

SAFMEDS for Exceptional Children 8th Edition by William L. Heward

Dr. Ogden R. Lindsley coined the acronym SAFMEDS, and developed the technology in the 1970's and 1980's. SAFMEDS consist of a deck of cards. Each card has text printed on both sides. One side is considered the front, the other the back (Eshelman, 2002). SAFMEDS are intended to help students become fluent in basic concepts, definitions, and/or terms; thus making learning more complex information less difficult. Research has demonstrated that once performance is fluent (speed plus accuracy) the person is able to retain the information longer, use the information in new ways, and learn related information quicker. For more information go to Dr. John Eshelman's website at <http://members.aol.com/standardcharter/safmeds1.html>

Although it may seem impossible to say all of these terms in 1 minute it can be done. However, in order to succeed, you must follow the rules - "Say **All Fast Minute Each Day Shuffled.**"

The acronym says it all!

S- Say

A- All

F- Fast

M- Minute

E- Each

D- Day

S- Shuffled

Materials needed:

SAFMED cards

Timer

First: Make the SAFMEDS

You can use standard 3 X 5 cards, but many students find the cards too big. If you use the 3 X 5 cards you may want to cut the cards to about the size of a business card.

Next cut out and separate the terms and definitions. Put the definition on one side of the card and the term on the other.

Next: Begin to practice

Tips and suggestions:

1. You may want to study the cards before a timed session. But you have time to learn to say all these terms in one minute. 10 to 15 minutes a day is all the time you need. Do about 5 minutes of 10 second timings (see below) first, then do one-minute timings for 10 minutes. A convenient time to do SAFMEDS is during commercials of your favorite TV show. Usually commercials are 30 seconds long.

2. Before you practice saying the terms practice turning and flipping the cards. Hold the cards in your left hand if you are right handed and in your right hand if you are left handed. Grab the card with your other hand and flip it over. If you can turn and flip all the cards in 60 seconds you say the terms in 60 seconds too.
3. During timed practice count your corrects and incorrects. Use the data collection form to keep track of your progress. You may even want to graph your performance. At first progress will seem slow especially when you get to about 30 per minute. Keep trying. You will notice a dramatic improvement in about 2 to 3 days.
4. Break the cards down into sets of 10 and do ten second timings, **shuffling** each time until you can do eight to 10 during the time. Then integrating those ten terms into the deck to do one-minute timings.
5. Use “go”. Since “goes” do not count, don’t pause if you do not know the name simply say “go” and move to the next card. Remember you need to work fast. This strategy is very useful in the beginning when you don’t know very many terms and it will keep you from perseverating later on.
6. This is a see/say exercise. That means see the definition and say the term. At first you might be self-conscious about saying this out loud. However, it is necessary to learn the terms.
7. Experiment to find your best strategy. As you will learn in this course, not every learner is the same. The tips given to you have helped other students and I will help you too, but you need to find what best works for you.

Above all, keep a positive attitude! You can do it!

Chapter 1

Children whose physical attributes and/or learning abilities differ from the norm, to such an extent that an IEP is needed	Exceptional children
Reduced functioning or loss of a particular body part or organ	Disability
Problems a person with a disability or an impairment encounters when interacting with the environment	Handicap
Not currently identified as having a disability but is considered to have a greater-than-usual chance of developing a disability if intervention is not provided	At risk
Percentage of school-age children receiving special education services	9%
Percentage of students with disabilities served at least in part in regular education classrooms	75%
Supreme court ruled that education must be available to all children on equal terms	Brown v. Board of Education
PL 94-142, law regarding the education of children with disabilities	Individuals with Disabilities Act (IDEA)
Part of IDEA, all children must receive a free, appropriate public education at public expense	Free and appropriate education (FAPE)
Part of IDEA, schools must educate all children with disabilities, regardless of the nature or severity of the disability	Zero reject
Part of IDEA, students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate	Least restrictive environment (LRE)
Part of IDEA, schools must collaborate with parents and with students with disabilities in the design and implementation of special education services	Shared decision making
Part of IDEA, schools must protect the rights of students with disabilities	Due process
Part, of IDEA, schools must use nonbiased, multifactored methods of evaluation to determine whether a child has a disability, and if so whether special education is needed	Nondiscriminatory identification and evaluation
Intervening to keep potential or minor problems from becoming a disability	Preventive
Eliminating the effects of the disability through instruction	Remedial
Teaching the use of skills or devices that enable successful functioning in spite of the disability	Compensatory
Part of the reauthorization of IDEA (97), determining if a behavior problem is the result of a disability	Manifestation determination
Special transportation, counseling, speech, physical, or occupational therapy required to meet the student's IEP goals	Related services
Devices such as visual aids, augmentative communication boards, special equipment, or computers	Assistive technology

Chapters 2 and 3

A written, legal, document that specifies the student's short and long term educational goals, learning environment(s), and related services.	Individualized Education Plan (IEP)
All interested parties that develop an IEP	Transdisciplinary team

Chapter 4

Breaking down complex or multiple step behaviors or skills into small, easier to teach subtasks.	Task analysis
An observable student response made to an instructional antecedent	Active student responding (ASR)
Immediate, affirmative feedback for correct and/or appropriate behavior that serves to increase the likelihood that the behavior will occur again in the future	Positive reinforcement
An instructional antecedent, a student's response, and positive or corrective instructional information	Learning trial
The extent to which students extend what they learn across settings and over time	Generalization and maintenance

Chapter 5

A disorder in one or more of the basic psychological process involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell, or do mathematical calculations	Learning disabilities (LD)
The inability to accurately and fluently decode written text	Dyslexia
A standardized achievement test that measures one student scores on the test to other children of the same age who have taken the same test	Norm-referenced tests
A test that measures achievement according to a predetermined standard	Criterion referenced tests
The frequent assessment of a student's progress in learning the objectives that make up the actual curriculum in which the student is participating	Curriculum based measurement
Carefully designed materials and activities that provide structures and supports that enable students to make sense of new information and concepts	Explicit instruction

Chapter 6

Behavioral or emotional responses in school programs so different from appropriate age, cultural, or ethnic norms that they adversely affect educational performance	Emotional or behavioral disorder
Behavior that falls significantly outside that norm that is characterized as withdrawn, fearful, or depressive	Internalizing behaviors
Behavior that falls significantly outside the norm that is characterized as aggressive, abusive, or disruptive	Externalizing behaviors

Chapter 7

A developmental disability characterized by stereotypic repetitive behavior, resistance to environmental change, and unusual responses to sensory experiences	Autism
A systematic approach to teaching based on scientifically demonstrated principle that describe how the environment affects learning	Applied behavior analysis
Using the findings of assessment data (i.e., functional assessment) to construct a comprehensive, individualized program of interventions	Positive behavioral support

Chapters 8 - 10

A problem with the transmission and reception of speech, language and/or communication	Communication disorder
The inability to use hearing to understand speech	Deaf
A significant loss of hearing that makes some special adaptations necessary	Hard of hearing
A person whose visual acuity is 20/200 or less in both eyes	Blind
An impairment in vision that, even with correction, adversely affects a child's educational performance	Visual impairment

Chapters 11 and 12

A disorder of voluntary motor function resulting from a lesion to the brain or abnormality of brain growth. Characterized by paralysis, extreme weakness, lack of coordination, involuntary convulsions, and other motor disorders	Cerebral palsy (CP)
IEP component for students with special health care needs; specifies health care procedures and services administered by school personnel and a plan for emergencies	individualized health care plan (IHCP)
A group of inherited disorders marked by progressive atrophy of the body's muscles	Muscular dystrophy (MD)
A term for a congenital defect in the vertebrae that enclose the spinal cord.	Spina bifida
Chronic abnormal electrochemical activity of the brain that causes a person to lose control of the muscles temporarily	Seizure disorder (Epilepsy)
A term for students who need instruction in basic skills such as feeding, communication, and mobility	Severe disability
Limited active involvement in educational activities commensurate with a student's functioning level	Partial participation
Basic behaviors such as dressing, brushing teeth, etc. that sometimes need to be taught to children with severe disabilities	Daily living skills
A battery of behavioral assessments used for determining environmental events that are setting the occasion for and maintaining challenging behavior	Functional assessment

Chapters 13 - 15

A term used for students who demonstrate or have the potential for demonstrating a high level of performance of academic skills, artistic achievement, or leadership qualities that necessitate the need for special services	Gifted
A wide variety of educational, nutritional, child care, and family support services, all designed to reduce the effects of disabilities or prevent the occurrence of problems later in life	Early intervention
Part of IDEA, a written document prescribing family focused early intervention services for the family of and young child who is at risk for or has a disability	Individualized family services plan (IFSP)
Part of the reauthorization of IDEA (97). A written legal document with goals and objectives specifically developed to aid in the transition from school to vocational skills for exceptional children age 16 and above	Individualized transition plan (ITP)

