

I'm disabled,
I'm also abled

Peter L. Flom

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October 15, 2014

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- You need to discipline your child more/better/differently

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 - When things happened

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Sometimes I say that I am bad at everything that involves space or time:

- Space
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There is a lot of talk about executive function. The NCLD has a whole page about it.

It involves

- Mental processes that help connect past experience with present action.

By lumping all these things into one executive function I think we make it harder to figure out exactly what we (or our kids) are having trouble with and what we can use to do it better.

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There is a lot of talk about executive function. The NCLD has a whole page about it.

It involves

- Mental processes that help connect past experience with present action.
- Planning

By lumping all these things into one executive function I think we make it harder to figure out exactly what we (or our kids) are having trouble with and what we can use to do it better.

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There is a lot of talk about executive function. The NCLD has a whole page about it.

It involves

- Mental processes that help connect past experience with present action.
- Planning
- Organizing

By lumping all these things into one executive function I think we make it harder to figure out exactly what we (or our kids) are having trouble with and what we can use to do it better.

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It involves

- Mental processes that help connect past experience with present action.
- Planning
- Organizing
- Strategizing

By lumping all these things into one executive function I think we make it harder to figure out exactly what we (or our kids) are having trouble with and what we can use to do it better.

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There is a lot of talk about executive function. The NCLD has a whole page about it.

It involves

- Mental processes that help connect past experience with present action.
- Planning
- Organizing
- Strategizing
- Paying attention to and remembering details, and managing time and space.

By lumping all these things into one executive function I think we make it harder to figure out exactly what we (or our kids) are having trouble with and what we can use to do it better.

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- Gestures and posture
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- So many dimensions!
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- Seems off but doesn't fit anywhere
- Oddities with nonverbal aspects of language
- Least favorite subjects are art and gym (and maybe math)
- Gets along better with teachers than kids

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- You can ask me questions.

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- You can ask me questions.
- Just because I'm not doing something doesn't mean I'm being lazy.

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- You can ask me questions.
- Just because I'm not doing something doesn't mean I'm being lazy.
- If I seem confused, I probably am.
- Specificity often helps. If you see me not performing properly, you might need to be more specific in what you want me to do.

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- I don't read body language well. Pretend I'm blind, if that helps. Or pretend you are writing to me rather than speaking.

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- On the other hand, labels on things do help. Because I don't remember where things are. Expecting me to remember where everything is won't work, but labels usually will.

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- Everybody doesn't know what you think everybody knows.

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- Everybody doesn't know what you think everybody knows.
- If I ask for some kind of accommodation, I probably need it. The typical school accommodation, though, may not be right for me. For me (again me personally) extra time would have been no help at all. I was always done first!

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- On the other hand, labels on things do help. Because I don't remember where things are. Expecting me to remember where everything is won't work, but labels usually will.
- Everybody doesn't know what you think everybody knows.
- If I ask for some kind of accommodation, I probably need it. The typical school accommodation, though, may not be right for me. For me (again me personally) extra time would have been no help at all. I was always done first!
- Teams can be hard, be careful

Discipline and rules

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- Potatoes
- Torture

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Math

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The big strategy here is going around the mountain. There are tricks. But it's also important to use nonvisual methods of explaining math. They are out there but they often aren't used because most kids like the visual approach (as do most teachers)

- 9 x table

Math

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- 9 x table
- 8 x table

Math

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- 9 x table
- 8 x table
- Algebra is 'get X alone'

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- 9 x table
- 8 x table
- Algebra is 'get X alone'
- Digit checking

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- 9 x table
- 8 x table
- Algebra is 'get X alone'
- Digit checking
- Divisibility tricks: 2, 3, 4, 5, 6, 8, 9

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- 9 x table
- 8 x table
- Algebra is 'get X alone'
- Digit checking
- Divisibility tricks: 2, 3, 4, 5, 6, 8, 9
- Geometry likely to be hardest subject in HS

Science

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One idea is to form pairs. NLDers often are terrible at the lab portion of sciences. Other kids may be better at that. NLDers often are good writers. Other kids may be worse at that.

History and social sciences

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NLDers may have problems with the temporal flow of history and with remembering or inferring dates.

English - writing

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Here EF and organization may play a large role. I like super-outlining. Visual organizational tools, which often work well for dyslexics, are counterproductive with NLDers. Another issue is the basic ability to write by hand - keyboards are much better.

English - literature

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While NLDers are usually facile readers in terms of vocabulary and comprehension, they can have trouble with inferences, especially those that rely on social norms. Much of literature relies on visualization and this is problematic.

Foreign languages

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I recommend not trying a language with a different script. Lists of vocabulary words with cognates may be helpful.

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- Regular ed - the mainstream is where you drown

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- Regular ed - the mainstream is where you drown
- Special ed - goal is a mainstream adulthood

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- Regular ed - the mainstream is where you drown
- Special ed - goal is a mainstream adulthood
- Home school - can work very well

Size of school

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- Big school - finding the cracks to slip into

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- Small school

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- Small school
- Home school

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- Quiet space
- Sensory stimulation

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- Quiet space
- Sensory stimulation
- Touch
- Use words, words and more words

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- Use words, words and more words
- Routines and planning

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- Source of stress - change in routine

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- Source of stress - change in routine
- Preparing the others

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- Preparing the others
- Preparing the child

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What is NLD?

What about
being 2E?

Teachers and
NLD

General advice
Specific subjects

Parents and
NLD

General
thoughts on
LD

Summary and
contact info

- Source of stress - change in routine
- Preparing the others
- Preparing the child
- Outs

Outline

I'm disabled,
I'm also abled

Peter L. Flom

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I'm disabled. There are things I can't do that most people do easily. Euphemisms are for the differently brained. Also, 'differences' don't get funding.

Person first language

I'm disabled,
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Person first language is another case of good intentions going haywire. I am not a 'person with myopia' - I am nearsighted. We don't say 'people with blackness' or 'people with blindness'. Why 'person with a learning disability'? Labels describe, they don't define.

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I'm disabled,
I'm also abled

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Summary - Yes I'm disabled, I'm also abled

I'm disabled,
I'm also abled

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