

Brain-Based Education

Learning, difference, strengths, and the way students experience a classroom.

MODERNIZED RESOURCE

Based on the original SchoolMission presentation



A brain-friendly classroom starts with the learner

The original resource frames students as both alike and remarkably different — and asks educators to understand those differences rather than reduce students to a single measure.

LIKE

Every student benefits from supportive, meaningful learning.

DIFFERENT

Students can vary in strengths, interests, and ways of approaching learning.

RESPONSIVE

Teaching should make room for those differences.

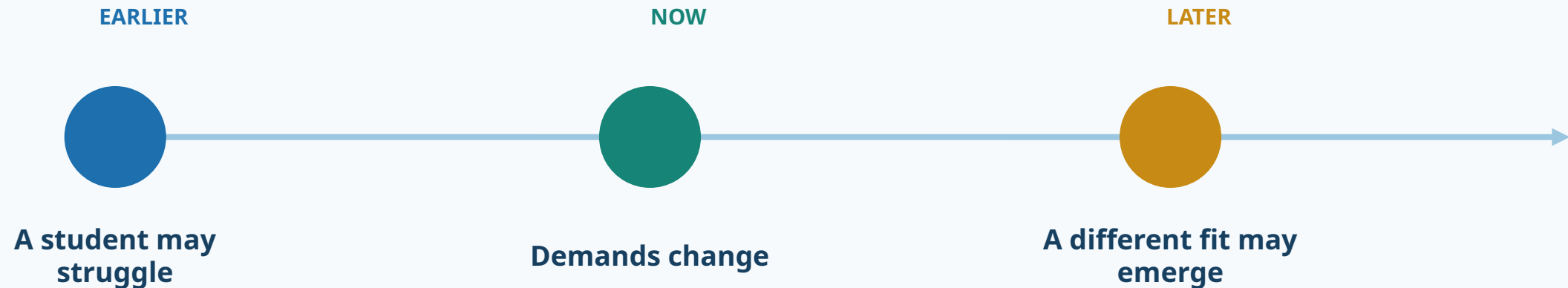
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All students deserve success.

Original presentation

Can a learning problem change over time?

The source challenges the idea that a student who struggles in one season of school must always struggle in the same way.



The original presentation explicitly says academic and social demands keep changing — and so do students.

Help a student understand strengths and weaknesses

One of the source presentation's recurring ideas is “demystification”: helping a student make sense of what is hard, what is easier, and what support actually helps.

SEE

Name the difficulty without turning it into a definition of the child.

NAME

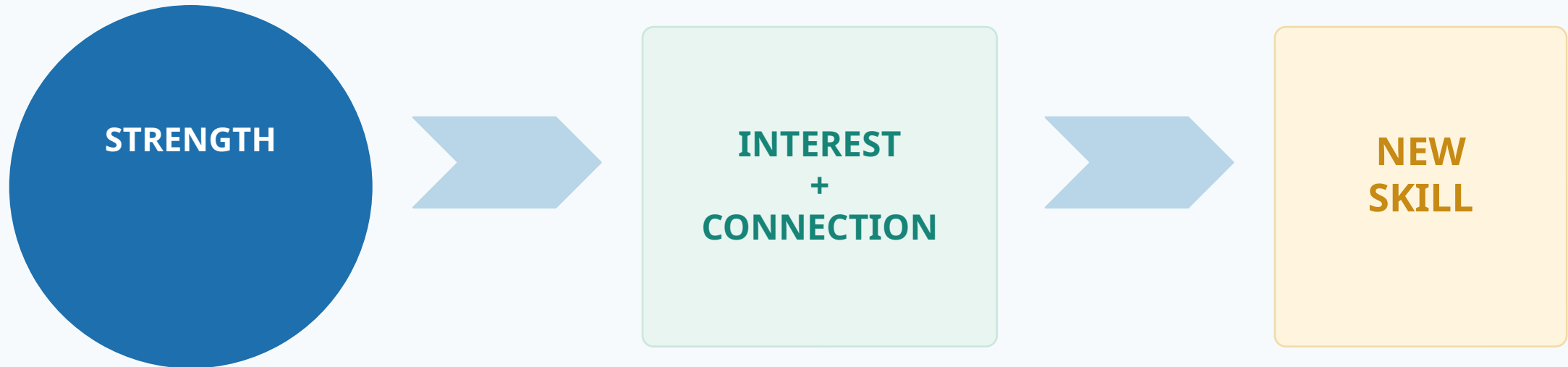
Identify strengths, interests, and conditions that help learning.

ACT

Make the student part of the solution team.

Start with what the learner can already do

The source warns against focusing only on weaknesses. It argues that strengths and interests can provide a bridge to new skills.



One test score is not the whole student

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Students perform poorly on standardized tests for a wide variety of reasons.

Original presentation

The source repeatedly argues for finding additional ways for students to demonstrate competence.

LOOK

Beyond a single score

NOTICE

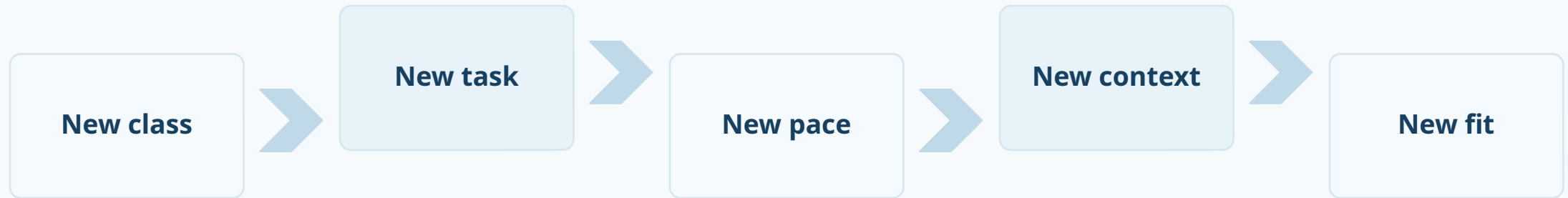
Different competencies

DESIGN

More than one way to show learning

Students and classrooms are moving targets

The presentation's "true or false" sequence emphasizes that academic and social demands change constantly. A student may succeed in one setting and struggle in another.



A difficulty in one moment is not necessarily a permanent verdict on the learner.

Coaching can change the experience of difficulty

The source emphasizes support, tutors, visual clues, and individualized strategies. Its recurring message is to find what works.

SLOW IT DOWN

Adjust the pace when the learner needs it

USE CLUES

Build from pictures, structure, or other supports

COACH

Keep the student moving instead of letting difficulty end the story

“

They learn to manage them.

Original presentation

The original deck uses visual metaphors for different ways of thinking

3D

The source describes spatial thinking as being “like having a CAD in your brain.”

MOVIES

It contrasts “thinking in movies” with thinking primarily in words.

IMAGERY

The original deck includes brain imagery, neurons, lobes, and plasticity as visual metaphors.

These are metaphors used by the source presentation, not a new neuroscience framework added in this redesign.

Brain/Mind Learning links named in the original



Ecology + learning



Brain-compatible learning



Literature, art, drama, games



Educator resource network



Community as classroom



Brain-compatible environments



Teacher resource directory



Learning differences resource

These organizations and links are preserved from the historical source material; some may have changed since the original presentation was created.

A practical lens for educators

1

Understand the learner

Strengths, interests, and differences matter.

2

Name the challenge

Difficulty does not have to become identity.

3

Vary the response

Change pace, supports, and pathways.

4

Look beyond one measure

Find additional ways for students to show competence.

ALL STUDENTS DESERVE SUCCESS.

A modern SchoolMission presentation based on the original
Brain-Based Education resource.

[SCHOOL MISSION.NET](https://www.schoolmission.net)