

## NATIONAL BOARDS EXCEPTIONAL NEEDS SPECIALIST

**A**

The instinctual part of us: the

**Q**

Ego

**A**

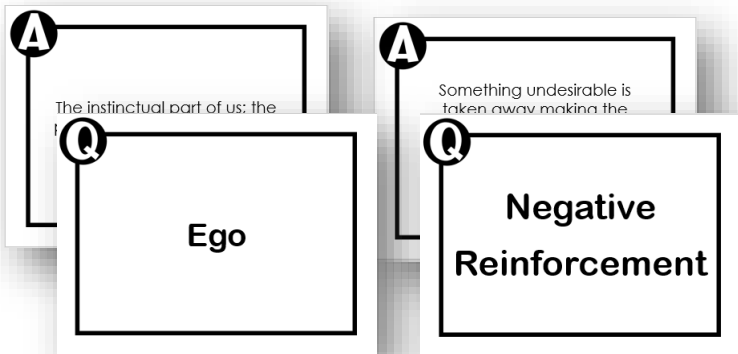
Something undesirable is  
taken away making the

**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**



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**



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

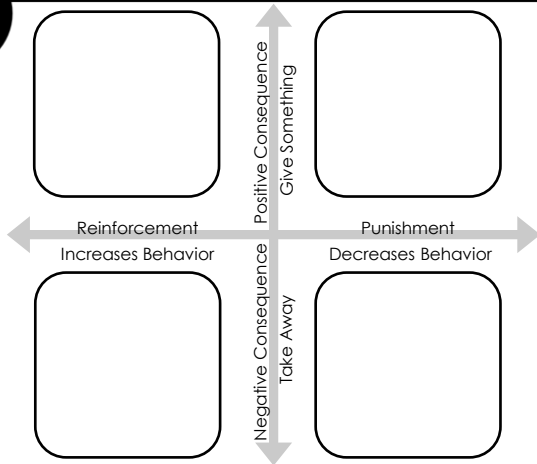
- Stage 3: Pleasing others
- Stage 4: Pleasing society

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

**Q**

# **Types of Consequences**

**A**





**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**



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**



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**

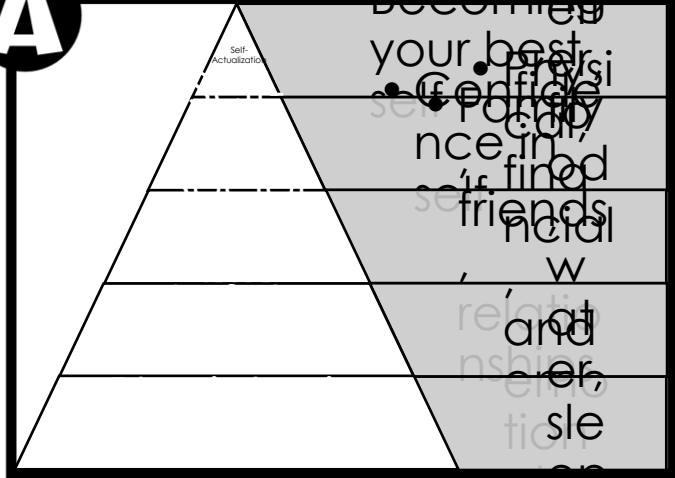


Just the right amount of rigor  
and cognitive demand with  
the guidance of a teacher  
that allows the student to  
learn and grow

**Q**

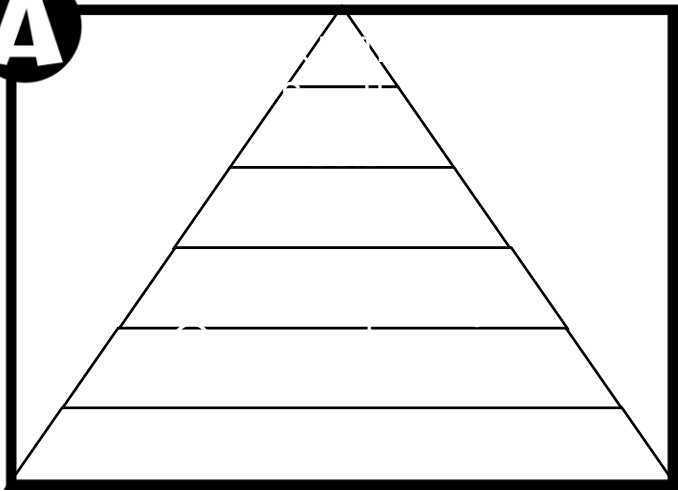
# **Maslow's Hierarchy of Needs**

A



**Q**

# **Bloom's Taxonomy**





**Q**

# **Gardner's Multiple Intelligence**



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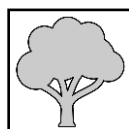
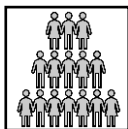
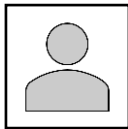
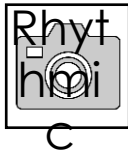
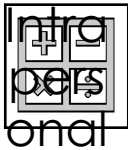
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**Q**

**Brown v Board  
of Education  
(1954)**

A

Segregation based on race  
not legal.

**Q**

**Elementary  
and Secondary  
Education Act  
(1965)**



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)**



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)**



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)**





- 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)**



Set standard of  
“meaningful” progress, not  
minimal progress

**Q**

**FERPA**





Protects privacy of student  
records

**Q**

**Autism**



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

**Q**

**Deaf-  
Blindness**



Hearing and visual  
impairment

**Q**

**Deaf**



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**



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**





Difficulty with communication,  
speech, voice, or language

**Q**

# **Traumatic Brain Injury**

A

Injury to the brain causing  
difficulties

**Q**

**Visual  
Impairment  
Blindness**

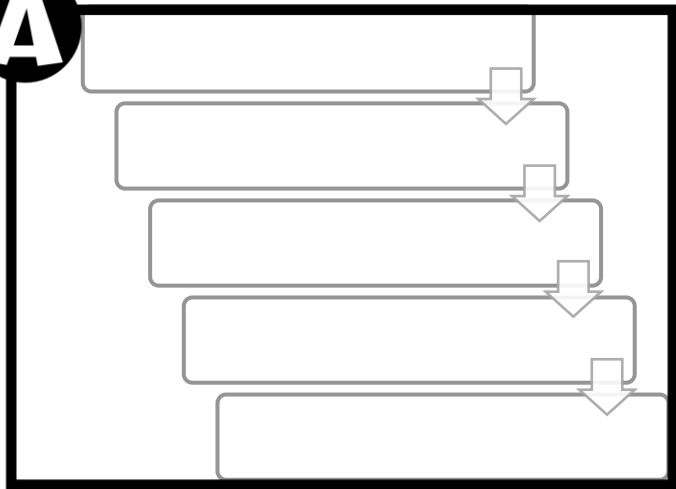


Loss of partial or  
complete vision

**Q**

**IEP Process**

**A**





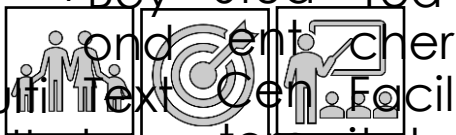


**Q**

**Culturally  
Responsive  
Instruction**

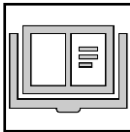


Learning Experience  
ners, Object Style  
hip, Functions  
Beyond Studies Tea



Multi-Text Center Facil

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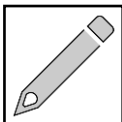
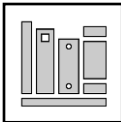
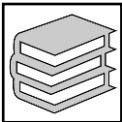
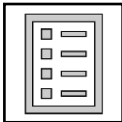


**Q**

**Best  
Practices for  
ELLs**



Instru Supp Know  
Vocation Comports ledge  
bular rehen  
y sion Differenti  
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



# **Contextual Supports**

A

Providing context to instruction

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

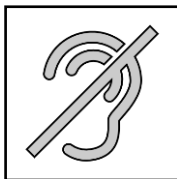
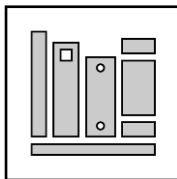


**Q**

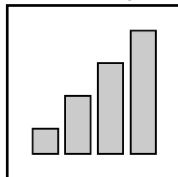
**Examples of  
Accessibility for  
Exceptionalities**



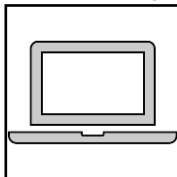
for Learning Differentiation Accommodations



Scaffolding



Assistive Technology



**Q**

# **Universal Design for Learning**



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**



- 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**



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

**Q**

**Presentation  
Accommodations  
for Remembering  
Information**



- 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**



- 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**



- 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**



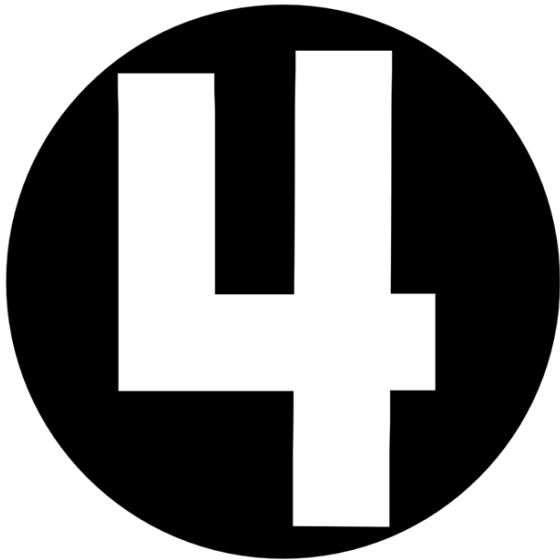
Breaking down the  
learning task

**Q**

**Assistive  
Technology**



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



**Q**

# **Stages of Grief**



A

Den Anxi Fed  
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pres  
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Guil  
t

Ang  
er



Joy



**Q**

# **Legal Grievance Resolutions**

A

- Mediation
- Formal Complaint
- Due process
- Appeals Court

**Q**

**Mediation**



State appointed mediator  
leads IEP meeting

**Q**

**Formal  
Complaint**



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**



Speaking and writing



**Q**

**Phonemes**



Speech Sounds

**Q**

**Morphemes**



Smallest unit that carries  
meaning

**Q**

**Syntax**



Rules around how words are  
used

**Q**

**Semantics**

A

The meaning of words in  
context of other words



**Q**

**Pragmatics**



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**



Reproduction

- Minimal

Early Production

- Limited

Speech

Emergence

- Good

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



# **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 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**



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



# **Examples of Formative Assessments**



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



# **Examples of Summative Assessments**



- 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



# **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**



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**



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 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**



- 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



# **Narrative Text Structures**





- Plot
- Characterization
- Setting
- Problem
- Theme



# **Expository Text Structures**



- 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**



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