



## Far-reaching Dreams that Learning Differences Can't Hold Back

**John**, a 21-year-old college senior, has had a passion for space exploration ever since he watched the Mars Pathfinder mission while he was in sixth-grade. "I think a manned mission to Mars is out of the question in my lifetime because it's too far away, but I definitely believe we need more missions to the Moon involving both humans and robots and some day I hope to go there myself," he confidently asserts.

**“If it hadn't been for All Kinds of Minds I don't know where I would be today. I know I wouldn't have gone to college... I just wouldn't have made it this far.”**

— JOHN

### LEARNING DIFFERENCES CREATED FRUSTRATION AT SCHOOL.

Such ambition from John is surprising if one had known him during elementary school. He was often frustrated with school because his dyslexia and other learning differences meant he was often slower than other students. "I never really acted out... I just had a hard time in school and I guess the teachers just didn't know how to help me... It was like hell. I was never succeeding and never getting good grades. The only thing I liked was science class."

John's parents realized they needed to make a change. After a search of elementary schools that might offer a better fit for their son, they turned to Hill School of Fort Worth, a nationally recognized private school that specializes in learning differences. Nearly all teachers and administrators at the school are trained in All Kinds of Minds' Schools Attuned Program. >



## SCHOOLS ATTUNED TEACHING MAKES A DIFFERENCE.

“What I liked best about the school was that I was receiving more than just red marks on papers. I was getting positive reinforcements while I was learning what I was doing wrong. Over time, my grades improved.”

Eighth-grade teacher Pam Jenkins remembers how she learned about various accommodations and interventions through the Schools Attuned® Program and utilized one technique with John. “His math skills were stronger than his writing skills so I devised a few mathematical ways to think of the writing process. For instance, I’d write out: Title = Thesis = Outline = Body. I’d talk about the similarities between thesis and theorem for those who feel more secure in math or science than English. I’d focus on the logic in a piece of writing that equals the logic of a math problem. This worked for John and countless students after him,” Jenkins says.

In high school, John learned more about Schools Attuned® and its research-based program that educates teachers about the science of learning. “That’s when I looked back on elementary and middle school and fully realized the way I had been taught was a part of this process. It had been so well integrated and it made so much sense to me that I never realized how unique the neurodevelopmental approach had been.”

John still deals with dyslexia today. Though it takes him longer to read, it certainly does not hold him back. He is a senior majoring in mechanical engineering and math at Southern Methodist University and intends to pursue a Ph.D. He has spent the past five summers participating in an internship program with NASA.

John knows a lot of students are still labeled for their learning differences and believes in the All Kinds of Minds® process because it captures those students and allows them to succeed.

“If it hadn’t been for All Kinds of Minds I don’t know where I would be today. I know I wouldn’t have gone to college...I just wouldn’t have made it this far.”

*A pseudonym has been used to protect the student’s identity.*

### For questions, or to find out more about participating in the Schools Attuned Program:

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