

LEARNING DISABILITIES DO NOT DEFINE INTELLIGENCE

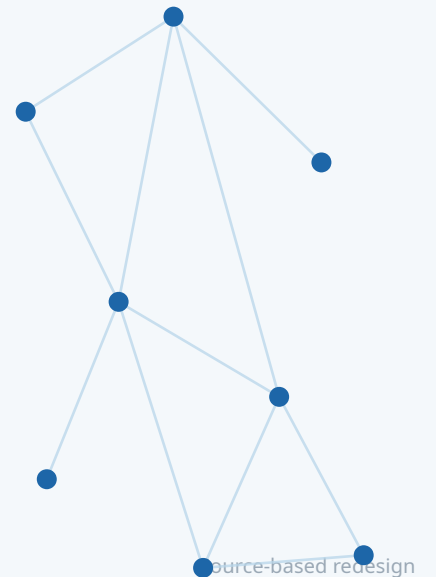
Different learning paths. Different ways of thinking. The original presentation's central message, rebuilt as a clear, visual story.

SOURCE-BASED

REDESIGNED

A modern redesign of the original
SchoolMission presentation

SchoolMission.net



Four students. Four very different experiences.

The source presentation opens with four student stories to frame what learning difficulties can look like in real life.

1

Student #1

School at 16

Spanked by teachers for bad grades and poor attitude; later dropped out at 16.

2

Student #2

College

Failed remedial English and came close to flunking out of college.

3

Student #3

Needed a tutor

Feared he might not make it through school and might not have without a tutor.

4

Student #4

Third grade

Learned to read in third grade; comic-book pictures helped untangle the words.

“The same classroom can produce four very different learning journeys.”

THE CENTRAL IDEA

The message is simple: a learning disability is not a measure of intelligence.

This is the repeated through-line of the source presentation.

**“Learning Disabilities have
NOTHING to do with intelligence.”**

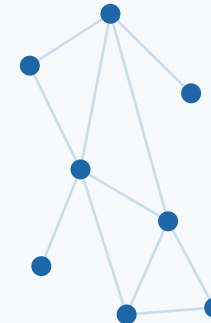
LEARNING

how someone accesses,
processes, practices,
remembers, or demonstrates
information



INTELLIGENCE

the source's core distinction



“It is a disability in learning. It is not an intelligence disability.”

Richard Branson

The original presentation identifies Branson as dyslexic and uses his story to shift the conversation from deficit to different thinking.

1

RICHARD BRANSON

SOURCE: DYSLEXIC

- Developed Britain's Virgin Records and Atlantic Airways
- The presentation uses his own comment about choosing "dyslexic" over "stupid."

"At some point, I think I decided that being dyslexic was better than being stupid."

DESIGN IDEA

A label can describe a learning challenge without defining a person's intellectual capacity.

Charles Schwab

The source emphasizes the mismatch between strong abilities in some areas and persistent difficulty with English tasks.

2 CHARLES SCHWAB

SOURCE: DYSCLEXIC

Strong in

math • science • sports

The source describes English as a disconnect and notes difficulty listening to a lecture while taking notes or memorizing four words in a row.

“Reading and writing could be hard work all their lives.”

John Chambers

The presentation frames learning differences as something that can be painful, manageable, and worth advocating around.

3 JOHN CHAMBERS

SOURCE: DYSCLEXIC

- CEO of CISCO
- The source says each year he increases Cisco's profits by \$2 billion.
- It describes him as reading "right to left" and "up and down."

"You have just got to learn your way through it."

"What works is to go a little slower."

David Boies

The original presentation uses Boies to make its distinction between learning disability and intelligence explicit.

4

DAVID BOIES

SOURCE: DYSLEXIC

Celebrated trial attorney
The presentation references his work in the
Microsoft case.

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**It is a disability in learning.
It is not an intelligence
disability.
It doesn't mean you can't think.**

David Boies — quoted in source presentation

The presentation names more examples

These examples are presented to reinforce the idea that learning differences can coexist with achievement and creative thinking.

5

Craig McCaw

Cellular industry

"Thinks differently"; the source says he could envision a person talking on a phone outdoors.

6

John Reed

Banking

The source says he led Citibank to the top of the banking industry.

7

Donald Winkler

Finance / Ford

The presentation recalls his childhood experiences of being called "dumb."

8

Gaston Caperton

Public leadership

The source identifies him as a former governor of West Virginia and head of the College Board.

9

Paul Orfala

Kinko's

The source connects his school struggles and photocopying work to the idea that became Kinko's.

10

Diane Swonk

Economics

The source lists memory and navigation difficulties alongside her professional role.

"The source is not saying every person learns the same way; it is showing that ability can appear in unexpected places."

Thinking in 3D

The original deck uses visual metaphors to describe thinking that feels spatial, dynamic, or image-driven rather than word-driven.

CA

D

"Like having a CAD in your brain"



THINKING IN MOVIES

"not words"

The source uses this imagery to suggest that some learners may experience information visually, spatially, or as a sequence of mental scenes.

The goal is not to “outgrow” the difficulty.

The presentation emphasizes learning how to work with a persistent challenge, especially with support and coaching.

SLOW IT DOWN

“What works is to go a little slower.”

COACHING

Without coaching, the source says problems can snuff out dreams and make people give up.

FIND WHAT WORKS

The presentation repeatedly points toward strategies, tutors, visual clues, and individualized ways of learning.

“Dyslexics don’t outgrow their problems. They learn to manage them.”

The brain is not presented as a single “normal” path.

The source includes slides on the cerebral cortex, hippocampus, neurons, plasticity, and mental imagery.

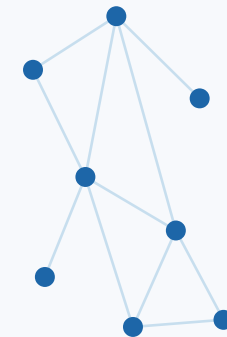
VISUAL METAPHORS USED IN THE ORIGINAL

- Cerebral cortex neurons
- Hippocampus neurons
- Brain's lobes
- Plasticity

Note

This redesign keeps the original deck's visual concepts without adding new neuroscience claims that were not part of the source.

Source-based ≠ newly researched. The emphasis here is the presentation's narrative: learning can be shaped by how information is perceived, practiced, and supported.



“If you can survive childhood...”

The source uses difficult childhood experiences to show how school responses can either discourage students or become part of a longer story of adaptation.

THE SOURCE REMEMBERS

**being called “dumb”
being punished for grades
struggling to read aloud
fearing you will not make it
through school**

THE SOURCE RESPONDS

**Support
matters.**

Tutors, coaching, visual clues, slower pacing, and finding a workable path are all recurring motifs in the stories.

“If you can survive childhood, you will be great in the business world.”

A long list of recognizable names

These names appear in the original presentation as further examples. The redesign treats them as source-attributed examples, not independently verified biographical claims.

Bill Samuels, Jr.	President of Maker’s Mark	Winston Churchill	Prime Minister of Great Britain
Albert Einstein	Physicist and mathematician	Whoopi Goldberg	Actress and superstar
Scott Adams	Dilbert creator	Jay Leno	Tonight Show
Bill Hewlett	HP LaserJets	Leonardo Da Vinci	Artist / inventor

The original deck’s point is cumulative: achievement does not follow a single learning template.

What do they have in common?

The original presentation asks the question directly, then answers it with its core theme.

WHAT DO THEY HAVE IN COMMON?

THE SOURCE’S ANSWER

Learning differences
do not define
intelligence.

TAKEAWAY

Different path

TAKEAWAY

Different strategy

TAKEAWAY

Same capacity to think

What this means for a teacher

This slide translates the source presentation's stories into practical classroom questions without pretending the original deck supplied a complete instructional framework.

WHAT IS THE BARRIER?

**Reading? Note-taking?
Memory? Pace? Access
to text?**

WHAT HELPS?

**Tutor? Visual clues?
More time? Slower pace?
Alternative route?**

WHAT ARE YOU MEASURING?

**The learning objective —
not a student's comfort
with one particular
format.**

The source's strongest practical message is not "teach everyone the same way." It is to notice the mismatch, look for workable supports, and keep intelligence separate from difficulty.

Different path. Same capacity to think.

The original presentation's central message, rebuilt as a modern visual story.

Learning Disabilities $\neq$ Intelligence

Source material: SchoolMission.net presentation "Learning Disabilities Doesn't Mean Stupid."

