A
The instinctual part of us: the

A
Something undesirable is
taken away making the

Q
Ego

Q
Negative
Reinforcement

A

The instinctual part of us; the

Q

Ego

A

Something undesirable is
taken away making the

Q

Negative Reinforcement
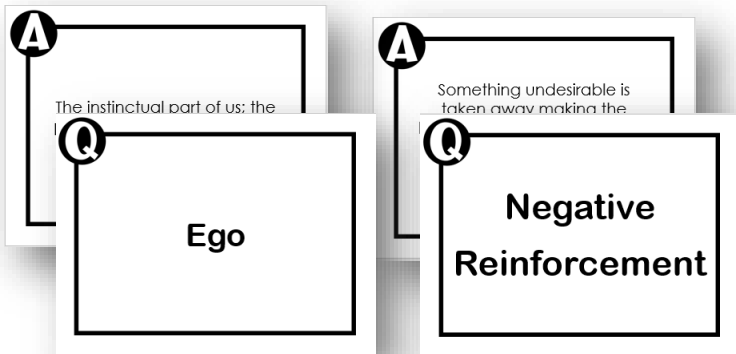
Terms of Use

A

The instinctual part of us; the part that acts to meet needs (hunger, sleep, love).

ID

A

The personality, meeting the ego's need in a more socially appropriate way.

Q

Super Ego

A

The values and morals of society.

Q Freud's Psychosexual Developmental Stages

A

Oral (0-1)

- Infants find comfort in sucking and exploring with their mouths. If they are not comforted enough, they may become highly stressed and become nail biters, or smokers, or thumb suckers.

Anal (1-3)

- Toddlers become potty trained. If child resists potty training, they may become overly controlling, or "anal retentive."

Phallic (3-6)

- Preschoolers/young children express gender identity. If not, they have abnormal relationships with parents.

Latency (6-Puberty)

- Children focus on school, friendship and hobbies. No fixations.

Genitalia (Puberty-Adult)

- **Sexual identity is developed.**

Q Erikson's Theory of Personality

A

Trust vs. Mistrust (0-18 months)

- Babies learn to trust their caregiver that they are completely vulnerable to, or mistrust if needs are not met.

Autonomy vs. Shame/Fear (1-3)

- Toddlers learn to explore and exercise free will, or become ashamed of their free will if punished, or scared to explore if discouraged from exploring.

Initiative vs. Guilt (3-5)

- Preschoolers take initiate to play, help adults, and ask questions, or feel guilty if they are treated like a burden by adults.

Industry vs. Inferiority (6-11)

- Children learn they are either good at school and other things society values or they are not.

Identity vs. Role Playing (12-18)

- Adolescents find their passion in life or do what they are "told" to do.

Intimacy vs. Isolation (Adult)

- Adults find love or live alone

Q

Inductive Reasoning

A

Making a true or false generalization based on an observation or statement. Example: Dogs are animals. All animals are dogs.

Q

Deductive
Reasoning

A

Drawing a true conclusion from multiple true statements. Example: Dogs are mammals. Mammals are animals. Dogs are animals.

Q

Piaget's Theory of Cognitive Development

A

Sensorimotor (Age 0-2)

- Children learn by exploring the world through senses

Preoperational (Ages 2-7)

- Children can use symbols to represent thinking

Concrete Operational (Ages 7-11)

- Children can use logic and reasoning

Formal Operational (Ages 11+)

- Children can think abstractly

Q Kohlberg's Theory of Moral Development

A

Level 1: Values driven by punishment & reward

- Stage 1: Avoiding punishment
- Stage 2: Avoiding punishment, seeking rewards

Level 2: Values are based by appearing good
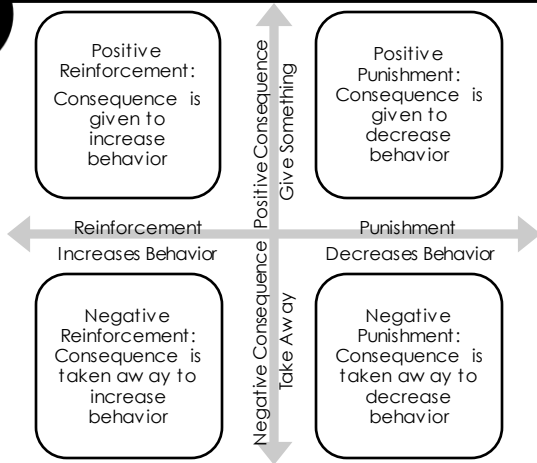
- Stage 3: Pleasing others
- Stage 4: Pleasing society

Level 3: Values are based on morals

- Stage 5: Moral contract based on social contract
- Stage 6: Moral values at all costs

Q

Types of Consequences

A

Positive Reinforcement: Consequence is given to increase behavior

Positive Punishment: Consequence is given to decrease behavior

Negative Reinforcement: Consequence is taken away to increase behavior

Negative Punishment: Consequence is taken away to decrease behavior

Positive Consequence Give Something

Negative Consequence Take Away

Reinforcement Increases Behavior

Punishment Decreases Behavior

Q

Positive Reinforcement

A

Something desirable is given
making the behavior more likely
to occur.
Example: verbal praise

Q

Negative Reinforcement

A

Something undesirable is taken away making the behavior more likely to occur.
Example: a student that passes all tests does not have to take the final exam

Q

Positive

Punishment

A

Something undesirable is given making the behavior less likely to occur.
Example: a is required to take the final exam after failing a test

Q Negative Punishment

A

Something desirable is taken away making the behavior less likely to occur.
Example: recess is taken away when work is not completed

A

The building blocks of knowledge, what one knows, and how one organizes their thinking, background knowledge

Q Assimilation

A

New information is added and fits in with the current schema

Accommodation

A

New information does not fit in with current schema. Schema is adjusted to add new information.

Equilibrium

A

New information has found
balance with schema

Q

Disequilibrium

New information is out of
balance with schema.
Where learning occurs.

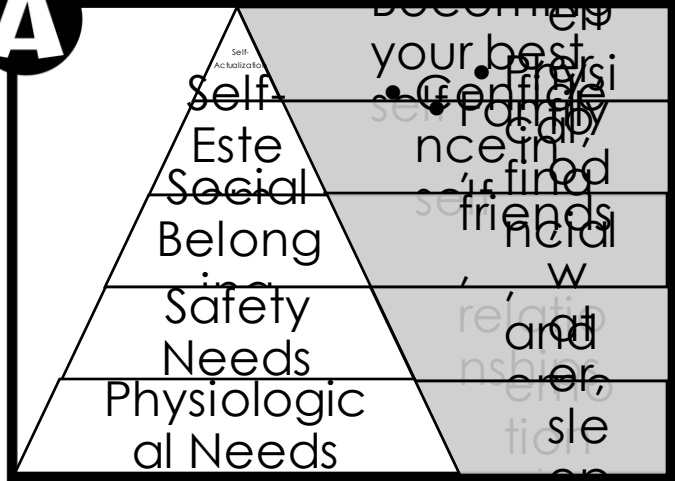**Q**

Zone of Proximal Development

A

Just the right amount of rigor and cognitive demand with the guidance of a teacher that allows the student to learn and grow

Q

Maslow's Hierarchy of Needs
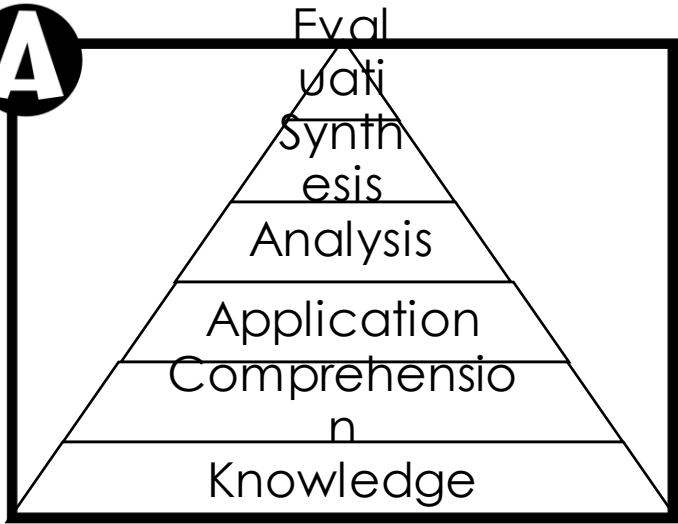
A

Self-Actualization

Self-Este

Social

Belonging

Safety Needs

Physiological Needs

- Sleep
- Becoming your best, self-fulfillment
- Confidence, self-esteem
- Family, find friends, w and er, relationship
- Physically and financially

Q

Bloom's Taxonomy

Eval uati Synth esis

Analysis

Application

Comprehensio n

Knowledge

A

Q

Gardner's Multiple Intelligence

A
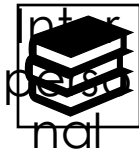
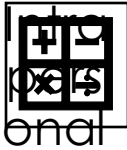| Linguistic	Logical	Visual	Kinesthetic
Interpersonal	Intrapersonal	Rhythmic	Naturalistic

Q

Brown v Board
of Education
(1954)

A

Segregation based on race not legal.

Q

Elementary and Secondary Education Act (1965)

A

Schools, and a year later a fund for special ed, received federal funding

Q

**Section 504
of the
Rehabilitation
Act (1973)**

A

Federally funded organizations prohibited from discrimination against someone with a disability

Q

Education for All Handicapped Children Act (EHA; 1975)

A

Put into law the IEP, FAPE, and LRE.

Q

Board of Education v. Rowley (1982)

A

Defined "appropriate" education as "reasonably calculated"; not "optimum" education

Q EHA
Amendmen
t (1986)

A

Added preschool ages 3-5 services

Q

IDEA
(1990)

A

- EHA reauthorized
- Changed to person first language
- Added transition services
- Added new eligibility (TBI & autism)

Q

ADA
(1990)

A Discrimination because of disability became illegal

Q Oberti v Board of Education (1992)

A Inclusion became a right

Q

IDEA
Amendment
(1997)

A

- Shift from "access" to "meaningful" education
- Measurable goals
- Progress monitoring
- Increased parental & student involvement
- Changes to student discipline

Q

**NCLB
(2002)**

A

- Highly Qualified Special Education Teachers
- Allows alternate assessments to meet AYP (Annual Yearly Progress)

Q

IDEA
Amendment
(2004)

A

- Shift from compliance to progress
- Allowed RTI to be a qualifying criteria for SLD

Q

ESSA
(2015)

A

- Emphasis on evidence-based instruction
- Change in assessment requirements
- Change in monitoring at-risk students

Q

Endrew v
Douglas
County
(2017)

A

Set standard of
"meaningful" progress, not
minimal progress

Q

FERPA

A

Protects privacy of student records

Q Autism

A

Developmental Delay with delays in verbal/nonverbal communication and social interactions

Q

Deaf-Blindness

A

Hearing and visual impairment

Q

Deaf

A Hearing impairment not corrected by amplification

Q

Developmental Delay

A

Ages 0-9; delay in cognitive, social, physical, communication, or adaptive skills

Q

Emotional Disturbance

A

Difficulty with learning, social skills, behaviors, regulating mood and a fear or somatizations from school or personal problems

Q

Hearing Impairment

A

Hearing difficulties with limited hearing

Q

Intellectual Disability

A Significantly below cognitive average

Multiple
Disabilities

A

Multiple disabilities, each significantly impacting educational progress which could not be reflected under one category

Orthopedic Impairment

A Physical disability

Other Health Impairment

A

Limited strength, vitality, or alertness in the classroom

Q

Specific Learning Disability

A

Difficulty reading, writing, hearing, speaking, or with math

Q

Speech Language Development

A

Difficulty with communication, speech, voice, or language

Q

Traumatic Brain Injury

A

Injury to the brain causing difficulties

Q

**Visual
Impairment
Blindness**

A

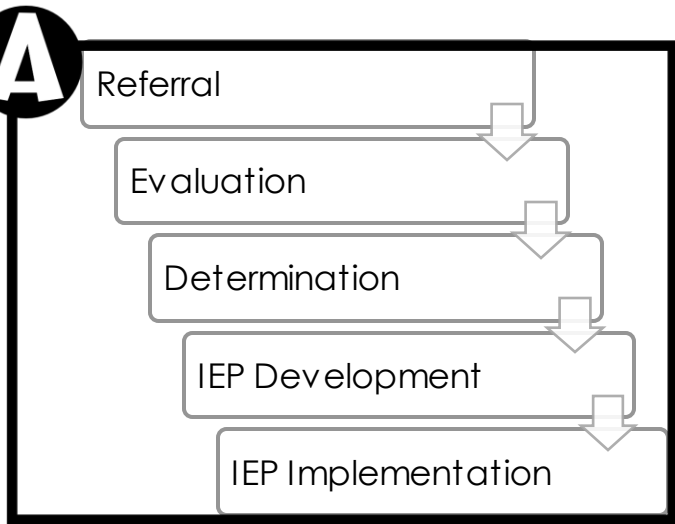Loss of partial or complete vision

Q

IEP Process

A

Referral

Evaluation

Determination

IEP Development

IEP Implementation

Q

Culturally Responsive Instruction

Best Practices for ELLs

A

shelf extra groun
ered l d

Instru Supp Know
ction orts ledge

Voca Comp
bular rehen Practi
y sion ce &

Instru Strate Differ Feed
ction gies entia back
tion

Q

**Sheltered
Instruction**

A

Speaking in a comprehensible way by
- speaking clearly
- pairing new words with known words
- Using visuals and gestures

Q

Contextual
Supports

A

Providing context to instruction
- Using labels
- Visuals
- Gestures
- Hands on
- Observation

Q

Examples of Accessibility for Exceptionalities
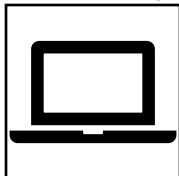
A for Learning

Differentiation

Accommodations

Scaffolding

Assistive Technology

Q

Universal Design for Learning

A

Using multimodality learning strategies for student input and output

Q

Differentiation

A

Adaptable Instruction using
- Ongoing assessments
- Flexible grouping

Tailored to individuals'
- Learning needs
- Learning styles
- Interests

Differentiating
- Content (what they learn)
- Process (how they learn)
- Product (showing what the learned)

Accommodation

A

A change in a child's education that addresses a barrier caused by their disability; does not change the rigor of learning

Q

Presentation Accommodations for Seeing Information

A

- Large print
- Braille
- Magnification device
- Text to speech
- Audio formats
- Human reader
- Hands on materials

Q

Presentation Accommodations for Reading

A

- Audiobooks
- Human reader
- Text to speech software

Q

Presentation Accommodations for Comprehension

A

- Graphic organizers
- Dictionary software
- Pre-teaching vocabulary
- Visual supports (ie: color coding, highlighting, diagrams, pictures)
- Alternative formats (ie: videos, hands on experience)

Q

Presentation
Accommodations
for Hearing
Information

A

- Amplification device
- Subtitles
- Sign language
- Visual cues or gestures
- Alternative formats such as printed texts
- Notetaker

Q

Presentation Accommodations for Oral Comprehension

A

- Notetaker
- Graphic organizers
- Repeated directions
- Simplified directions
- Written directions

Q

Presentation Accommodations for Remembering Information

A

- Graphic organizers
- Visual reminders
- Repeated information

Q Presentation Accommodations for Identifying Key Information

A

- Graphic organizers
- Study guides
- Verbal cues such as "This is important"
- Visual cues such as highlighting information

Q

Response Accommodations for Oral Expression

A

- Alternate response such as written
- Allow additional time to think before responding
- Sentence stems

Q Response
Accommodations
for Written
Expression

A

- Graphic organizers
- Writing template
- Scribe
- Computer
- Word processor
- Grammar checker
- Spell checker
- Speech to text software

Q

Response Accommodations for Mathematics

A

- Calculator
- Manipulatives
- Numbers chart
- Multiplication chart
- Graph paper

Q

Setting Accommodations for Hearing or Seeing Information

A

- Seating close to auditory information, away from noise, best ear toward instruction, close to written information
- Special lighting or near a window for added light

Q Setting Accommodations for Physical Access

A

- Seating near electrical outlet, end of row,
- Adapted furniture or equipment such as adjustable desk
- Larger desks or tables
- Space for equipment or service animal
- Wider aisles for navigation

Q

Setting Accommodations for Physical Organization

A

- Checklist for necessary supplies
- Labels for materials
- Color coded materials

Q

Setting Accommodations for Staying Focused

A

- Separate setting
- Preferential seating away from distractions
- Study carrel
- Noise canceling headphones
- Fidgets

Q

Setting Accommodations for Regulating Behaviors

A

- Visual Cues
- Separate setting
- Preferential seating near teacher

Q

Timing and Schedule Accommodations

A

- Extended time
- Frequent breaks
- Multiple sessions
- Breaking up large tasks
- Timeline for parts
- Putting on time limit on activity
- Using a timer
- Schedule change

Modification

A

A change in what student learns; adjusting level of rigor

Scaffolding

A

Breaking down the learning task
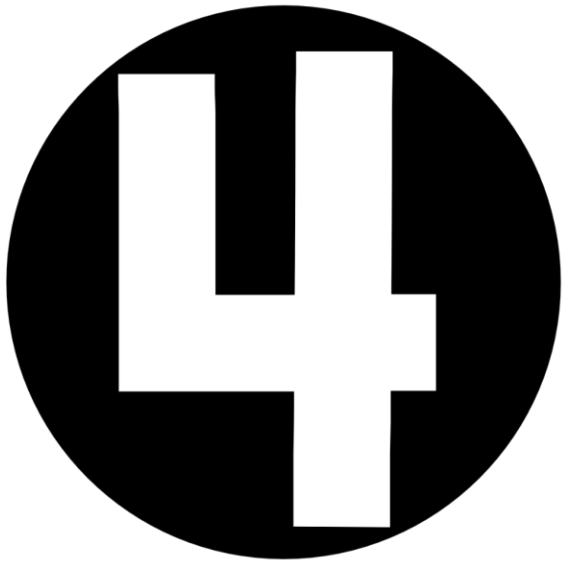
Assistive Technology

A

A device and service that helps a student meet their goals and/or access education

Q

Stages of
Grief

A

Denial Anxiety Fear

Depression Guilt Anger

Joy

Legal Grievance Resolutions

A

- Mediation
- Formal Complaint
- Due process
- Appeals Court

Mediation

A

State appointed mediator
leads IEP meeting

Q

Formal Complaint

A

Formal complaint filed to state's education department

Due Process

A

A hearing with a judge that makes a final decision on the disagreement

Q Appeals Court

A

Family can appeal due process decision at the state or federal courts

Q Receptive Language

A

Listening and reading

Expressive Language

A

Speaking and writing

Phonemes

A

Speech Sounds

Q

Morphemes

A

Smallest unit that carries meaning

Syntax

A

Rules around how words are used

Q

Semantics

A

The meaning of words in context of other words

Q

Pragmatics

A

Rules around words in conversations

Speech Disorders

A

- Articulation Disorder: incorrect speech sounds
- Voice Disorder: abnormal pitch, volume, nasal speaking
- Fluency Disorder: hesitation or repetition of speech

Language
Disorders

A

- Can be expressive or receptive
- Difficulty with vocabulary, sentence structure, and/or discourse

Q

Basic Interpersonal Communication Skills

A

Social communication

Q

Cognitive
Academic
Language
Proficiency

A

Academic Language

Q

Stages of 2nd Language Development

A

- Preproduction
  - Minimal comprehension
- Early Production
  - Limited comprehension
- Speech Emergence
  - Good comprehension
- Intermediate Fluency
  - Excellent comprehension
- Advanced Fluency
  - Near-native
  - Few grammatical errors

read/points

phrases

sentences

Q

Augmented Communication

A supplement to speech

Q

Alternative Communication

A

In place of speech

Q

Types of AAC

A

- Gestures
- Sign Language
- Finger Spelling
- Speech Device
- PECS

Q

Target Behavior

A

The behavior the intervention is designed around, the behavior to replace

Q

**Setting
Events**

A

Events that happen before a behavior, related to the occurrence of the behavior, but not directly before the occurrence

Antecedent

A

The trigger to the behavior, directly before a behavior occurs

Q Consequence

A

The response to the
behavior, directly after a
behavior occurs

Q

Function of
the Behavior

A

- The reason the behavior occurs
- To gain… attention, tangibles, sensory stimulation
- To avoid… attention, tasks, sensory stimulation, social situations

Q

Components of a BIP

A

1. Antecedent strategies
2. Teach deficient skills related to behavior
3. Teach replacement behavior
4. Consequence strategies for target behavior
5. Consequence strategies for replacement behavior

Reliability

A

Consistency of an assessment
- Multiple test attempts
- Multiple administrators
- Multiple scorers

Validity

A

How well a test measures
what it claims to measure

Q

Norm Referenced

A

A test that measures results based on averages of a sampling of other students scores

Q Standards Based

A

A test that measures results based on performance on standards

Q

Criterion Referenced

A

A test that measures results
based on established criteria

Q

Mastery Measurement

A

Measuring mastery of a skill or standard

Q

**General
Outcome
Measurement**

A

Measuring general outcomes
of a subject

Q

Progress Monitoring

A

Probes that are sensitive enough to show growth over a short time

Examples of Pre-Assessments

A

- Standardize tests from prior year
- Unit pre-test
- Student self assessment
- KWL
- Student interest survey
- Journal response
- Teacher observation

Q Examples of Formative Assessments

A

- Work samples
- Discussions
- Journal entries
- Exit tickets
- Homework assignments
- Quizzes
- Conferring
- Whiteboard responses
- Thumbs up/down

Examples of Summative Assessments

A

- Unit test
- Project
- Report
- Essay
- PowerPoint
- Portfolio

Q Behavior, Social, Adaptive, & Functional Assessments

A

- Records Review
- Functional Behavior Assessment
- Reinforcement Survey
- Social Skills inventory
- Interview parents, teacher, other specialists
- Rating Scales
- Direct Observation

Reading Assessments

A

- Phonemic awareness test
- Letter/Sound identification
- Word or nonsense word lists
- Oral reading fluency probes
- Fluency rubrics
- Informal Reading Inventory
- Comprehension questions
- Retelling

Q

Writing Assessments

A

- Writing samples
- Writing rubrics
- Writing checklists
- Conferring
- Peer feedback
- Writing portfolio
- Journal responses

Q

**Math
Assessments**

A

- Math facts
- Mastery measurement
- General outcome measurement
- Teacher created assessment

Q

Phonemic Awareness

A

Ability to hear, identify and manipulate the individual sounds, or phonemes, in spoken words

Q

Phoneme Isolation

A

Taking one sound out of a word. Ex: What is the first sound in sat

Q

Phoneme Identification

A

Identifying a common sound. Ex: What sound is the same:
man, mom, and mill

Q

Phoneme Blending

A

Blending sounds together.
Ex: Put these sounds
together:
/p/ /i/ /n/

Q

Phoneme
Segmenting

A

Taking sounds apart.
Ex: What sounds are in this
word: /m/ /e/ /t/

Q

Phoneme Deletion

A

Taking a sound out of a word. Ex: What does the word become if we take the /m/ sound out of meet

Phoneme Manipulation

A

Moving sounds around or replacing sounds.
Ex: replace /s/ with /b/: sat

Q

Phonological Awareness

A

Ability to hear, identify and manipulate sound parts, such as onset (beginning part of a syllable), rhymes (ending part of a syllable), syllables, or compound words.

Decoding

A

A way of teaching that emphasizes sound-letter correspondence

Q Instructional Strategies for Phonemic Awareness

A

- Explicitly teach and model
- Practice one skill at a time
- Progress from words, to syllables, to onset/rime, to phonemes
- Phoneme blending and segmenting are most important
- Instruction should be short
- Use sound boxes

Q Instructional Strategies for Decoding/ Word Reading

A

- Teach the relationship between sounds and letters
- Model blending and segmenting
- Correct errors immediately
- Ample opportunities for practice
- Teach irregular and high frequency words as sight

Q Instructional Strategies for Reading Fluency

A

- Repeated practice (repeated readings, readers theater, choral reading, cloze reading, partner read)
- Listening while reading along (teacher reads, audiobooks)
- NOT popcorn readings or round robins

Q

Instructional Strategies for Comprehension

A

- Explicitly teach and model comprehension strategies
- Explicitly teach text structures
- Cooperative learning
- Graphic Organizers and semantic maps
- Questioning strategies

Q

Before Reading Comprehension Strategies

A

- Make predictions
- Preview vocabulary
- Preview text structure
- Access background knowledge

Q

During Reading Comprehension Strategies

A

- Mental imagery
- Monitor understanding
- context clues
- Questioning strategies
  - Literal
  - Inferential
  - Evaluative

Q

After Reading Comprehension Strategies

A

- Retelling
- Graphic organizers
- Summarizing

Q

Narrative Text Structures

A

- Plot
- Characterization
- Setting
- Problem
- Theme

Expository Text Structures

A

- Descriptive
- Sequence
- Cause/effect
- Compare/contrast
- Problem/solution

Q

Instructional Strategies for Vocabulary

A

- Indirect exposure and direct instruction
- Pre-teach vocabulary
- Teach word learning strategies
- Teach morphemes
- Students construct meaning
- Multiple exposures with a new term

Instructional Strategies for Writing

A

- Teach the writing process
- Teach writing structures
- Teach writing strategies
- Teach word processing or dictation skills
- Have clear writing goals
- Give ongoing feedback
- NOT: parts of speech or grammar instruction

Q

Instructional Strategies for Spelling

A

- Teach sound to letter correspondence
- Teach spelling patterns
- Teach word part meanings and spellings
- NOT: memorize spelling words or spelling rules

Q

Components of Transition Planning

A

Based on individual's:
- Strengths
- Preferences
- interests

Three main goal areas:
- Education/Training
- Employment
- Independent Living

Q

Task Analysis

A

Systematic way of teaching chained behaviors through forward or backward chaining

Discrete Trial Training

A

Systematic way of teaching chained behaviors through cues and response strategies

Types of Prompting

A

- Gestural
- Verbal
- Visual
- Physical