



A Comprehensive Model for Specific Learning Disability Evaluations

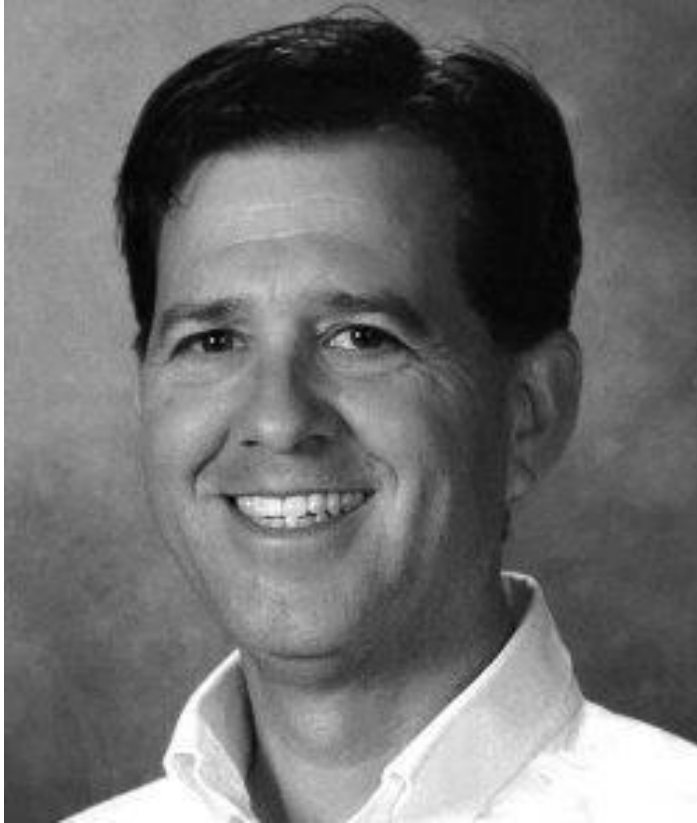


**Using the *Building Blocks Brain Model of Development* to
Understand and Assess Learning Disabilities**

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Contributors and Acknowledgments



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The Overall Purpose of This Series

- To emphasize that the most modern and scientific view of SLD is that all learning disabilities are brain-based issues caused by a neurocognitive deficit(s).
- To introduce a valid assessment framework, driven by a convergence of information, that ensures a comprehensive evaluation is completed in all SLD evaluations.





Module 1.1 Introduction

The “Why”
A Framework For Our Professional Practice




Important Note

The information, concepts, and models provided in this presentation are intended to give practitioners a framework when conducting special education evaluations. 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 



Critical Question: What Drives Your Practice and Why?

- Different answers, but common to all is answering the call to be in the service for others; especially to shape the lives of children
- We all have a stake, regardless of title, position, training
- We're not prescriptive, yet provide the guideposts for you



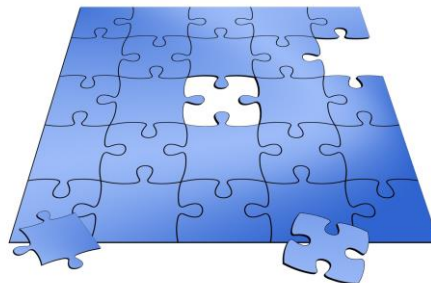
Guideposts to Create Your Own Personalized Framework

- Guidepost creates a “framework” --Defined enough to be effective, yet broad enough to give practitioners flexibility to use their own training and judgment based in “best practices”
- Guidepost help create a tree on which to hang your own practice
- Framework helps take ingredients of the eligibility process and makes something more than the sum of its parts

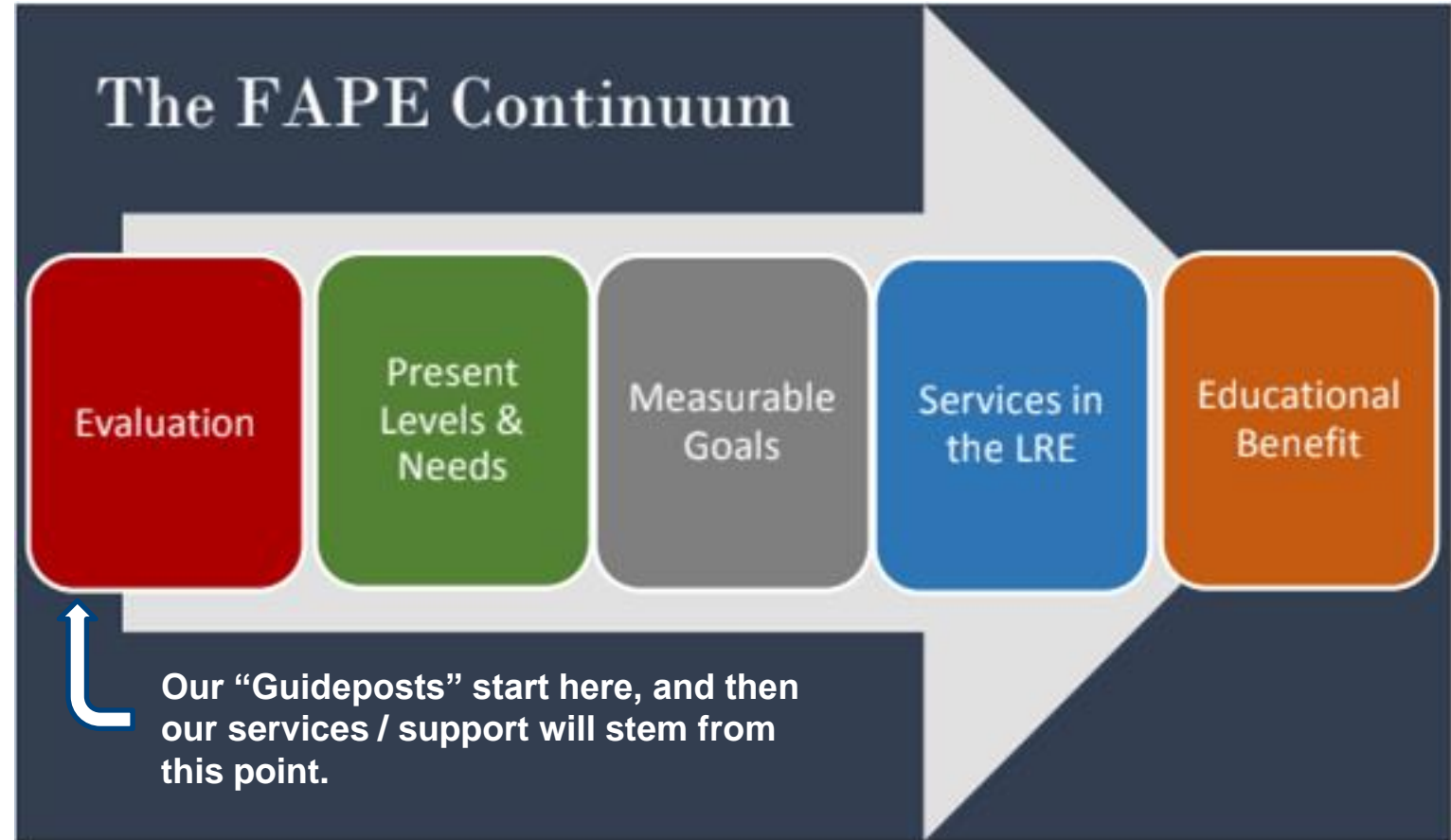


Guideposts Helps You Embrace the Gray

- Decisions are *guided* by a “body of evidence.”
- SLD identification is not always a black-and-white process.
- Must consider “all” data streams and pieces together to create a picture by which you will base your decision.



FAPE Continuum from CDE



Overview of Presentation and Purpose

1

- **Introduction: Brain Basics, Learning and SLD**
- **3-Factor Model of Assessment**
- **Introduction: Building Blocks Brain Model**

2

- **Deeper Dive and Analysis of the BBBM**
- **Examples: 3-Factor Model + BBBM**

3


- **BBBM Case Studies**
- **BBBM + Specific Learning Disabilities**



Assumptions for BBBM Evaluations

- Student has a history of academic struggles
- Student has been taught with evidence based core curriculum
- Student has been in the MTSS and RTI process
- Exclusionary clauses have been accounted for





Thank You For Listening

End of Module 1.1: Introduction



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