MAGNITUDE OF PSYCHOLOGICAL INTERVENTION IN BRAIN BASED LEARNING & INTELLECTUAL DISABILITIES

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ABSTRACT

Neuropsychology, a branch of psychology, aims to understand how the structure and functions of the brain relate to specific psychological processes. Totally scientific in its approach it shares its information processing view of the mind with cognitive psychology and cognitive science. Though one of most eclectic of the psychological disciplines, it overlaps at times with some areas of scientific discipline like neuroscience, philosophy (particularly philosophy of mind), neurology and psychiatry.

Neuropsychology studies brain’s behavior relationships. The term ‘behavior’ denotes a general concept and includes many other areas of scientific study like cognitive functions, emotional functioning and observable behavior. Language, attention, memory, visuo-perception, visuo-spatial ability, problem solving reasoning and planning all variables belong to the domain of cognitive functioning (Reed and Rogers, 2011). This paper is an attempt to draw the attention of all towards the brain-behavior relationship, the outcome if it goes wrong, what happens in the case of ‘Intellectual Disability’ and what is the need of the hour.

KEY WORDS: Brain-behavior relationship, Intellectual Disability, Brain based learning, Psychological Intervention.
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Psychotherapy.net interview with Don Meichenbaum, www.psychotherapy.net