

A

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

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

Ego

Q

Negative  
Reinforcement

FLASH CARDS

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# Ego

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

# ID

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

# **Super Ego**

The values and morals of

society.

# **Freud's Psychosexual Developmental**

# Stages

## 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.

Genitality (Puberty-Adult)

- **Sexual identity is developed.**

# Erikson's Theory of

# Personality

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 initiative 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

# Inductive

# Reasonin g

Making a true or false  
generalization based on an  
observation or statement.

Example: Dogs are animals. All

animals are dogs.

# **Deductive Reasonin g**

Drawing a true conclusion from

multiple true statements.  
Example: Dogs are mammals.  
Mammals are animals. Dogs  
are animals.

# **Piaget's Theory of Cognitive**

# Development

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

# **Kohlberg's Theory of Moral**



# Development

Level 1: Values driven by punishment & reward

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

Level 2: Values are based on 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

# Types of Consequences

Positive Reinforcement:	Reinforcement Increases Behavior	Reinforcement: Consequence is taken away to increase behavior	Consequence Negative Consequence
	Negative Reinforcement: Removes an aversive stimulus to increase behavior	Positive Reinforcement: Adds a desirable stimulus to increase behavior	Give

Something	Positive Punishment: Consequence is given to decrease behavior	Punishment Decreases Behavior	Consequence is taken away to decrease behavior
ay		Negative Punishment:	
Take Aw			

# Positive

# Reinforcement

Something desirable is given  
making the behavior more likely  
to occur.

Example: verbal praise

**Negative**

# Reinforcement

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

**Positive**

**Punishment**

Something undesirable is  
given making the behavior

less likely to occur.

Example: a is required to  
take the final exam after  
failing a test

**Negative**

# Punishmen t

Something desirable is taken away making the behavior less likely to occur.



Example: recess is taken away  
when work is not completed

# Schema

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

background knowledge

## **Assimilation**

New information is added  
and fits in with the current  
schema

## **Accommodation**

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

## **Equilibrium**

New information has found  
balance with schema

# **Disequilibrium**

New information is out of  
balance with schema.

Where learning occurs.

# **Zone of Proximal**

# Development

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

# **Maslow's Hierarchy of Needs**

Self  
Actualization

# Self Este



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**Bloom's**

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# **Gardner's Multiple Intelligence**

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# **Brown v Board of Education**



**(1954)**

Segregation based on race  
not legal.

**Elementary  
and Secondary**

# **Education Act (1965)**

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

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

Federally funded organizations  
prohibited from discrimination  
against someone with a  
disability

# **Education for All Handicapped**

# **Children Act (EHA; 1975)**

Put into law the IEP, FAPE,  
and LRE.

## **Board of**

# **Education v. Rowley (1982)**

Defined “appropriate”  
education as “reasonably  
calculated”; not “optimum”  
education

# **EHA Amendmen t (1986)**

Added preschool ages 3-5  
services

# **IDEA (1990)**

- EHA reauthorized
- Changed to person first language
- Added transition



services

- Added new eligibility  
(TBI & autism)

# **ADA**

## **(1990)**

Discrimination because of

disability became illegal

**Oberti v  
Board of  
Education**

**(1992)**

Inclusion became a right

**IDEA**

**Amendment**

# (1997)

- Shift from “access” to “meaningful” education • Measurable goals • Progress monitoring • Increased parental & student involvement

- Changes to student discipline

## **NCLB (2002)**

- Highly Qualified Special Education Teachers

- Allows alternate assessments to meet AYP (Annual Yearly Progress)

# **IDEA**

# **Amendment**

**(2004)**

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

# **ESSA (2015)**

- Emphasis on evidence-based instruction
- Change in assessment



requirements

- Change in monitoring  
at-risk students

**Andrew v  
Douglas**

# County (2017)

Set standard of  
“meaningful” progress, not  
minimal progress

**FERPA**