

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lower academic performance, social skill deficits, disruptive classroom behavior, aggressive behavior, delinquency, withdrawn behavior	22.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

30. Intensity	the degree of a behavior as measured by its frequency and duration
31. Interval recording	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. Works well with long lasting behaviors like pencil tapping, day dreaming, etc
32. Latency	the length of time that elapses between presentation of a stimulus(question) and the response (answer)
33. Modeling	teacher gives positive reinforcement to students who exhibit desirable behaviors.
34. Momentary time sampling	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. Multiple Baseline Design	May be used to test effectiveness of an intervention Collect initial baseline data, remove intervention for a period of time, and collect data again. second baseline- remove intervention and collect data again.
36. Norm reference test	Individual's performance is compared to the group that was used to calculate the performance standards on a standardized test
37. Operational Definition	the description of the behavior and its measurable components
38. Phonology	system of rules about sounds and sound combinations
39. Piaget's stages of development	sensory motor (birth-2) pre-operatinon (2-7) concrete operational (7-11) formal operational (7-15)
40. Possible reasons for social skills deficits	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. Reliability	The consistency (stability) of a test over time to measure what it is supposed to measure
42. Summative assessment	defines student accomplishment with the intent to determine the degree of student mastery or learning that has taken place
43. Transactional writing	expository, descriptive, or persuasive writing

44. Validity	the degree to which a test measures what it claims to measure, such as reading-readiness
45. Which intervention should be tried first?	remedial intervention in regular classroom
46. Which of the following goals can best be achieved through the provision of early intervention services for children who have developmental disabilities?	promoting families' understanding of their children's disability and how to enhance development and learning 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.