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learning disabilities, affect, people, disorder, adhd, hyperactivity, dyslexia, dyslexic, thought, tonight, decode, letter, work, reading, brain, disabilities, hand, kids, sudden, short circuits

SPEAKERS

Jimmy Carper, Gigi



Jimmy Carper 00:09

The following program contains language or images of a frank or sensitive nature, which may be considered objectionable by some listener discretion is advised. Oh yes, you've tuned into after hours a continuing tradition on KPFT Houston 90.1 FM. The crew of after hours is ready to bring you news, interviews and music geared for gay, lesbian, bisexual and transgendered people. Hear it after hours, we may be diverse, but we have one thing in common. We are all out of the closet and urge everyone to come out of their closets. That means standing up for yourself, taking responsibility for your own life and being proud of who you are. Realistically, we know not everyone can do that because of age job or frame of mind. That's okay. We're here for you too. So sit back, relax, and enjoy this week's edition of after our. Hello, Houston and welcome to after hours queer radio with attitude. I'm Jimmy Carper. And with me tonight is



Gigi 02:16

Chi Chi. From from binary,



Jimmy Carper 02:21

that's fine that night, folks. Oh, yes. For those of you right here in listening to us on 90.1 KPFT Houston and those of you listening to us on 81 89.1 KEOS College Station, Bryan, welcome. Somebody just gave me a name tag that Sora sorta trashes. So what do we got going tonight, Gigi?



Gigi 02:57

Well, tonight is a special edition of after?



 Jimmy Carper 03:01

Yes, it is.

 Gigi 03:02

Tonight we're going to talk about dyslexia and attention deficit hyperactivity disorder is it applies to the queer community. Okay. Even though I've never seen much research on it, I noticed that a lot of LDS and LDS learning disability Oh, okay. Just like six Yeah, and ADHD, which is attention deficit hyperactivity disorder.

 Jimmy Carper 03:29

Now that one that you're gonna have to explain a little further down the line or go into it.

 Gigi 03:33

But a lot of those people tend to be left handed.

 Jimmy Carper 03:37

You know, we were talking about this. And I've noticed this throughout my life that an unusual high number of people who are gay or lesbian are left handed.

 Gigi 03:49

Yeah. And it's a diagnosis that's relatively new. And as people, you know, 2530 on that, usually, we're not caught with this disorder. Basically, they fell through the cracks. Oh, and it's something that I think with a little awareness and a little bit of learning, people can that may have the disorder that have never been identified may learn that this might be applicable and that there is some ways to work around it. Okay. But it's a very frustrating disorder.

 Jimmy Carper 04:30

Okay, in the meantime, Matthew is still here and he needs to tell somebody something.

 04:36

Yeah, Marie, if you're listening, I think you apparently took my set of keys as you were leaving, I can go home can you please bring them back?

 Jimmy Carper 04:44

Please, Marie, because if you don't he has to stay here with us all night. Oh, yeah. That's your Mo Mo from African kaleidoscope. So if, if Murray's out there with his car keys. Give us a call or head on back. over here with him. Yeah. Okay. So, um, so just dyslexia and the learning disability Yes.

G Gigi 05:07

And tonight we're gonna I'm gonna kind of go over the definitions what it is clinical definition. Yeah. But I'm also going to kind of give my definition because I think there's some differences.

J Jimmy Carper 05:19

Since you is one Yes, since I am Yes, since I'm both of ones. Yeah, that's true. That's true.

G Gigi 05:24

ADHD and LD and it's like,

J Jimmy Carper 05:28

we have another dyslexic. Yes,

G Gigi 05:30

we do have another. Oh, Marie. Forget it.

J Jimmy Carper 05:33

He found them. Yes, folks, this is community radio see Dizzy tonight?

G Gigi 05:40

Or?

J Jimmy Carper 05:45

I think it's maybe he's dyslexic? Maybe? Maybe he needs to be in on this discussion. Yeah.

G Gigi 05:53

But anyway, this one dyslexia and learning disabilities, and ADHD can come in varying degrees can affect people mildly or very severely. And that's something that we're going to be kind of going over and discussing and some depth tonight. Okay. And then a little bit about how the brain processes information.

 Jimmy Carper 06:19

Meet, okay. And later on in the show later on in the show, we've got Club kids coming in our Club Kids, do you know what Club Kids are? Who are they? You're gonna find out?

 Gigi 06:32

Oops, I think I've seen a few of them around. They're cute.

 Jimmy Carper 06:37

And in between, we've got the key whimsy, the queer music zone where we play music by openly gay, lesbian, bisexual, and transgendered artists. And we do take requests. We are music. The phones are messed up when? I say and that number is 5265738. Yes, yeah. Five to 65738 are jam KPFT. And I don't know, you know, it depends. Depends on how much time we have. I mean, I've got a lot of stuff we can do. You know, there's a lot going on in this town, too. Oh, yes. As a matter of fact, we need to do a memorial later on in the show. And spectrum 95 is still going strong. If you get your tickets. There's, oh gosh. Oh, boy. The boy is coming up this week. Sponsored by 20 Something a workshop for guys. 18 to 29. Who liked guys. All right, to talk about relationships, safer sex intimacy, and how not to get laid on the first date. Oh, surely not interested? No, no, no.

 Gigi 07:57

I like getting laid on the

 Jimmy Carper 07:59

way now. Okay.

 08:04

Before we get to our I'm already good at not getting laid on the first day.

 Jimmy Carper 08:07

Oh, okay. Well, maybe you can lead one of the one of the discussion groups



08:15

are getting a date period as



Jimmy Carper 08:16

well. How about? Let's start out with a piece of music from the other Melissa. Melissa Ferrick, who has just come out of the closet and I have her first album, her second album will be released on the 11th Oh, wow. I think that's, I don't know, Monday, Tuesday, something like something like that. Probably not available to the end of the week. But she's got her first album out. And she's got a couple of good ones on there that I introduced this one last week. It's called the happy song and I think I think this is a time to play it again. All right. Melissa Ferrick Sing me a happy song. You are listening to after hours queer radio with attitude. And let's go to Gigi and Jim.



Gigi 09:13

Wow, tonight is a subject that has a big thing with me because I was first diagnosed with ADHD and learning disabilities around third grade, and it took flunking out of fifth grade before anybody did anything. But um, basically with learning disabilities, I'm kind of going to kind of give my definition first and I think the best way to look at it it's basically a processing disorder. It's kind of like if you had a computer and there's some short circuits and some of the wires and you're sitting and typing and all of a sudden a few glitches get on the screen. It's like, but it's not really. They kind of occur here and there randomly. That's how the senses work with dyslexics. It's kind of like, you know what we see what we hear, sometimes a few glitches get in there. And so you get the information differently. And we observe the world differently. Basically, with attention deficit hyperactivity disorder. It's a disorder that affects a person's ability to focus attention. And the hyperactive part, you can have either the hyperactive part with the ADD, which is attention deficit disorder, or you can have it separate. The two can kind of go hand in hand. But basically, with those disorders, it's very hard to focus attention and it's hard to sit still. And, you know, the drug of choice is ritalin for treatment of these disorders, although as pre Ritalin, so I've never got on it. And I've always been a little hesitant about Ritalin.



11:16

What is ritalin? Is it a tranquilizer,



Gigi 11:19

not systemic stimulant, and we have a people with ADHD have what's called a paradoxical reaction to the medications. Basically, stimulants work in reverse with this, I slow us down. Whereas other medications that speed most people up, so as Dan, medications, it's so so people, other people down, speed us up. So interesting. So it's really kind of bizarre. I mean, I remember when I had knee surgery, and they had to give me three shots of Demerol and I was

feeling pretty good, but it certainly didn't do anything to knock me Yeah. So it's kind of paradoxical. I've had bad clashes with call medications, the whole works. But with dyslexia, it's like, I grew up looking at the world differently. And I think that's the best way to look at this. It's not that and I think of it not so much as a pure disability or disorder, it's a difference, because I see some pluses on the other side. And I'll get into that as a little lighter tonight. But let me kind of give some the clinical picture of what I mean, I did a lot of research on learning disabilities and, and on ADHD, and there are so many different definitions out there. I mean, it's like everybody, you know, a lot of different fields that come in to study it, nobody comes up with their own idea of what it is. And then so we get a lot of different definitions and it gets leads to a lot of confusion. Basically, it's a, it's a processing problem. It can involve visual perception disabilities, it can involve auditory disabilities, integration. Integration is like with sequencing and abstraction. It involves any of the senses, getting information to the brain, and basically we make our world out of our senses. We don't have direct contact with the world. We get information through the senses, and it goes to the brain. And that's what we make the world out of



13:48

that gets processed and well with



Gigi 13:51

dyslexia, and other learning disabilities, the sensory inputs get a little jumbled, like short circuited, neurons fire Miss Farr, and don't do what they're supposed to be doing. So you get letter reversals, you get all kinds of different perceptual difficulties, so to speak. So basically, that's what learning disabilities is. And it can affect kids and school systems. You know, we just aren't really set up for this.



14:27

Well, that's pretty much when it's discovered is when I know this in me, I didn't notice anything any different until I started, started to write. And then everything I was writing upside down and backwards and every kind of way. And that was them. Then all of a sudden, you're different, where before you were just an ordinary kid, you know,



Gigi 14:54

that it can affect short term memory, long term memory. It can affect a lot of different areas. As it can affect social skills, I once learned that you know, about 90% of communications is nonverbal. And if you have processing problems, and you don't pick up on some of the subtleties, it's like, all of a sudden, you don't read all the subtle social cues, and it's like, you become socially inept. You know, it's kind of like, I remember one time I had a teacher, tell me, you know, Garrett, you're doing such a fine job today. And I didn't pick up on the voice intonations now that I was very pleased, I thought I had done a great job, you know, and all of a sudden, she is just like, screaming at me, you know, and I was going What's wrong, and I didn't realize I didn't pick up. You know, it's like, she didn't like what I did. And I'm not sure what I did

wrong. But she sure didn't like it. And she's getting red in the face. It was because I thought she was pleased to have me when she was really angry at me, and didn't pick up on that message. And like it came across really bad. But it can also affect hand coordination. It can affect gross motor skills, which is kind of your ability to like swing, a baseball, bat, eye hand coordination, all kinds of things. That, I mean, it's like, a lot of areas. It can affect, let me kind of go over what some of the specific learning disabilities are. For input, it can affect visual perception, auditory perception, for integration, it can affect visual sequencing, which is being able to fill up follows something as simple as a number system or an alphabet, auditory sequencing, which is being able to hear the alphabet or hear a number system in order and kind of get this, get it visual abstraction, or auditory abstraction, which is being able with visual, it's kind of like being able to get the idea of what art is about was auditory, it's being able to kind of get the moral of the story. It can affect memory. Short term long term, it can affect output, spontaneous language, man language, I mean, I remember a long, lot of times, it's hard for me to get the joke, because I couldn't quite follow the sequence of events and follow up, you know, keep everything kind of going correctly, and get from point A to point B to the punch line. And it's like, everybody's laughing. And I'm going, wait, I miss something here. It affects demand language, which is when you're kind of put on the spot, and you you're supposed to respond in some way. And it's like, well, wait a minute.



18:10

You lost? Yes.



Gigi 18:13

It's like, you know, especially when your father's standing over, you're going with the belts. Okay, it's time to answer me. And it's like, I'm in trouble.



18:24

What was the question?



Gigi 18:27

But tell me a little bit about your experiences.



18:32

Well, I don't know if I have that severe case. All I know, is, like I said, I just thought I was an ordinary kid until I started until I got into school. And learn to write, or I was trying to learn, right? That could make letters but they were you know, W's became M's and B's became ds, and peas and G's, and oh, gosh, it just goes on and on. There are many letters I get mixed up. I mean, even you know, to this day, I can write things down. And I have no idea. If I'm writing

down writing down a B or D, just I'm thinking B and write down A D. And people reading. What are right go. That's not right, you know, but to me, it seems it seems right that no hyperactivity now is all this linked together. I mean, you know, dyslexia and hyperactivity and all the sudden,

G

Gigi 19:33

it tends, hyperactivity and dyslexia can go hand in hand, occurs pretty frequently or it can happen independently. There are some people that are dyslexic or have learning disabilities that have no problems with hyperactivity or with the Add which is attention deficit disorder. Other people have a combination of all three, some have just the hyperactivity and learning disabilities. Others have just the attention deficit disorder and learning disabilities. So it can be quite a random mix, I'd say probably a third of each. One thing I want to also say about ADHD, I think the biggest thing that really affected with me was impulsivity. A lot of times I would do things without thinking about it, or think about it, but I wouldn't react so quickly that my timer thought it through is too late.

i

20:45

Right, you know,

G

Gigi 20:46

I'd already have taken the action and got myself in hot water. I'm good at that. But bet, you know, it's something that you skim in trouble quite frequently. It's like when you're standing in front of the principal. And, and he's kind of going well, um, you know, why did you throw paper across the room? You know, it's like, well, it's just thought about it, I thought it was thing to do, and I did it. And then all of a sudden, I realize, oh, wait, I shouldn't have done that. I didn't have the time. You know, it's psyche lose the ability to control your behaviors. It's like, you act without thinking it through all the way. And it's like, I guess the best way to describe it is that it's a chemical imbalance. Basically, there's basically, most people have this ability within the brain to inhibit responses. Because they've made it gets this feeling like, you know, you get angry and you want to punch somebody. It's like, and, but before you can punch somebody, the brain puts in a signal and says, white inhibit that response. And most people are able to do that, with attention deficit hyperactivity disorder. The brain doesn't get that chemical and quick enough to inhibit the response and you've punched them out. And then all of a sudden, you're thinking, I shouldn't have done that. Right. It's like, it's too late. You've already acted. But that's basically with ADHD. I mean, I think that of all the things with Attention Deficit Hyperactivity Disorder, that was the thing that got me in trouble the most, was that inability to inhibit responses, you know, an act before I could think things through all the way. Right, that part of the brain that says, Wait a minute, hold back, you're angry, but just cool. It counts. 10 do whatever. I can do that. You know, I've learned to compensate since more compensation skills later on.

i

23:09

No, that was hyperactivity. Okay. Is that the mind will not shut off? Is that what you're talking about? Because I do that. I mean, it's just constantly just phrases and pictures and just going

about. Because I do that. I mean, it's just constantly just phrases and pictures and just going and going and going constantly.

G

Gigi 23:28

That's a part of that hyperactivity it's, that's part of it can be basically what happens is that it's kind of racing thoughts. It's like, seeing ability to sit still in one place for long periods of time. Yes. I mean, it's, it affects not just internal thinking, but it affects motor behaviors, or any, it's real hard to sit still, for a long time. It's real hard to stay focused and do what you have to do and get it done. It's like I was one of these kids, I'd start 10 different projects, and never finish one. And start working on the erector set. And then I'd go over here and play with the puzzle back and start over here on the drawings. And then I'd never get anything finish, but start like on these projects going on. And I still do this as an adult. But now what I do, I've learned how to compensate and why I compensate is that I'll start them and they'll go to the next thing and learn that if I build a big circle, I can come back to the thing I started earlier. And carry it on and then when I jumped to the next thing, I carry that one on there, just kid I can do that. You know, it's like I starting a bunch of stuff and never finishing it. But I'm one of the kids characteristics. I mean, you know, I'm kind of like ambidextrous, I'm good with both hands. And it was like, a lot of people with learning disabilities or ADHD tend to be either left handed or ambidextrous. So I'm right handed, but it's kind of an interesting mix. Some of the things that I ran into is just amazing. I went through a process of denial for a while about it. I kept thinking, well, this isn't really me.

25:41

Yeah, I mean, I, I'm still thinking that I thought, well, I thought it was always normal, then you bring these things up these little points. And it's like, yeah, I've done that. I do this. I've done that. And

G

Gigi 25:52

it's kind of like, really difficult.

25:55

Because everyone wants to think they're pretty normal. You know what I mean? Yeah. And then you get hit with something that says, No, you're not exactly normal. And we're going to take a break, a music break, and Sarah G's net to controls there. Yeah. Before we kind of embarking very good, I might add,

G

Gigi 26:13

before we get a break, I would like to say one thing. I mean, we're talking kind of on a lighthearted side that I want to get to a little more serious. And that is that. And partly, I want to dedicate tonight's show to someone that recently killed themselves because they didn't feel

like they could fit into our society, due to dyslexia and learning disabilities. And that's a part of the feeling I've had a lot. And I think all people with learning disabilities and, and or attention deficit hyperactivity disorder guy through this, it's like, we don't quite fit in everything quite the same as other people. We feel alienated and different and somehow clumsy, or it's like, we really work hard to do it, but we don't quite make it there. It's like, I remember sitting through classes many times, and noticing how quickly and easily I made could pick up a book and read. And I would struggle and struggle and struggle and think, you know, at home and work on my homework and think, Oh, I've got this right, get into class next day and blow it big time. And over the years, the frustration builds and people notice and you kind of stick out like a sore thumb and and, you know, I kind of thought about this friend that died just recently. He shot himself in the head and and I thought, you know, there's points when I felt like there's points when I didn't know if I could really ever make it and find my place in this world. And it's like I think all people with learning differences now I prefer to call them learning differences in learning disabilities, but then I think all people with learning differences go through this to some extent or another. But let's go on to break.



28:22

Okay, hey, that was Ru Paul and Elton John together, doing don't go breaking my heart that was by request. So there I did it. Alright.



Gigi 28:34

Well, we're back and we're going to talk a little bit more about dyslexia. And we're gonna lighten it up a little bit. But first, I want to talk a little bit about how do you know if you are dyslexic. Basically, unfortunately, it takes getting tested. And that's takes a full learning disabilities battery, most any psychologist can perform these tests for you. The testing is somewhat expensive, though, it's not real cheap. If someone feels that they may be dyslexic, or have some other learning disability or attention deficit hyperactivity disorder, you can talk to either your physician or possibly for a recommendation to a psychologist, or if you have psychologists that, you know, you might contact them and check into it. Want to kind of go into another side of dyslexia a little bit? And then that is the more personal experience. Before I do that, though, I want to talk about reading and what reading is. I mean, a lot of us think reading is something very simple that anybody can do it. That it's something that should come naturally. Oh, but I don't know. Jim, have you ever heard of the curse while reader for the blind? No. Okay, basically, it's this machine and it's, it's set up. It's a commendation for people that are blind, basically can put a book down and it kind of does this Xerox copy of it, and decodes what it Xeroxes and records it into a voice synthesizer, and then reads the book to the blind person. How many calculations Do you think it would take to decode and recode? One single alphanumeric character, like alphabet, character, or numeric character, though



30:47

into the voice and say it back? Oh, gosh, I have no idea. No idea.



Gigi 30:52

It's around 80,000 calculation. 80,000. Yes. When we sit down and read a book, we process information faster than the quickest computers there are. And we're doing more than just decoding and re-encoding. We're understanding we're questioning or thinking about it, we're hypothesizing, we're doing a lot of activities up here that we're not even aware of. You know, we're really processing a lot of information. And when you think about it, alphabet letter, the letter, I just think about the number of ways you can depict the letter A alone. And what the brain has to do to decode that and recognize that as the letter A, you can make a pointed a, you can make a curvy, A, you can do printed a, or you can do a script, a you can do a tower size is. And although there's only 26 letters to the alphabet, each letter has all these different depictions. And the brain has to be able to interpret and decode it. And not only are we getting the letters, but we have to make it into words, not only to sound it out, but to understand and get meaning from it. And the machine doesn't even do that much. All it does is decoded and recode it into a voice synthesizer, it has no understanding of what it's doing. It has no consciousness, doesn't question it. And it's doing 80,000 calculations per letter.



32:47

That's incredible.



Gigi 32:49

So really, when we sit down and read a book, we're doing a lot that we're not even aware of. And, you know, you throw a few neurological short circuits into the system. That's basically in a nutshell, dyslexia. It's an in dyslexia and basic terms is basically a reading problem, a reading disorder. with learning disabilities, you have dyslexia, you have witches reading, you have an expressive writing disorder, which is having problems with writing things down and spelling. You can have a problem with arithmetic. I mean, to this day, I can add and subtract, can't multiply and divide in my head, I can use the calculator just does not work out here. I can do differential equations in my sleep. That part of my brain works, the arithmetic doesn't. It can also affect sensory inputs from the hands. I use. I remember that one time as ever to hit that damn ball with the bat. And it went sailing out. I had this problem I got my lesson rights backwards. I went running to third base. Oh no. And then the whole team, both teams got into a fight about well, that's not in the rollbacks.