Module 1.1 Introduction to BBBD Supports and Interventions

BBBD Guideposts to Create Your Own Personalized Framework

- Guideposts create a “framework” which is defined enough to be effective, yet broad enough to give practitioners flexibility to use their own training and judgment based in “best practices”
- Guideposts help create a tree on which to hang your own practice
- Just as every practitioner has a different approach to helping students, every student is unique and deserves a personalized intervention plan

BBBD Interventions Important Considerations

- All learning and learning problems are brain functions or dysfunctions. SLD is a deficit in one or more of key cognitive processes related to learning and school achievement
- Typically, SLD has more than one neurocognitive weakness because brain functions are integrated. Major academic domains, such as reading are on a “neural circuit” that are linked to multiple brain processes
- Understanding how the brain functions using the BBBD in SLD evaluations, helps to set realistic goals and target specific areas to intervene
- SLDs can impact a student in multiple domains, not just in school. Interventions can improve a student’s quality of life (e.g. social-emotional, daily functioning)

Three Factor Model- Key Points

- All legs of the triad will ensure a comprehensive and complete evaluation
- Emphasizes “convergence” of data
- Can collect all streams of information simultaneously

BBBD Key Points

- Describes both organization and function of the brain
- One of many models, oversimplifies brain functioning, but extremely practical to sue in SLD evaluations
- The lower the level, the more specialized the brain function, the higher the level, the more integrated the brain processes become

SLD Key Points

- All learning disabilities are brain-based disorders and the BBBD captures this fact
- Each level and block are largely dependent on each other

- Evaluations should account for key Fundamental Processes as these functions are common to most SLDs

Most learning disabilities have critical links to the lower level. A break in any brain function (block) gives you the "why" a student struggles or has stunted progress

Controversy and Considerations

- Some counter opinions exist, most centering on RTI vs. cognitive assessments. However, both RTI and neurocognitive approaches can be used together, not in opposition to each other
- Some controversy centers on cognitive assessments adding utility to identification and interventions (e.g. Aptitude x treatment; dose-response). Despite the controversy, the definition of SLD includes a deficit in the basic psychological processes
- Some opponents support their position with research that supports only their view and ignite other research
- Opponents typically assert that their research is conclusive when it is in fact not. Research in neuroscience is dynamic and evolving. Neuroscience interventions have strong scientific foundations
- BBBD is based on neuroscience. Theoretical links to Luarian theory, CHS theory, CHT, XBA, SNP, and Dehn's Model
- Based on the works of prominent researchers. B. Pennington, D. Miller, A. Hale, Kaufman, S. Shaywitz, Flannigan, Ortiz and J Naglieri