



BBBD Supports and Interventions



Using the *Building Blocks of Brain Development* to Support Students with Learning Disabilities

Peter Thompson, Ed.S., Ph.D.





Module 4.1

BBBD: Supports and Interventions

Higher Order Processes: Social / Emotional Competency



Important Note

The information, concepts, and models provided in this presentation are intended to give practitioners a framework when conducting special education evaluations and employing interventions. It is emphasized that nothing in this presentation is meant to be directive or prescriptive.

Professionals are free to use some, or all of the information presented, but they are not required to do so in their practice. **Always consult with your special education director for clarity around district policies and expectations for special education evaluations.**



IMPORTANT 

Consideration of Terms

- The full and correct term is the *Building Blocks of Brain Development*© (BBBD)
- For this presentation, referred to many ways such as the BBBM or BBBD
- For this presentation, the BBBM or BBBD is used to describe brain function more than development



Learning Outcomes

- Understand the relationship between brain functions, learning, and social / emotional competency
- Understand key interventions to develop social / emotional competency
- Understand key accommodations that supports social / emotional development



Presentation Organization

- I. Review BBBD and Social-Emotional Concepts
 - A. General Impact on learning and life

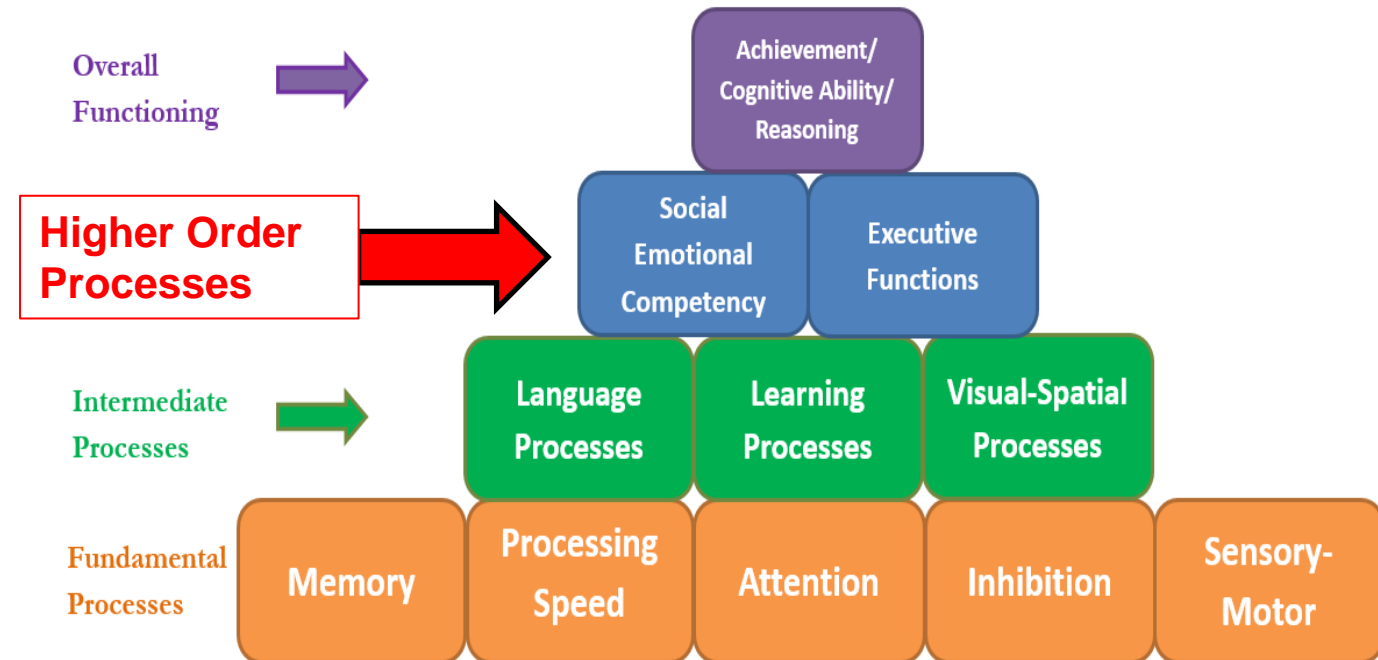
- II. Social-Emotional Supports
 - A. Expert Guidance
 - B. Interventions
 - C. Accommodations



What Are Higher Order Processes?

- Success within this level is based on proper functioning of all lower processes.
- Once functions are integrated, this level “applies” learned skills and knowledge.
- Navigate complex environments, interpersonal issues, will determine overall success.

Building Blocks of Brain Development ©



The Hierarchy of Neurocognitive Functioning © - created by Peter Thompson, Ph.D. 2013, adapted from the works of Miller 2007; Reitan and Wolfson 2004; Hale and Fiorello 2004.

The Building Blocks of Brain Development © – further adapted by the CO Brain Injury Steering Committee, 2016.



Higher Order Processes: Social-Emotional Competency Key Concepts (EQ)

- Social and emotional skills are built upon several integrated brain functions: Other BBBD blocks, Visual-Spatial, Executive Functions, Inhibition, and Fundamental blocks.
- Ability to accurately assess one's own emotions and ability to read emotions of others (EQ).
- Entails social perceptions, social rules, and ability to know what to say and how to communicate effectively (Language and Reasoning).
- Emotional issues may develop due to difficulties in school and feeling inferior. Anxiety with school performance impacts self-esteem, negative life consequences.



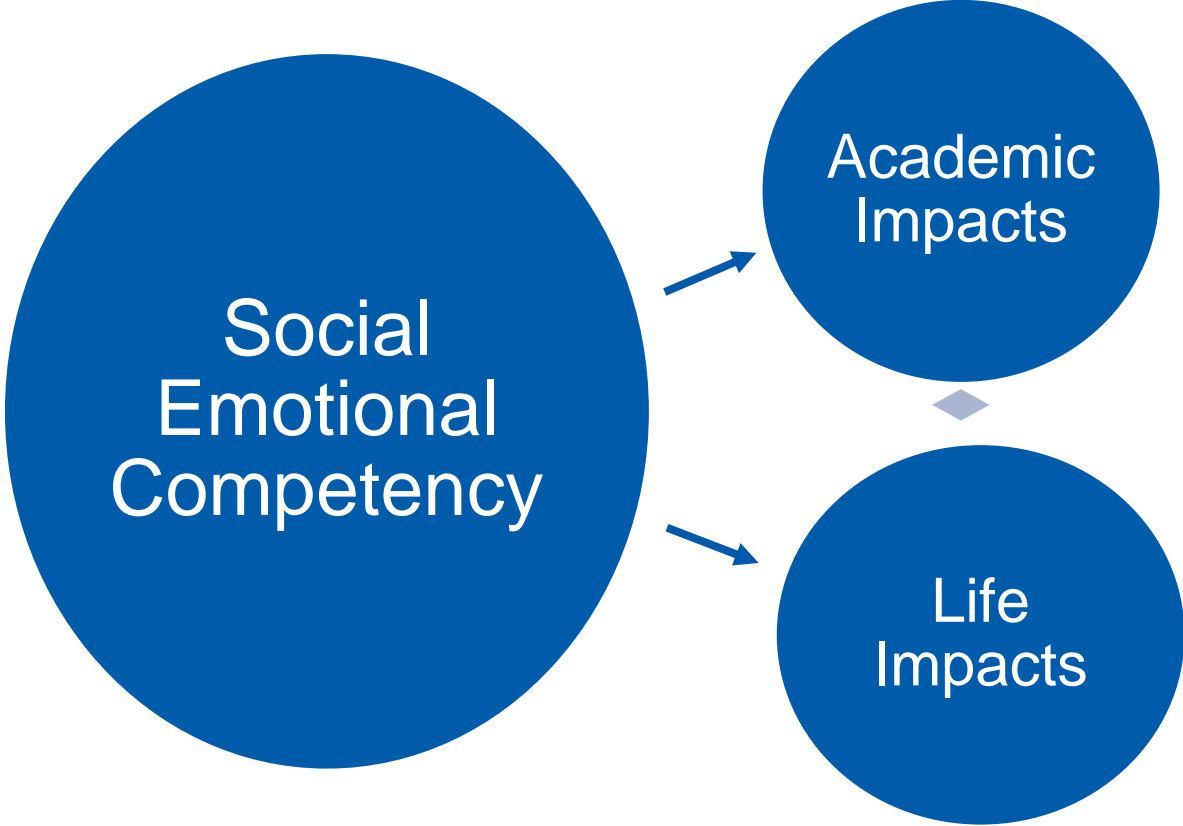
Social-Emotional Competency



- Must accurately perceive nonverbal body and facial cues
- Interpersonal problem solving involves thinking in the future and how responses impact outcomes-complex thinking
- Involves sub-cortical and cortical brain structures



Social / Emotional Competency



II. Social-Emotional Supports and Interventions

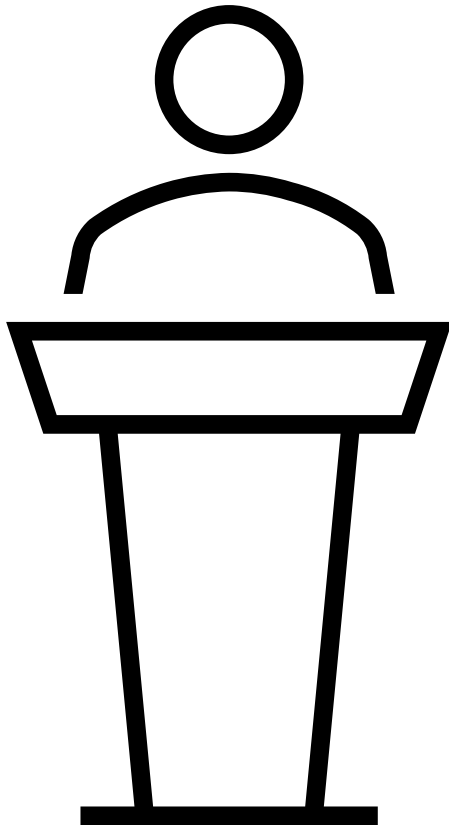
- 1. Expert Guidance**
- 2. Interventions**
- 3. Accommodations**



1. Expert Guidance



1. Expert Guidance



- ✓ Assess EF to help with intervention planning
- ✓ Consult with Social Worker, Counselor, Psychologist
- ✓ Remember we do not do therapy in the school
- ✓ Critical to get staff “on-board” -regular ed teachers do not see past behavior



1. Expert Guidance



- ✓ Trauma can impact brain development and impact social and emotional development
- ✓ Set up students for success—environmental triggers and “Goodness of fit”
- ✓ Social-emotional learning (SEL) based on CASEL model is effective to target areas for intervention



CASEL Model: Guides Your Approach



Source: Casel.org



2. Intervention



2. Interventions: Direct Instruction

- As with other interventions, explicit and direct instruction is a research supported intervention-you can teach social skills. You can also teach skills when it is “in the moment” in real life context.
- Careful not to embarrass or scold with an audience present. Must have a compassionate and trusting relationship.
- In consultation with the building mental health provider, CBT “light” is a highly effective intervention.
 - ✓ Cognitive: Provide a conversation around the “why”
 - ✓ Behavioral: Practice, role play
 - ✓ Overlays onto CASEL Model



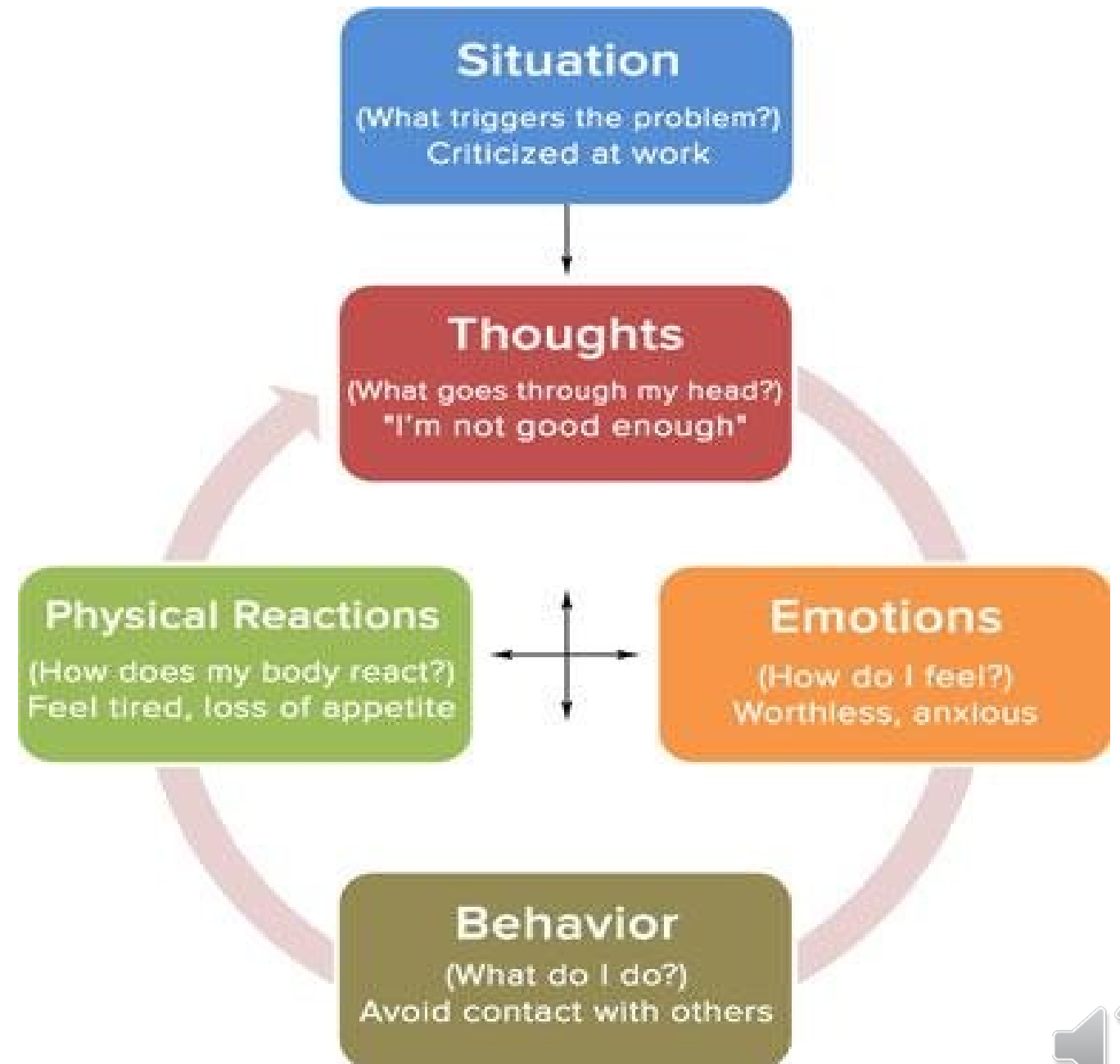
Intervention: Social-Emotional

Explicitly Teach the “Cycle”

Give examples of how it works

Have student give examples





Role play example



Interventions: Commercial Programs

- Zones of Regulation
- Second Step
- Social Skill Improvement System (SSIS) Videos

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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second-step for Early Learning through Grade 8

Skills for Social and Academic Success

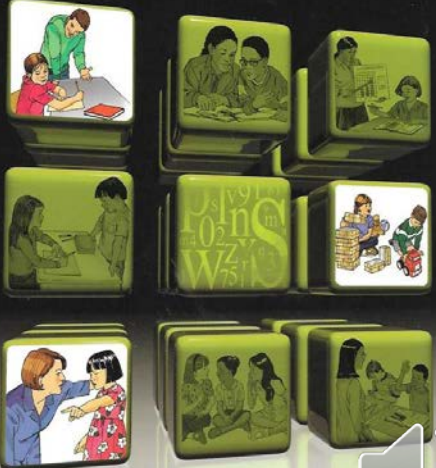
SAMPLE LESSONS, VIDEOS, AND MORE! >>



Intervention Guide

SSIS Social Skills Improvement System

Stephen N. Elliott, PhD • Frank M. Gresham, PhD



PEARSON

Psych

Interventions: Social Stories are Effective Social Skills Teaching Method

- Although used for ASD cases, it is effective tool for all students
- There are several social story templates and resources—check with SLP
- Useful Website (Meta-resource for free social stories)
<https://www.abaresources.com/social-stories/>

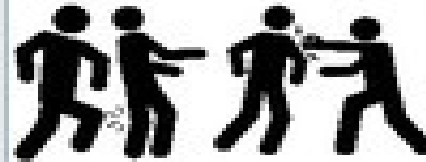


Social Story Example

social story 7/26/2015



Sometimes, I get mad.



When I am mad,
sometimes I want to hit or
kick another person.



But hitting and kicking
someone might hurt the
other person.



Or it could make them
sad. It could hurt their
feelings.



So instead of hitting and
kicking, I will sit down and
take deep breaths. I will
practice ways to calm
down.

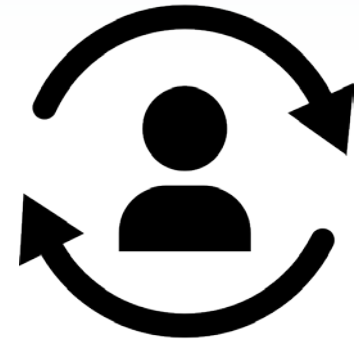


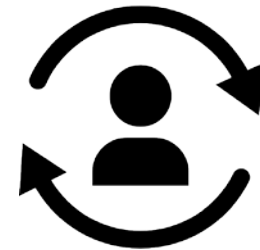
After I calm down, we will
talk about why I was mad.
We will use our nice
words.

This communication board was created using Pogo Boards. Set up your own free account at www.PogoBoards.com.



3. Accommodations

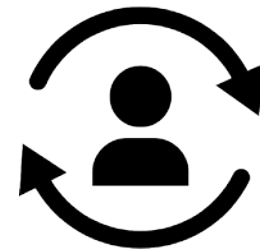




3. Accommodations

- Set up for success
 - Positive rapport and check-in before class
 - Provide positive comments / expectations beforehand (set up for success)
 - Know the type of environment that will trigger emotions or behaviors—teach to live within the environment, but raise awareness for appropriate behavior





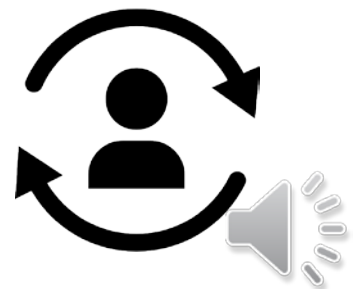
3. Accommodations

- Systematize breaks—meaningful breaks
- Provide rationale for breaks (cognitive)
- Allow for longer than usual “reset” after emotional event
- Have a designated “calming” space or “home-base”



3. Accommodations

- Encourage self-advocacy—actively seek help when needed
- Allow access to mental health services without unnecessary restriction



Summary



- Social and emotional skills are higher order, complex brain functions that integrate several brain processes.
- Social skills and emotional regulation can be effectively taught. As with other interventions, good teaching practices (direct instruction) and providing compassionate feedback in the authentic environment is key.
- CBT “light” against the backdrop of the CASEL model is effective. The use of social stories, written at a developmentally appropriate level, is also an effective intervention.





Thank You For Listening End of Module 4.1



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