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| 1. <b>affect isolation</b>                                                             | child does not respond to the usual signs of affection such as smiles and hugs                                                                                                                                        | 16. <b>Event recording</b>                                            | The number of times a target behavior occurs during an observation period                                                                                                                                                             |
| 2. <b>Anecdotal records</b>                                                            | notes recorded by the teacher concerning an area of interest or concern with a particular student focus on observable behaviors and should be descriptive                                                             | 17. <b>Expressive writing</b>                                         | poetic- requires knowledge of formal literary style                                                                                                                                                                                   |
| 3. <b>Backward chaining</b>                                                            | begins with a target task, works backwards to prerequisite sub-skills teaching to dress oneself, self help skills, etc                                                                                                | 18. <b>Factors that affect student learning</b>                       | the way students learn, how learning is presented, and the background knowledge a student possesses                                                                                                                                   |
| 4. <b>Baseline</b>                                                                     | collecting data about a target behavior before certain interventions are implemented                                                                                                                                  | 19. <b>Formal assessment</b>                                          | standardized tests have specific procedures for administration, norming, scoring, and interpretations. Include intelligence and achievement tests.                                                                                    |
| 5. <b>Behavior modification</b>                                                        | a systematic approach toward the modification of behavior. Has effect of strengthening, maintaining, or weakening target behaviors.                                                                                   | 20. <b>Formative assessment</b>                                       | provides on going feedback student progress and the success of instructional methods and materials                                                                                                                                    |
| 6. <b>Characteristics of Autism</b>                                                    | sensory deficit, severe affect isolation, self stimulation, self-injurious behavior, echolalia, severe deficits in behavior and self-care skills                                                                      | 21. <b>Forward chaining</b>                                           | instruction is initiated on the first sub-skill of a task sequence. Once mastery is reaching, instruction continues to next sub-skill                                                                                                 |
| 7. <b>Characteristics of ED students</b>                                               | lower academic performance, social skill deficits, disruptive classroom behavior, aggressive behavior, delinquency, withdrawn behavior                                                                                | 22. <b>Frequency</b>                                                  | The number of times a behavior occurs in a time interval                                                                                                                                                                              |
| 8. <b>Characteristics of ID</b>                                                        | IQ of 70 or below, limited cognitive ability, memory deficits, adaptive behavior deficits                                                                                                                             | 23. <b>Generalization</b>                                             | the occurrence of a learned behavior in the presence of a stimulus other than the one that produced the initial response. ex: child knows sound "b" and "d" and word "dad" will probably be able to pronounce "bad" when presented it |
| 9. <b>Characteristics of LD</b>                                                        | hyperactivity, perceptual difficulties, perceptual-motor difficulties, disorders of memory and thinking, impulsiveness, academic problems                                                                             | 24. <b>How is sub-average intellectual functioning determined</b>     | two or more standard deviations below the mean on a standardized test of intelligence                                                                                                                                                 |
| 10. <b>Characteristics of mild learning, intellectual, and behavioral disabilities</b> | lack of interest in schoolwork, prefer concrete rather than abstract lessons, weak listening skills, low achievement, respond better to active learning tasks, prefer help in regular classroom, higher dropout rate, | 25. <b>Important skills during infancy/early childhood</b>            | sensory motor, self-help, communication, and socialization                                                                                                                                                                            |
| 11. <b>Criterion referenced test</b>                                                   | individual's performance is measured against mastery of curriculum criteria rather than to other students                                                                                                             | 26. <b>Important skills during late adolescence/adulthood</b>         | vocational skills and social responsibilities                                                                                                                                                                                         |
| 12. <b>Curriculum-Based assessment</b>                                                 | assessment of an individual's performance of objectives of a curriculum, such as a reading or math program.                                                                                                           | 27. <b>Important skills during middle childhood/early adolescence</b> | abilities involving learning processes and interpersonal social skills                                                                                                                                                                |
| 13. <b>Duration Recording</b>                                                          | Measuring the length of time a behavior lasts<br>ex: tantrums, time out of class, crying                                                                                                                              | 28. <b>an individual with SLD exhibits a discrepancy between</b>      | achievement and potential                                                                                                                                                                                                             |
| 14. <b>echolalia</b>                                                                   | parrot talk. repeated what is played on television, what others say, etc                                                                                                                                              | 29. <b>Informal assessment</b>                                        | non-standardized tests such as criterion referenced tests and teacher-prepared tests.                                                                                                                                                 |
| 15. <b>Error analysis</b>                                                              | Mistakes on a student's test are noted and categorized by type.                                                                                                                                                       |                                                                       |                                                                                                                                                                                                                                       |

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| 30. <b>Intensity</b>                                   | the degree of a behavior as measured by its frequency and duration                                                                                                                                                                                                                                                |
| 31. <b>Interval recording</b>                          | involves breaking the observation into an equal number of time intervals, such as ten-second intervals during a 5-minute period. At the end of each interval, the observer notes the presence or absence of the target behavior.<br>Works well with long lasting behaviors like pencil tapping, day dreaming, etc |
| 32. <b>Latency</b>                                     | the length of time that elapses between presentation of a stimulus(question) and the response (answer)                                                                                                                                                                                                            |
| 33. <b>Modeling</b>                                    | teacher gives positive reinforcement to students who exhibit desirable behaviors.                                                                                                                                                                                                                                 |
| 34. <b>Momentary time sampling</b>                     | measures behaviors of a group of individuals or several behaviors of the same individual. Usually brief, can be conducted at fixed or variable intervals                                                                                                                                                          |
| 35. <b>Multiple Baseline Design</b>                    | May be used to test effectiveness of an intervention<br>Collect initial baseline data, remove intervention for a period of time, and collect data again. second baseline- remove intervention and collect data again.                                                                                             |
| 36. <b>Norm reference test</b>                         | Individual's performance is compared to the group that was used to calculate the performance standards on a standardized test                                                                                                                                                                                     |
| 37. <b>Operational Definition</b>                      | the description of the behavior and its measurable components                                                                                                                                                                                                                                                     |
| 38. <b>Phonology</b>                                   | system of rules about sounds and sound combinations                                                                                                                                                                                                                                                               |
| 39. <b>Piaget's stages of development</b>              | sensory motor (birth-2)<br>pre-operatinon (2-7)<br>concrete operational (7-11)<br>formal operational (7-15)                                                                                                                                                                                                       |
| 40. <b>Possible reasons for social skills deficits</b> | lack of suitable role models, lack of opportunity to observe and practice skills, lack of previous instruction in certain skills, and cultural differences which may create conflicts (differences in personal space boundaries)                                                                                  |
| 41. <b>Reliability</b>                                 | The consistency (stability) of a test over time to measure what it is supposed to measure                                                                                                                                                                                                                         |
| 42. <b>Summative assessment</b>                        | defines student accomplishment with the intent to determine the degree of student mastery or learning that has taken place                                                                                                                                                                                        |
| 43. <b>Transactional writing</b>                       | expository, descriptive, or persuasive writing                                                                                                                                                                                                                                                                    |

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| 44. <b>Validity</b>                                                                                                                                                 | the degree to which a test measures what it claims to measure, such as reading-readiness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 45. <b>Which intervention should be tried first?</b>                                                                                                                | remedial intervention in regular classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 46. <b>Which of the following goals can best be achieved through the provision of early intervention services for children who have developmental disabilities?</b> | promoting families' understanding of their children's disability and how to enhance development and learning<br><br>The mission of Sooner Start, Oklahoma's early intervention program, is to build upon and provide supports and resources to assist family members and caregivers to enhance children's development and learning through everyday experiences. This is accomplished through individualized, family-centered, and coordinated services and supports. Supports may include, among others, speech-language therapy, physical therapy, nursing services, and parent training. |