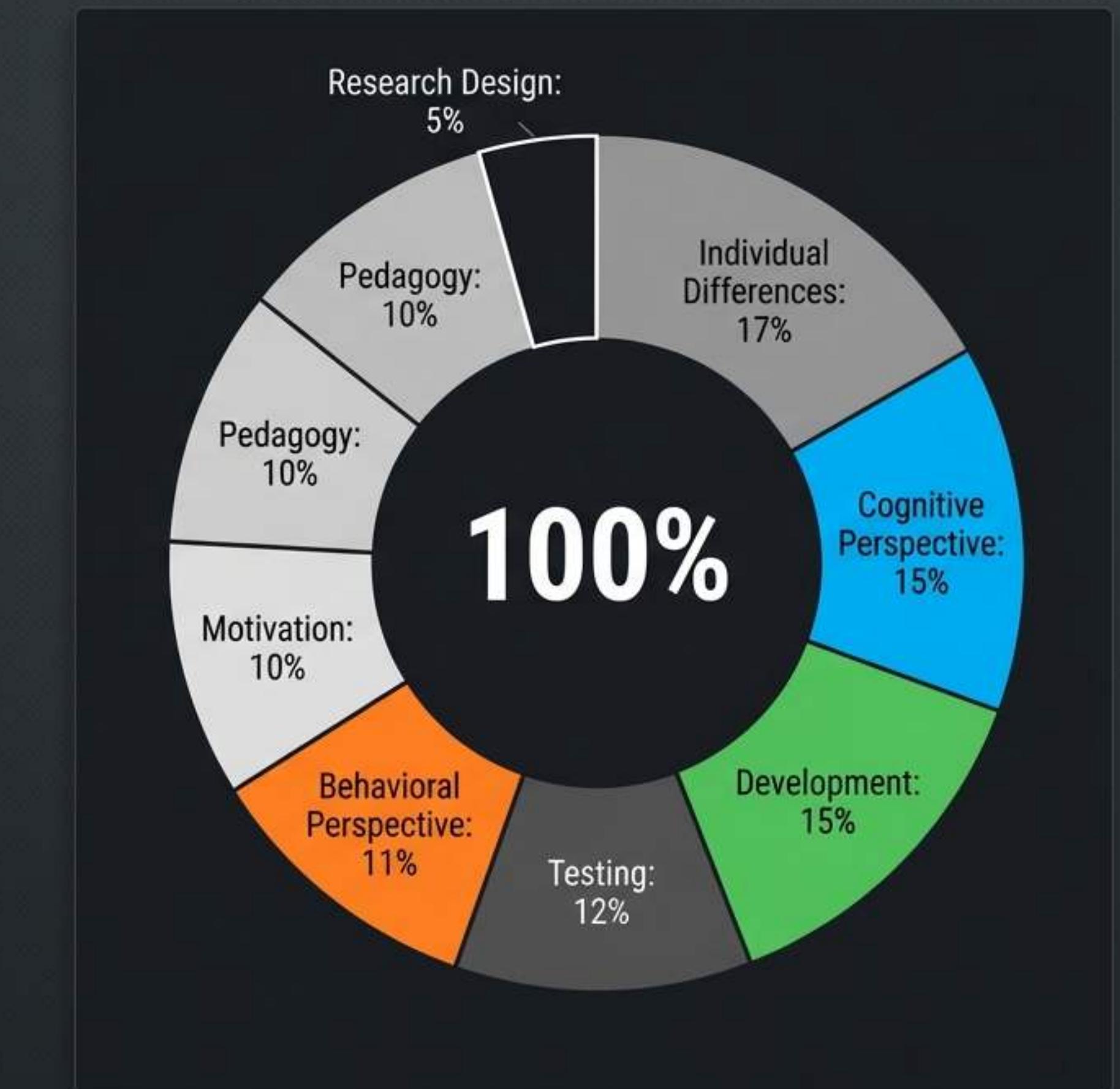


# CLEP INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

The Master Review: High-Yield Concepts, Theories, and Strategy

This deck is a strategic resource, not a textbook. Content is prioritized based on official exam weighting. Focus your study time where the points are.



Approx. 100 Questions | 90 Minutes | Passing Score: ~50

# Classical Conditioning (Pavlov)

Learning through **ASSOCIATION**. A neutral stimulus becomes capable of eliciting a response after being paired with a natural trigger.



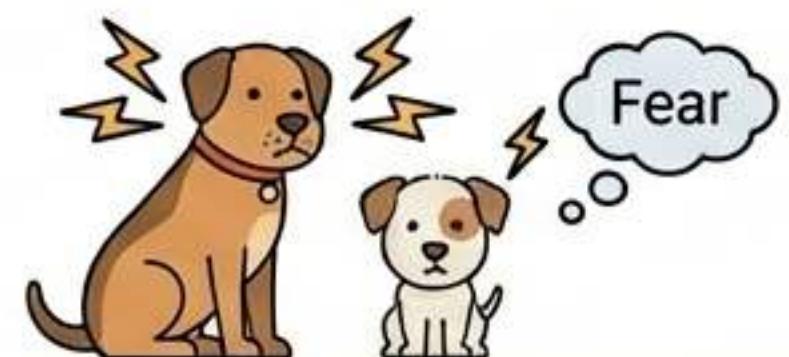
## CLEP STRATEGY ZONE

Identify the CS first. The Conditioned Stimulus is always the 'learned' trigger (the bell, not the food). If the stimulus causes a reaction naturally, it is Unconditioned.

# CONDITIONING PROCESSES: NUANCES

## Generalization

Responding to stimuli **SIMILAR** to the Conditioned Stimulus.

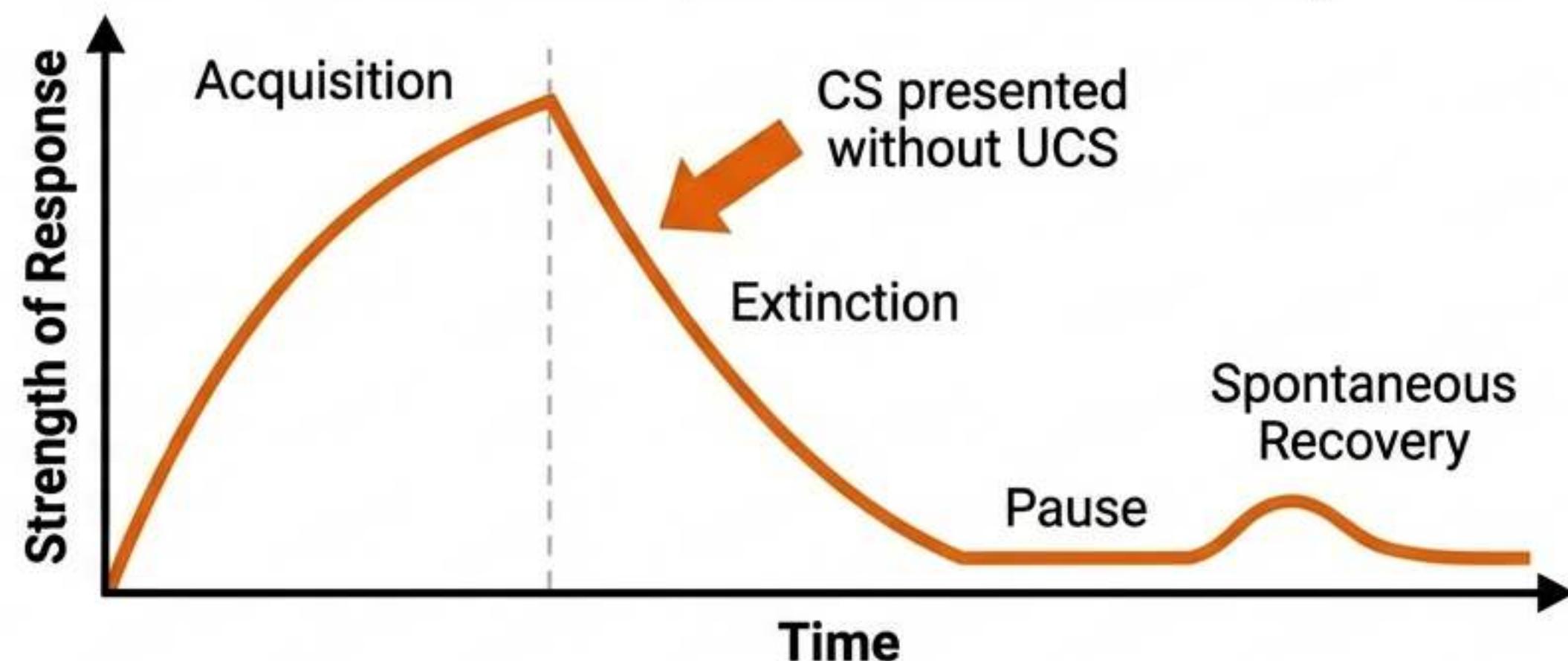


## Discrimination

Responding **ONLY** to the specific Conditioned Stimulus.



## Extinction & Spontaneous Recovery



## CLEP STRATEGY ZONE

Extinction is **NOT** forgetting. It is **UNLEARNING** the association because reinforcement stopped. The path remains, as proven by spontaneous recovery.

# The Quadrant of Consequences

	ADD Stimulus (+)	REMOVE Stimulus (-)
INCREASE Behavior (Reinforcement)	<b>POSITIVE REINFORCEMENT</b>  Gold star given -> Study time increases.	<b>NEGATIVE REINFORCEMENT</b>  Homework waived -> Study time increases.
DECREASE Behavior (Punishment)	<b>POSITIVE PUNISHMENT</b>  Detention given -> Tardiness decreases.	<b>NEGATIVE PUNISHMENT</b>  Phone taken away -> Texting decreases.



## CLEP STRATEGY ZONE

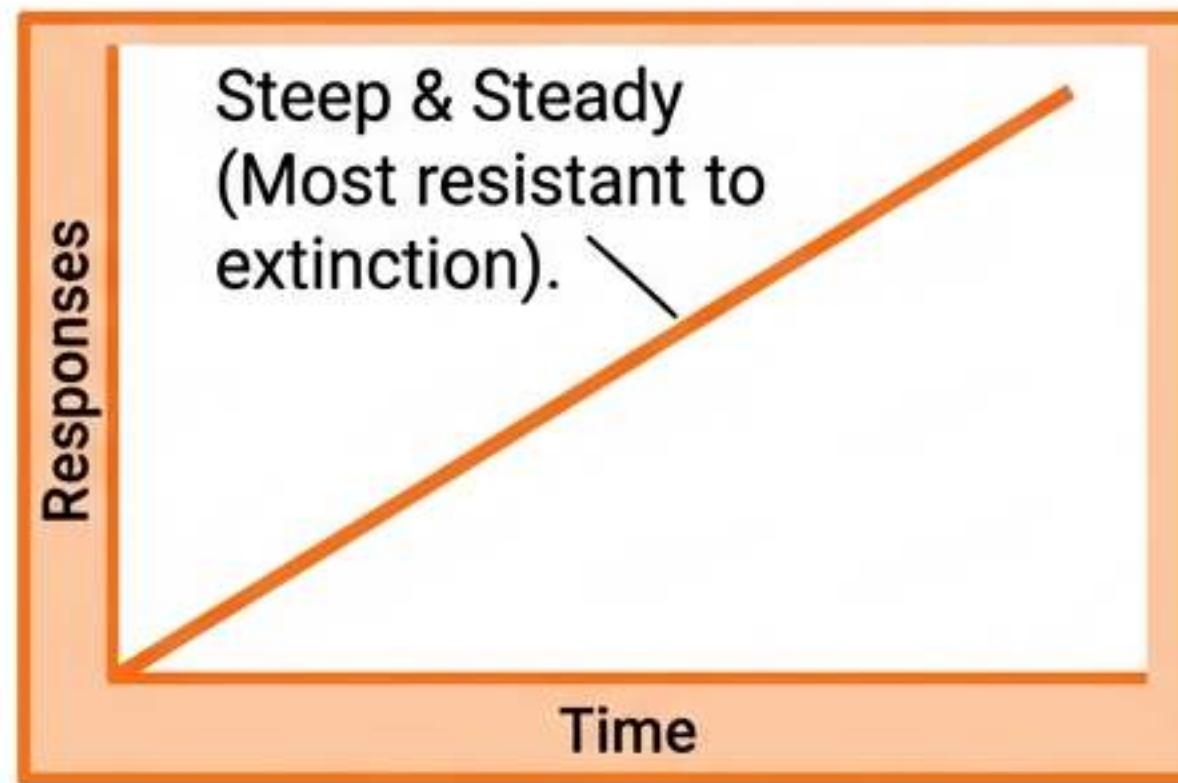
TRAP ALERT: 'Negative' in psychology means SUBTRACTION, not 'bad.' Negative Reinforcement **INCREASES** behavior by subtracting something annoying (like a car buzzer).

## RATIO (Based on Number)

### Variable Ratio (VR)

Reward after unpredictable number of responses.

**Example:** Slot Machines.

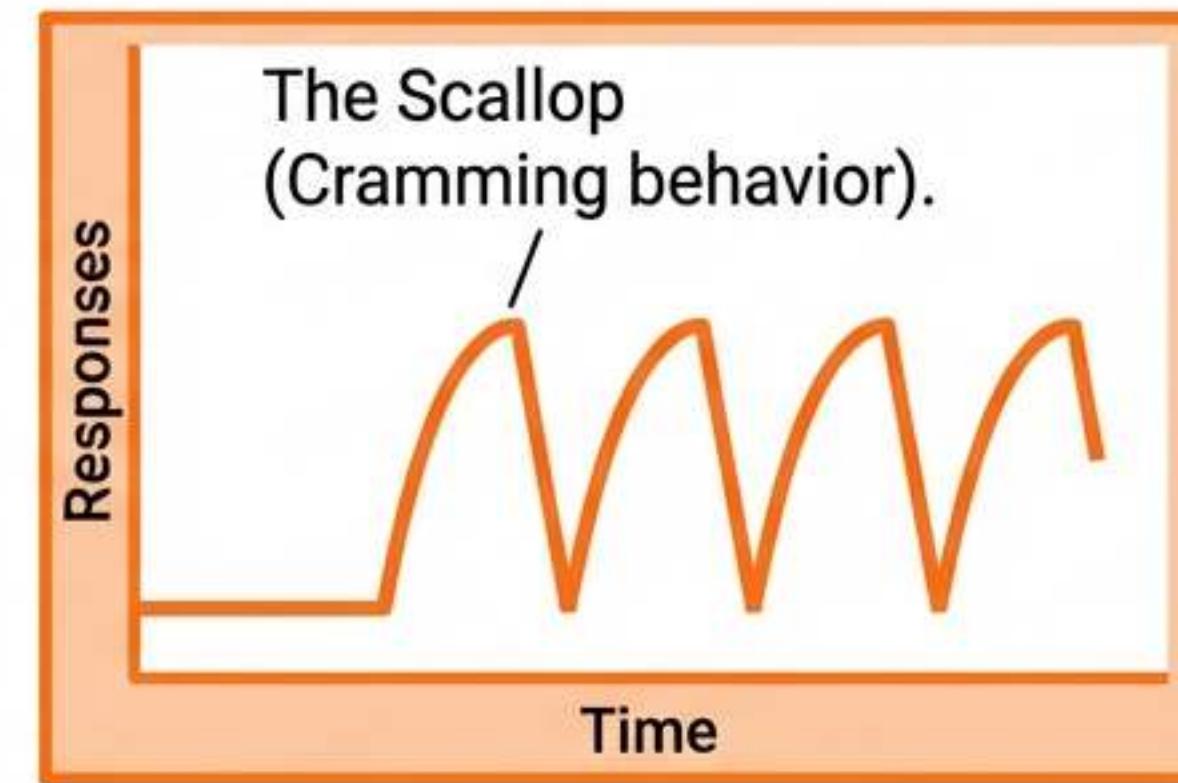


## INTERVAL (Based on Time)

### Fixed Interval (FI)

Reward after set time period.

**Example:** Weekly Quiz.



## The Premack Principle

### Grandma's Rule:

Eat veggies (Low Frequency) → Get dessert (High Frequency).



## CLEP STRATEGY ZONE

Look for the trigger. If the question mentions 'the clock' or 'time passing', it is **INTERVAL**. If it mentions 'piecework' or 'number of outputs', it is **RATIO**.

# The Information Processing Model

## SENSORY REGISTER



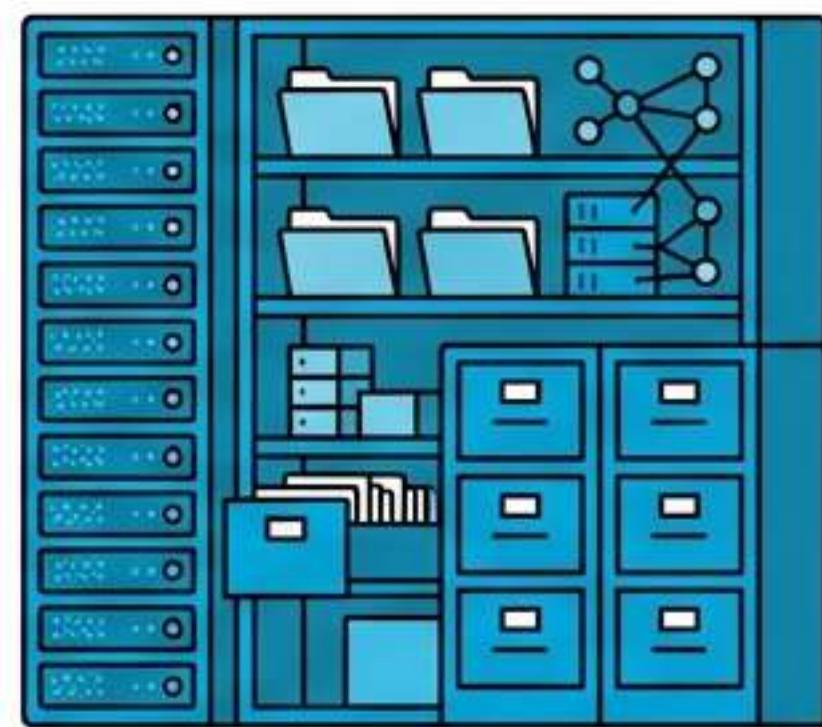
Duration: 1-3 secs.  
Capacity: Large.

## WORKING MEMORY



Duration: 20-30 secs.  
Capacity:  $7 \pm 2$  items.

## LONG-TERM MEMORY

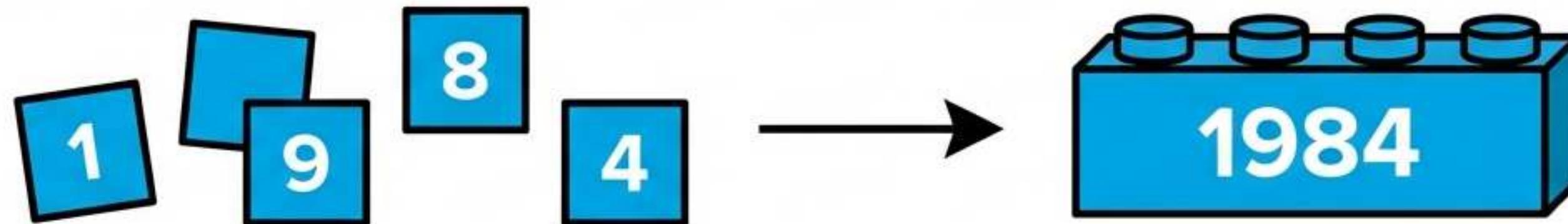


Duration: Permanent.  
Capacity: Unlimited.

## CLEP STRATEGY ZONE

**Sensory Loss:** Information is lost from the Sensory Register primarily due to DECAY or LACK OF ATTENTION. You cannot process what you do not attend to.

## Hacking Capacity (Chunking)



**CHUNKING:** Grouping bits of info into meaningful units to bypass the 7-item limit.

## Hacking Duration (Rehearsal)



### Maintenance Rehearsal

Rote repetition.

Keeps info in Working Memory.

**Weak** for LTM.



### Elaborative Rehearsal

Deep processing. Connecting new info to existing schemas.

**STRONG** for LTM.



### CLEP STRATEGY ZONE

In "Best Study Method" scenarios, **ELABORATIVE REHEARSAL** is always the correct answer. Rote memorization is rarely the answer.

# TYPES OF LONG-TERM MEMORY

Exam Weight: 15%



## Episodic Memory

Personal experiences  
and specific events.

**Example:** “Your high  
school graduation.”



## Semantic Memory

General knowledge,  
facts, and rules.

**Example:** “Paris is in  
France.”



## Procedural Memory

How-to skills, often  
unconscious.

**Example:** “Riding a bike  
or typing.”

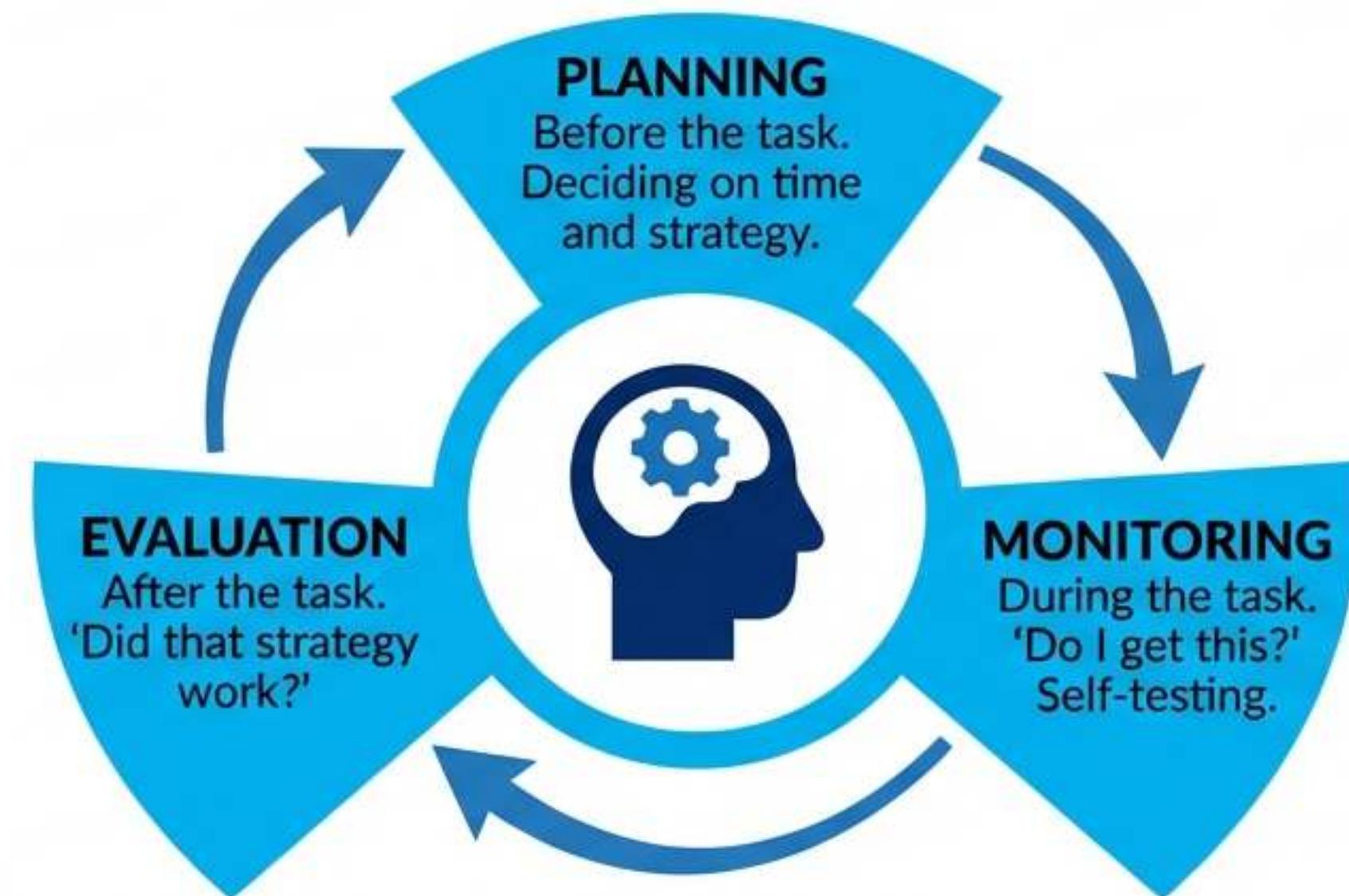
### CLEP STRATEGY ZONE:

**Differentiation:** Episodic is “I remember when...”.  
Semantic is “I know that...”. Procedural is “I know how...”.

# METACOGNITION & SELF-REGULATION

Exam Weight: 15%

**'Thinking about thinking.'** Knowledge about one's own cognitive processes.



## CLEP STRATEGY ZONE

**Scenario Match:** A student stopping mid-reading to ask themselves, 'Am I understanding this paragraph?' is demonstrating METACOGNITION.

## PROACTIVE Interference



**OLD blocks NEW.**

Old password interferes with recalling the new one.

## RETROACTIVE Interference



**NEW wipes OLD.**

Learning Spanish makes you forget your French.

**Serial Position Effect:** We recall the Start (Primacy) and End (Recency), but forget the Middle.

### CLEP STRATEGY ZONE:

**Focus on the victim** (what is forgotten). If you can't remember the **NEW** thing, it's Proactive. If you can't remember the **OLD** thing, it's Retroactive.

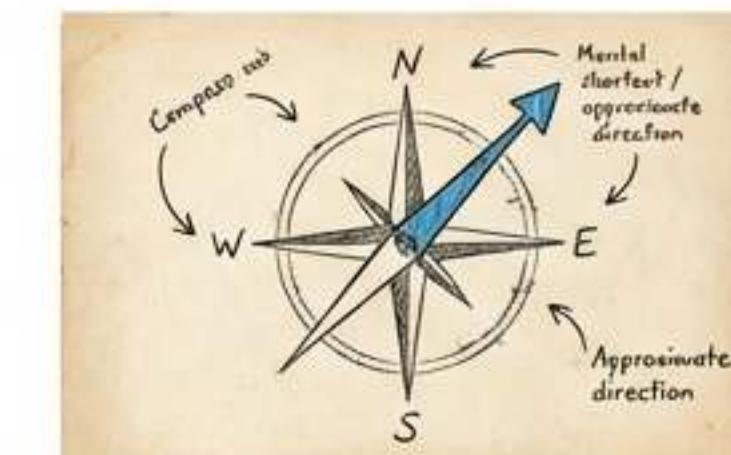
## STRATEGIES

### ALGORITHM



Step-by-step procedure  
Slow, but guarantees solution.

### HEURISTIC



Mental shortcut / Rule of thumb.  
Fast, but error-prone.

## BARRIERS & TRANSFER

### FUNCTIONAL FIXEDNESS



Inability to use an object for a new function  
(e.g., using a shoe as a hammer).

### NEGATIVE TRANSFER

PREVIOUS  
LEARNING



NEW  
LEARNING

Previous learning hinders new learning  
(e.g., Driving on the left in UK after driving in US)

### CLEP STRATEGY ZONE

Distinction: Algorithms are for computers and math formulas.  
Heuristics are for real-world guessing ("I before E except after C")

# Piaget: Cognitive Constructivism

**Core Concept:** Children build SCHEMAS (Mental Folders).

## ASSIMILATION



Fitting new info into an  
EXISTING schema.  
(Same Schema).

## ACCOMMODATION



Changing or Creating a  
schema to fit new info.  
(Change Schema).

### CLEP STRATEGY ZONE:

Equilibration is the drive. Disequilibrium (confusion) is what motivates the child to Accommodate.

# PIAGET'S FOUR STAGES

Exam Weight: 15%

## Formal Operational (11+)

Milestone: Abstract Thinking.  
Hypotheticals.

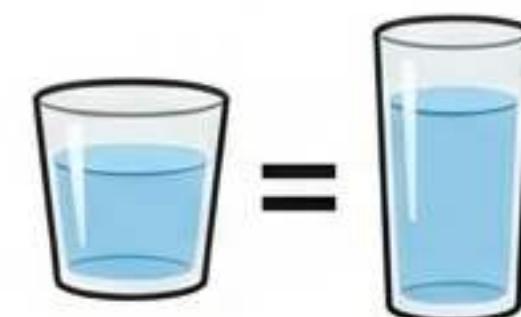
4



## Concrete Operational (7-11)

Milestone: **CONSERVATION**  
(Mass stays same despite shape change).  
Logical thought about real objects.

3



## Sensorimotor (0-2)

**OBJECT PERMANENCE**  
(Things exist when unseen).

2

## Preoperational (2-7)

Milestone: Symbolic Thought.  
Limitation: **EGOCENTRISM**  
(Can't see others' view).



1

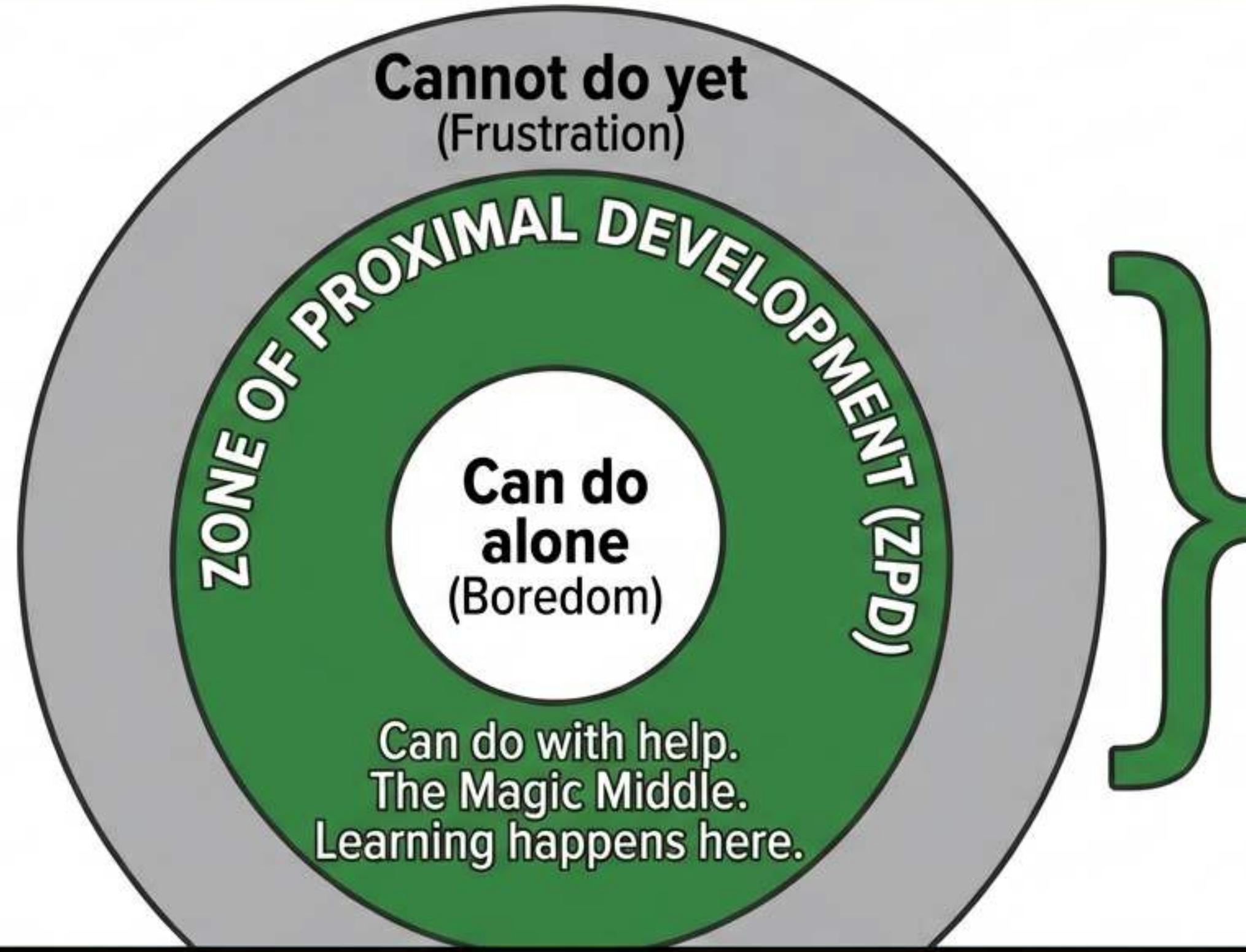
## Sensorimotor (0-2)

**OBJECT PERMANENCE**  
(Things exist when unseen).



## CLEP STRATEGY ZONE:

The Conservation Test (water glass) marks the transition from Preoperational to Concrete Operational.



**SCAFFOLDING:**  
Temporary support  
provided by a  
**More Knowledgeable  
Other (MKO).**

**CLEP STRATEGY ZONE:**

Private Speech: Vygotsky views kids talking to themselves as positive SELF-REGULATION.  
Piaget viewed it as negative EGOCENTRISM.

# ERIKSON'S STAGES: CHILDHOOD MNEMONICS

Exam Weight: 15%

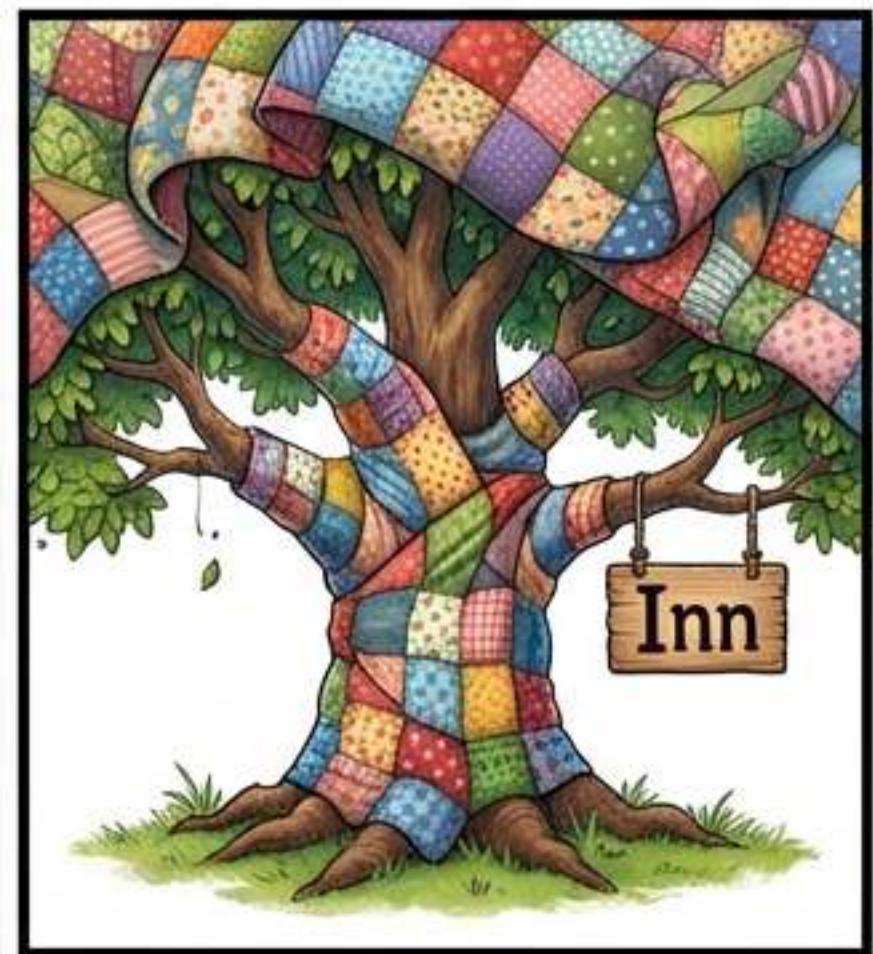
Trust vs. Mistrust



Autonomy vs. Shame



Initiative vs. Guilt



Industry vs. Inferiority



Peg: ONE = BUN.

Rusty Bun -> TRUST.

Peg: TWO = SHOE.

Auto in Shoe -> AUTONOMY.  
Shane -> SHAME.

Peg: THREE = TREE.

Inn in Tree -> INITIATIVE.  
Quilt -> GUILT.

Peg: FOUR = DINOSAUR.

Dusty Dino -> INDUSTRY.

**CLEP STRATEGY ZONE:** Industry vs. Inferiority (Elementary Age) is the most tested stage. It focuses on competence in schoolwork.

# Erikson's Stages II: Adolescence to Adulthood

## The Peg Word Mnemonic System

Stage 5: Identity vs. Role Confusion  
(Adolescence)



**5 = Sky Dive → Dent → Identity**

Stage 6: Intimacy vs. Isolation  
(Young Adult)



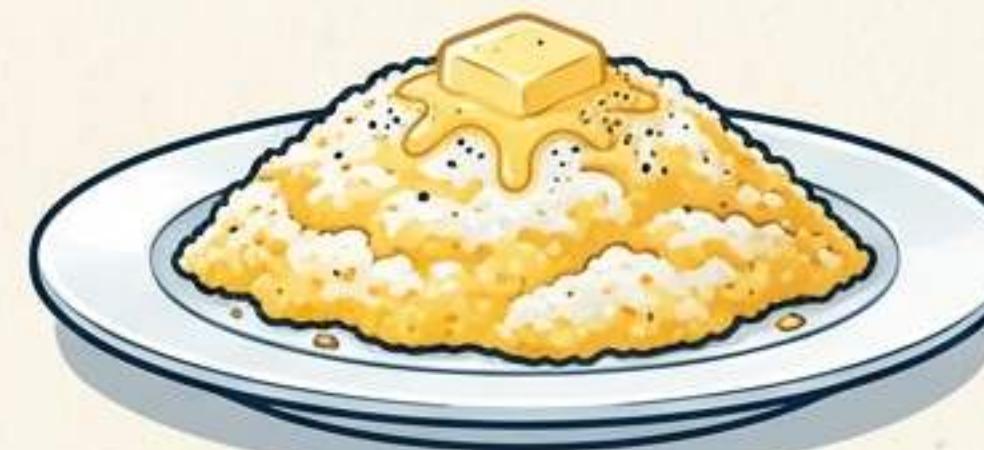
**6 = Sticks → Intimacy** (Sticking together)

Stage 7: Generativity vs. Stagnation  
(Middle Age)



**7 = Heaven → Dead Generator  
→ Stagnation → vs. Generativity**

Stage 8: Integrity vs. Despair (Old Age)



**8 = Plate → Grits    Inte-grit-y**

## CLEP Strategy Sidebar

Marcia's Identity Statuses:

If an adolescent is exploring different roles but has made **no commitment** yet, this is called **Moratorium**. It is a healthy part of finding Identity.

# Moral Development: Justice vs. Care

## Level 3 - Post-Conventional

### Universal Ethics

- Social Contract and Universal Principles of Conscience.
- **Quote:** "I will break the law to save a life."



## Level 1 - Pre-Conventional

### Self-Interest

- Focus on avoiding punishment or gaining rewards.
- **Quote:** "I won't cheat because I'll get caught."



## TRAP ALERT:

Do not confuse Stage 3 (Pleasing others) with Stage 4 (Maintaining social order). If the student obeys to make the teacher like them, it is Stage 3. If they obey to uphold the school code, it is Stage 4.

## The Gender Critique: Carol Gilligan

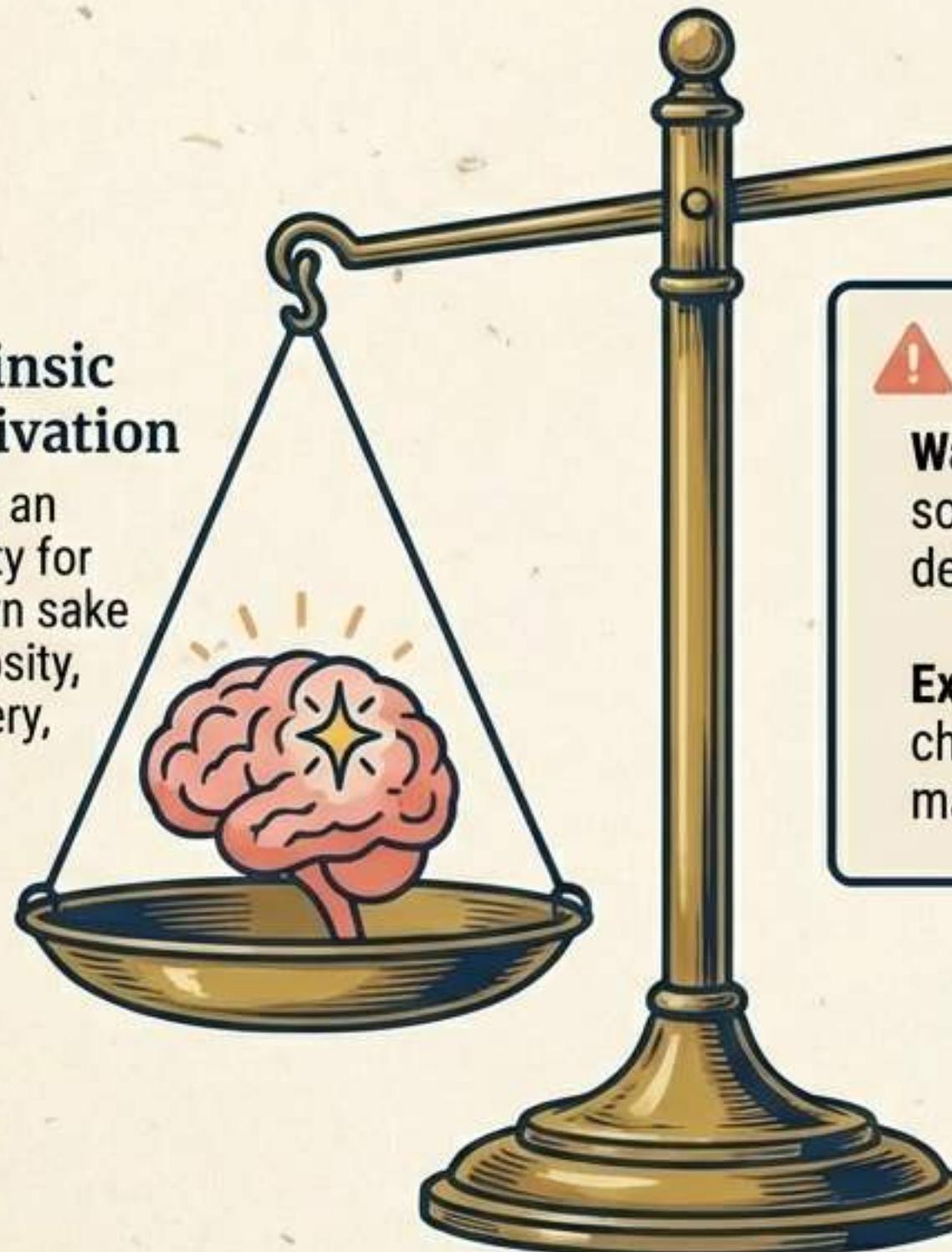
Gilligan argued Kohlberg was gender-biased. She proposed women focus on **Ethics of Care (relationships/responsibility)** rather than abstract justice.



# Motivation: The Source of the Drive

## Intrinsic Motivation

Doing an activity for its own sake (Curiosity, Mastery, Joy).



### The Overjustification Effect

**Warning:** Rewarding a student for something they *already* enjoy decreases their intrinsic motivation.

**Example:** Giving a pizza voucher to a child who loves reading will eventually make them read *less*.



## Extrinsic Motivation

Doing an activity to gain a reward or avoid punishment.

### CLEP STRATEGY:

If the scenario says the student "loves history," do **not** recommend a reward system. The correct strategy is to provide challenging, novel tasks (intrinsic support).

# Attribution Theory: The ‘Why’ Matters

Weiner's Three Dimensions: Locus	Internal (Me)	External (Teacher/Test)
Stability	Stable (Always true)	Unstable (Changeable)
Controllability	✓ I can control it	✗ I cannot control it

## The Best Attribution

**Formula:** Internal + Unstable + Controllable

**Student Thought:** “I failed because I didn’t study the right way, but I can fix it.”

**Result:** Resilience & Growth.

## The Worst Attribution

**Formula:** Internal + Stable + Uncontrollable

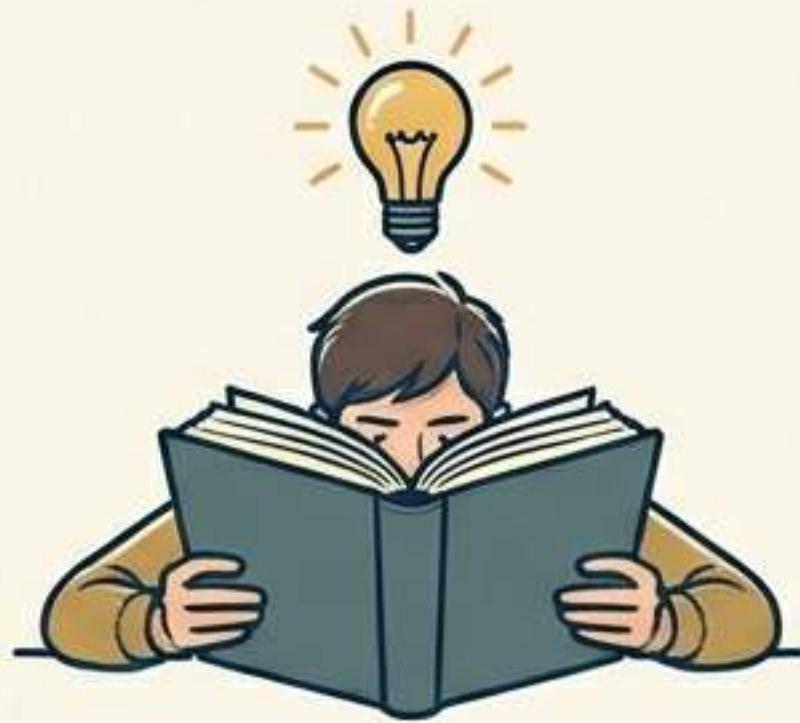
**Student Thought:** “I failed because I am stupid, and I can’t change that.”

**Result:** Learned Helplessness.

**CLEP STRATEGY:** Watch for the term Learned Helplessness. It results from a history of failure where the student believes they have no control over the outcome.

# Goals & Confidence: The Mindset of Success

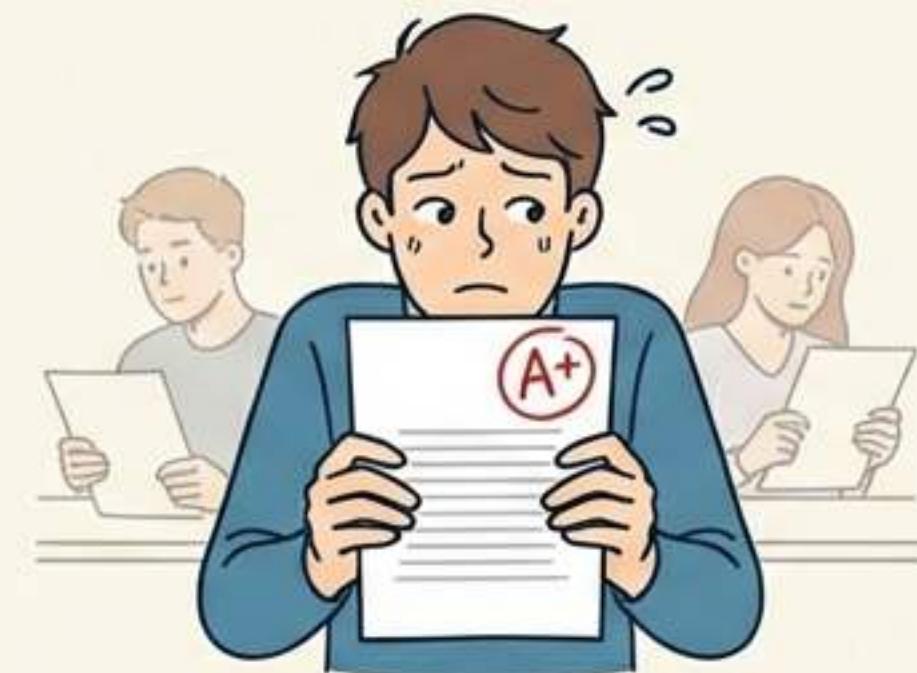
## Mastery Goals (Learning)



**Focus:** Understanding, improvement, new skills.

**View of Errors:** "Mistakes are useful info."

## Performance Goals (Looking Good)



**Focus:** Grades, winning, comparison.

**View of Errors:** "Mistakes are failures."

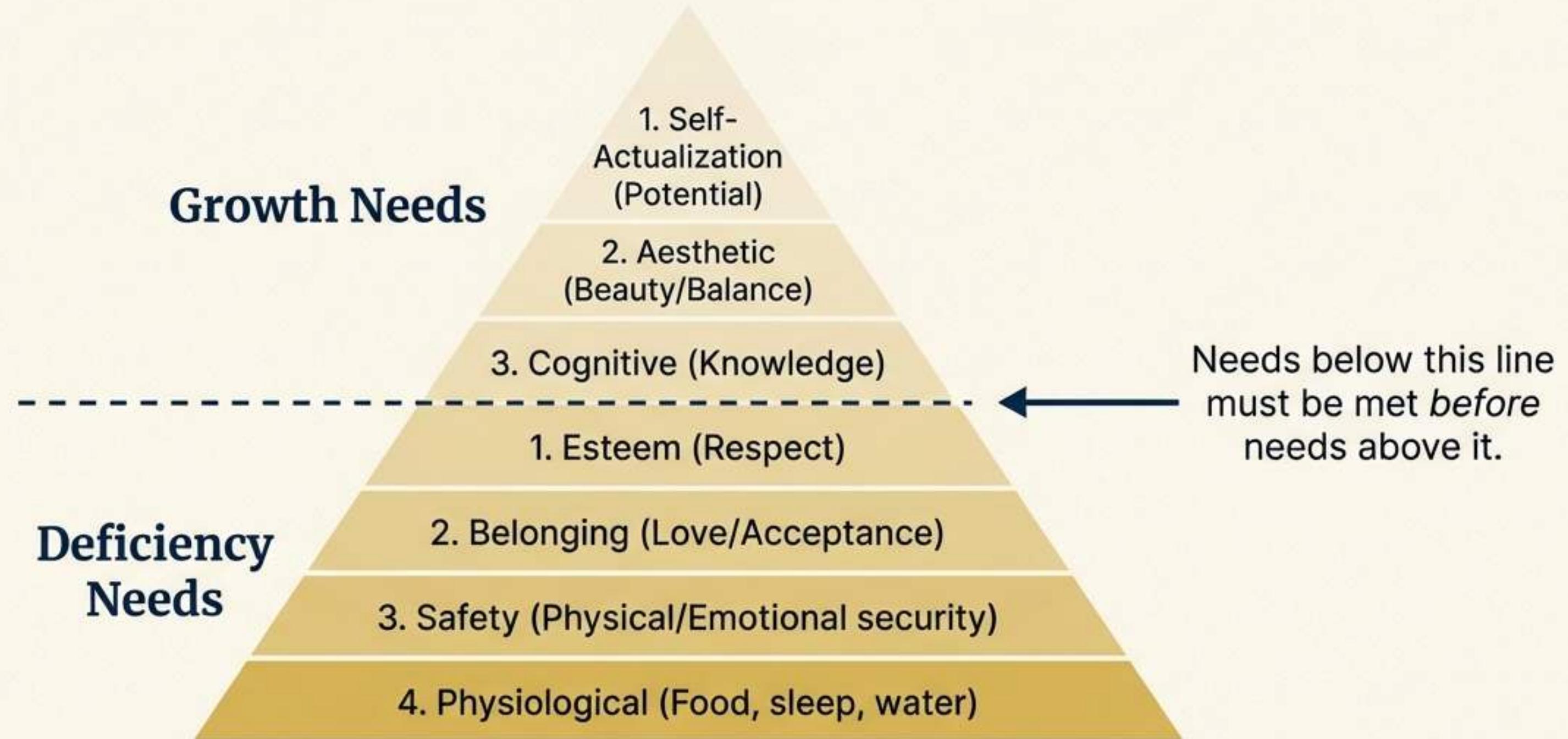
## Self-Efficacy (Bandura)

Belief in one's capability to execute a specific task.

**Key Source:** Mastery experiences (past success) are the strongest builder of efficacy.

**THE EXAM TRAP:**  
Self-Efficacy is NOT Self-Esteem. Self-Efficacy is task-specific (e.g., "I am good at quadratic equations").  
Self-Concept is global (e.g., "I am good at math").

# Maslow's Hierarchy of Needs



## CLEP STRATEGY:

The **Prerequisite Rule**: If a student is sleeping in class or acting out aggressively, check Deficiency Needs (hunger, home safety) *before* assessing for learning disabilities or lack of motivation.

# Theories of Intelligence: One Factor or Many?

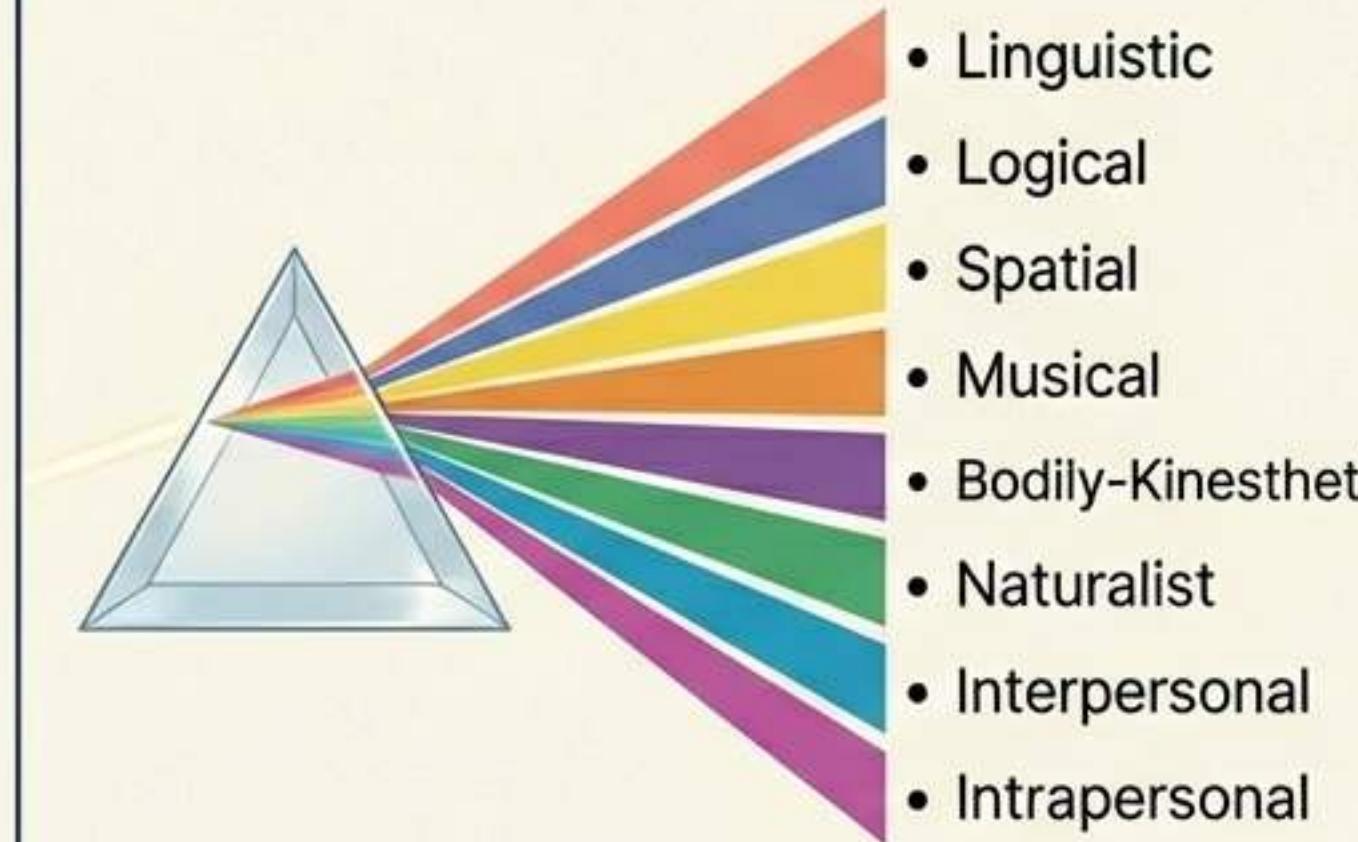
## Spearman's *g*



**Concept:** General Intelligence. A single factor underlies all abilities.

**Implication:** If you are good at math, you are likely good at reading.

## Gardner's Multiple Intelligences



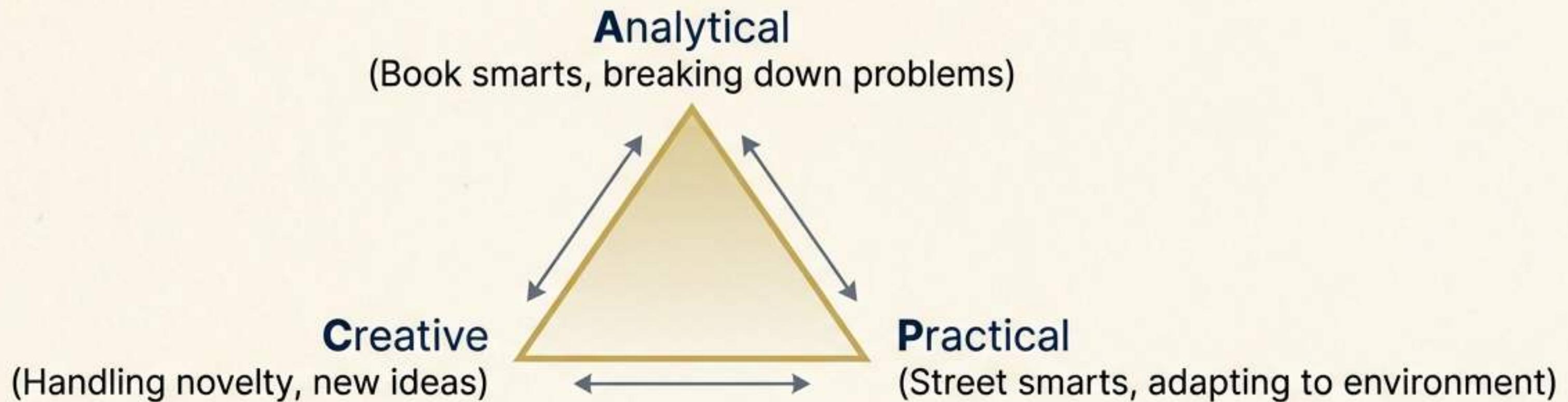
- Linguistic
- Logical
- Spatial
- Musical
- Bodily-Kinesthetic
- Naturalist
- Interpersonal
- Intrapersonal

**Don't Confuse These:**

- **Interpersonal:** People Smart (Teachers, Sales, Leaders)
- **Intrapersonal:** Self Smart (Philosophers, Psychologists)

**Concept:** 8 Independent areas.

# Cognitive Styles & Sternberg's Triarchic Theory



**Field Dependent**  
Needs: Structure,  
group work, clear  
guidance.



**Field Independent**  
Needs: Independent  
work, self-structuring.

**CLEP STRATEGY:** "If a student struggles with open-ended, unstructured tasks, they are likely **Field Dependent**. Provide clear rubrics and step-by-step guides."

# Special Education Law (IDEA)

## General Education Classroom

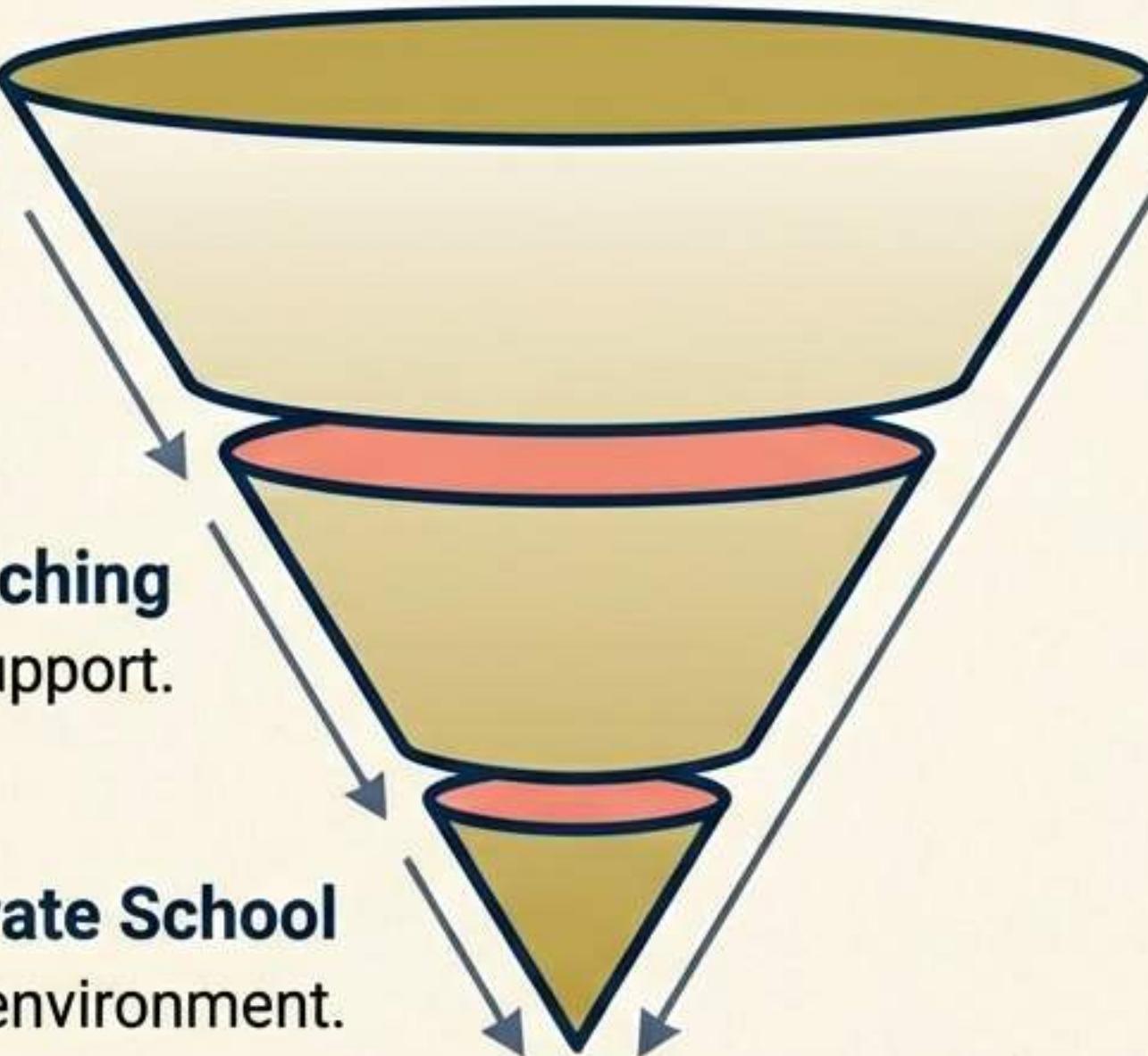
Full inclusion with non-disabled peers.

## Resource Room / Co-Teaching

Gen Ed with pull-out support.

## Special Day Class / Separate School

Specialized environment.



## Key Definitions

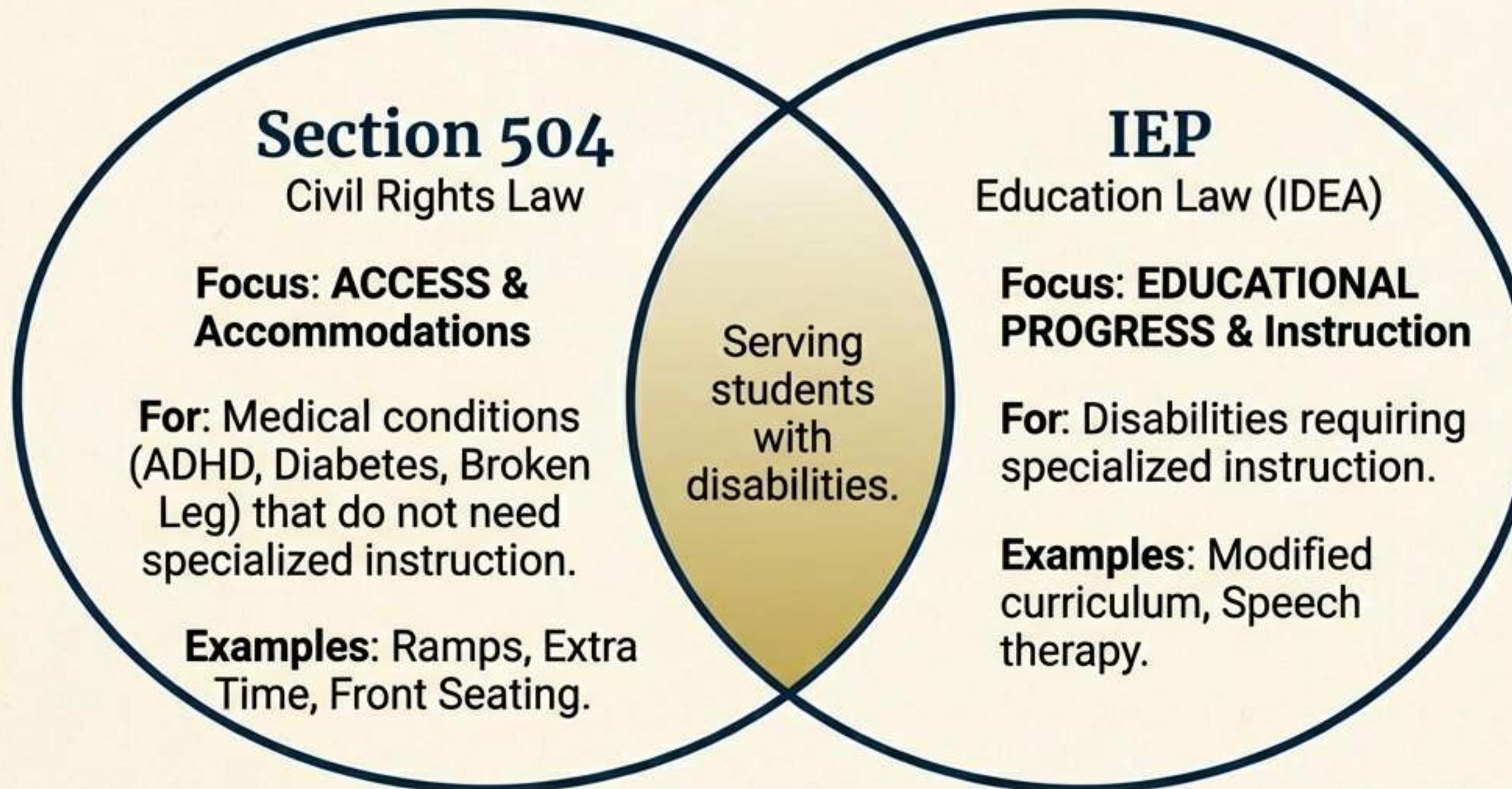
**IDEA:** Individuals with Disabilities Education Act (Guarantees FAPE).

**FAPE:** Free Appropriate Public Education.

**LRE:** Educating students with peers to the *maximum extent appropriate*.

**CLEP STRATEGY:** "LRE does **not** always mean full inclusion. It means the 'closest to normal' option where the student can still learn. If a student is violent or not learning, a more restrictive placement is legally justified."

# Support Systems: IEP vs. 504 Plan



**Side Note:  
Giftedness**

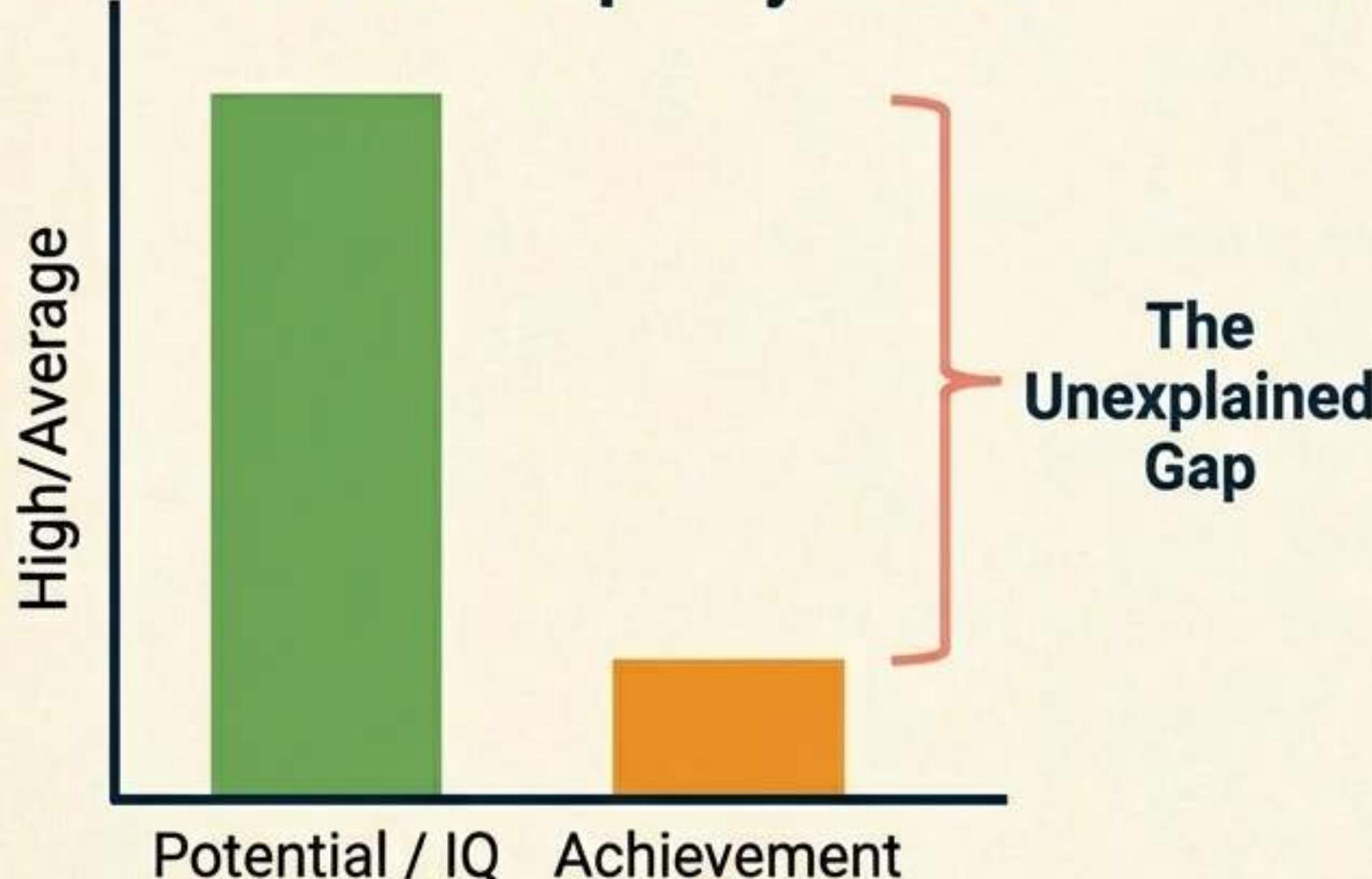
**Definition:** High IQ (>130), high creativity.

**Best Practice:** Enrichment (deeper/broader) > Acceleration (skipping).

**TRAP ALERT:** A student with ADHD usually gets a **504 Plan**, not an **IEP**, unless the ADHD is so severe they cannot learn without specialized teaching strategies.

# Learning Disabilities (LD)

## The Discrepancy Model



**Definition:** A disorder in one or more basic psychological processes.

**Common Types:** Dyslexia (Reading), Dyscalculia (Math).

**The Exclusionary Clause (Checklist):**  
LD is **NOT** caused by:

- [X] Low Intelligence (Intellectual Disability)
- [X] Visual or Hearing deficits
- [X] Economic disadvantage

**CLEP STRATEGY:** "If the vignette describes a student with a global delay (low IQ and low adaptive skills), that is an **Intellectual Disability**, NOT a Learning Disability. LD students have average or high intelligence."

# ADHD & 16:9 Behavioral Disorders

## ADHD (Attention Deficit Hyperactivity Disorder)

- Symptoms: Inattention, Hyperactivity, Impulsivity.
- Legal Status: Not a specific LD category. Often falls under “Other Health Impairment” (OHI) or Section 504.

## Teacher Intervention Checklist



- Structure: Predictable routines and clear rules.
- Chunking: Break tasks into short segments.
- Immediate Feedback: Consequences/Rewards must be instant.
- Proximal Control: Seat the student near the teacher.

**CLEP STRATEGY:** “In exam scenarios regarding ADHD, the answer is never ‘suggest medication.’ The answer is always ‘modify the classroom environment’ or ‘break tasks into smaller chunks.’”

# Assessment Timing: Formative vs. Summative

## Formative Assessment



**Purpose:** To guide and adjust instruction *during* learning.

**Stakes:** Low Stakes.

## Summative Assessment



**Purpose:** To judge mastery *after* instruction.

**Stakes:** High Stakes.

**CLEP STRATEGY:** "Ask yourself: 'Will this score change how the teacher teaches tomorrow?' If YES, it is **Formative**. If NO (because the unit is over), it is **Summative**."

# Interpreting Scores: Norm vs. Criterion

## Norm-Referenced (The Race)

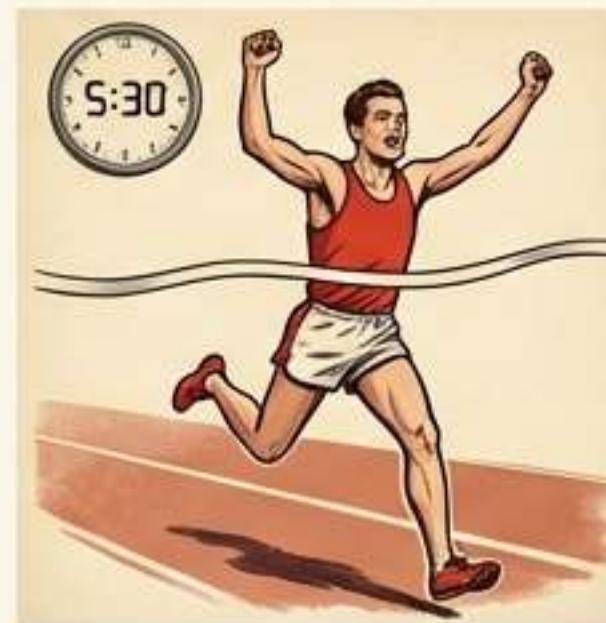


**Concept:** Compares a student to Peers.

**Keywords:** Percentile Rank, "Top 10%," Grading on a Curve.

**Goal:** Competition / Ranking.

## Criterion-Referenced (The Finish Line)



**Concept:** Compares a student to a Standard.

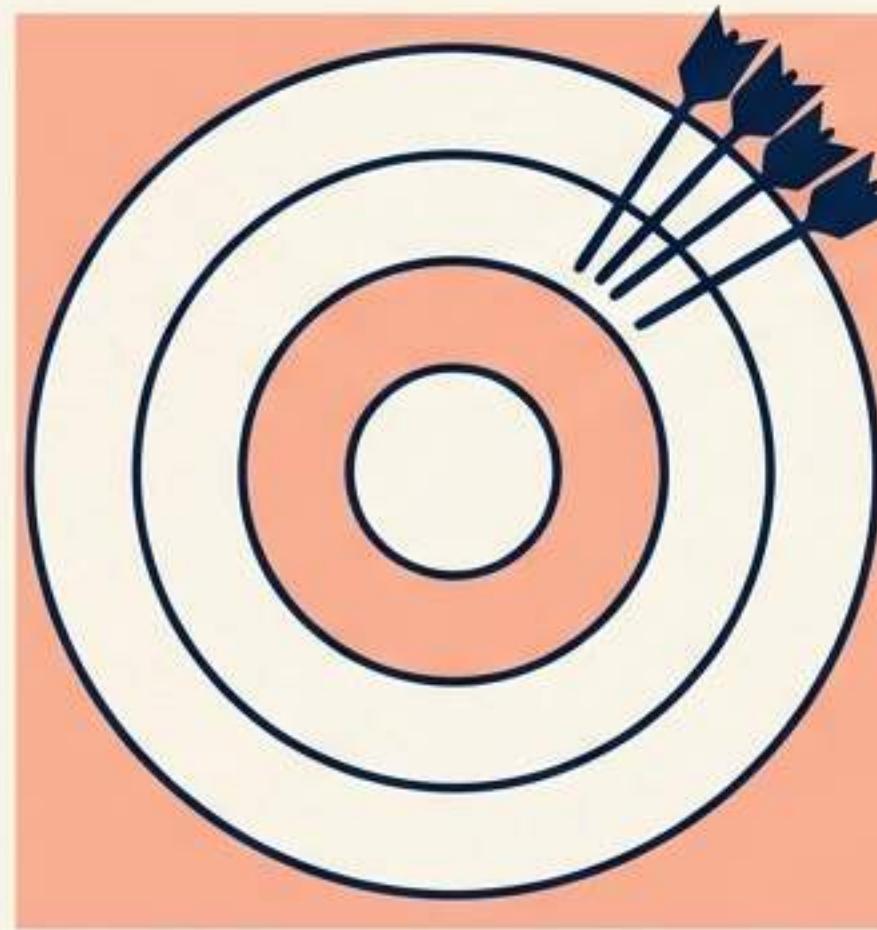
**Keywords:** Mastery, "80% Correct," Driver's License Test.

**Goal:** Competence / Mastery.

TRAP ALERT: "**Percentile Rank** is always Norm-Referenced. A student in the 90th percentile scored better than 90% of peers; it does not mean they got 90% of the questions right."

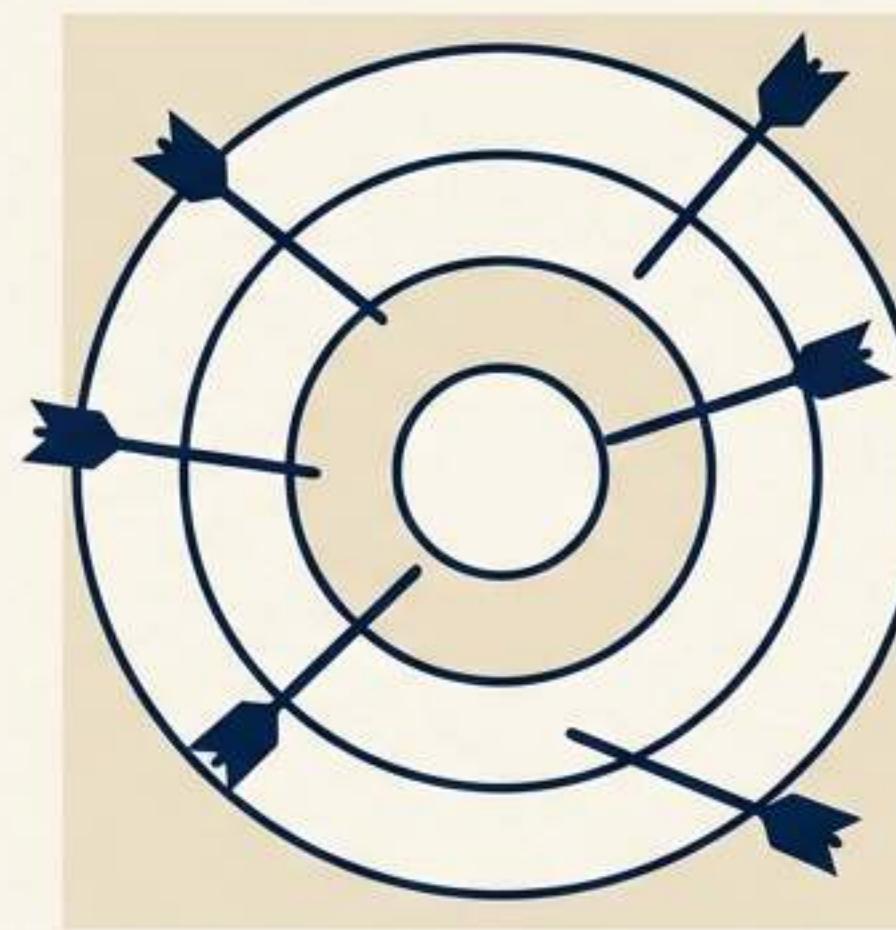
# Quality Control: Reliability vs. Validity

**Reliable but Invalid**



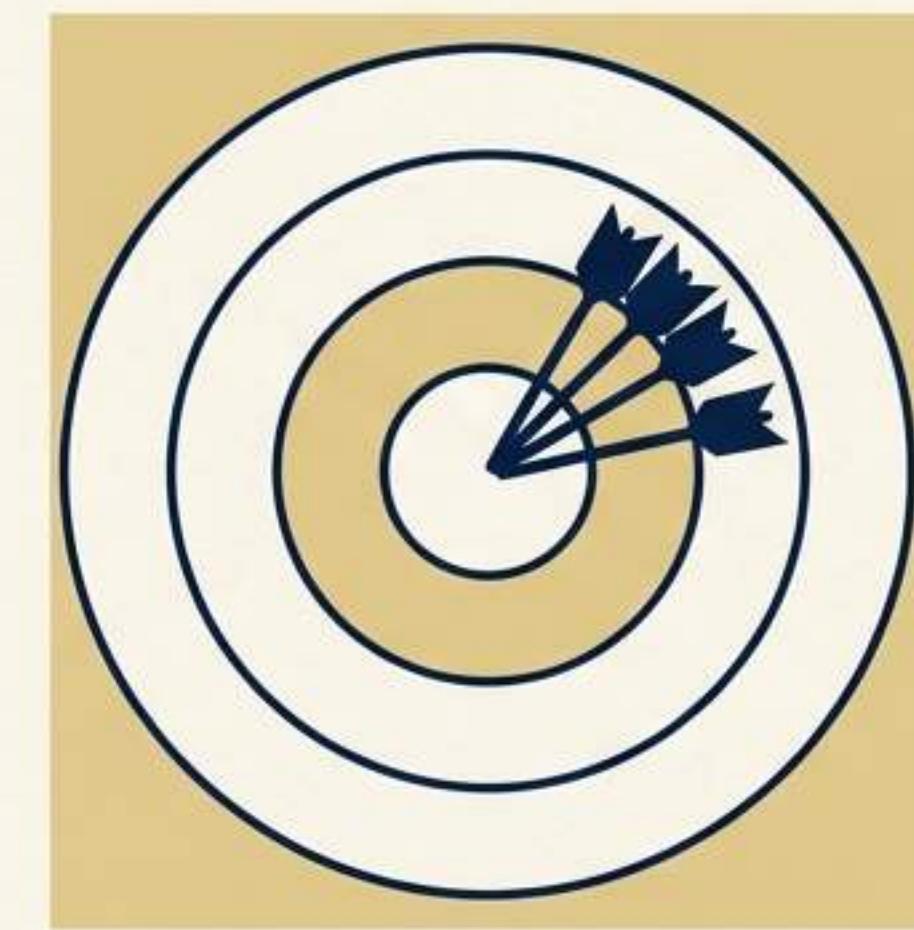
Consistent, but wrong.

**Unreliable**



No consistency.

**Reliable & Valid**



Consistent and Accurate.

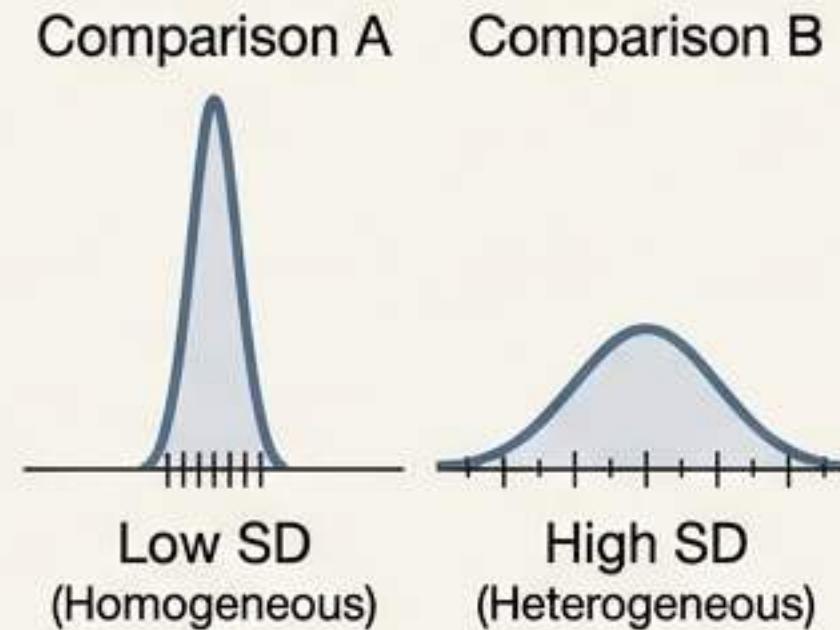
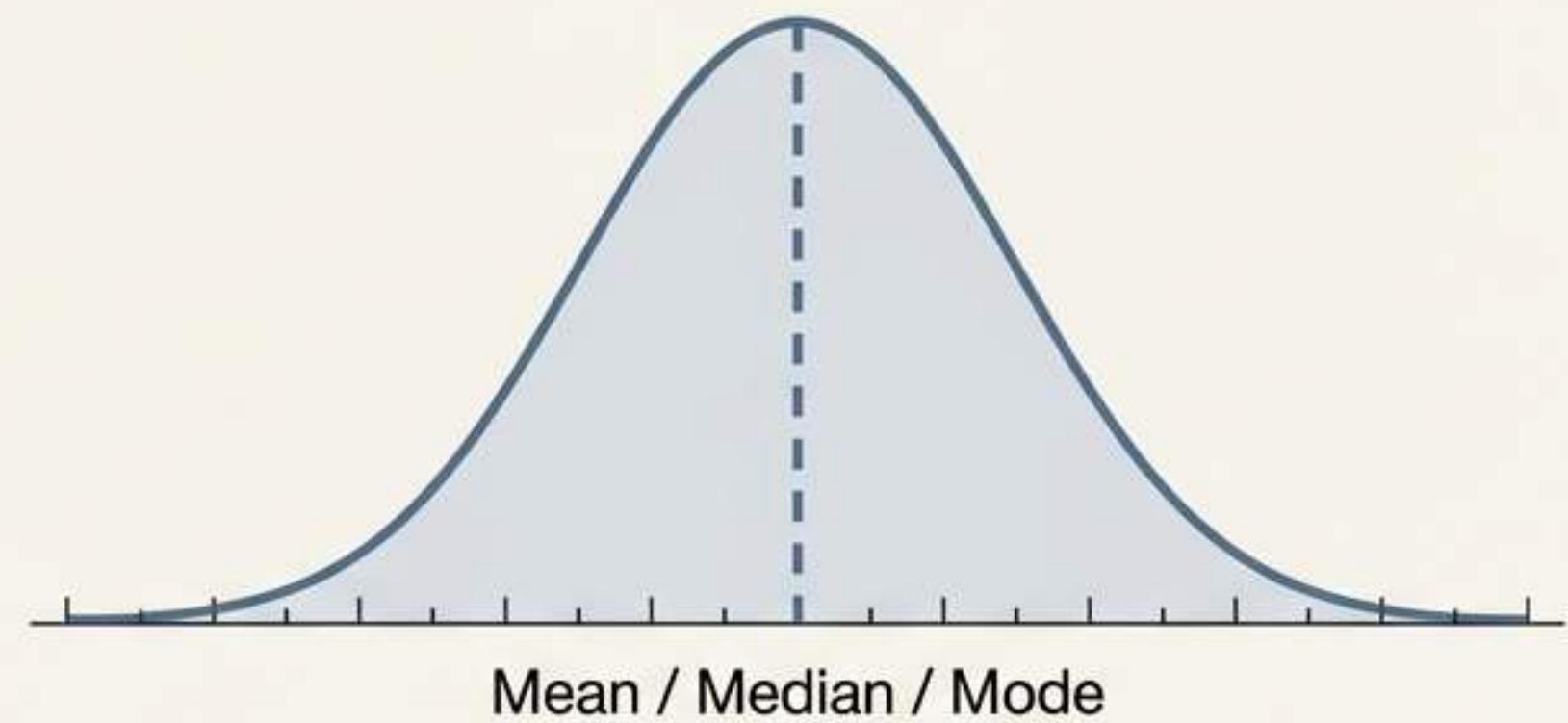
**Reliability:** Consistency. (Does the scale give the same weight every time?)

**Validity:** Accuracy. (Does the test measure what it claims to measure?)

# Making Sense of the Data: Central Tendency & Variability

## Educational Psychology Review

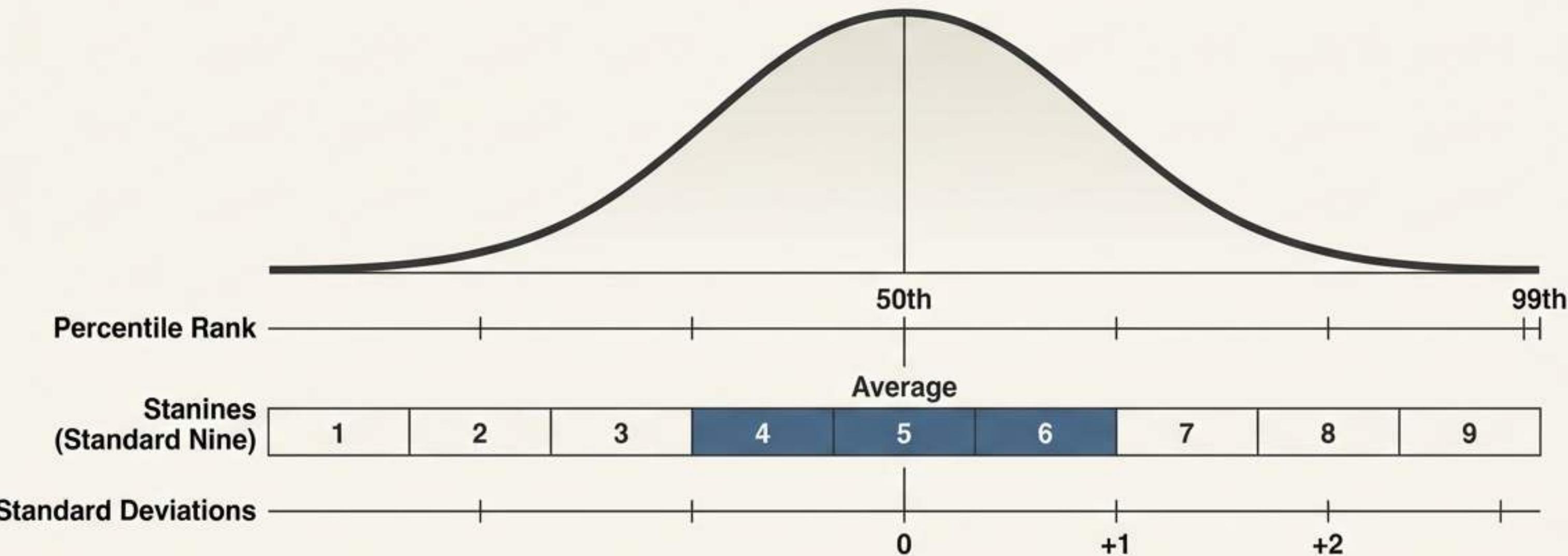
- **The Mean:** The arithmetic average.  
*Warning:* Highly sensitive to extreme scores (outliers).
- **The Median:** The middle score when ranked.  
*Hero:* The most accurate measure when outliers exist.
- **Standard Deviation (SD):** Measures the “spread” or distance from the mean.
  - **Low SD:** Scores are clustered; the group is similar (Homogeneous).
  - **High SD:** Scores are spread out; the group has mixed abilities (Heterogeneous).



### CLEP STRATEGY: The Outlier Trap

If a few students score a zero, the Mean will drop drastically, but the Median usually stays the same. In skewed data, trust the

# The Translation Layer: Interpreting Test Scores



**Percentile Rank:** Norm-referenced (ranking against people).  
90th percentile = You beat 90% of the group. (NOT 90% correct).

**Grade Equivalent:** A score of '5.2' means the student performed as well as an average 5th grader in the 2nd month.

**Crucial Distinction:** This does NOT mean the student is ready for 5th-grade work; it means they mastered current work as fast as a 5th grader would.

**Stanine:** Broad bands used to categorize scores (1-9).

## CLEP STRATEGY

Don't confuse Percentile (Comparison) with Percentage (Amount Correct).

Grade Equivalent scores are often misinterpreted—they do not justify skipping a grade.

# Direct Instruction: The Teacher-Centered Approach

## CLEP STRATEGY

Direct Instruction is powerful for facts but weak for critical thinking, creativity, or deep problem-solving. Use it for the basics.



## WE DO

Guided Practice



## YOU DO

Independent Practice

### The Focus:

Explicit teaching of facts, rules, and basic skills (e.g., math facts, grammar).

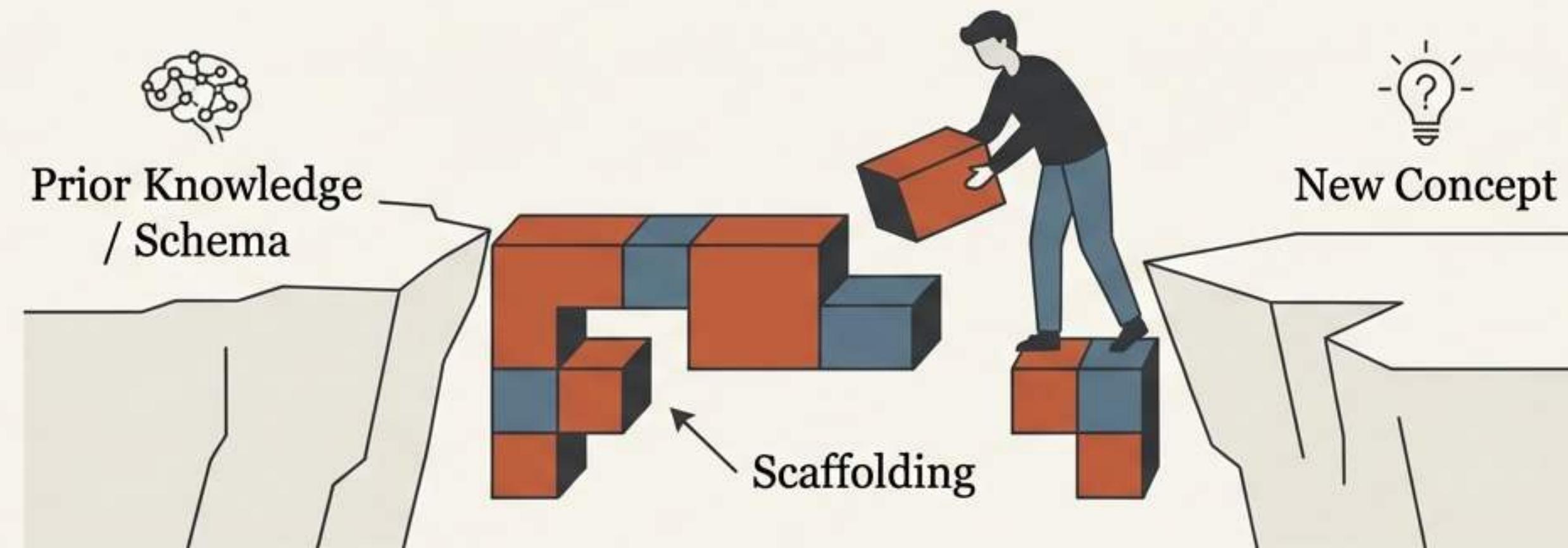
### The Flow:

1. Review Previous Work
2. Present New Material (Small Steps)
3. Guided Practice (Immediate Checks)
4. Independent Practice (Automaticity)
5. Feedback

## I DO

Teacher Modeling /  
Presentation

# Constructivism: Building Knowledge, Not Just Storing It

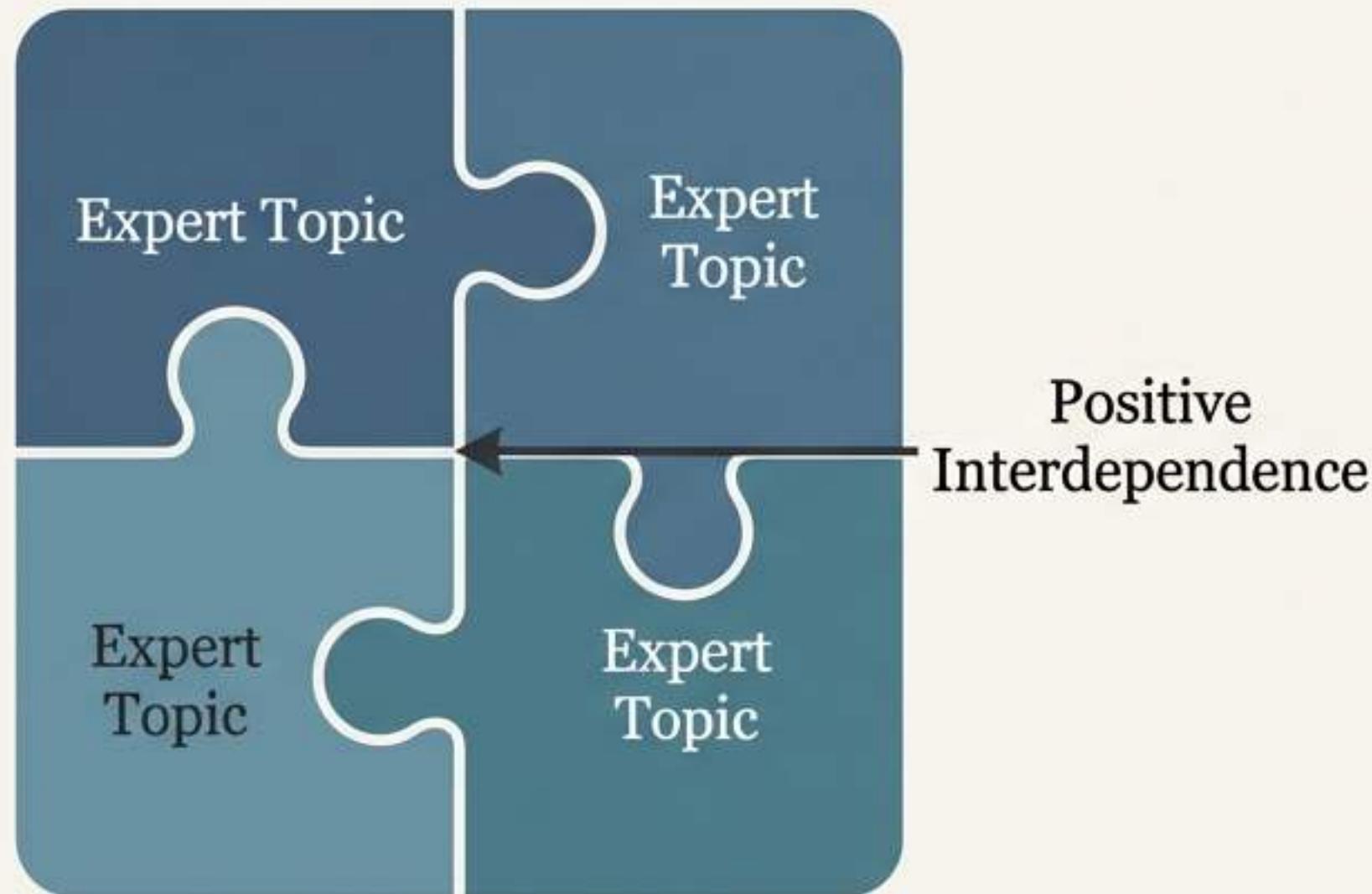


- Constructivism: Students actively build knowledge based on prior experience. Teacher = Facilitator.
- Discovery Learning (Bruner): Students interact with the environment to figure out the rules.
- Advance Organizers (Ausubel): Introductory material given *before* the lesson to provide a framework.

## \*\*CLEP STRATEGY

Advance Organizers are NOT summaries. Summaries come *after*; Advance Organizers come *before* to set the stage.

# Cooperative Learning: More Than Just ‘Group Work’

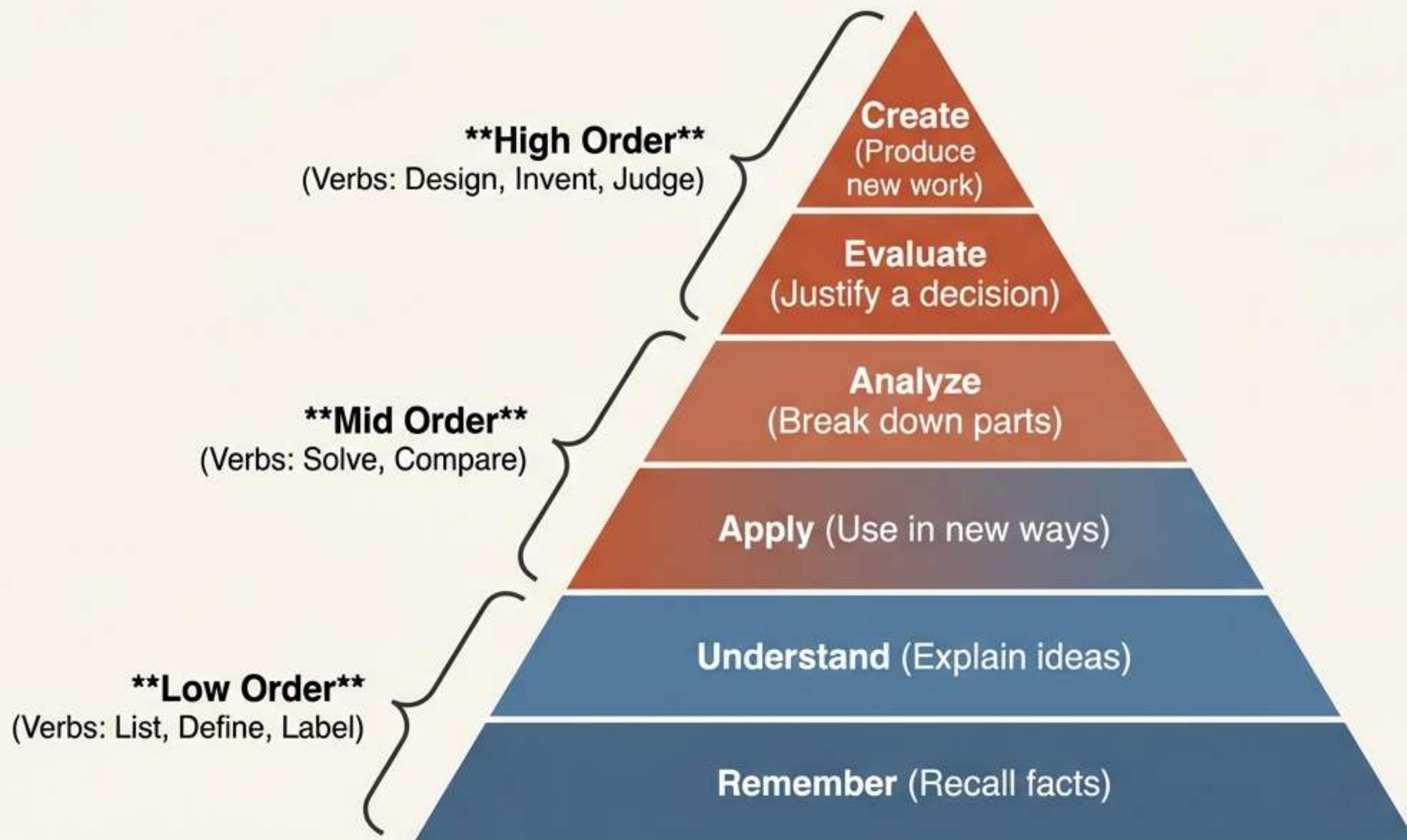


- 1. Positive Interdependence:** The "Sink or Swim Together" rule. The group cannot succeed unless every member succeeds.
- 2. Individual Accountability:** The "No Hitchhiking" rule. Each student must be tested individually to ensure they learned the material.
- 3. Jigsaw Method:** Breaking a topic into parts. Each student becomes an expert on one part and teaches their group members.

## CLEP STRATEGY

Scenario Tip: If the teacher assigns a group grade without testing individual students, it is *not* Cooperative Learning. Look for ‘Individual Accountability’.

# Bloom's Taxonomy: The Hierarchy of Thinking



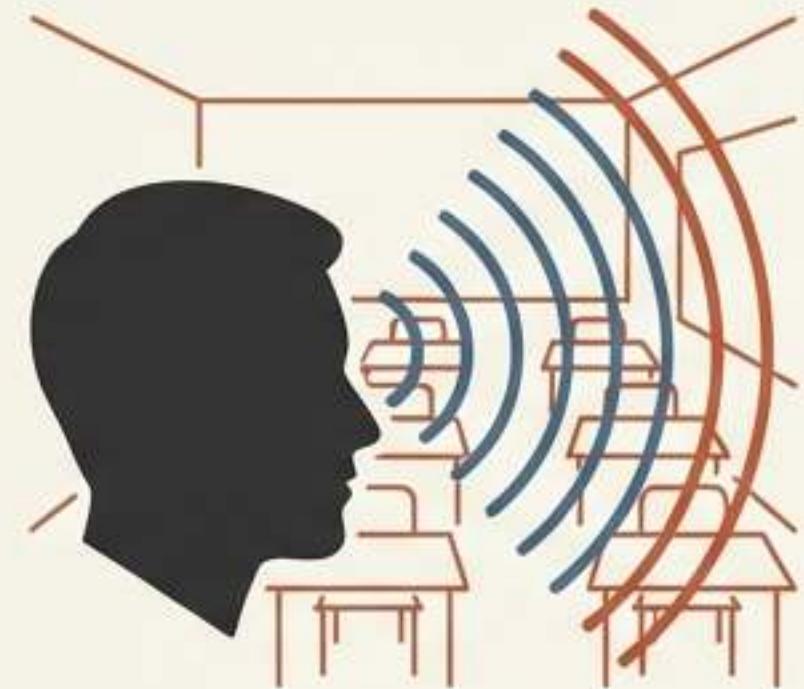
## CLEP STRATEGY

Check the verb in the question!  
"List" = Remember.  
"Justify" = Evaluate.  
"Design" = Create.

Ensure the assessment matches the verb level.

# Kounin's Management: Prevention Over Punishment

- **Withitness:** “Eyes in the back of the head.” The teacher knows what is happening in all corners of the room at all times.
- **Overlapping:** Multitasking. The ability to teach a lesson while simultaneously correcting a behavior without breaking flow.
- **Ripple Effect:** Correcting one student (e.g., “I like how Sarah is sitting”) influences others to behave.
- **Momentum:** Keeping the lesson moving smoothly to prevent boredom and misbehavior.

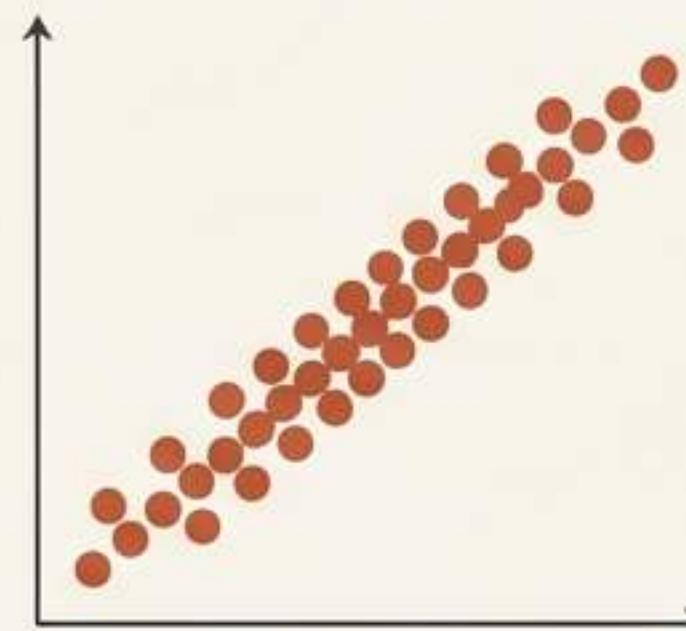


## Withitness

### CLEP STRATEGY

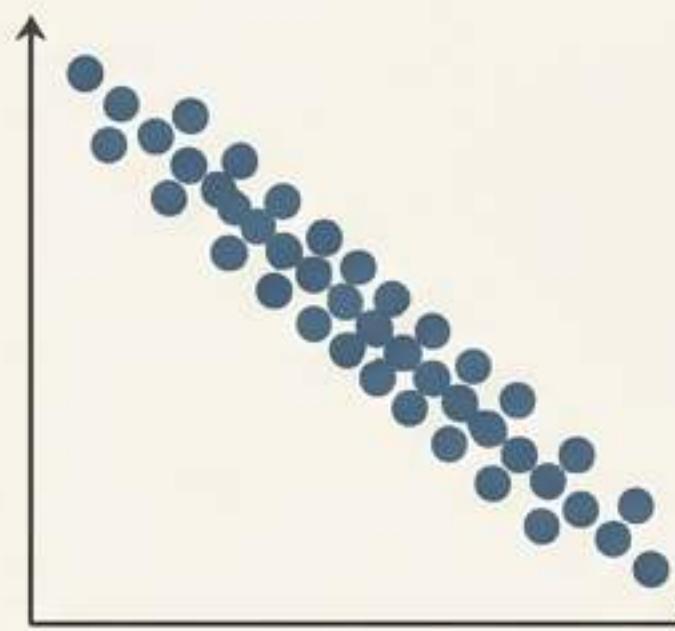
In classroom management scenarios, always choose **Prevention** or **Least Restrictive Intervention** (e.g., eye contact first, then proximity, then verbal).

# Research Methods: Observation & Correlation



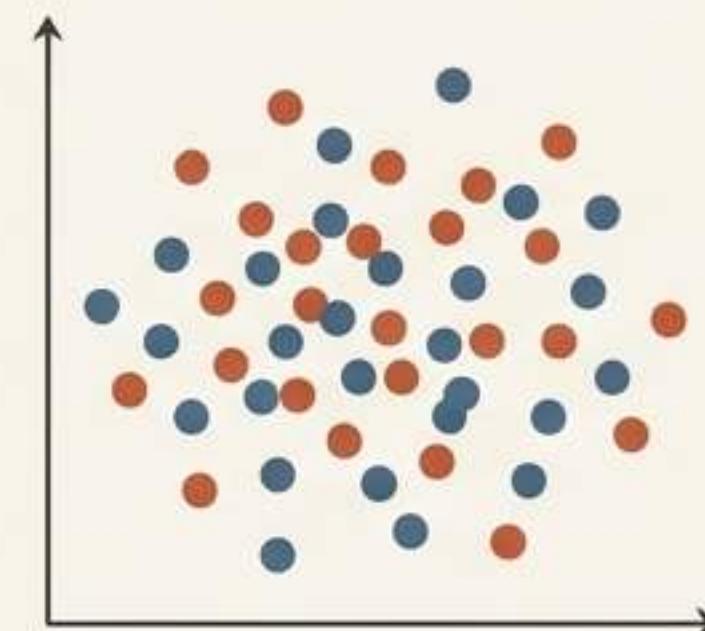
## Positive Correlation (+1.0)

Variables move together.



## Negative Correlation (-1.0)

Variables move opposite.



## Zero Correlation

No relationship.

- **Descriptive Research:** Surveys, Ethnography. Describes the “current state” but proves nothing.
- **Correlational Research:** Measures relationship strength.
  - *Positive:* Study time Increases → Grades Increase.
  - *Negative:* Absences Increase → Grades Decrease.

## CLEP STRATEGY: Correlation ≠ Causation

Just because ice cream sales and shark attacks both go up in July (Positive Correlation) does not mean ice cream causes shark attacks. It just means they are related.

# Experimental Research: Proving Cause & Effect

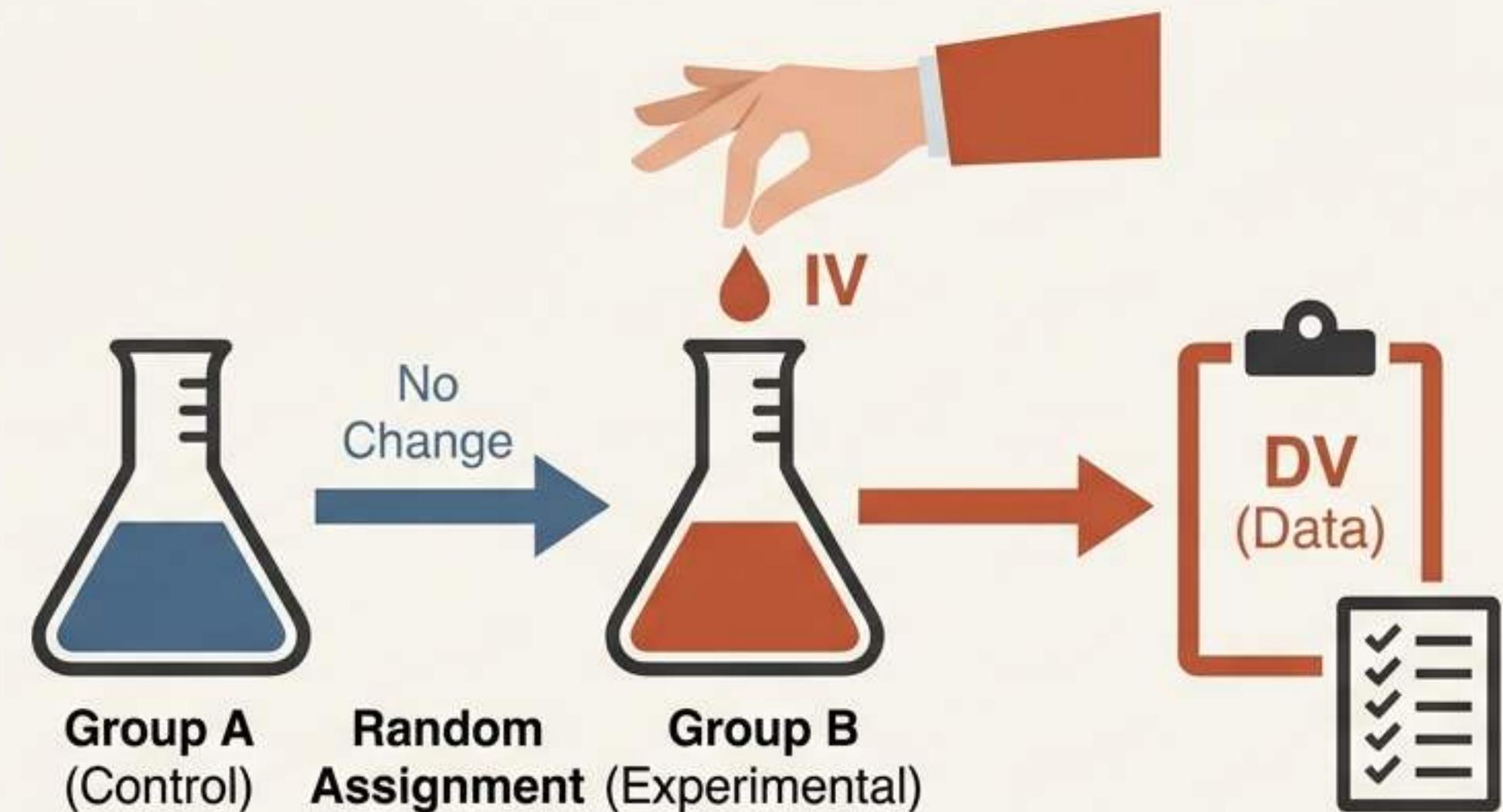
- **The Gold Standard:**

Experiments are the *only* way to prove "Method A works better than Method B."

- **Independent Variable (IV):** The Cause. The variable the researcher manipulates (e.g., The Teaching Method).

- **Dependent Variable (DV):** The Effect. The variable being measured (e.g., The Test Score).

- **Random Assignment:** The magic ingredient that ensures groups are equal and removes bias.



**CLEP STRATEGY**

Memory Aid: IV = I change it. DV = Data (what you measure).

# The Final Sprint: Exam Day Essentials

-  Student-Centered > Teacher-Centered: When in doubt, choose the option where the student is active/constructing knowledge.
-  Maslow First: Physiological needs (Safety/Hunger) trump growth needs. A hungry child cannot learn.
-  Negative Reinforcement: Is NOT punishment. It is **subtraction** (removing something annoying to increase behavior).
-  Reliability vs. Validity: Reliability is Consistency. Validity is Accuracy. (A broken scale is Reliable, but Invalid).

## CLEP STRATEGY: Time Management

Answer easy fact questions instantly. Save your brainpower for the long ‘scenario’ paragraphs. You have ~50 seconds per question.