

## NATIONAL BOARDS EXCEPTIONAL NEEDS SPECIALIST

**A**

The instinctual part of us: the

**Q**

Ego

**A**

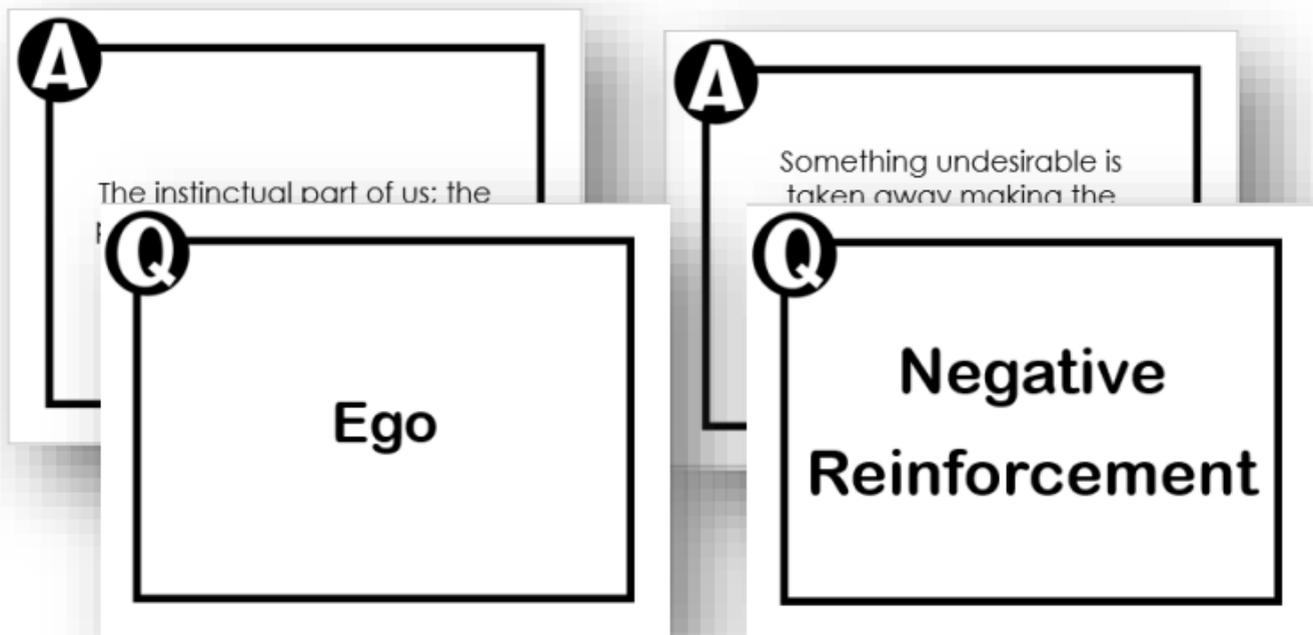
Something undesirable is taken away making the

**Q**

Negative Reinforcement

FLASH CARDS

# NATIONAL BOARDS EXCEPTIONAL NEEDS SPECIALIST



**FLASH CARDS**

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**Q**

**ID**

A

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

**Q**

**Ego**

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**



[Redacted]

- 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.

[Redacted]

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

[Redacted]

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

[Redacted]

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

[Redacted]

- **Sexual identity is developed.**

**Q**

**Erikson's  
Theory of  
Personality**

# A

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

- 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.

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

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

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

- 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**



[Blank box for text]

- Children learn by exploring the world through senses

[Blank box for text]

- Children can use symbols to represent thinking

[Blank box for text]

- Children can use logic and reasoning

[Blank box for text]

- Children can think abstractly

**Q**

**Kohlberg's  
Theory of Moral  
Development**



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

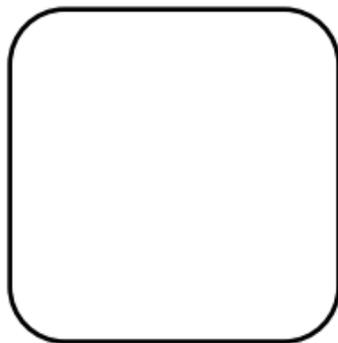
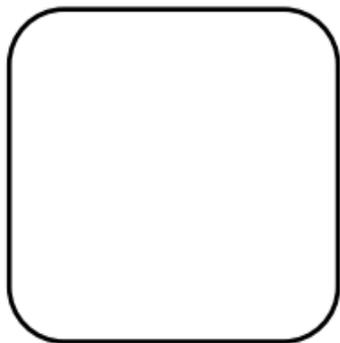
- Stage 3: Pleasing others
- Stage 4: Pleasing society

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

**Q**

# **Types of Consequences**

**A**

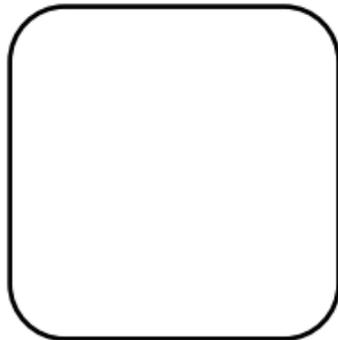
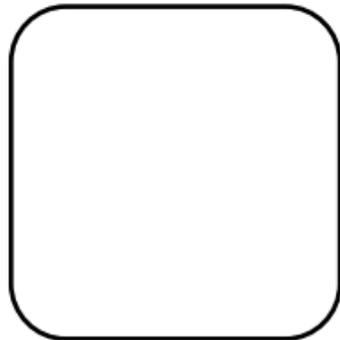


← Reinforcement  
Increases Behavior

Punishment  
Decreases Behavior →

↑ Positive Consequence  
Give Something

↓ Negative Consequence  
Take Away



**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

**Q**

**Schema**

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

**Q**

**Accommodation**

A

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

**Q**

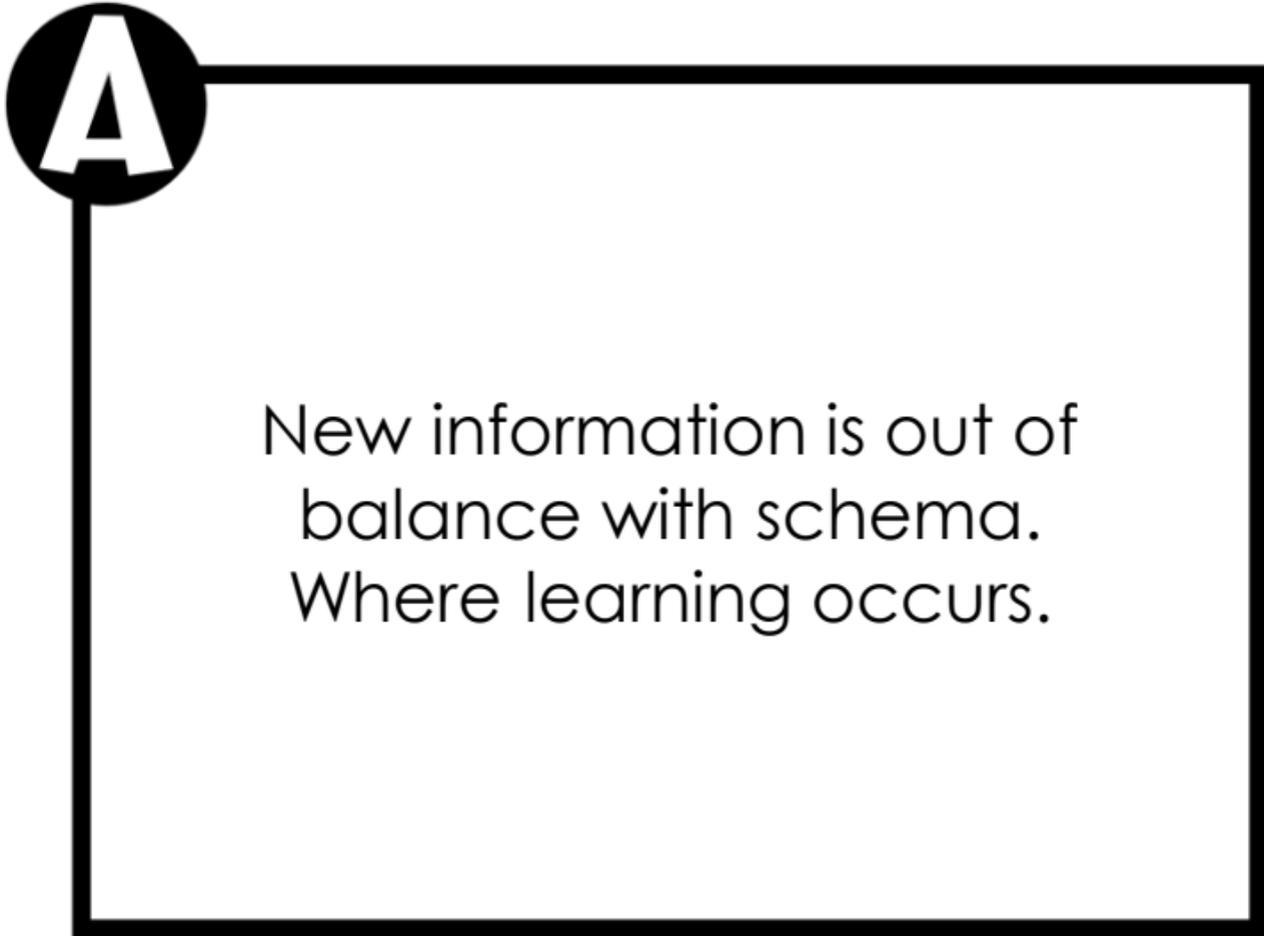
**Equilibrium**

A

New information has found  
balance with schema

**Q**

**Disequilibrium**



A

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**

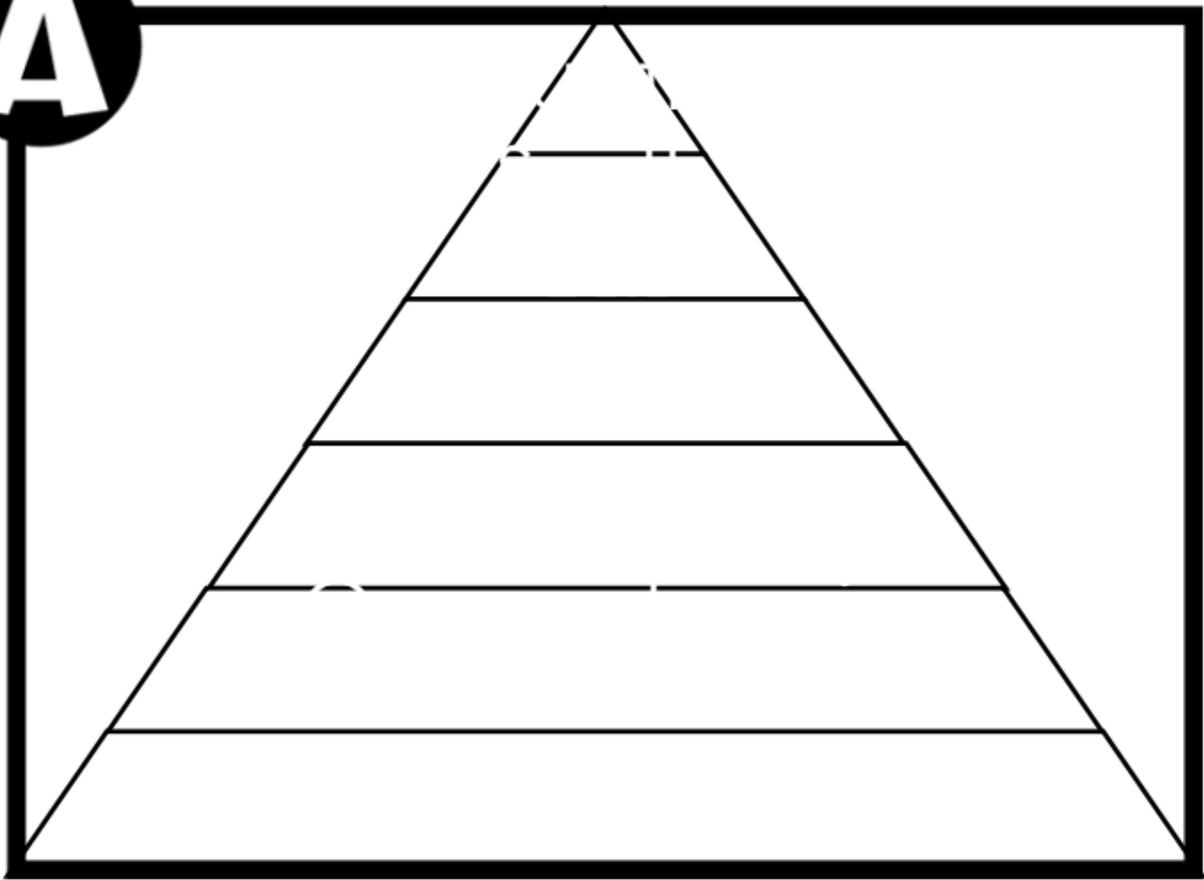
# **Maslow's Hierarchy of Needs**



**Q**

# **Bloom's Taxonomy**

**A**



**Q**

**Gardner's  
Multiple  
Intelligence**

**A**

Ling

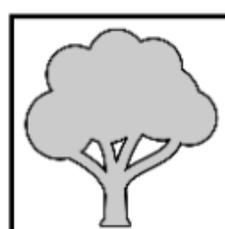
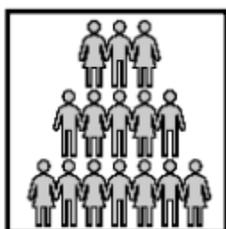
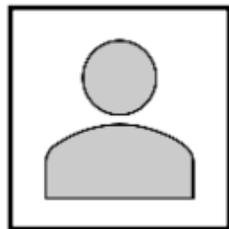
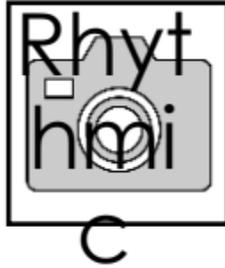
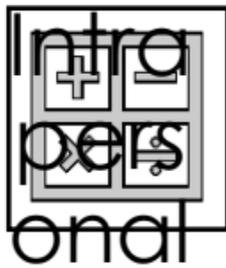
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**Q**

**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**



Significantly below cognitive  
average

**Q**

# **Multiple Disabilities**

A

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

**Q**

**Orthopedic  
Impairment**



Physical disability

**Q**

**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**

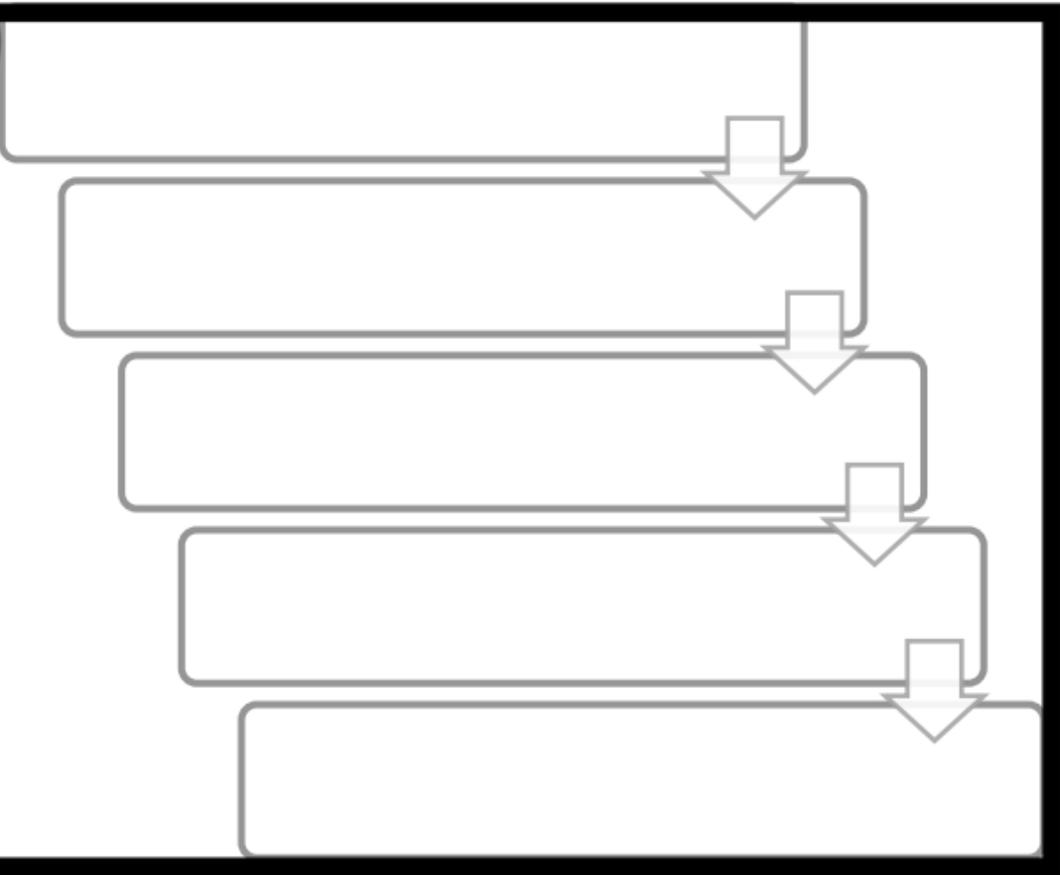
A

Loss of partial or  
complete vision

**Q**

**IEP Process**

**A**





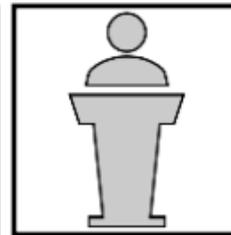
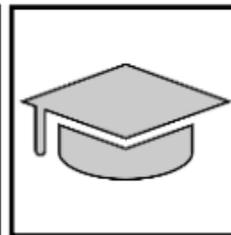
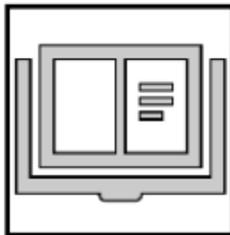
**Q**

**Culturally  
Responsive  
Instruction**

**A**



Multi-Text Center Facility  
cultural book store itato  
ural k d r

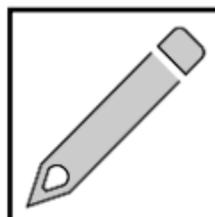
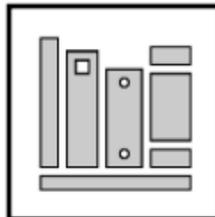
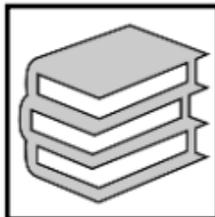


**Q**

**Best  
Practices for  
ELLs**

A

Instru Supp Know  
Vocatio Comports ledge  
bular rehen  
y sion Differenti ce &  
Instru Strate entiat Feed  
ction gies ion back



**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

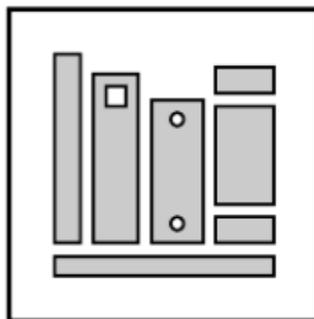
- Using labels
- Visuals
- Gestures
- Hands on
- Observation

**Q**

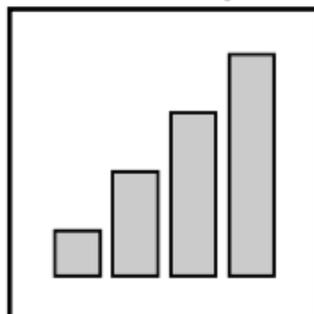
**Examples of  
Accessibility for  
Exceptionalities**

A

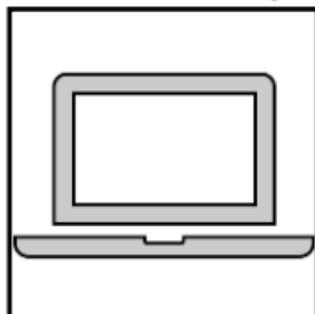
for Learning Differentiations Accommodations



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)

**Q**

**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**



- 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**



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

**Q**

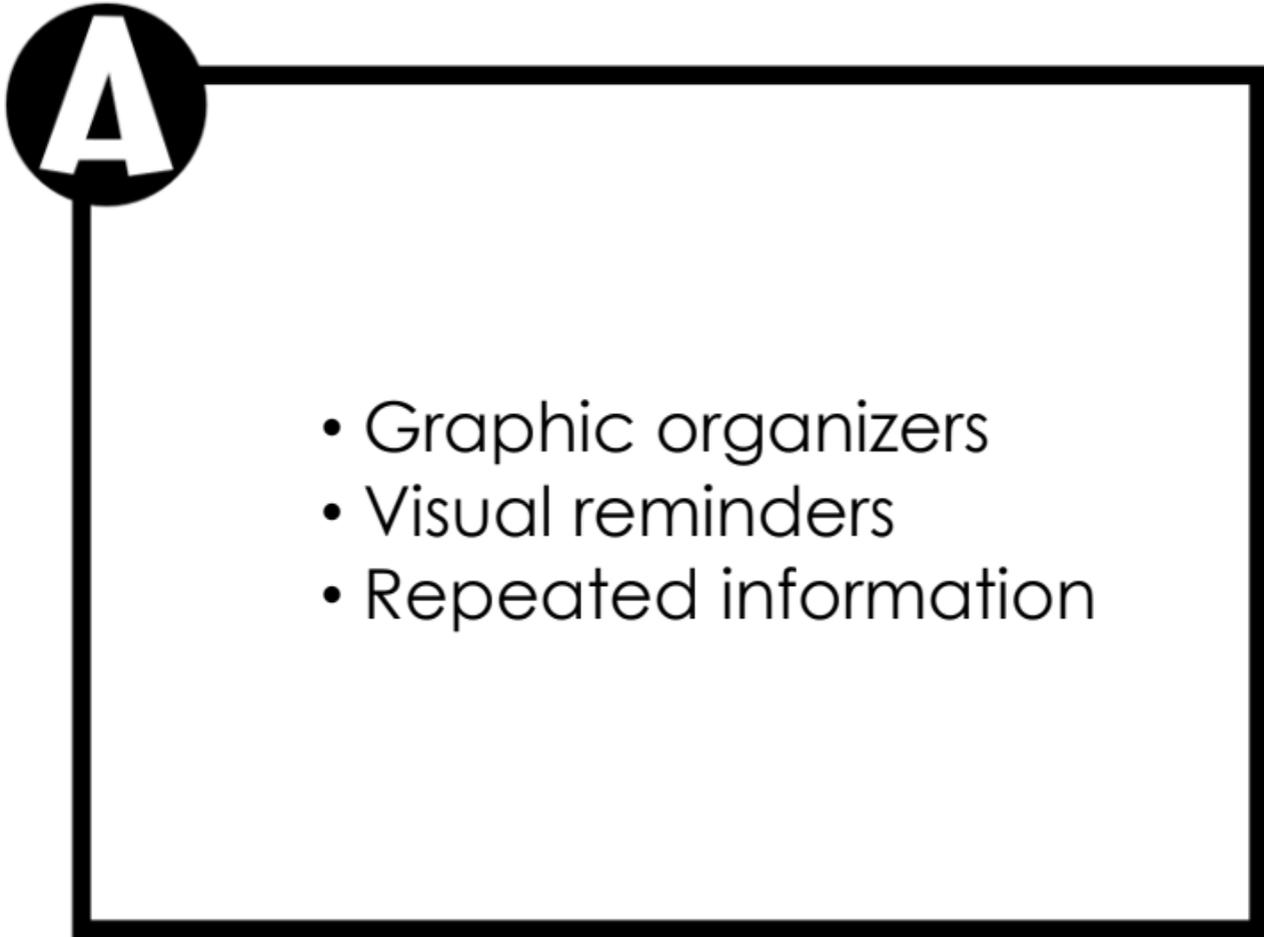
**Presentation  
Accommodations  
for Oral  
Comprehension**

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**



- 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**



- 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

**Q**

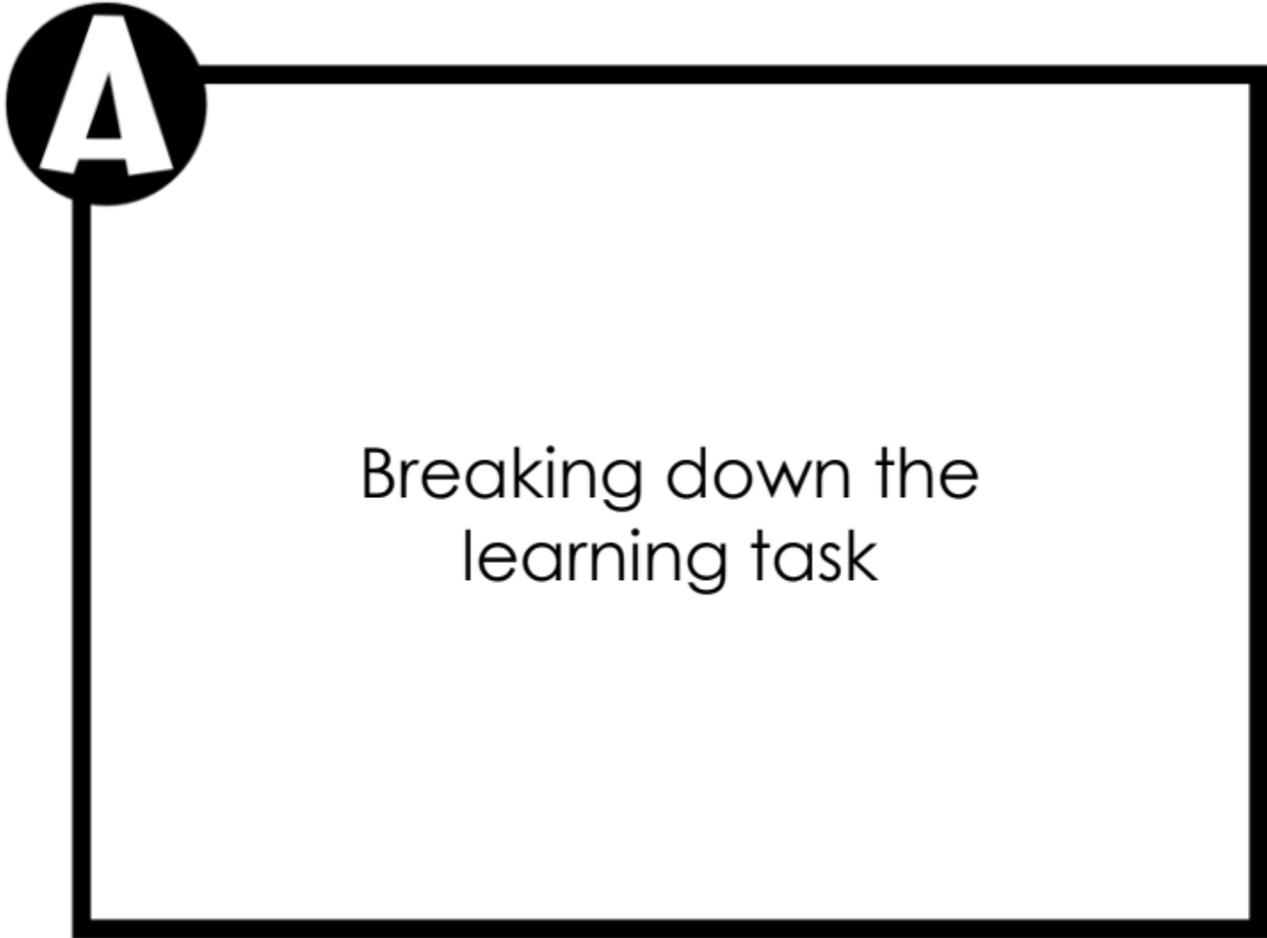
**Modification**

A

A change in what student  
learns; adjusting level of  
rigor

**Q**

**Scaffolding**



A

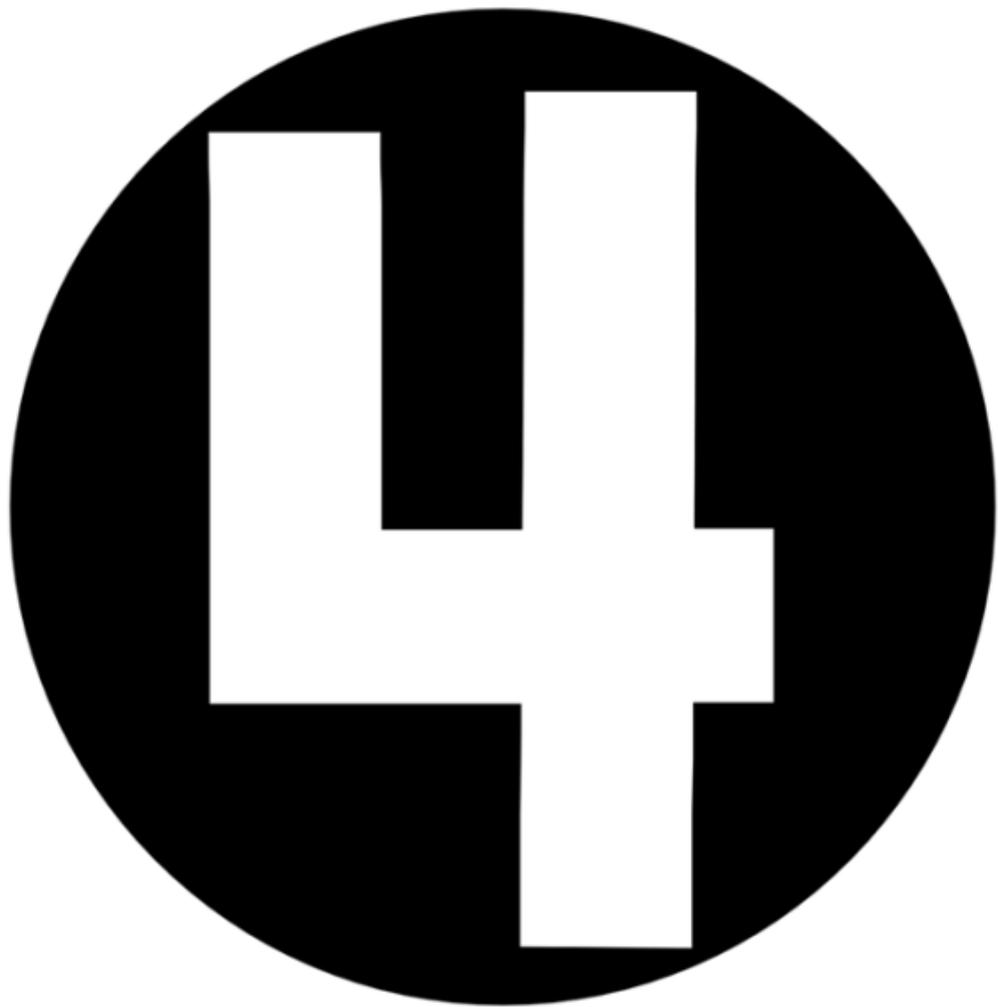
Breaking down the  
learning task

**Q**

**Assistive  
Technology**

A

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



**Q**

# **Stages of Grief**

A

Den Anxi Fed

tal ety r



**Q**

# **Legal Grievance Resolutions**

A

- Mediation
- Formal Complaint
- Due process
- Appeals Court

**Q**

**Mediation**

A

State appointed mediator  
leads IEP meeting

**Q**

**Formal  
Complaint**

A

Formal complaint filed to  
state's education  
department

**Q**

**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**



Listening and reading

**Q**

**Expressive  
Language**

A

Speaking and writing

**Q**

**Phonemes**



Speech Sounds

**Q**

**Morphemes**

A

Smallest unit that carries  
meaning

**Q**

**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

**Q**

# **Speech Disorders**

# A

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

**Q**

# **Language Disorders**

A

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

**Q**

**Basic  
Interpersonal  
Communication  
Skills**



Social communication

**Q**

**Cognitive  
Academic  
Language  
Proficiency**



Academic Language

**Q**

**Stages of 2<sup>nd</sup>  
Language  
Development**

**A**

Reproduction

- Minimal

Emergent

- Limited

Speech

Emergence

Intermediate

Fluency

- Excellent

Advanced

Fluency

- Few grammatical errors

**Q**

**Augmented  
Communication**



A supplement to speech

**Q**

**Alternative  
Communication**



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

**Q**

**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



**Q**

**Reliability**

A

Consistency of an assessment

- Multiple test attempts
- Multiple administrators
- Multiple scorers

**Q**

**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**

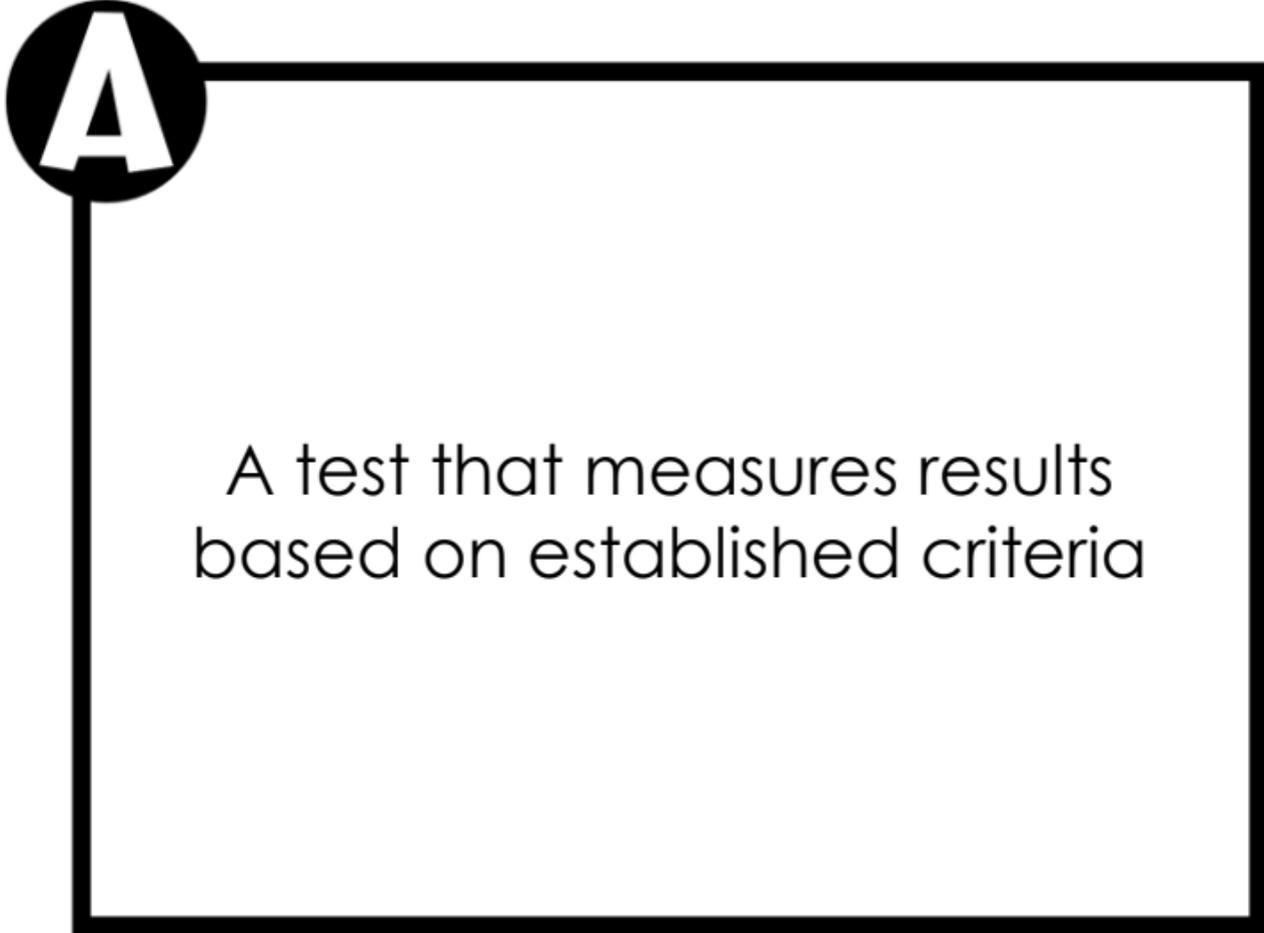
**Standards  
Based**

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

**Q**

**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**



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

**Q**

**Examples of  
Summative  
Assessments**

A

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

**Q**

**Behavior,  
Social,  
Adaptive, &  
Functional  
Assessments**



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

**Q**

# **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**



- 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

**Q**

# **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.

**Q**

**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**



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

**Q**

**Before Reading  
Comprehension  
Strategies**



- 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**



- Retelling
- Graphic organizers
- Summarizing

**Q**

# **Narrative Text Structures**



- Plot
- Characterization
- Setting
- Problem
- Theme

**Q**

# **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

**Q**

**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

**Q**

**Discrete  
Trial  
Training**

A

Systematic way of teaching  
chained behaviors through  
cues and response  
strategies

**Q**

# **Types of Prompting**

A

- Gestural
- Verbal
- Visual
- Physical