

NEEDS



FLASH CARDS

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Standard 1: Childhood Development

ID

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

Ego

Our personality,
meeting the id's
need in a more
socially appropriate
way.

Super Ego

The values and
morals of
society.

Summarize the six stages of Freud's Psychosexual Developmental Stages

-
- 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.

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

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

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

-
- Sexual identity is developed.

Summarize the six
stages of 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

Inductive Reasoning

Making a true or false
generalization based on an
observation or statement.
Example: Dogs are animals. All
animals are dogs.

Deductive Reasoning

Drawing a true conclusion
from multiple true
statements. Example: Dogs
are mammals. Mammals
are animals. Dogs are
animals.

Summarize the four
stages of Piaget's
Theory of Cognitive
Development

- 
- The diagram illustrates Piaget's four stages of cognitive development as a staircase. It consists of four horizontal gray bars, each with a white rounded rectangle on its left side. The white rectangles are progressively shifted to the right from top to bottom, creating a descending staircase effect. Each white rectangle is empty, serving as a placeholder for a stage name. To the right of each white rectangle, within the gray bar, is a bullet point followed by a description of the stage's learning characteristic.
- Children learn by exploring the world through senses

- Children can use symbols to represent thinking

- Children can use logic and reasoning

- Children can think abstractly

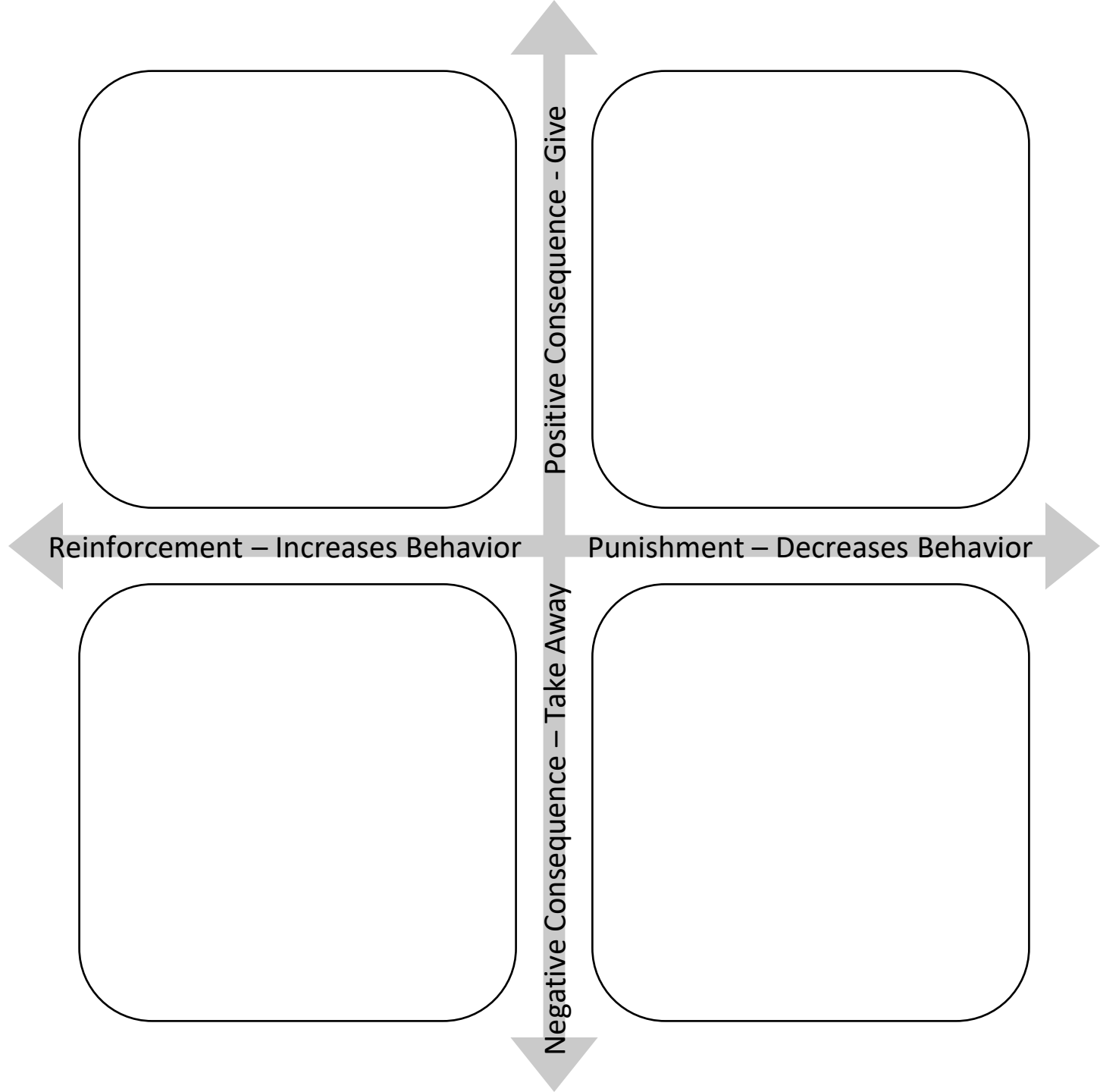
What are the three levels of Kohlberg's theory of moral development and the respective six stages?

- 
- The diagram illustrates Kohlberg's stages of moral development, organized into three horizontal sections. Each section features a light gray background with a white rounded rectangle at the top. The first section contains stages 1 and 2, the second contains stages 3 and 4, and the third contains stages 5 and 6. The stages are listed as bullet points in each section.
- 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

Types of Consequences



Positive
Reinforcement
t

Something desirable is given
making the behavior more
likely to occur.

Example: verbal praise

Negative Reinforcement t

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
Punishment

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

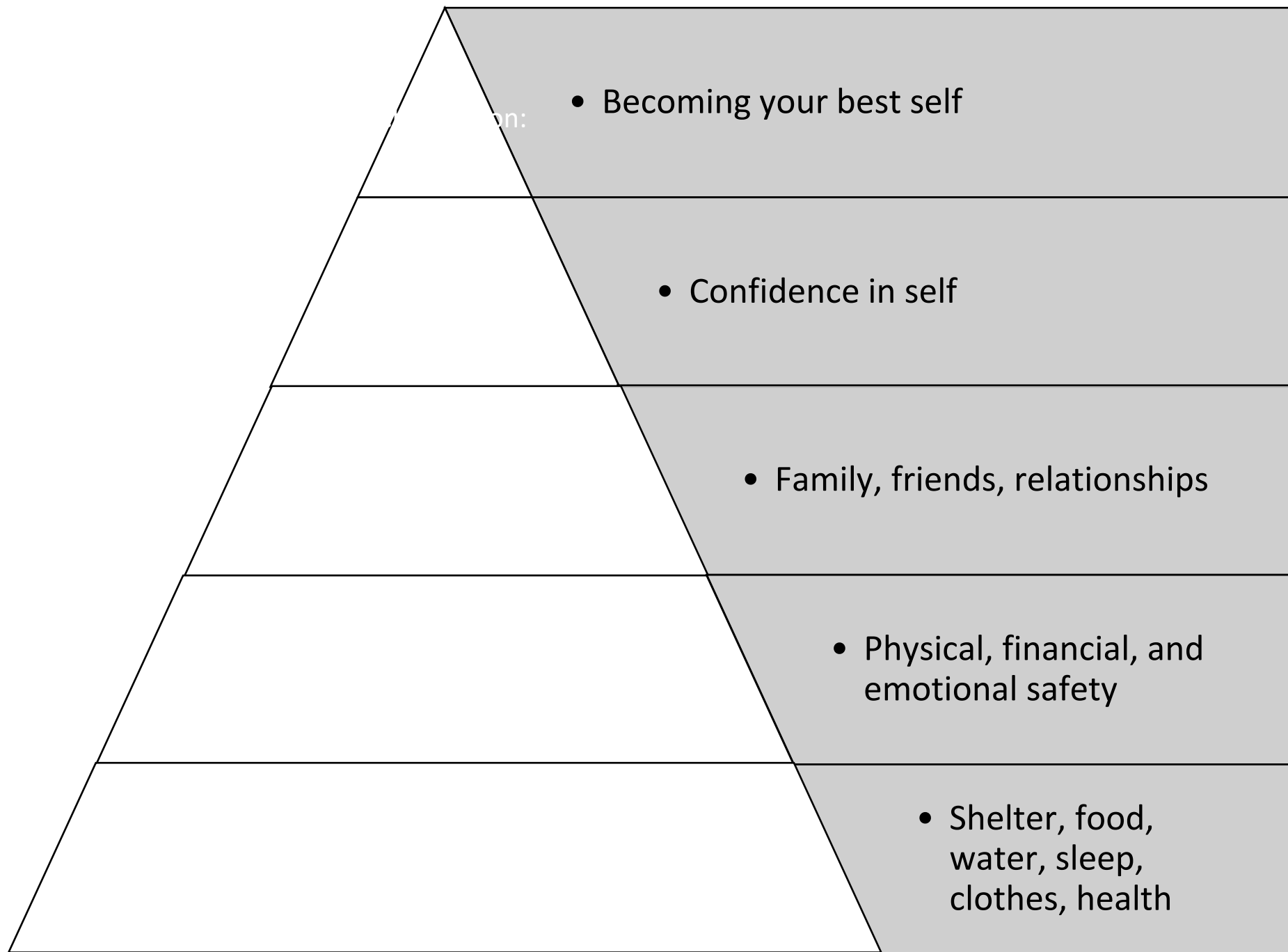
Disequilibrium

New information is out of
balance with schema.
Where learning occurs.

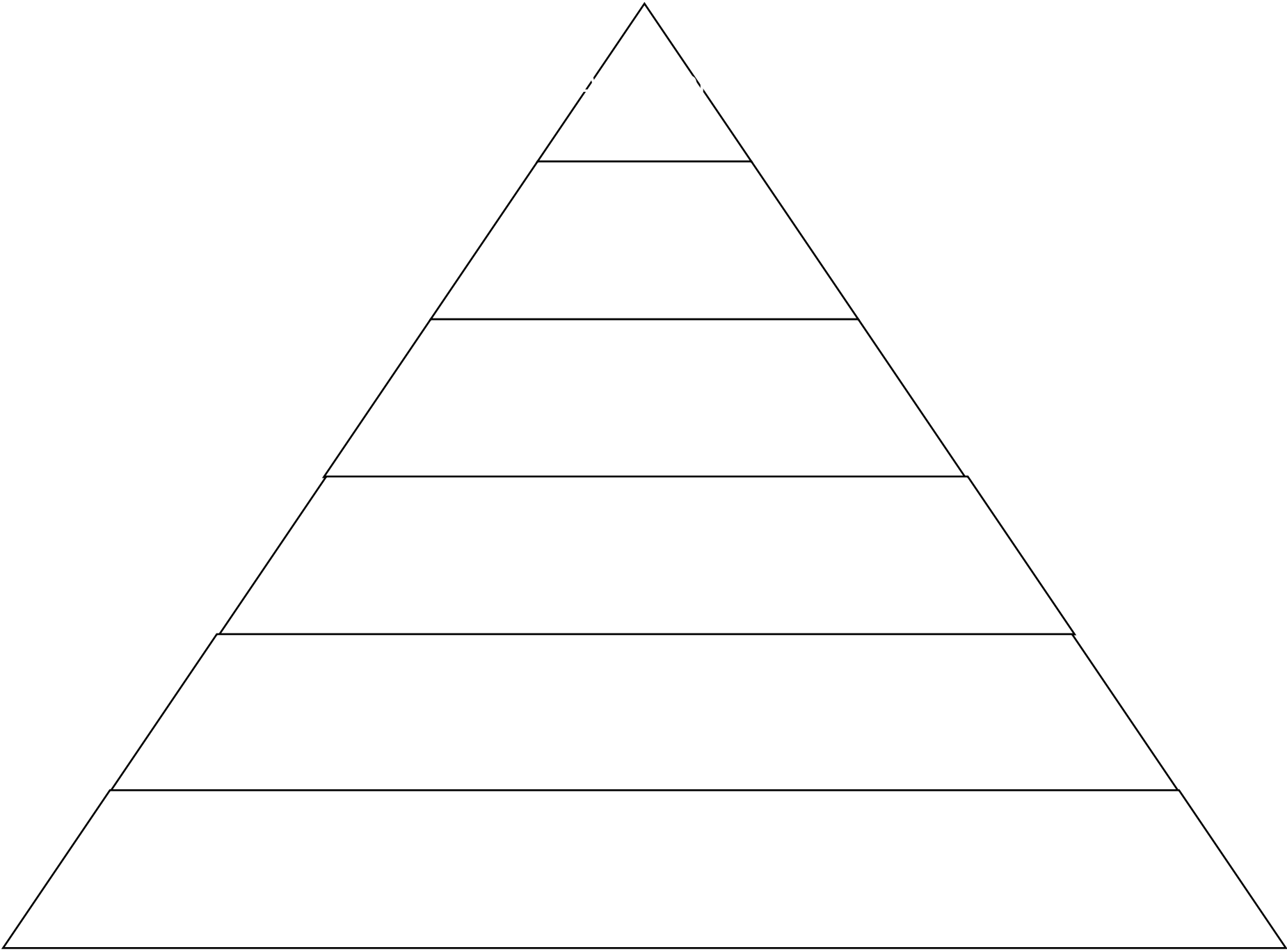
Zone of Proximal Development

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

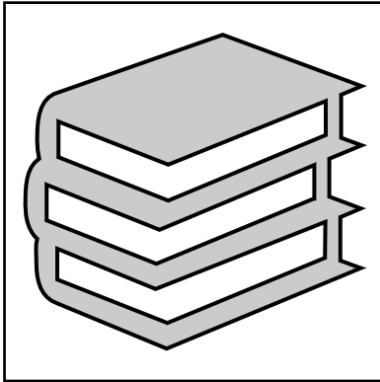


Bloom's Taxonom

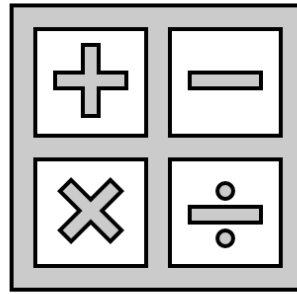


Gardner's Multiple Intelligence

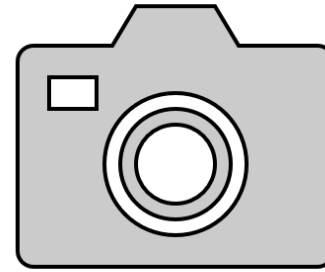
Word/Linguistic



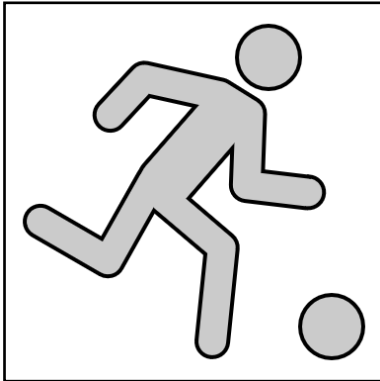
Math/Logic



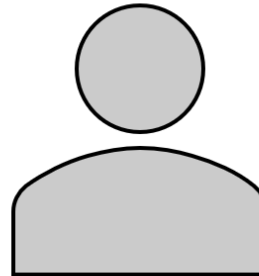
Visual/Pictorial



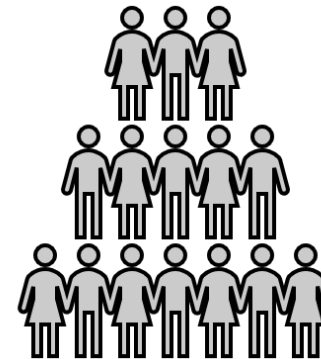
Body/Kinesthetic



Intrapersonal/Self



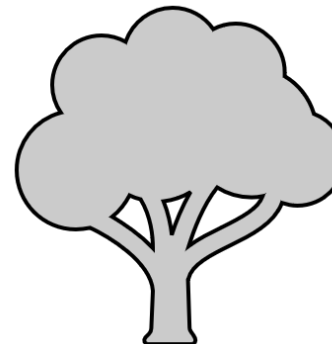
Interpersonal/people



Music/Rhythm



Nature



Standard 2: Law, History and Policy

Brown v Board of Education (1954)

Segregation based on race
not legal.

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 organization
prohibited from
discrimination against
someone with a disability

Education for All Handicapped Children Act (EHA; 1975)

Put into law the IEP, FAPE,
and LRE.

Board of Education
of Hendrick Hudson
Central School
District v. Rowley
(1982)

Defined “appropriate”
education as “reasonably
calculated”; not “optimum”
education

EHA

Amendment

1986

Added preschool ages 3-5
services

IDEA

1990

- EHA reauthorized/renamed
 - Changed to person first language
 - Additional funding
- Added transition services
- Added new eligibility (TBI & autism)

ADA

1990

Discrimination because of
disability became illegal

Oberti v Board of Education of the Borough of Clementon School District (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
- Changes in mandatory assessment allowing 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 F. v
Douglas County
School District
(2017)

Set standard of “meaningful”
progress, not minor progress

FERPA

Protects privacy of student
records

Autism

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

Deaf-

Blind

Hearing and visual impairment

Deaf

Hearing impairment not
corrected by amplification

Developmental Delay

0-9 delay in cognitive, social,
physical, communication, or
adaptive

Emotional
Disturbance

- Difficulty learning
- Difficulty with social skills
- Difficulty with behaviors
- Difficulty regulating mood
- Fear of school or personal problems

Hearing Impairment

Hearing difficulties that with
limited hearing

Intellectual Disability

Significantly below cognitive
average

Multiple Disabilities

Multiple disabilities, each
significantly impacting
educational progress

Orthopedic Impairment

Physical disability

Other
Health
Impairment

Limited strength, vitality, or
alertness in the classroom

Specific
Learning
Disability

Difficulty reading, writing,
hearing, speaking, or with
math

Speech Language Development

Difficulty with
communication in the form
of speech, voice, or language

Traumatic
Brain
Injury

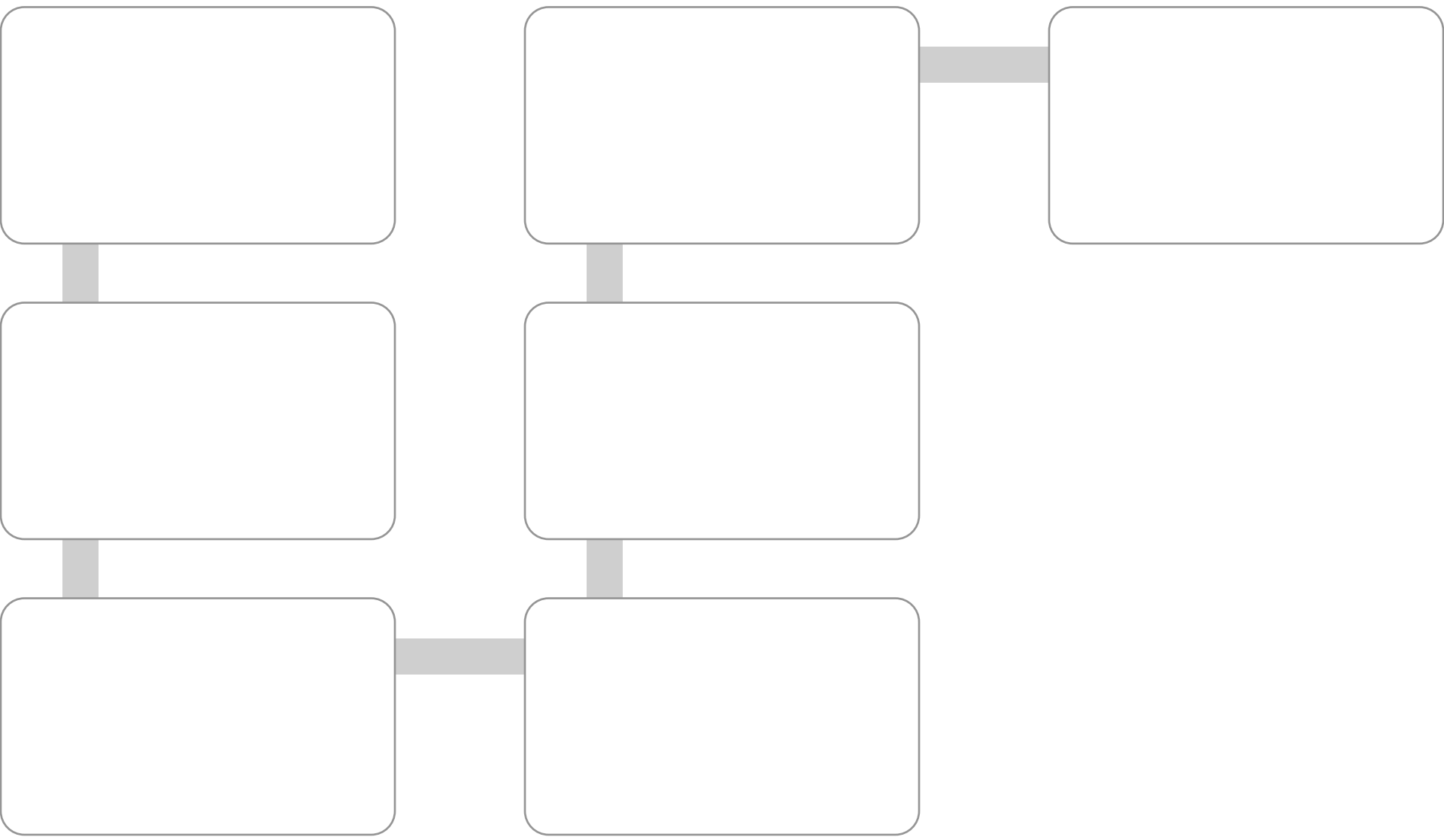
Injury to the brain causing
difficulties

Visual
Impairment
Blindness

Loss of partial or complete
vision

IEP

Process

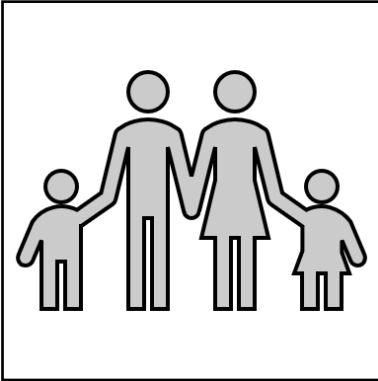


Standard 3:

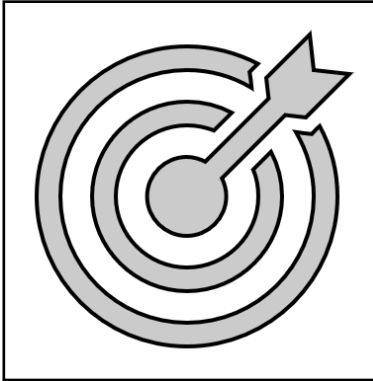
Diversity

Examples of Culturally Responsive Instruction

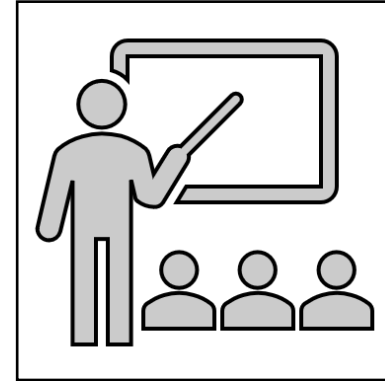
Parent Partnership



High Expectations



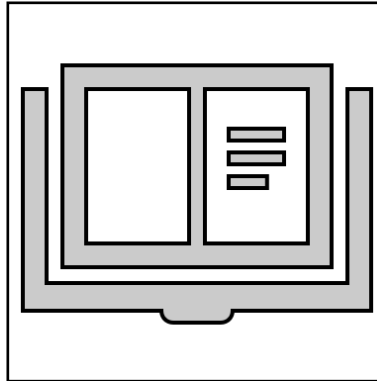
Cultural Learning Styles



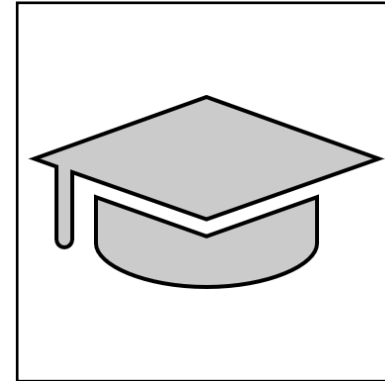
Multicultural



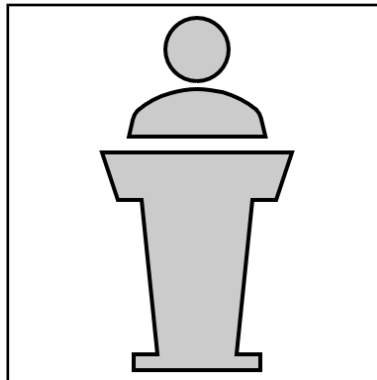
Meaningful, Beyond Textbook



Student Centered

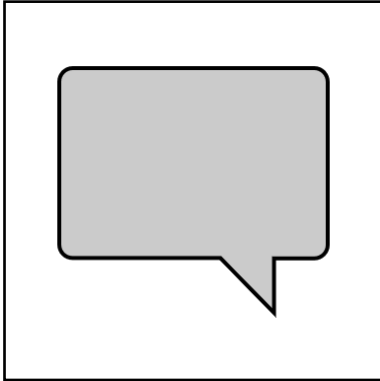


Teacher Facilitator

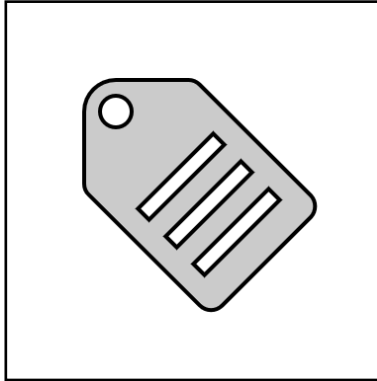


Examples of Best Practices for ELLs

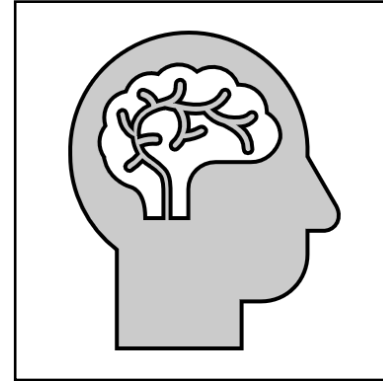
Sheltered Instruction



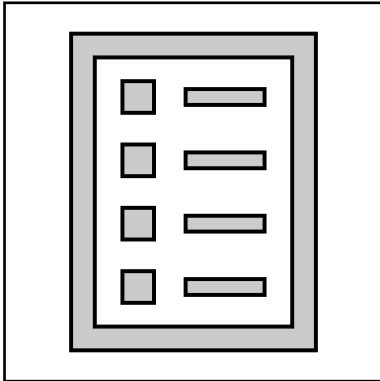
Contextual Supports



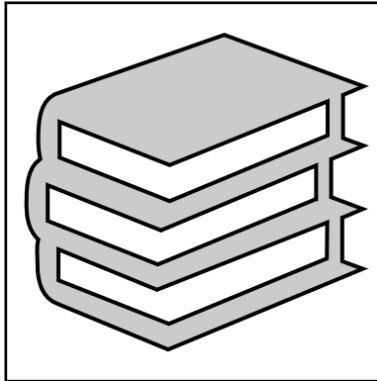
Background Knowledge



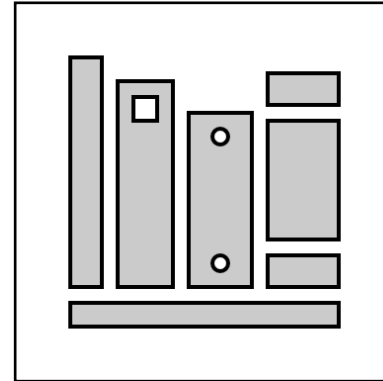
Vocabulary Instruction



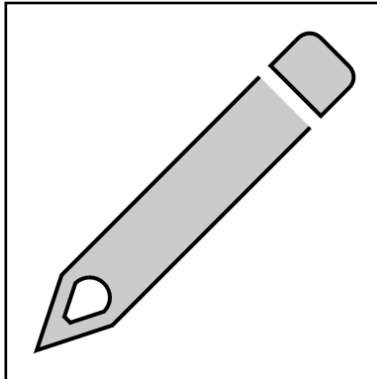
Comprehension Strategies



Differentiation



Practice/Feedback



Sheltered Instruction

Speaking in a comprehensible
way by

- speaking clearly
- pairing new words with
known words
- Using visuals and gestures

Contextual Supports

Providing context to instruction

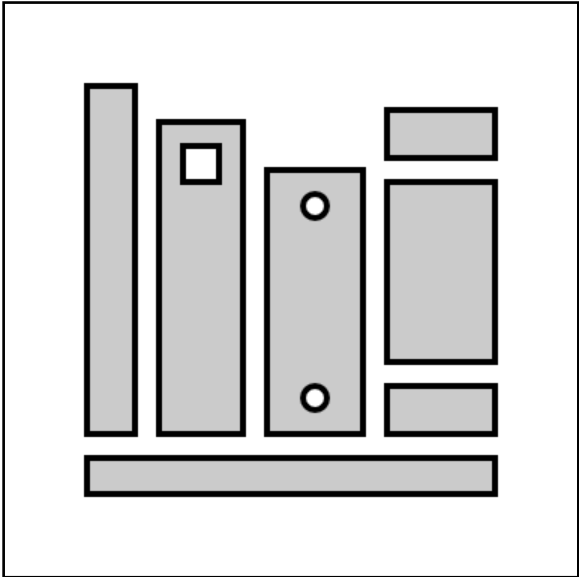
- Using labels
 - Visuals
 - Gestures
 - Hands on
- Observation

Examples of Accessibility for Exceptionalities

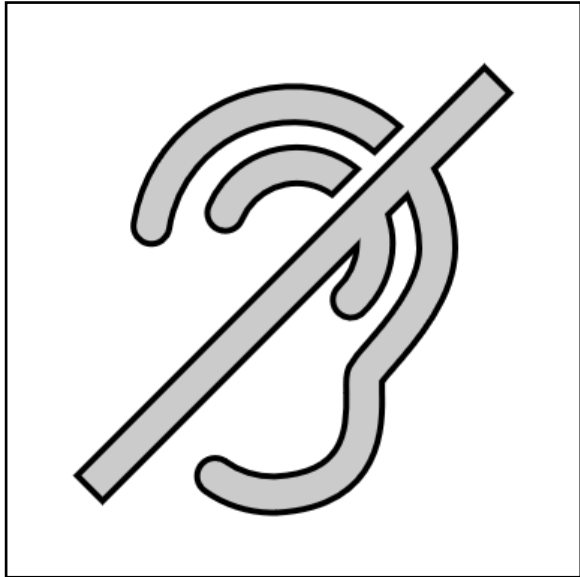
Universal Design for Learning



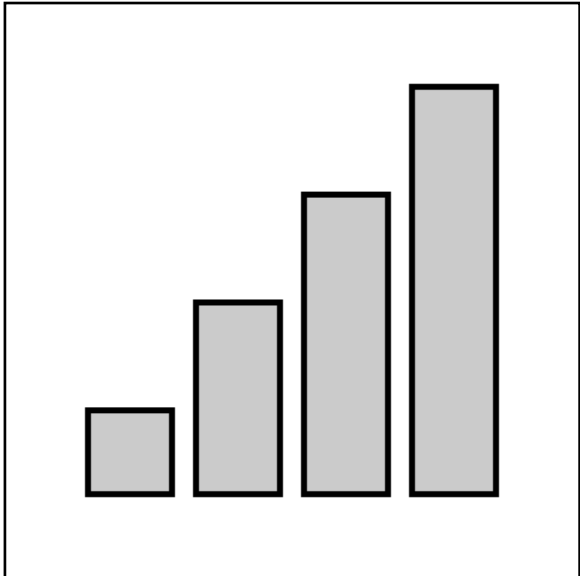
Differentiation



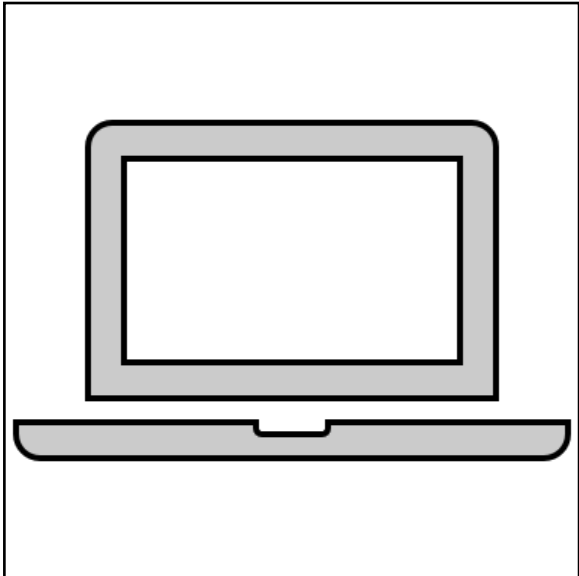
Accommodations



Scaffolding



Assistive Technology



Universal Design for Learning

Using multimodality learning
strategies for student input
and output

Differentiation

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 (how they show what they learned)

Accommodation

A change in a child's
education that addresses a
barrier caused by their
disability; does not change
the rigor of learning

Examples of Presentation Barriers

- Seeing Information
- Reading Information
- Understanding Reading Information
- Hearing Information
- Understanding Oral Information
- Remembering Information
- Identifying Important Information

Examples of Presentation Accommodations for Seeing Information

- Large print
 - Braille
- Magnification device
 - Text to speech
 - Audio formats
 - Human reader
- Hands on materials

Examples of Presentation Accommodations for Reading

- Audiobooks
 - Human reader
- Text to speech software

Examples of Presentation Accommodations for Understanding Reading

- Graphic organizers
- Dictionary software
- Pre-teaching vocabulary
- Visual supports such as color coding, highlighting, contextual graphics, diagrams, pictures
- Alternative formats such as videos, hands on experience

Examples of Presentation Accommodations for Hearing Information

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

Examples of Presentation Accommodations for Understanding Oral Information

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

Examples of Presentation Accommodations for Remembering Information

- Graphic organizers
 - Visual reminders
- Repeated information

Examples of Presentation Accommodations for Identifying Key Information

- Graphic organizers
 - Study guides
- Verbal cues such as “This is important”
- Visual cues such as highlighting information

Examples of Response Accommodations for Oral Expression

- Alternate response such as
written
- Allow additional time to think
before responding
 - Sentence stems

Examples of Response Accommodations for Written Expression

- Graphic organizers
 - Writing template
 - Scribe
- Computer/word processor
- Grammar or spell checker
- Speech to text software

Examples of Response Accommodations for Mathematics

- Calculator
- Manipulatives
- Numbers chart
- Multiplication chart
 - Graph paper

Examples of
Setting

Accommodations
for Hearing or
Seeing Information

- Preferential seating close to auditory information, away from noise
- Seating with best ear toward instruction
- Preferential seating close to written information
- Special lighting or near a window for added light

Examples of Setting Accommodations for Physical Access

- Preferential seating near electrical outlet, end of row, etc...
- Adapted furniture or equipment such as adjustable desk
 - Larger desks or tables
- Space for equipment or service animal
 - Wider aisles for navigation
 - Pathway to necessary parts of classroom

Examples of Setting Accommodations for Physical Organization

- Checklist for necessary supplies
 - Labels for materials
 - Color coded materials

Examples of Setting Accommodations for Staying Focused

- Separate setting
- Preferential seating away from distractions
 - Study carrel
- Noise canceling headphones
 - Fidgets

Examples of Setting Accommodations for Regulating Behaviors

- Visual Cues
- Separate setting
- Preferential seating near teacher

Examples of Timing and Schedule

Accommodations

- Extended time
- Frequent breaks
- Multiple sessions
- Breaking up large tasks
- Timeline for parts
- Putting on time limit on activity
 - Using a timer
 - Schedule change

Modification

A change in what student
learns; adjusting level of rigor

Scaffolding

Breaking down the learning task

Assistive Technology

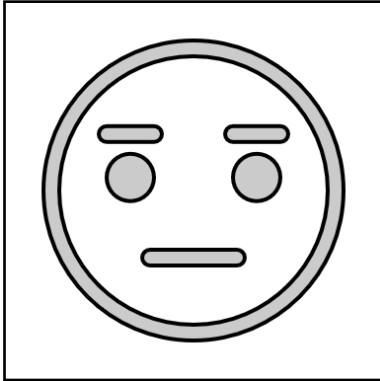
A device and service that
helps a student meet their
goals and/or access
education

Standard 4:

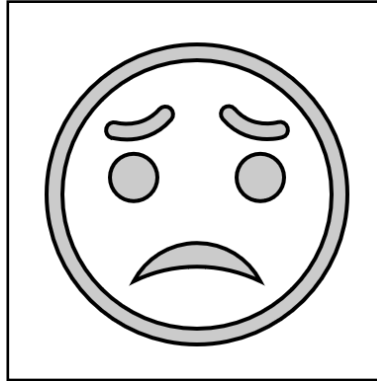
Family

Stages of Grief for Families with Disabilities

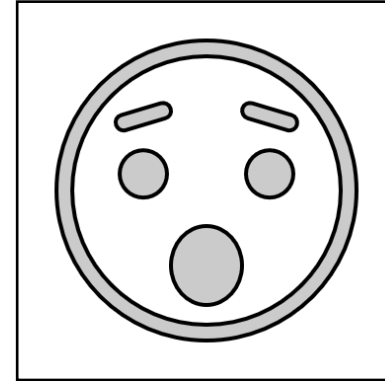
Denial



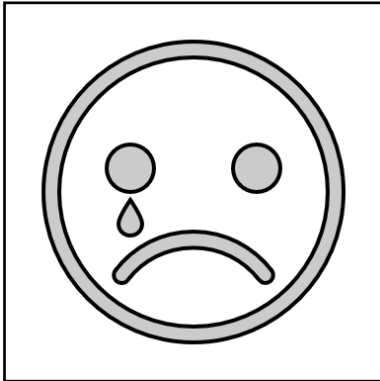
Anxiety



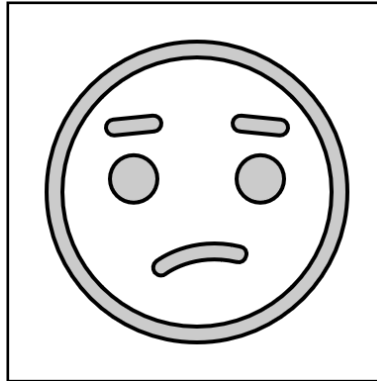
Fear



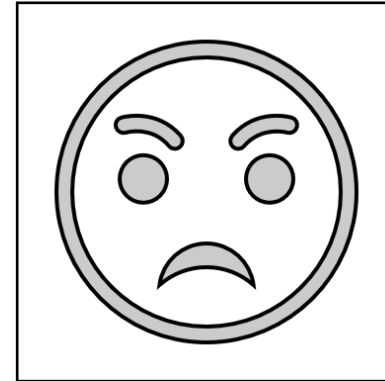
Depression



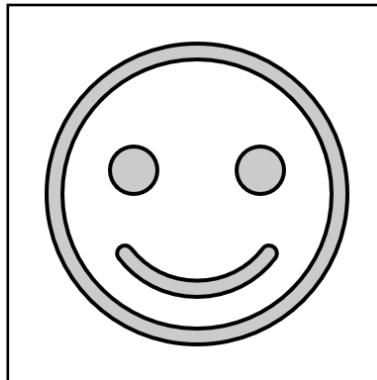
Guilt



Anger



Joy



Ways Families
can Legally
Resolve
Grievances

- Mediation: State appointed mediator leads IEP meeting
- Formal complaint: Formal complaint filed to state's education department
- Due process: A hearing with a judge that makes a final decision
- Appeals Court: Family can appeal due process decision at the state or federal courts

Standard 6: Communication

Receptive
Language

Listening and reading

Expressive
Language

Speaking and writing

Phonemes

Speech Sounds

Morphemes

Smallest unit that carries
meaning

Syntax

Rules around how words are
used

Semantics

The meaning of words in
context of other words

Pragmatics

Rules around words in conversations

Speech Disorders

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

Language

Disorders

- Content: Morphemes and vocabulary
 - Form: Syntax
- Function: Pragmatics and Semantics

Basic Interpersonal Communication Skills

Social communication

Cognitive
Academic
Language
Proficiency

Academic Language

Stages of ELL Development

- Minimal comprehension
- Nods head/points

- Limited comprehension
- 1-2 phrases

- Good comprehension
- Simple sentences

- Excellent comprehension
- Few grammar errors

- Near native

Augmented Communication

A supplement to speech

Alternative Communication

In place of speech

Examples of
AAC

- Gestures
- Sign Language
- Finger Spelling
- Speech Device
 - PECS

Standard 13:

Social &

Behavior

Target Behavior

The behavior the intervention
is designed around, the
behavior to replace

Setting

Events

Events that happen before a
behavior, related to the
occurrence of the behavior,
but not directly before the
occurrence

Antecedent

The trigger to the behavior,
directly before a behavior
occurs

Consequence

The response to the
behavior, directly after a
behavior occurs

Function of the Behavior

- The reason the behavior occurs
 - To gain... attention, tangibles, sensory stimulation
- To avoid... attention, tasks, sensory stimulation, social situations

Components of a BIP

- Antecedent strategies
 - Teach deficient skills related to behavior
 - Teach replacement behavior
- Consequence strategies for target behavior
- Consequence strategies for replacement behavior

Standard 5: Assessment

Reliability

Consistency of an assessment

- Multiple test attempts
- Multiple administrators
 - Multiple scorers

Validity

How well a test measures
what it claims to measure

Norm
Referenced

A test that measures results
based on averages of a
sampling of other students
scores

Standards
Based

A test that measures results
based on performance on
standards

Criterion
Referenced

A test that measures results
based on established criteria

Mastery

Measurement

Measuring mastery of a skill
or standard

General Outcome Measurement

Measuring general outcomes
of a subject

Progress Monitoring

Probes that are sensitive
enough to show growth over
a short time

Examples of Pre- Assessments

- 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

Examples of Behavior/Social/ Adaptive/Functional Assessments

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

Examples of Reading Assessments

- One on one assessment measuring student ability to identify, match, blend, segment, and manipulate
- Letters requiring student to identify letter name and sound
- Student reads a list of words in isolation either real or nonsense
- Oral reading fluency measuring words read per minute or correct words per minute
 - Fluency rubric measuring reading expression
 - Informal Reading Inventory
 - Comprehension questions
 - Retelling

Examples of Writing Assessments

- Writing samples
 - Writing rubrics
- Writing checklists
 - Conferring
 - Peer feedback
- Writing portfolio
- Journal responses

Standard 8:

Instruction

Phonemic Awareness

Ability to hear, identify and
manipulate the individual
sounds, or phonemes, in
spoken words

Examples of Phonemic Awareness

- Phoneme isolation (what is the first sound in sat)
- Phoneme identity (what sound is the same: man, mom, and mill)
- Phoneme categorizing (which word doesn't belong: cat, cord, pan)
- Phoneme blending (put these sounds together: /p/ /i/ /n/)
- Phoneme segmenting (what sounds are in this word: /m/ /e/ /t/)
- Phoneme deletion (what does the word become if we take out the /m/ sound: meet)
- Phoneme manipulation (replace /s/ with /b/: sat)

Phonological Awareness

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.

Decoding

A way of teaching that
emphasizes sound-letter
correspondence

Instructional Strategies for Phonemic Awareness

- Explicitly teach and model
- Practice one skill at a time
 - Phoneme blending and segmenting are most important skills
- Instruction should be short (no more than 20 minutes)
 - Use sound boxes to segment
- Progress from words, to syllables, to onset/rime, to phonemes

Instructional Strategies for Decoding/ Word Reading

- Explicitly and systematically teach the relationship between sounds and letters.
- Model how to blend and segment words
- Teach letters that look similar (such as b and d) or sound similar (g and k) separate from each other in scope
- Teach common letters early
- Correct errors immediately
- Provide ample opportunities for practice
- Teach irregular and high frequency words

Instructional Strategies for Reading Fluency

- Explicit instruction in components of fluent reading and using conventions to read expressively.
 - 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

Instructional Strategies for Comprehension

- Explicitly teach and model comprehension strategies for before, during, and after reading
- Explicitly teach text structures
 - Cooperative learning
 - Graphic Organizers and semantic maps
 - Questioning strategies

Examples of Comprehension Strategies

- Before:
 - make predictions
 - preview vocabulary
 - preview text structure
 - access background knowledge
- During:
 - mental imagery
 - monitor understanding
 - context clues
 - questioning strategies (literal, inferential, and evaluative questions)
- After:
 - Retelling
 - graphic organizers
 - summarizing

Examples of Text Structure – Narrative and Expository

- Narrative:
 - Plot
 - Characterization
 - Setting
 - Problem
- Expository:
 - Descriptive
 - Sequence
 - cause/effect
 - compare/contrast
 - problem/solution

Instructional Strategies for Vocabulary

- Indirect exposure and direct instruction
- Pre teach vocabulary before reading
- Teach word learning strategies
 - Teach morphemes (units of words that have meaning)
 - Student involvement in constructing meaning
- Multiple exposures with a new term

Instructional Strategies for Writing

- Teach sentence structure and sentence combining
- Teaching students the writing process
 - Having clear writing goals
- Use of word processor or dictation skills
 - Ongoing feedback
 - Teaching writing structures
- Teaching metacognitive writing strategies
- NOT: teaching parts of speech for grammar instruction

Instructional Strategies for Spelling

- Teach sound to letter correspondence
- Teach spelling patterns
- Teach word part meanings and spellings
- NOT: memorize spelling words or spelling rules

Components of Transition Planning

Based on individual's needs:

- Strengths
- Preferences
- interests

To improve:

- Academic Skills
- Functional Skills

Three main goal areas:

- Education/Training
 - Employment
- Independent Living

Task Analysis

Systematic way of teaching
chained behaviors through
forward or backward chaining

Discrete Trial Training

Systematic way of teaching
chained behaviors through
cues and response

Types of Prompting

- Gestural
 - Verbal
 - Visual
- Physical