Terms of Use

Standard 1: Childhood Development

Ego

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

ID

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

Oral (0-1)

- 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.

Anal (1-3)

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

Phallic (3-6)

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

Latency (6-Puberty)

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

Genitalia (Puberty-Adult)

- Sexual identity is developed.

Summarize the six stages of Erikson's Theory of Personality

Trust vs. Mistrust (0-18 months)

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

Autonomy vs. Shame/Fear (1-3)

- 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.

Initiative vs. Guilt (3-5)

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

Industry vs. Inferiority (6-11)

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

Identity vs. Role Playing (12-18)

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

Intimacy vs. Isolation

- 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

Sensorimotor (Age 0-2)

- Children learn by exploring the world through senses

Preoperational (Ages 2-7)

- Children can use symbols to represent thinking

Concrete Operational (Ages 7-11)

- Children can use logic and reasoning

Formal Operational (Ages 11+)

- Children can think abstractly

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

Level 1: Values driven by punishment & reward

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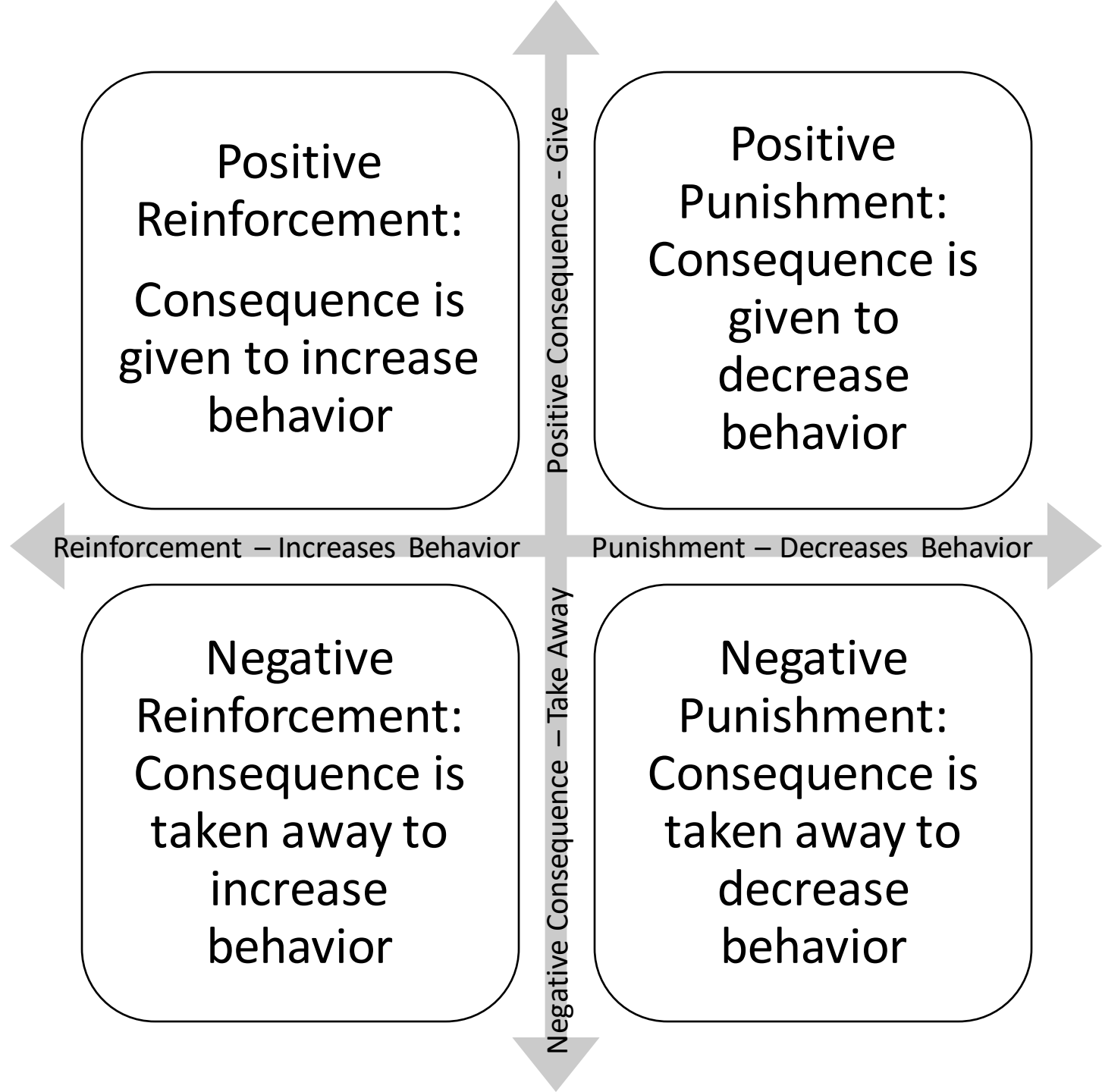- Stage 2: Avoiding punishment, seeking rewards

Level 2: Values are based by appearing good

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

Level 3: Values are based on morals

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

Types of Consequences

Positive

Reinforcement

Something desirable is given making the behavior more likely to occur.
Example: verbal praise

Negative Reinforcement

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

Self-Actualization:
- Becoming your best self

Self-Esteem:
- Confidence in self

Social Belonging:
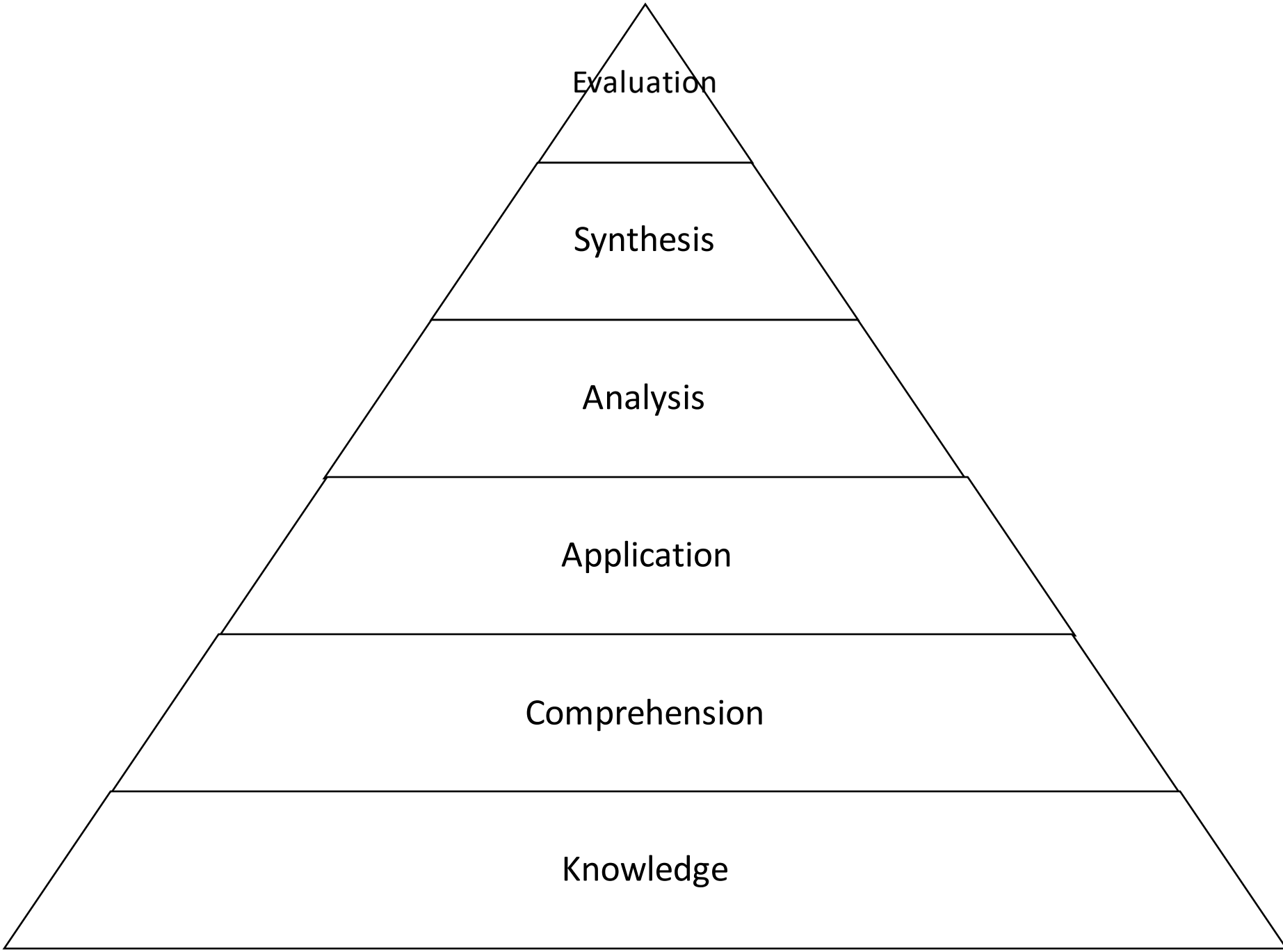- Family, friends, relationships

Safety Needs:
- Physical, financial, and emotional safety

Physiological Needs:
- Shelter, food, water, sleep, clothes, health

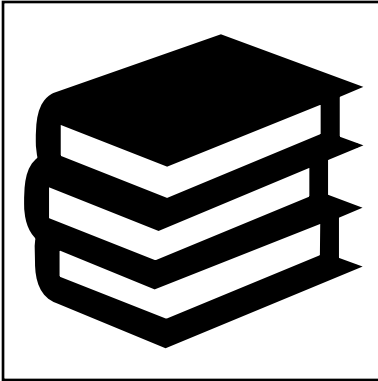# Bloom's Taxonomy

Evaluation

Synthesis
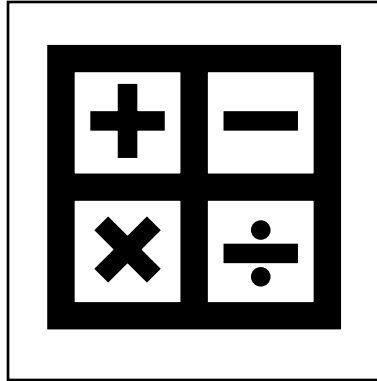
Analysis

Application

Comprehension

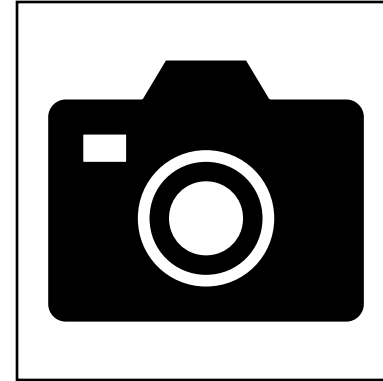Knowledge

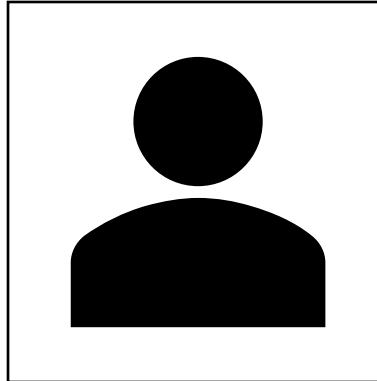# Gardner's Multiple Intelligence
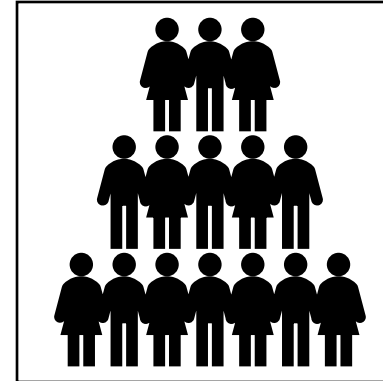
Word/Linguistic	Math/Logic	Visual/Pictorial

Body/Kinesthetic	Intrapersonal/Self	Interpersonal/people
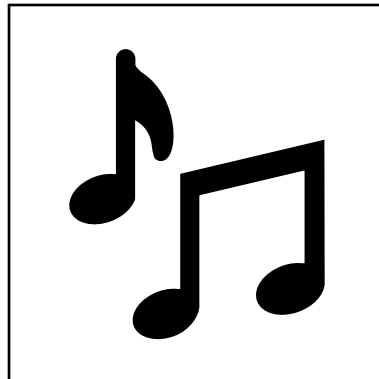
Music/Rhythm	Nature
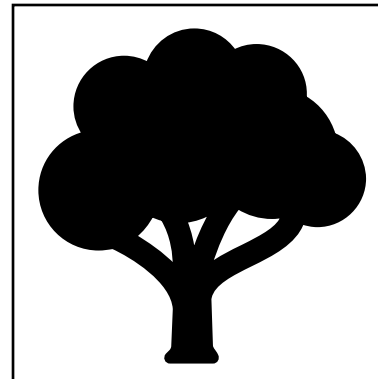
Standard 2: Law, History and Policy

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
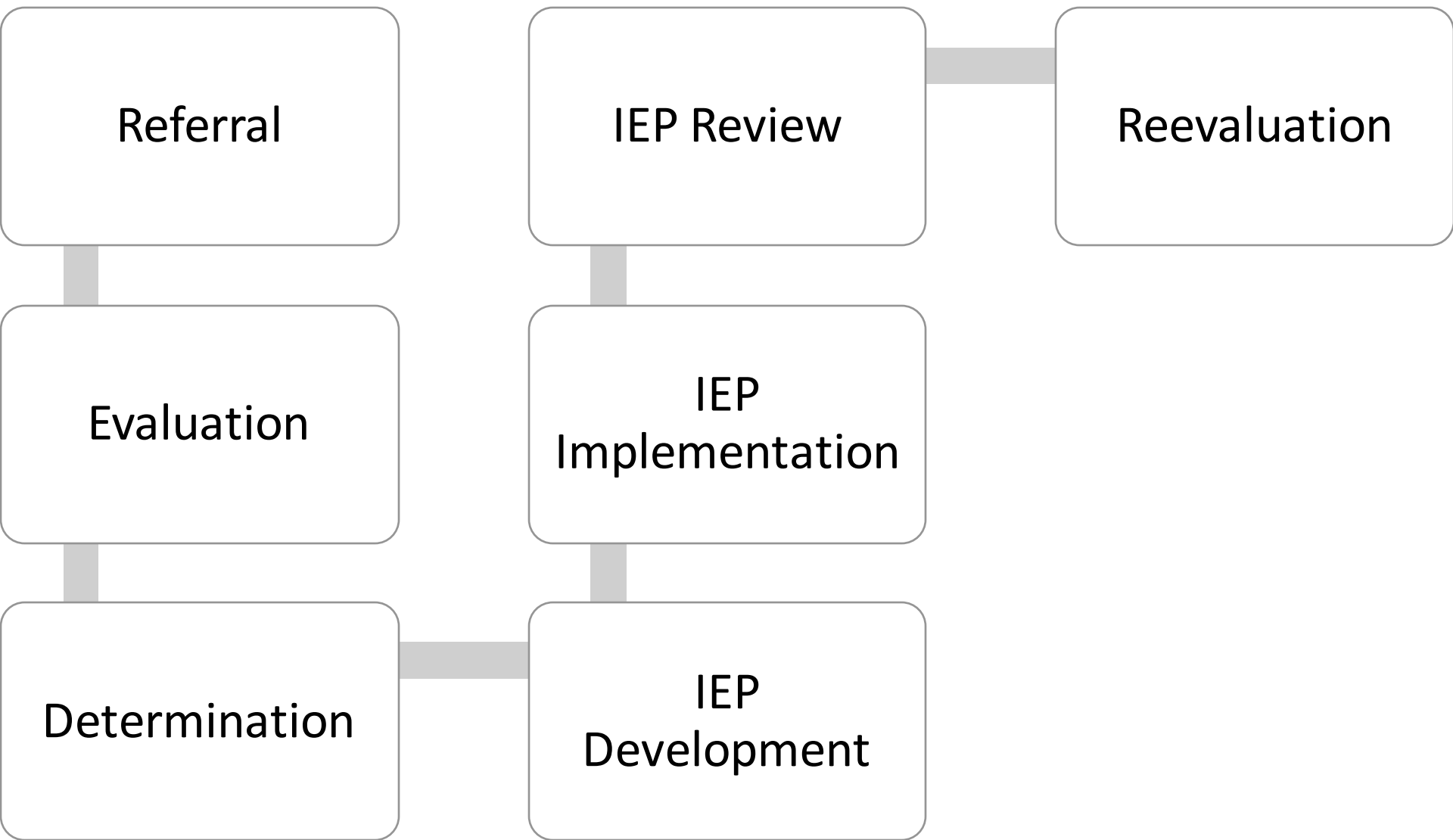
Traumatic Brain Injury

Injury to the brain causing difficulties

Visual Impairment Blindness

Loss of partial or complete vision

IEP
Process

Referral

IEP Review

Reevaluation

Evaluation

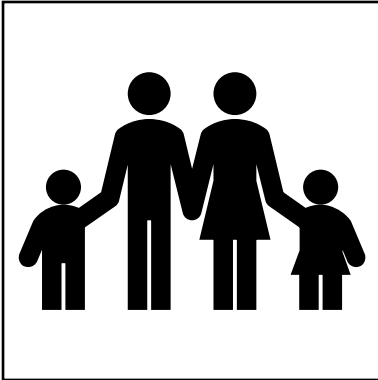IEP Implementation

Determination

IEP Development

Standard 3: Diversity

Examples of Culturally Responsive Instruction

Parent Partnership	High Expectations	Cultural Learning Styles
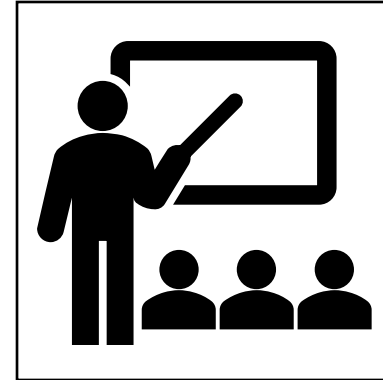
Multicultural	Meaningful, Beyond Textbook	Student Centered
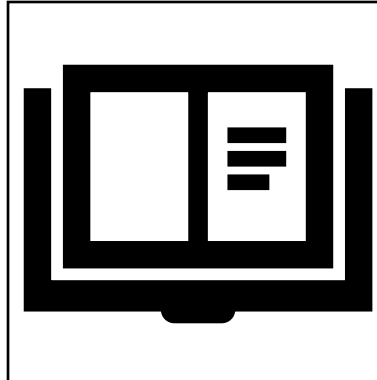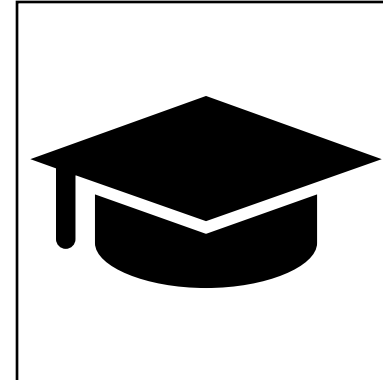
Teacher Facilitator

Examples of Best Practices for ELLs

Sheltered Instruction
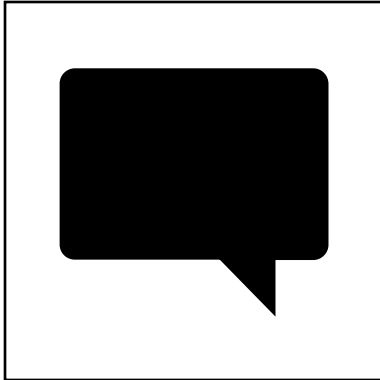
Contextual Supports
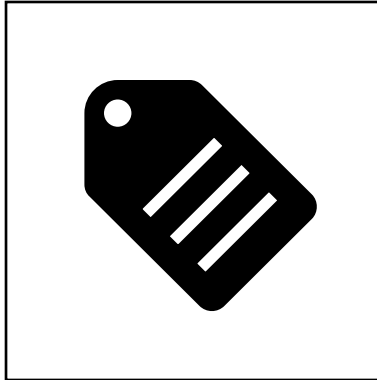
Background Knowledge

Vocabulary Instruction
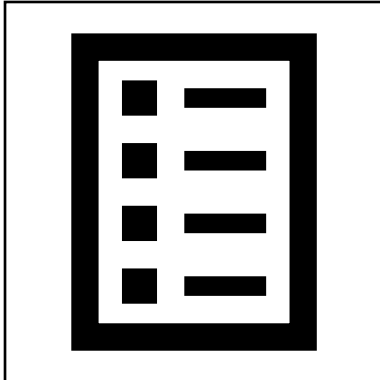
Comprehension Strategies
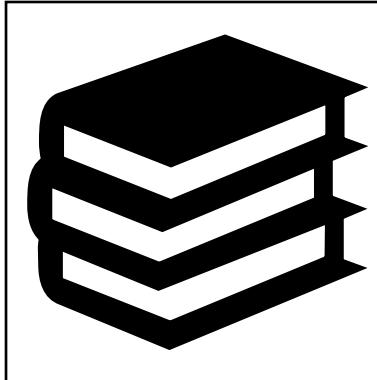
Differentiation
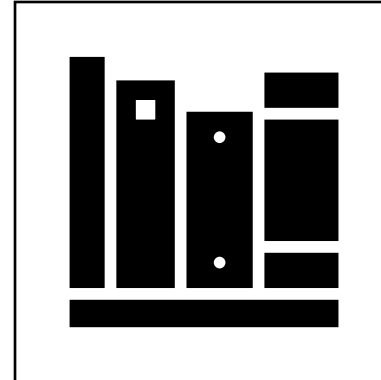
Practice/Feedback
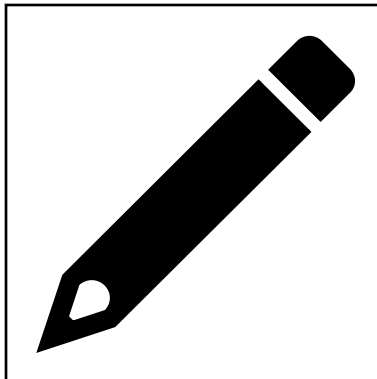
Sheltered Instruction

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
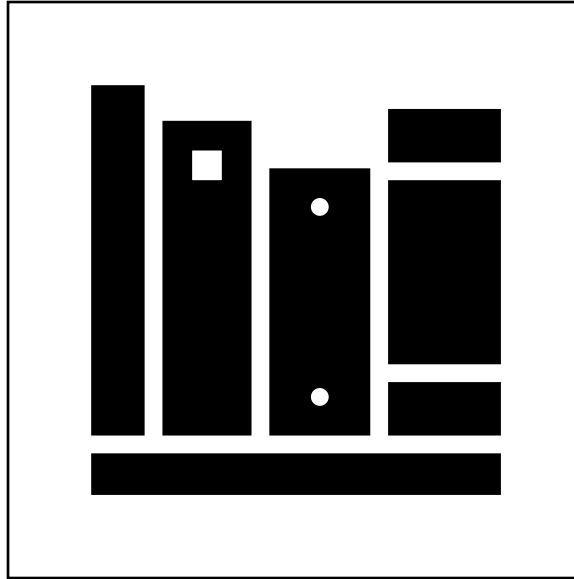
Accommodations
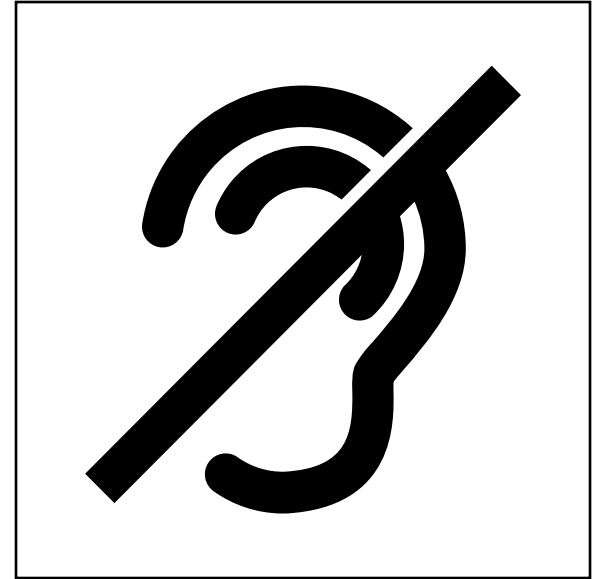
Scaffolding
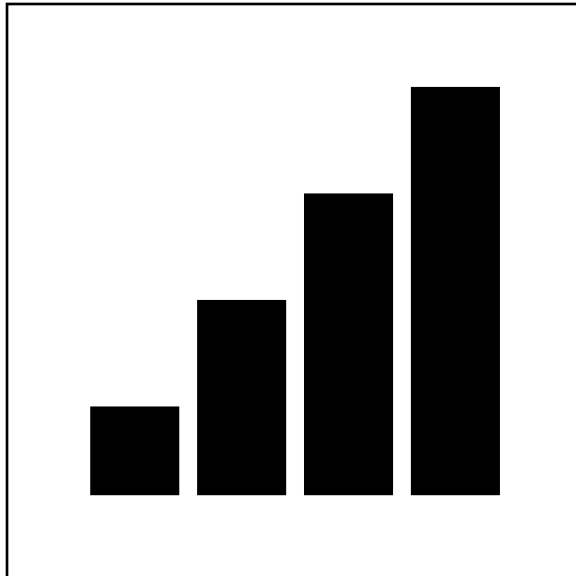
Assistive Technology
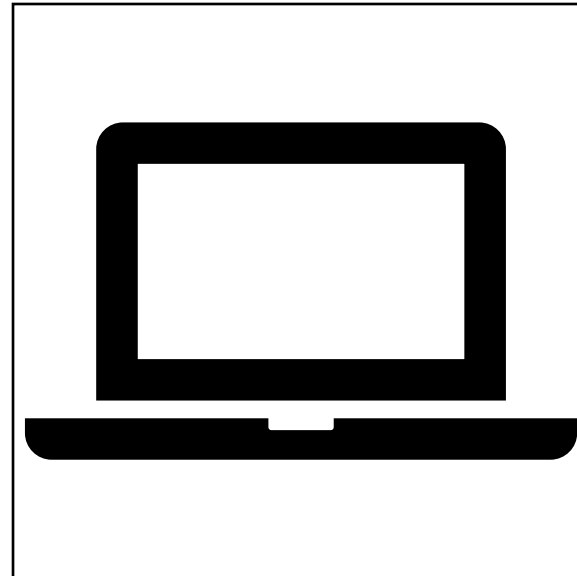
Universal Design for Learning

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 the 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
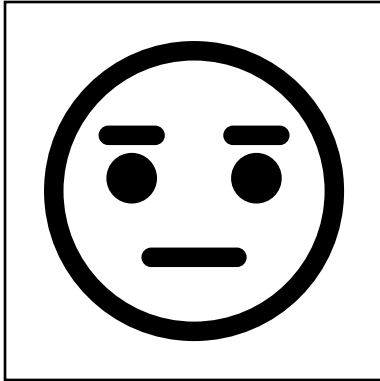
Denial	Anxiety	Fear
Depression	Guilt	Anger
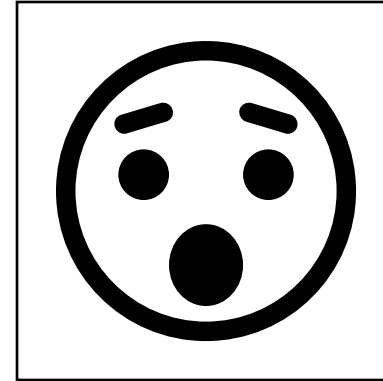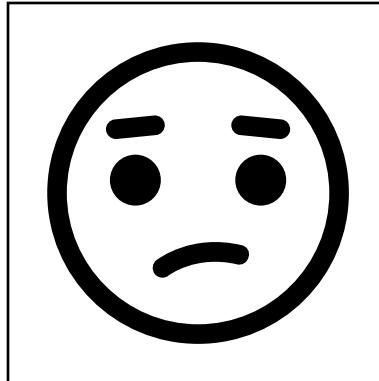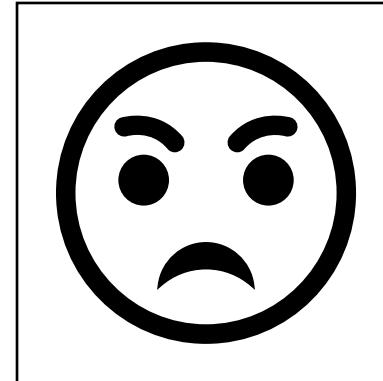
Joy
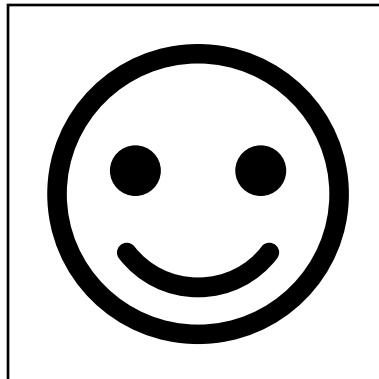
Ways Families can Legally Resolve Grievances

- <u>Mediation:</u> State appointed mediator leads IEP meeting

- <u>Formal complaint:</u> Formal complaint filed to state's education department

- <u>Due process:</u> A hearing with a judge that makes a final decision

- <u>Appeals Court</u>: 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

Preproduction

- Minimal comprehension
- Nods head/points

Early Production

- Limited comprehension
- 1-2 phrases

Speech Emergence

- Good comprehension
- Simple sentences

Intermediate Fluency

- Excellent comprehension
- Few grammar errors

Advanced Fluency

- 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