

The instinctual part of us: the

part that acts to meet needs

(hunger, sleep, love).

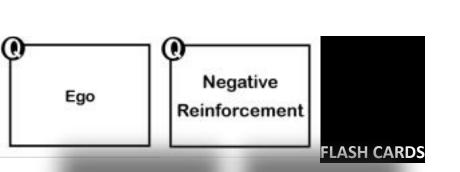


Something undestrable is

taken away making the behavior more likely to occur. Example: a student that

passes all tests does not have to take the final exam-





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### Ego

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



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)

• I nfant s find comfort in sucking and exploring w ith their mouths. If they are not comfort ed enough, t hey may become highly st ressed and become noil bit ers, or smokers, or t humb suckers.

#### Anal (1-3)

•Toddlers become pot tytrained. If child resists potty training, they may become overly controlling, or "anal retentive."

#### Phallic (3-6)

• Preschoolers/young children express gender ident it y. If not, they have abnormal relat ionships w ith parent s.

#### Lat ency (6-Pubert y)

• Children focus on school, friendship and hobbies. No fixat ions.

Genit alia (Pubert y-Adult)

· Sexual identity is developed.

## Erikson's Theory of

#### **Personalit**

y

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

#### 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 & rew ard

- •Stage 1: Avoiding punishment
- St age 2: Avoiding punishment, seeking rewards

Level 2: Values are based by appearing good

- •St age 3: Pleasing ot hers
- •St age 4: Pleasing societ y

Level 3: Values are based on morals

•\$t age 5: M oral contract based on social contract •\$t age 6: M oral values at all costs

## Types of Consequences

e is given to Behavior increase ce increase behavior	
behavior Negative Positive Give	)

Consequenc Positive Punishment Something Punishment: Decreases e is taken aw ay to Consequenc Behavior decrease e is given to behavior decrease behavior av 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

•Becoming elt

fo

self • Confide • Family

your best er,

Physi

Social,

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friends

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Belon ncial w

Safety al Needs

Needs relatio at

Physiologic

and sle nships er, tion ep emo al

Bloom's

### Taxonom y Eval

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Synth on

## esis Analysis

Application Comprehensio

Knowledge

#### Gardner's Multiple

Intelligence

#### ng Liisti

C Inter perso nal Logi c

Visu al

Rhyt hmi c

Intra pers onal

sthe tic Nat urali stic

# Brown v Board of Education

#### (1954) Segregation based on race

# 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 I RF.

#### **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 reguthorized
- 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

#### Endrew v Douglas

## County (2017)

Set standard of "meaningful" progress, not minimal progress

