activities in the classroom or when learning new material.
  - (6) I'm more encouraged to read something if there are pictures, graphs, or sketches to help me understand the lesson, story or article.
  - (7) I enjoy creating things with my hands - such as sewing, sculpting, or craft work.
  - (8) I find it difficult to stay seated at a desk/worktable for long periods of time. I need to get up and walk around - at least every 20 to 30 minutes.
  - (9) "I never meet a stranger." I can find something to talk about with anyone.
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- (10) To remember directions or phone numbers I need to write them down.
  - (11) I often pick up and handle objects such as coins, pencils or pens while studying, reading or talking - or I "talk with my hands" a lot.
  - (12) My favorite vacations involve activities such as traveling, camping, or hiking.
  - (13) I read aloud or whisper to myself while reading or talk to myself when learning a new task or job.
  - (14) I'm good at using maps to find places.
  - (15) I decorate, doodle or draw designs on my notebook covers or class notes or when listening on the phone.
  - (16) I enjoy going on the fastest and scariest rides at Disneyland, Six Flags, or carnivals.
  - (17) I listen to music a lot; enjoy singing or going to musical shows/concerts.
  - (18) I'm good at doing art layouts or design work: formatting, drawing, sketching, etc.
  - (19) I like working with computers or computer games.
  - (20) I like working on cars, or doing carpentry work.

*Continued on next page.*

## 18 good things about ADHD & Dyslexia

**Lots of energy**

**Willing to try things and take risks**

**Can think of different and new ways to do things**

## The Way I Learn Best

# Introduction to Learning Styles

© S.E. Pues

“There is a story about the animals who decided to create a school for climbing, flying, running, swimming, and digging. They couldn’t agree on which subject was most important, so they said that all the students had to take the same curriculum.

The rabbit was an expert in running but almost drowned in swimming class. The experience shocked her so much that she never could run as well after that.

The eagle was a whiz at flying, of course, but when he showed up for digging class, he was so inadequate to the task that he got assigned to a digging remediation program. And that took up so much of his time that he soon forgot how to fly. And so forth with the other animals.

The animals no longer had the opportunity to shine in their areas of expertise because all were forced to do things that did not respect their individual nature.”

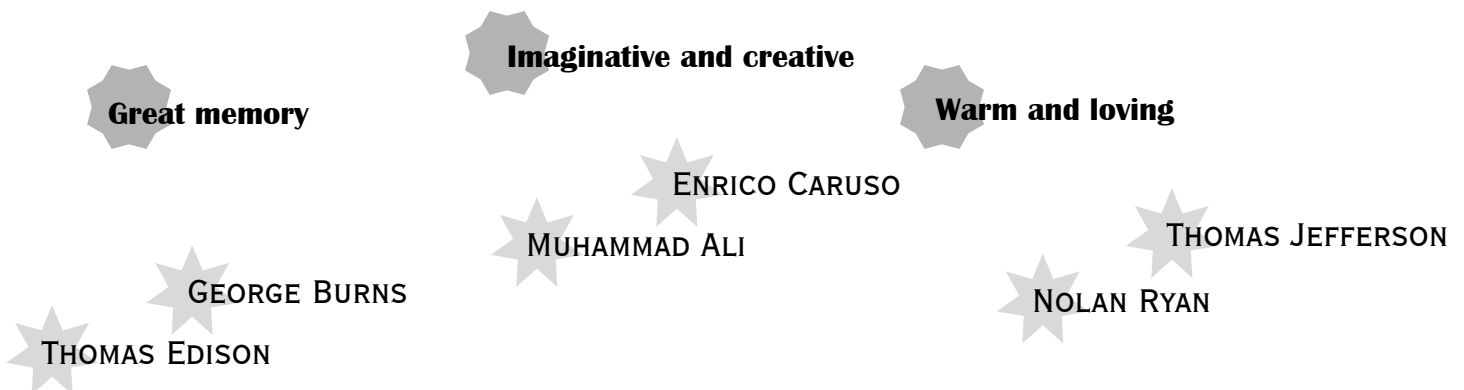
From *In Their Own Way* by Thomas Armstrong

## Learner Types

Visual learners are ‘readers’ and ‘observers.’ They take in information through the eyes. They are good at visualizing (seeing pictures in their minds) people, places, pictures and even words, and are usually able to give detailed reports of what they have seen. Visual learners learn to read by remembering the shapes of words and sequences of letters, - not by ‘sounding out’ the words. Also, they would much prefer to read something than listen to a lecture about it. These people are usually good at using maps and graphs. They never travel anywhere without something to read, and when planning trips, often do a lot of research beforehand.

**Step #4:** Transfer scores and learning style (Auditory, Visual, Tactile, Kinesthetic) to the box below as indicated - highest to lowest score.

My Personal Learning Style: The Way I Learn Best.			
_____	_____	_____	_____
Highest Score	Second Highest Score	Third Highest Score	Lowest Score
_____	_____	_____	_____
Learning Style	Learning Style	Learning Style	Learning Style



**The Brain was Built for Survival**

# General Characteristics and Problem Areas observable in all learning disabilities

## 1. Achievement and Potential

1. There is often a marked discrepancy between achievement and potential, with uneven academic abilities within the same individual.

## 2. Visual and Auditory Perception

2. Two of the most persistent and residual processing difficulties are visual and auditory perceptual problems, i.e., mixing, misreading, reversing or rotating numbers, letters or words, mixing or processing only pieces of oral messages.

## 3. Comprehension

3. Not comprehending what is read and what is heard can present major problems in school, on the job, in daily activities, and in social situations.

### Learning Disabilities Association of America (LDA, formerly ACLD)

888-300-6710

412-341-1515

412-344-0224 Fax

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

Email: [ldanatl@usaor.net](mailto:ldanatl@usaor.net)

4156 Library Road

Pittsburgh, PA 15234-1349

**Good at taking care of younger children**

**Articulate: can say things well**

**Happy and enthusiastic**

GEORGE WASHINGTON

ALBERT EINSTEIN

### Web Sites

- Council for Learning Disabilities [www.cldinternational.org](http://www.cldinternational.org)
- Learning Disabilities Association of America (formerly American Council on LD) [www.idanatl.org](http://www.idanatl.org)
- Learning Disabilities Online (LD Online) [www.ldonline.org](http://www.ldonline.org)
- National Adult Literacy and Learning Disabilities Center [www.aed.org](http://www.aed.org)
- National Center for Learning Disabilities [www.ncl.org](http://www.ncl.org)
- National Institute for Literacy (NIFL) - Learning Disability Initiative (“Bridges to Practice”)  
[www.nifl.gov/nifl/ld/bridges/bridges.html](http://www.nifl.gov/nifl/ld/bridges/bridges.html)
- ProLiteracy (Laubach Literacy and Literacy Volunteers of America combined in 10/02)  
[www.proliteracy.org](http://www.proliteracy.org)
- Schwab Learning (Learning Disabilities) [www.schwablearning.org](http://www.schwablearning.org)
- Learning Disabilities Association - California State Office [www.idaca.org](http://www.idaca.org)
- Sacramento Learning Disabilities Association [www.sacramentolda.org](http://www.sacramentolda.org)

HARRISON FORD

GEORGE PATTON

### Contacts

# Important Points to Remember Regarding Learning Disabilities

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## Learning Disabilities . . .

- . . . are lifelong and can be manifested in different ways during a lifetime.
- . . . have distinct characteristics and should not be confused with mental retardation, autism, deafness, blindness, or behavioral disorders.
- . . . are not the same in all people. Each individual is unique and (the manifestations of) learning disabilities vary tremendously.
- . . . often run in families.
- . . . sometimes, but not always, co-occur with attention deficit, hyperactivity, and other behavioral problems.
- . . . receive certain provisions and protections under Federal law.

- 
- *The Teacher Who Couldn't Read*, John Corcoran
  - *A Mind at a Time*, Mel Levine
  - *Overcoming Dyslexia*, Sally Shaywitz
  - *The LD Child and the ADHD Child*, Suzanne H. Stevens
  - *Locating and Correcting Reading Difficulties*, James L. Shanker and Eldon E. Ekwall
  - *Special Kids Need Special Parents*, Judith Loseff Lavin
  - *Reading by the Colors*, Helen Irlen

**We all have gifts ...  
we just open them at different times.**

ERIN BROKOVICH

**Volunteers to help others**

MAGIC JOHNSON

AGATHA CHRISTIE

ANSEL ADAMS

JOHN LENNON

TOM CRUISE

ANDREW JACKSON

**Needs less sleep**

**Ready to talk, and can talk a lot**

JOHN F. KENNEDY

BRUCE JENNER

**Books & Other Resources**