

LikeRightNow Films PRESENTS



You never know  
what people can do

**intelligent lives**  
a film by dan habib

WRITTEN, DIRECTED AND PRODUCED BY DAN HABIB. EXECUTIVE PRODUCERS: JAMES RUTENBECK, JODY BECKER. PRODUCED BY AMY BRENNEMAN, CHRIS COOPER AND MARIANNE LEONE COOPER. EDITOR: MICAH FALKA-FELDMAN. MUSIC BY NAOMIE MONPLAISIR AND NAJEEB SHAHEED. EXECUTIVE PRODUCERS: PAUL BRILL. PRODUCED BY LIKERIGHTNOW FILMS IN COLLABORATION WITH THE INSTITUTE ON DISABILITY AT THE UNIVERSITY OF NEW HAMPSHIRE.

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2018

Twitter: @intelligencedoc Facebook: /intelligentives Website: intelligentives.org Instagram: @danhabibfilms

*Run Time: 70 Minutes, Documentary, USA*

**PR CONTACT:**  
**EMMA GRIFFITHS PR**  
Emma Griffiths  
[emma@eg-pr.com](mailto:emma@eg-pr.com)

## **INTELLIGENT LIVES- SYNOPSIS**

**From award-winning filmmaker Dan Habib comes INTELLIGENT LIVES, a catalyst to transform the label of intellectual disability from a life sentence of isolation into a life of possibility for the most systematically segregated people in America.**

INTELLIGENT LIVES stars three pioneering young American adults with intellectual disabilities—Micah, Naieer, and Naomie—who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the emotional personal story of his son Jesse, as the film unpacks the shameful and ongoing track record of intelligence testing in the U.S.

INTELLIGENT LIVES challenges what it means to be intelligent, and points to a future in which people of *all* abilities can fully participate in higher education, meaningful employment, and intimate relationships.

## **INTELLIGENT LIVES- DIRECTOR'S STATEMENT**

What is intelligence?

Is a 32-year-old man who co-teaches classes at Syracuse University intelligent? What about a 25-year-old woman who charms her way into the job of her dreams? How about a 17-year-old young man whose paintings are exhibited at major universities in Boston? Are they intelligent?

Would your opinion change if you knew that, as recently as the 1970s, all three of these people would have likely been institutionalized and forcibly sterilized due to their disability?

I decided to create INTELLIGENT LIVES to explore an overarching question:

**Can any attempt to measure intelligence predict a person's value, or potential to contribute meaningfully to the world?**

My latest documentary INTELLIGENT LIVES follows three pioneering young adults with intellectual disabilities—Micah, Naieer, and Naomie—who challenge perceptions of intelligence as they navigate high school, college, and the workforce.

If Micah, Naomie, and Naieer had been born in the first half of the 20th century, their parents would have likely been counseled to send their children to live in an institution alongside hundreds or thousands of other people with disabilities. They might have been among the approximately 65,000 Americans forcibly sterilized in order to “improve the stock” of humanity during the U.S. eugenics movement. As recently as 1975, Micah, Naieer, and Naomie would not have had legal access to a public education.

But Micah was born in 1984. Today he is a student at Syracuse University with a vibrant social life, a sophisticated grasp of social media, and a job co-teaching university classes—as well as an IQ of 40. Naieer was born in 1999. He is a talented visual artist, immersed in general education classes and basketball games at a public high school in Dorchester, MA. Naomie is 25, and sings and dances in her Providence, R.I., Creole church alongside her hip-hop producer/brother, and she is working towards her first paid job.

These three stories are intertwined with evolving perspectives on the nature of intelligence. Chris Cooper and his wife Marianne Leone Cooper share their connection to the film’s central themes through their son, Jesse, whose intelligence was continually questioned because he had cerebral palsy. Jesse went on to defy these assumptions, becoming a high school honor student, poet, and activist before his sudden death at age 17.

When my son, Samuel, was in elementary school, his teacher suggested that we add “intellectual disability” to his already impressive list of categories (“orthopedic impairment,” “speech impairment,” “mitochondrial disorder”).

“It’s just a label,” she assured us. “It would make him eligible for more services.”

My wife Betsy and I felt queasy.

Though “intellectual disability” was certainly better than its predecessors (i.e. “mentally retarded,” “feeble minded,” “idiot,”), the label seemed to suggest that Samuel’s intellect was so disabled that he couldn’t possibly be in class alongside his peers.

We went instead with “other health impaired”—a generic sounding special education category.

My 2008 documentary film, *Including Samuel*, focuses on Samuel’s elementary school years, and our family’s efforts to include him in every aspect of our lives and community. On the little league baseball team. In school theater. And, most importantly, in a regular classroom.

But what about students who have the intellectual disability label? Can they be fully included in regular classrooms? Can they go to college? Can they work? Can they marry?

As I did exploratory research on the topic, I found that only 17% of students with intellectual disabilities are included in regular education. Just 40% will graduate from high school. And of the 6.5 million Americans with intellectual disability, barely 15% are employed.

The label “intellectual disability” still carries the same implications that we experienced decades before.

Segregation.  
Isolation.  
Incompetence.

INTELLIGENT LIVES is a catalyst to transform the label of intellectual disability from a life sentence of isolation into a unifying identity for millions of the most systematically segregated people in America.

**Dan Habib**  
**Producer/Director**

## **A BRIEF HISTORY OF INTELLIGENCE TESTING IN THE UNITED STATES**

### **1904**

An explosion of mental testing happens around the beginning of the 20<sup>th</sup> century.

### **1908**

American Psychologist Henry Goddard made a two-month trip to Europe to study methods that other researchers used in working with mentally challenged children. It was there that he learned of French Psychologist Alfred Binet’s intelligence test.

The “Binet-Simon Scale of Intelligence” provided an estimate of a child’s “developmental age,” which could be compared to the child’s chronological age to estimate whether intellectual development was typical, above average, or below average.

Upon his return, Goddard translated the Binet-Simon Scale into English and began to use it with children at the Vineland Training School for Feeble-Minded Girls and Boys, as well as children from public schools.

Goddard proposed a system of labeling individuals based on their intelligence tests scores, with the terms *moron*, *imbecile* and *idiot* referring to successive levels of mental deficiency. Goddard and other American psychologists saw intelligence testing as a way to apply the concept of *eugenics*—improvement of the gene pool—for the ostensible betterment of society. They subscribed to a hereditarian theory that regarded intelligence as being fixed at birth, determined by heredity rather than environment. Individuals with low intelligence were seen not only as less capable of doing challenging work, but lacking in moral

character—lazy at best, criminals at worst, and likely to undermine rather than contribute to the public good.

### **1911**

In contrast, child psychologist and pediatrician Arnold Gesell used Binet's methods for their originally intended purpose—to identify children that needed extra support. Gesell accepted a special assignment for the Connecticut Department of Education in 1911. His primary activity was essentially what school psychologists do today. Gesell used standardized testing and other sources of information to describe the mental functioning and behavior of school-age children in order to determine their need for special educational services. This work earned him the distinction of being the first school psychologist.

### **1912**

The abbreviation "IQ," shortened from the German term "Intelligenzquotient, was coined by the psychologist William Stern and became his term for the scoring method of intelligence tests—the reduction of an individual's performance on the test to a single number. This quotient was computed by dividing developmental age by chronological age and multiplying by 100. If the developmental age were equal to the chronological age, the IQ was 100. A ten year old with a developmental age of eight would have an IQ of 80 ( $8/10 \times 100$ ); a ten-year-old with a developmental age of 12 would have an IQ of 120 ( $12/10 \times 100$ ).

### **1913**

Use of Goddard's test spread rapidly, largely due to Goddard's eager promotion. According to biographer Leila Zenderland, PhD, Goddard quickly convinced American physicians to use the test. By 1913, the United States government was using Goddard's methods to test 29,000 immigrants a week at Ellis Island. Goddard said the results showed that 79% of Italians, 83% of Jews, and 87% of Russians were feebleminded.

### **1914**

In 1914, Goddard became the first psychologist to introduce evidence from Binet tests in a court of law.

### **1916**

In 1916, Stanford psychologist Lewis Terman, an avid supporter of the American eugenics movement, created a standardized test to rapidly and quantitatively assess general intelligence, hoping to use the test to select more intelligent humans for eugenic breeding. The first version was published in 1916 and a significantly expanded version in 1937—the Stanford-Binet Intelligence Scale, which dominated intelligence testing in the U.S. for half a century.

### **Circa 1918**

Goddard's immigration study was seriously flawed, since he disregarded the educational, cultural, and language backgrounds of the immigrants who were tested. However, by having the strong support of prominent scholars like

Goddard and Terman, the eugenics movement brought about sweeping changes in U.S. policy in the 1920's that restricted immigration from European countries.

During World War I, the military used an IQ exam to determine a soldier's rank. Men who scored lower, were fit to be privates, but not officers. Privates were the most likely to end up on the front lines of battle.

### **1923**

World Book published the Stanford Achievement Test (SAT).

### **1924**

In 1924, the Immigration Act was enacted, limiting the annual number of immigrants allowed admittance into the United States. The Act specified that only 2% of immigrants were given legal residence per annum based upon the number of people already living in the U.S. from each foreign country as cited by the United States census of 1890. The law was primarily aimed at further restricting immigration of Southern Europeans and Eastern Europeans, especially Italians and Eastern European Jews. In addition, it severely restricted the immigration of Africans and outright banned the immigration of Arabs and Asians.

By the mid 1920s, there were over 75 different intelligence tests on the market, administered to about four million school children annually.

### **1927**

In the *Buck vs. Bell* decision of May 2, 1927, the United States Supreme Court upheld a state statute permitting compulsory sterilization of the unfit, including the intellectually disabled. It was deemed by Oliver Wendell Holmes that "for the protection and health of the state" it did not violate the Due Process clause of the Fourteenth Amendment to the United States Constitution.

### **1930s**

Using his new approach to factor analysis, American psychologist Louis Thurstone found that intelligent behavior does not arise from a general factor, but rather emerges from seven independent factors that he called *primary abilities*: word fluency, verbal comprehension, spatial visualization, number facility, associative memory, reasoning, and perceptual speed. Thurstone's work is part of the groundwork for developmental psychologist Howard Gardner's theory of "Multiple Intelligences."

### **1939**

The Stanford-Binet Intelligence Scale saw its first serious competition with the work of David Wechsler, chief psychologist at New York's Bellevue Hospital, who in 1939 developed the Wechsler-Bellevue Scale of Intelligence for adults. Wechsler regarded intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment." Wechsler sampled a range of cognitive functions to capture the richness and complexity of human intelligence, adding nonverbal items like those from the Army Beta test to verbal items like those on the Stanford-Binet. The

descendants of the Wechsler Bellevue—the Wechsler Adult Intelligence Scale (WAIS), the Wechsler Intelligence Scale for Children (WISC), and the Wechsler Preschool and Primary Scale of Intelligence (WPPSI)—have become far and away the most widely used instruments to test mental ability.

### **Early 1940s**

The U.S. Army used tests during World War II in hopes of efficiently assigning personnel. The army IQ tests were eventually criticized, however, partially because it was believed that results for people of color were routinely interpreted as being inferior, regardless of how they actually scored on the test.

Intelligence tests had become accepted as an inherent part of American culture. IQ tests were used to rank job applicants, place children in school, and recruit agents for the Secret Service.

### **1940s / 1950s**

Adolf Hitler cited U.S. eugenics research as justification for sterilizing and murdering nearly a quarter of a million disabled Germans.

By 1950, it has been estimated that more than 60,000 people in the U.S. had been forcibly sterilized based on the eugenics movement.

In the late 1940s and early 1950s families spontaneously across Canada, the US, England, France, Scandinavia, Australia and New Zealand began asserting a different vision, a different lifestyle, and a different future for their sons and daughters with intellectual disabilities, mental handicaps, and developmental disabilities. These isolated, independent developments eventually coalesced into the first wave of the “parent movement.”

### **1950s in general**

In the 1950s, Americans commonly listed their IQs on their resumes, submitted the results of a test for a job application, or even chose their spouses based on the test. IQ scores were pinned on the babies who were on display in Better Babies contests (although how IQ was measured in a two-year-old remained mysterious).

By the end of the 1950s, the College Board had settled on the IQ-style items that still dominate the SAT today (a system of two scores testing reading and math).

### **1963**

President Kennedy signed the Maternal and Child Health and Mental Retardation Planning Amendment to the Social Security Act, the first major legislation to combat mental illness and retardation. The amendment provided planning grants to enable states to update their intellectual disabilities programs. A second piece

of legislation provided funding for the construction of facilities related to the prevention, care, and treatment of people with intellectual disabilities.

### **1965**

Robert F. Kennedy tours the Willowbrook State School institution on Staten Island, NY, and calls it a “Snake Pit.”

### **1968**

Eunice Shriver founds the Special Olympics.

### **1960s in general**

In the 1960s, Raymond Cattell, a British psychologist, added an important dimension by making the distinction between fluid and crystallized intelligence. Cattell saw fluid intelligence as the innate brain power that enabled one to solve new problems and deal with abstract concepts, which he contrasted with crystallized intelligence—the accumulation and application of acquired knowledge that is gained through learning and experience.

Some mark the 1960s as the beginning of the disability rights movement.

### **1970**

President Nixon signs into law the Developmental Disabilities Services and Construction Act.

### **1972**

Geraldo Rivera’s explosive ABC television report on Willowbrook.

### **Early 1970s**

The independent living and disability rights movements accelerate.

### **1973**

In 1973, the Rehabilitation Act became law; Sections 501, 503, and 504 prohibited discrimination in federal programs and services and all other programs or services receiving federal funds. Key language in the Rehabilitation Act, found in Section 504, states “No otherwise qualified handicapped individual in the United States, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” This was the first civil rights law guaranteeing equal opportunity for people with disabilities.

### **1975**

Congress passes the special education law now known as IDEA (the Individuals with Disabilities Education Act), which says that children with disabilities should receive an individualized education program (IEP) based on the results of an educational evaluation. Intelligence tests, achievement tests, and tests of special abilities are the tools commonly used to conduct these evaluations.

### **1980s in general**

Developmental psychologist Howard Gardner of Harvard University introduces the theory of multiple intelligences (MI) in the early 1980s. He believed that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which he called "intelligences." The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. All individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. For example, those who score high on logical/mathematical intelligence, for instance, may not score high on bodily/kinesthetic intelligence, and vice versa.

Landmark court cases challenged the use of intelligence tests to place minority children and English language learners in separate classrooms, with lower expectations. The Larry P. case levied the charge that intelligence tests were racially biased. The case occupied California courts for a decade and resulted in a ban on the use of intelligence tests with African-American children that is still in place.

### **1990**

The Americans with Disabilities Act (ADA) is passed. Congress described the isolation and segregation of individuals with disabilities as a serious and pervasive form of discrimination. Title II of the ADA proscribes that no qualified individual with a disability shall, "by reason of such disability," be excluded from participation in, or be denied the benefits of, a public entity's services, programs, or activities.

### **1997**

The reauthorization of IDEA. Lawmakers made their intent clear: all students are presumed to be educated in a general education class unless their disability prevents that.

### **1999**

The Olmstead decision. The Supreme Court held that people with disabilities have a qualified right to receive state-funded supports and services in the community, and work in the community, rather than institutions or segregated "sheltered workshops."

### **1990s in general**

Raymond Cattell's ideas were further developed by John Horn and John Carroll. C-H-C theory (for Cattell-Horn-Carroll) breaks down intelligence into a handful of broad factors such as fluid and crystallized intelligence, quantitative knowledge, visual and auditory processing, and short-term memory; and into many narrow factors that contribute to each broad factor. This evolved into the current leading theory of intelligence.

### **2001**

No Child Left Behind Act—legislation mandating annual standardized math and reading tests for public school children starting in the third grade. It more than doubled the number of federally required standardized tests.

## **2017**

The Mental Measurements Yearbook, the authoritative reference book on published tests, is now in its 20<sup>th</sup> edition and provides information on nearly 200 tests.

Standardized testing has become a \$2 billion industry controlled by a handful of companies.

From researcher and psychologist Bob Lichtenstein: “There are dozens of well-developed, nationally normed tests of general intelligence. With each new generation of intelligence tests, test authors place more emphasis on the specific domains they measure, but educators still assign importance to an overall score, or IQ. Language differences remain a particular challenge for test developers. It is virtually impossible to develop norms for English language learners in the U.S., since they have widely ranging language backgrounds—having been exposed to English for varying periods of time and to varying degrees. Just translating a test into Spanish is not a simple matter, since there are variations in the Spanish words used in different countries. Nonverbal tests of intelligence have been developed that minimize or even eliminate the use of language. But these tests are limited, because they miss that critically important element—the ability to understand and use language—which has major implications for how children perform in school and how adults perform in many lines of work. “

## **Current Day: President Trump and IQ Testing**

In recent years, Trump has [tweeted regularly about his high IQ score](#) and disparaged others by accusing them of having a low IQ. In October 2017, he challenged his Secretary of State Rex Tillerson to compare IQ tests after Tillerson allegedly called Trump a “moron.” In June of 2018, Trump called Congresswoman Maxine Waters “an extraordinarily low IQ person” after Waters called for opponents of the Trump administration's immigration policies to harass Cabinet members wherever possible.

## **2017-2018: Federal Government and Disability Rights/Inclusion**

The U.S. Congress passed the [ADA Education and Reform Act](#) (H.R. 620) which would have significantly hindered a person with a disability's right to file a lawsuit for violations of access. The bill stalled in the Senate.

Attorney General Jeff Sessions [withdrew a 2016 guidance document](#) that required states to promote opportunities for people with disabilities to engage in integrated and meaningful employment.

Proposed budgets by the administration have included drastic cuts to funding and staff for offices that enforce civil rights at the [DOJ](#), the U.S. [Department of Education](#) (DOE) and the [U.S. Department of Housing and Urban Development](#) (HUD).

The Department of Education [withdrew 72 guidance documents](#) that detailed the rights of students with disabilities.

## **INTELLIGENT LIVES- PRODUCTION TEAM**

### **Dan Habib, Producer/Director/Cinematographer**

Dan Habib is the creator of the award-winning documentary films *Including Samuel*, *Who Cares About Kelsey?*, *Mr. Connolly Has ALS* (an IDA nominee for Best Short), INTELLIGENT LIVES, and many other films on disability issues. Habib's films have been featured in dozens of film festivals, broadcast internationally, nominated for Emmy awards and translated into 17 languages for worldwide distribution. Habib is a filmmaker at the University of New Hampshire's Institute on Disability and gave a widely viewed TEDx talk, "Disabling Segregation." He received the Champion of Human and Civil Rights Award from the National Education Association, and the Justice for All Grassroots Award from the American Association of People with Disabilities. In 2014, Habib was appointed by President Barack Obama to the President's Committee for People with Intellectual Disabilities. Habib and his wife, Betsy, live in Concord, NH, with their sons Isaiah, 21, and Samuel, 18. Samuel has cerebral palsy and was the subject of Habib's first film *Including Samuel*.

### **Chris Cooper, Narrator/Executive Producer**

Chris Cooper won the 2003 Best Supporting Actor Academy Award for his role in *Adaptation*. He has been an actor on stage, screen, and television for three decades, with notable roles in *Lone Star*, *American Beauty*, *Seabiscuit*, *The Bourne Identity*, *October Sky*, *August Osage County*, *Lonesome Dove*, and dozens of other films. In 1987, Cooper and his wife Marianne Leone had their son Jesse, who had cerebral palsy and epilepsy. They became advocates for inclusive education, and Jesse became a high school honor student. In 2005, Jesse died suddenly from a seizure at age 17. Cooper worked tirelessly donating his time working on the film.

### **Marianne Leone, Executive Producer**

Marianne Leone is an actress who appeared in *The Sopranos*, a screenwriter, an essayist published in *The Boston Globe*, and author of the 2010 book, *Jesse: A Mother's Story*. She lives in Massachusetts with her husband, actor Chris

Cooper, and two rescue dogs. The Jesse Cooper Foundation funds inclusion and adapted sports for children with special needs, and supports disabled orphans in Romania.

### **Amy Brenneman, Executive Producer**

Amy Brenneman divides her time evenly between acting, producing, and political activism. She has extensive theater credits and her film and television history includes award-winning roles on *NYPD Blue*, *Judging Amy*, *Fear*, and *The Leftovers*. She produced and directed the documentary *The Way the World Should Be* about the trailblazing work of the CHIME Institute and its mission of inclusive education. Her 16-year-old daughter, Charlotte, was born with a rare chromosomal abnormality (only diagnosed at age 15, with only 1400 cases worldwide), so throughout her early school years she qualified for services through a label of intellectual disability.

### **James Rutenbeck, Editor**

James Rutenbeck is an independent producer and editor. His films have been screened internationally at museums and festivals. His feature-length film *Scenes from a Parish* won the three Insight Awards of Excellence from the National Association of Film and Digital Media Artists and was broadcast on the PBS series *Independent Lens* in 2009. Rutenbeck has been awarded grants from the Sundance Documentary Fund, Latino Public Broadcasting, and Southern Humanities Media Fund. He is Executive Producer of *Class of '27*, a recent series of three short films about the lives of very young children in remote parts of rural America. *Class of '27* was awarded a DuPont Columbia Journalism Award in January 2018. James has an adult son, Anthony, with autism.

### **Matisyahu, Contributing Musician**

Matisyahu is a world-renowned reggae vocalist, beatboxer, and alternative rock musician. Known for blending Orthodox Jewish themes with reggae, rock, and hip hop beatboxing sounds, Matisyahu's 2005 single "King Without a Crown" was a Top 40 hit in the United States. Based on his commitment to human rights, Matisyahu is donating the use of his songs to INTELLIGENT LIVES.

### **Paul Brill, Original Score**

Paul Brill has composed scores for numerous award-winning films, TV series, commercials, and NPR program themes, as well as several acclaimed original and innovative songwriting. He has received three Emmy award nominations for his film scores and recently collaborated with rock legend U2 on the HBO film, *Burma Soldier*.

### **Jody Becker, Story Editor**

Jody Becker is an award-winning documentary film, radio, and print journalist. As a writer and story editor, she collaborates with directors aiming their cameras at subjects highlighting issues ranging from public policy to health (*Autistic-Like*, *Voices*, and Habib's *Mr. Connolly Has ALS*) and the arts.

**Melanie Perkins McLaughlin, Consulting Producer**

Melanie Perkins McLaughlin is an award-winning documentary filmmaker with more than 20 years in film production. She has worked on films for HBO, PBS, ABC, A&E, The Discovery Channel, and The History Channel. In 2007, Perkins McLaughlin also received a prenatal diagnosis: her third child had Trisomy 21 and a congenital heart defect. She's in development on a feature length documentary *Accepting Grace* that shares the experience of her daughter's life with Down syndrome.

**INTELLIGENT LIVES - CAST AND CREW LIST**

Directed and Produced by  
DAN HABIB

Featuring  
MICAH FIALKA-FELDMAN  
NAOMIE MONPLAISIR  
NAIEER SHAHEED

Executive Producers  
AMY BRENNEMAN  
CHRIS COOPER  
MARIANNE LEONE COOPER

Edited by  
JAMES RUTENBECK

Filmed by  
DAN HABIB

Narrated by

CHRIS COOPER

Story Editor  
JODY BECKER

Original Score by  
PAUL BRILL

Additional Music Courtesy of  
MATISYAHU

Location Audio Engineers  
AARON BOUCHARD  
CHRISTOPHER ESTERGUARD  
JOHN GAGE  
SEÁN HORSFORD  
JIM McCLURE

Additional Cinematography  
STEVE ASCHER  
MARY KASPRZYK  
JIM AND MEGHAN McCLURE  
P.H. O'BRIEN  
SCOTT RIPLEY  
BRITTANY WAIT

Historical sections written by  
JODY BECKER  
DAN HABIB

Animation and Graphics by  
AWESOME AND MODEST

Audio Mix  
HEART PUNCH STUDIO

Colorist  
ROB BESSETTE

Consulting Producer  
MELANIE PERKINS McLAUGHLIN

Archival Researcher  
HEATHER MERRILL

Production Assistant  
KÄREN CLAUSEN

Post Production  
RIKK DESGRES, PINEHURST PICTURES AND SOUND

Researchers  
HEATHER MERRILL  
CHERYL JORGENSEN  
MARY SCHUH  
MICHAEL WEHMEYER

Music Clearance  
HEATHER MERRILL  
THE REGIME

Young Adult Advisory Board  
NADIA ABOURAYA  
BRYANN BURGESS  
CHRIS CARTER  
REID DAVENPORT  
JOHN GIONFRIDDO  
TIA HOLMES

Outreach Strategist  
LISA SMITHLINE

Young Adult Outreach Strategist  
LeDERICK HORNE

Publicity  
EMMA GRIFFITHS

Social Media  
ALICIA BUONO  
SHERI CANDLER

Festival and Theatrical Strategist  
JON REISS

Also featuring (in order of appearance)

Jesse Cooper  
Jozeph Zaremba  
Patricia Lampron  
Alexander Umstead  
James Byrne  
Nicole Schwartz  
Katherine McDonald  
Ana Dominguez  
Steven Monplaisir  
Laura Wrenn  
Amy Gailunas  
Wynne Freed  
Connell Cloyd  
Samuel Texeira  
Matthew Reggianini  
Meghan Muscatello  
Sam Roux  
Maryann Hardman  
Colleen Gibbons  
Miranda McConnell

Prince Davis  
Brenda Parham  
Claudia Sarno  
Gail Marshall  
Maria Bouchard  
Eve Hill  
Altagrace Monplaisir  
Jerome Charleus  
Jesse Barron  
Jamaal Shaheed  
Donna Richards  
Emma Fialka-Feldman  
Andrea Hayes  
Janice Fialka  
Richard Feldman  
Kevauna Stewart  
Kiernan O'Donnell  
Anthony Riggi  
Samuel Medina  
Aysia Shaheed  
Iyanna Shaheed  
Steve Hamilton  
Andrea Gordillo  
Steve Singer  
Katherine Vroman  
Jordan Feldman  
Jim Muscatello  
Bridget Muscatello  
Ryan Muscatello  
Stanley "Bud" Buckout  
Catherine Enwright  
Andrew Bretz  
Mary Waldron  
Jackie Pace  
Rolando Flores  
Milissa Lutz

Bea Gonzalez  
Beth A. Myers  
Tom Bull  
Marianne Leone Cooper  
Ryan Slobodian  
Joey Paladino  
Charlie Titus  
Olivia Collins

INTELLIGENT LIVES Music

"I Believe in Love"

Written by Matthew Miller, George Pimentel Alves Bezerra,

Allan Peter Grigg

Performed by Matisyahu

Produced by Kook Kojak

Fallen Sparks Records

"Shade from the Sun"

Written by Matthew Miller, Harry Veynand,

Xavier Veynand

Performed by Matisyahu and Zion I

Produced by Tune in Crew

Fallen Sparks Records

Big Apple Boogaloo

Lars Kronlund, Arthur Baker

Brooklyn Funk Essentials

NW Collections (BMI) obo Jack Russell Music Ltd.

Shakin Baker Music Inc. (BMI)

"Obstacles"

Written by Matthew Miller, Stu Brooks,

David Peter Holmes, Joe Tomino

Performed by Matisyahu  
Produced by Stu Brooks  
Akeda Records

"Paciencia De Jo"  
Written by B. Woods, C. Lima  
Performed by Bosq featuring Tita Lima  
B3 Vibes ASCAP/Abramus  
(c) 2013 Ubiquity Recordings, Inc. All Rights Reserved.

"More Heavy"  
Written by B. Woods, L.L. Majekodunmi  
Performed by Bosq featuring Kaleta  
B3 Vibes ASCAP  
(c) 2013 Ubiquity Recordings, Inc. All Rights Reserved.

"Built to Survive (feat. Zion I)"  
Written by Stewart Brooks, Stephen Gaines, Matthew Miller  
Performed by Matisyahu and Zion I  
Produced by Stu Brooks  
Akeda Records/Elm City Music

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Produced in Collaboration with the  
University of New Hampshire Institute on Disability

More Information at:

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