

Module 2.1 Review of the BBBD and Its Use in Supporting Students on an IEP

The Basic Blocks Explained

- Memory- Long term storage of knowledge and experience
- Processing Speed- Least specialized, but very sensitive; indicates communication efficiency within the brain
- Attention- Allows for input- neurocognitive doorway
- Inhibition- Control (part of executive function)
- Sensory-Motor- Allows access to environment

BBBD Guideposts: Accommodations and Fundamental Neuro-Cognitive Processes

- In some cases, brain plasticity allows for positive responses to specific interventions (e.g. phonological processes)
- However, many brain processes are not as malleable, especially fundamental neurocognitive processes. Very limited success with remediation with some brain processes
- Fundamental level typically employs accommodations
- Keep expectations positive and elevated

Cautions and Consideration

- There is only limited and varied scientific evidence for many “interventions” to remediate cognitive deficits- especially computer-based interventions
- Some effective and valid interventions exist, but many still show only “near-effects” vs. “far-effects” (i.e. generalizable effects)

Important Considerations: Accommodations

- Be creative to devise pathways to support the student to “access the curriculum.” Find ways around the deficit area
- Do not just employ accommodations, teach the “why” as well as advocacy skills to make accommodations effective
- Goals can be written around teaching students to use accommodations to access the curriculum independently