

PRACTICE EXAM 6: NBPTS EXCEPTIONAL NEEDS SPECIALIST SIMULATION (100 QUESTIONS)

This practice exam contains 100 selected-response questions modeled on the National Board's Early Childhood through Young Adulthood/Exceptional Needs Specialist Component 1 assessment. Domain weighting mirrors the official proportions: Knowledge of Students / Philosophy, History, and Law (20%), Diversity / Family Partnerships (20%), Communication / Social Development and Behavior (30%), and Assessment / Curriculum and Instruction (30%). There is no official published time limit for this certificate area specifically; allow approximately 2 hours for a realistic timed practice session. There is no percentage passing score — see Chapter 1 for how National Board rubric scoring works. Full answer explanations follow the exam.

1. A teacher of an eight-year-old with a moderate intellectual disability notices the student generalizes a newly taught self-care skill to the school restroom but not yet to the restroom at home. This pattern most directly illustrates that:

- A. the skill was never genuinely learned in the first place, given its failure to transfer immediately
- B. home and school settings are functionally identical for generalization purposes and should transfer automatically
- C. generalization across settings often requires deliberate practice in each specific setting rather than occurring automatically once a skill is learned
- D. this pattern indicates the student has an additional, undiagnosed cognitive limitation

2. A teacher explains that a student who is gifted in verbal reasoning but shows age-typical, rather than advanced, skill in spatial reasoning should not be assumed to be experiencing a cognitive decline. This explanation reflects the principle that:

- A. giftedness must be demonstrated uniformly across every cognitive domain to be considered genuine

- B. age-typical spatial reasoning performance disqualifies a student from verbal giftedness identification
- C. spatial reasoning is a more reliable indicator of overall giftedness than verbal reasoning
- D. giftedness in one specific domain does not require advancement in every other cognitive domain simultaneously

3. Which best reflects the legal significance of the Rehabilitation Act of 1973's Section 504 relative to IDEA, which followed two years later?

- A. Section 504 established broad civil rights protection against disability discrimination that predates and underlies IDEA's more specific service framework
- B. Section 504 was rendered obsolete once IDEA was enacted two years later
- C. Section 504 applies only to federal employees, not to students in public schools
- D. Section 504 and IDEA were enacted simultaneously as a single combined piece of legislation

4. A family raising a child with a significant disability explains they understand their child's exceptionality primarily through a disability-pride framework emphasizing identity and community rather than a framework centered on limitation. Standard I calls for the teacher to:

- A. insist the family adopt a limitation-centered framework before any further collaboration can proceed
- B. engage genuinely with this disability-pride framework as a legitimate lens shaping the family's own understanding
- C. conclude the family is in denial about the practical challenges their child faces
- D. treat this framework as incompatible with the school's own assessment and planning process

5. A teacher wants to explain why a six-year-old with a significant intellectual disability may show emerging initiative-related behaviors, such as wanting to lead a game, at a later chronological age than typically developing peers. The best explanation draws on:

- A. Erikson's psychosocial stages, applied with an understanding that a student may progress through the same stages at an individually different pace
- B. Piaget's stages of cognitive development, which address logical reasoning rather than psychosocial initiative specifically
- C. Vygotsky's zone of proximal development, which addresses scaffolded skill acquisition rather than initiative timing
- D. a purely behavioral framework with no connection to any developmental stage theory

6. A teacher advocating for a student's continued access to an inclusive art class, despite a proposed schedule change, cites specific documentation showing the student's social engagement measurably improved in that setting. This advocacy is most directly grounded in:

- A. a belief that inclusive settings are always appropriate for every student regardless of any documented evidence
- B. the least restrictive environment principle, which requires evidence before a more restrictive change can be justified
- C. a legal requirement that applies only to core academic classes, never to elective coursework
- D. an assumption that social engagement data is irrelevant to any placement decision

7. Which best describes what the Individuals with Disabilities Education Act's 2004 amendments added specifically regarding highly qualified teacher requirements?

- A. special education teachers were exempted entirely from any subject-matter competence requirements
- B. highly qualified teacher requirements were removed entirely from special education by the 2004 amendments
- C. special education teachers were required to demonstrate subject-matter competence in the core academic content they teach
- D. highly qualified teacher requirements applied only to general education teachers, never special education

8. A teacher of a student with a specific learning disability in reading fluency notices the student comprehends grade-level text well when it is read aloud, without requiring independent decoding. This pattern illustrates that:

- A. reading disabilities always affect listening comprehension equally to reading comprehension
- B. strong listening comprehension proves the fluency disability has been misdiagnosed
- C. this pattern indicates the student's difficulty is purely motivational rather than a genuine disability
- D. a specific learning disability can affect one narrow skill, such as fluency, without affecting broader comprehension ability

9. A teacher wants to determine whether a student's slow acquisition of a specific social skill reflects a genuine social-communication disability or simply an area requiring more explicit instruction than other skills for this individual student. Which evidence would most directly support this determination?

- A. comparing the student's performance on this skill against a single same-age peer's performance
- B. assuming any skill requiring extra explicit instruction automatically indicates a genuine disability
- C. assuming slow acquisition of any social skill is never significant enough to warrant further evaluation
- D. comparing the student's rate of progress on this skill, given explicit instruction, against the student's own rate of progress on other skills

10. A teacher explains that understanding the historical exclusion of students with significant disabilities from public education directly informs why individualized, rather than categorical, planning remains essential today. This connection reflects:

- A. a connection that exists only in theory, with no practical bearing on actual classroom planning
- B. a historical pattern relevant only to students with the most significant support needs
- C. the principle that historical understanding directly shapes present-day commitment to individualized, rather than categorical, planning
- D. an outdated concern since categorical, group-based planning is now the accepted standard

11. A teacher wants to understand why a student who is deaf, exposed to a signed communication system beginning at eighteen months rather than from birth, shows a documented but relatively modest language delay compared to a peer exposed from birth. This comparison most directly illustrates:

- A. that even a moderate delay in beginning full language access can produce a measurable, though not necessarily severe, effect on development
- B. that any language exposure after birth produces an identical, severe delay regardless of the specific timing
- C. that signed communication systems are inherently less effective than spoken language for any child
- D. that this delay reflects an unrelated cognitive limitation rather than a language-access timing difference

12. A teacher explains that ethical practice includes recognizing when a well-meaning suggestion to a family, such as recommending a specific private therapy provider, could be perceived as a conflict of interest if the teacher has a personal relationship with that provider. The most appropriate response is to:

- A. provide the recommendation without disclosure, since the suggestion is well-intentioned regardless of any relationship

- B. disclose the personal relationship transparently or provide multiple options rather than a single potentially conflicted recommendation
- C. avoid recommending any provider at all, even multiple well-regarded options, to eliminate any possible appearance of conflict
- D. assume families will not notice or care about any personal relationship between a teacher and a provider

13. A student's family requests a due process hearing after mediation failed to resolve a disagreement about proposed related services. Which best describes the nature of the resulting hearing officer's decision?

- A. a purely advisory recommendation the district may choose to follow or disregard entirely
- B. a binding decision enforceable by law, subject to appeal through the courts
- C. a decision binding only on the family, not on the school district itself
- D. a decision identical in legal weight to an informal mediation agreement

14. A teacher wants to build a professional philosophy reflecting Standard II's call for ongoing reflection, specifically after recognizing a colleague's more effective approach to a specific instructional challenge. The most appropriate response is to:

- A. observe and adapt elements of the colleague's approach, integrating genuine improvement into her own practice
- B. avoid adopting any element of a colleague's approach to maintain a consistent personal teaching style
- C. assume her own original approach was equally effective and requires no reconsideration
- D. adopt the colleague's approach without any reflection on why it worked better in this context

15. A teacher wants to confirm that a proposed reduction in a student's related services was based on a documented change in the student's actual needs, not simply staffing availability at the school. Which practice best supports this confirmation?

- A. assuming any reduction proposed by a related service provider is automatically justified
- B. assuming staffing availability is an acceptable basis for any service-level decision
- C. reviewing the specific documented evidence of changed need cited in the proposal before it is finalized
- D. skipping any review of the proposal's underlying rationale to save time

16. A teacher explains that a district's blanket policy limiting all students to a maximum of thirty minutes of speech-language services per week, regardless of individual need, would likely violate IDEA's core principle that:

- A. service minutes are entirely at the district's discretion with no individual determination required
- B. thirty minutes per week is a nationally mandated minimum service level for every student
- C. blanket policies are permissible as long as they apply equally to every student in the district
- D. services must be individually determined based on documented need, not a uniform policy applied regardless of that need

17. A student who is gifted and also has a documented processing speed difficulty shows strong conceptual understanding but requires considerably more time to complete written assignments. Recognizing this twice-exceptional profile most directly supports:

- A. concluding the student cannot genuinely be gifted given the documented processing speed concern
- B. providing extended time accommodations while continuing to offer gifted-level conceptual challenge
- C. addressing only the processing speed concern while withholding gifted programming until it resolves
- D. addressing only the gifted programming while ignoring the documented processing speed need entirely

18. Which best describes how Component 1's constructed-response exercises differ from its selected-response items in what they assess?

- A. constructed-response exercises assess identical content to selected-response items using only a different question format
- B. constructed-response exercises are scored using the same simple right-or-wrong method as selected-response items
- C. constructed-response exercises assess a candidate's own applied reasoning and written analysis, not simply recognition of a correct option
- D. constructed-response exercises assess only factual recall, unlike the analytical selected-response items

19. A teacher wants to determine whether a student's difficulty in a specific subject reflects a genuine content-area learning disability or a temporary dip related to a recent, disruptive life change at home. Which evidence would most directly support this determination?

- A. relying only on current performance without considering any change in the student's recent circumstances
- B. assuming any documented difficulty automatically indicates a permanent, content-specific learning disability
- C. assuming any recent life change fully explains the difficulty without gathering further evidence
- D. comparing the student's performance trend before and after the disruptive change, alongside family input about the change's timing

20. A teacher wants to model Standard II's ethical expectation regarding confidentiality when a family member of a different student asks an informal question about a specific student's IEP services in the school parking lot. The most appropriate response is to:

- A. politely decline to discuss another student's specific services in that setting, regardless of the relationship between the families
- B. answer the question fully, since the parking lot is an informal, low-stakes setting
- C. answer only if the family member promises not to share the information with anyone else
- D. assume any parent's question about another student is automatically appropriate to answer

21. A teacher notices that a specific ethnic group is overrepresented in a district's intellectual disability category but proportionally represented in its specific learning disability category. This uneven pattern most directly suggests:

- A. a need to examine identification practices specifically within the intellectual disability category, since bias may not operate uniformly across categories
- B. that this uneven pattern reflects no meaningful bias since one category shows proportional representation
- C. that intellectual disability is inherently more common in this group than learning disability
- D. that this pattern is coincidental and requires no further systemic examination whatsoever

22. A family caring for a child with a significant disability explains their support network centers on a close-knit neighborhood community rather than extended family or paid caregivers. The most appropriate school response is to:

- A. require the family to identify extended family members as the only recognized support network
- B. exclude neighborhood community members from any involvement in school-based discussions
- C. treat a neighborhood-based support structure as evidence of inadequate family involvement

D. recognize this neighborhood-based network as a legitimate part of the family's actual support structure

23. A teacher wants to evaluate whether a classroom's history curriculum authentically includes disabled historical figures' contributions, not only as a single supplementary lesson disconnected from the main narrative. Which practice best supports this evaluation?

- A. including a single supplementary lesson on disabled historical figures regardless of its connection to the main narrative
- B. integrating disabled historical figures' contributions throughout the regular historical narrative rather than isolating them into one separate unit
- C. avoiding any mention of disabled historical figures to prevent any risk of inauthentic representation
- D. assuming any mention of a disabled historical figure automatically constitutes full curricular integration

24. A school's emergency contact forms are available only in English, creating a barrier for a small number of families whose home language differs. Which practice best addresses this gap while remaining practical?

- A. accepting that these families will simply not have access to translated emergency forms
- B. requiring these families to independently arrange their own translation services for emergency forms
- C. arranging professional translation on an as-needed basis for any family whose language falls outside the standard set
- D. assuming these families' needs are adequately met by verbal explanation alone during enrollment

25. A teacher wants to confirm that a proposed behavioral intervention plan does not rely on assumptions about a student's socioeconomic background rather than individualized functional assessment data. Which practice best supports this confirmation?

- A. reviewing the plan's rationale to ensure it is grounded in the specific student's own assessment data, not a generalization about socioeconomic background
- B. assuming any plan developed by a qualified professional is automatically free of this concern
- C. assuming socioeconomic background should be a primary factor driving any behavioral intervention plan
- D. skipping any review of the plan's underlying rationale to save time

26. A family requests that a specific, less clinical term be used when referring to their child's support needs, reflecting the family's own comfort and preference. Honoring this request reflects:

- A. an unreasonable request that exceeds any obligation a school has toward respectful communication
- B. genuine respect for family preference regarding how their child's needs are discussed
- C. a request relevant only if formally required by a specific written district policy
- D. a practice that should be declined in favor of a single clinical terminology for every family

27. A teacher wants to ensure a student who uses a wheelchair has genuinely equitable access to a classroom talent show, not merely a token accommodation. Which practice best reflects this goal?

- A. assigning the student a passive role such as announcing other students' acts instead of performing
- B. providing no specific accommodation and allowing the student to manage independently without support
- C. excluding the student from the talent show and offering an alternative activity instead
- D. collaborating with the student to identify and support a genuine talent they wish to showcase, adapted as needed for full participation

28. A student's family requests that IEP meeting materials be provided with larger font and increased spacing due to a parent's own visual processing difficulty. The most appropriate response is to:

- A. explain that accommodations are only available for the student, not for a parent's own needs
- B. assume standard formatting is sufficient since the request involves a parent, not the student
- C. provide meeting materials in a format the parent can genuinely access, such as larger font and increased spacing
- D. decline the request since reformatted materials require additional preparation time

29. A teacher wants to determine whether a specific classroom reading assessment has been validated for students with limited prior exposure to formal print materials, such as some students from underresourced early environments. Which practice best supports this determination?

- A. assuming any commercially published assessment is automatically valid for every population regardless of prior exposure

- B. assuming limited prior print exposure automatically disqualifies a student from any reading assessment
- C. skipping any investigation into the assessment's validity for this specific population to save time
- D. researching the assessment's documented validity evidence for populations with limited prior print exposure before using it broadly

30. A family requests continued involvement of a trusted community elder familiar with their specific cultural background in all IEP meetings, beyond standard interpretation services alone. The most appropriate response is to:

- A. explain that only standard interpretation services are ever available, regardless of family request
- B. accommodate this request wherever feasible, recognizing the elder's role extends beyond language interpretation into cultural context and trust
- C. assume a community elder's presence is unnecessary once an interpreter is already present
- D. decline the request since it exceeds what is legally required under IDEA's notice provisions

31. A teacher wants to prevent overburdening a family managing significant caregiving demands by handling routine appointment scheduling with related service providers directly rather than routing it through the family each time. This practice reflects:

- A. an approach that inappropriately excludes the family from meaningful involvement in scheduling decisions
- B. a practice relevant only for families managing more than one child with a disability
- C. genuine partnership that values family expertise without shifting professional coordination responsibilities onto an already-stretched family
- D. an unnecessary use of staff time that would be better spent on other responsibilities

32. A family whose child has a significant disability explains they prefer text-based messaging over email due to limited reliable internet access at home. The most appropriate response is to:

- A. adapt primary communication methods to genuinely reflect this family's stated access limitation and preference
- B. insist on email exclusively, since it is considered the school's standard professional practice
- C. assume the family's preference reflects lower engagement with their child's education
- D. limit all communication to in-person meetings only, avoiding both email and text messaging

33. A teacher notices that referrals for a specific enrichment program disproportionately exclude students whose families work non-traditional hours, despite similar documented academic interest. This pattern most directly suggests:

- A. that families working non-traditional hours are less interested in enrichment opportunities generally
- B. that this pattern reflects no meaningful equity concern since referral criteria are technically identical
- C. a need to examine whether referral communication itself creates a scheduling-based barrier to accessing the enrichment program
- D. that work schedule should be treated as a formal eligibility criterion for this program

34. A student's family and school disagree about whether a specific reward system respects the family's cultural approach to motivation at home. The most appropriate first step is to:

- A. proceed with the school's preferred system regardless of the family's stated cultural concern
- B. adopt the family's home approach entirely without any further professional discussion
- C. assume the disagreement reflects the family's resistance to any reward system at all
- D. engage in genuine dialogue to understand the family's specific cultural approach before finalizing any school-based system

35. A teacher wants to verify that a classroom's participation expectations do not inadvertently penalize a cultural norm, such as speaking more softly around adults, common among some of her students' families. Which practice best supports this verification?

- A. assuming any classroom participation expectation is culturally neutral by default and requires no further review
- B. reviewing specific participation expectations against known cultural variation before treating a norm-consistent behavior as insufficient participation
- C. requiring every student to conform to a single volume norm regardless of their own family background
- D. eliminating all participation expectations entirely to avoid any possible cultural conflict

36. A teacher wants to ensure a student with significant sensory sensitivities has genuinely equitable access to a school assembly held in a large, loud auditorium. Which practice best reflects this goal?

- A. researching accommodations such as a designated quieter viewing area or noise-reducing equipment in advance

- B. proceeding with the original arrangement and allowing the student to leave if overwhelmed
- C. excluding the student from the assembly and providing an unrelated in-classroom activity instead
- D. assuming the auditorium's noise level is an unavoidable barrier requiring no further planning

37. A family requests that school staff avoid using a specific commonly used abbreviation for their child's condition, citing confusion it has caused within their extended family. The most appropriate response is to:

- A. explain that the abbreviation is standard professional shorthand and should be used regardless of family preference
- B. use the fuller terminology only in the family's presence, reverting to the abbreviation otherwise
- C. honor this request and use the family's preferred, fuller terminology consistently going forward
- D. decline the request since terminology preferences are considered a matter of personal opinion, not policy

38. A teacher wants to confirm that a proposed transition goal reflects the student's own stated career interests, not only a family's assumptions about an appropriate career path. Which practice best supports this confirmation?

- A. assuming the family's stated expectations automatically and fully represent the student's own interests
- B. assuming the student's interests are irrelevant until they reach legal adulthood
- C. resolving any difference between student and family expectation by deferring entirely to family wishes
- D. creating a structured opportunity for the student to explore and express their own interests directly and separately from family assumptions

39. A student's family requests that a specific dietary practice tied to their cultural background be accommodated during classroom cooking activities. The most appropriate response is to:

- A. adapt cooking activities to genuinely accommodate the family's specific cultural dietary practice
- B. insist the student participate in standard activities regardless of the family's stated dietary practice
- C. exclude the student from cooking activities entirely to avoid any dietary complication
- D. adopt the family's dietary practice as the mandatory standard for the entire class

40. A student and family express a preference for a specific post-secondary training program that differs from a transition specialist's initial recommendation based on labor-market data. The most appropriate resolution involves:

- A. automatically deferring entirely to the specialist's recommendation regardless of student and family preference
- B. genuine collaborative discussion weighing student and family preference alongside the specialist's data-based recommendation
- C. automatically deferring entirely to student and family preference regardless of the specialist's labor-market data
- D. delaying any transition planning indefinitely until complete, unanimous agreement is reached

41. A student with severe multiple disabilities communicates preference through subtle changes in muscle tension only his physical therapist currently recognizes reliably. The most appropriate next step is to:

- A. continue relying solely on the physical therapist to interpret these responses indefinitely
- B. document this response pattern precisely and train other adults and peers to recognize and respond to it consistently
- C. conclude the responses are not genuinely communicative since only one specialist recognizes them
- D. discourage the responses in favor of requiring the student to use an unfamiliar formal system immediately

42. A functional behavior assessment reveals a student's disruptive behavior occurs consistently right before a preferred activity ends, but never during the activity itself. This pattern most directly suggests investigating:

- A. an attention-seeking function unrelated to the timing relative to the activity's ending
- B. a sensory need entirely unrelated to the activity's timing or ending
- C. no identifiable function, since the behavior occurs only at a specific point in time
- D. an anticipatory escape or protest function tied to the upcoming loss of the preferred activity

43. A teacher wants to teach a student to recognize that a teacher's raised voice during a fire drill reflects urgency, not anger directed at the student personally. This instructional goal most directly targets:

- A. articulation skills unrelated to interpreting a teacher's vocal tone or context
- B. written expression skills disconnected from real-time situational interpretation
- C. theory of mind and interpreting vocal tone within its specific situational context accurately
- D. fine motor coordination required for responding physically during a fire drill

44. A student who is deaf and uses a combination of ASL and speechreading shows strong comprehension in quiet one-on-one settings but considerably weaker comprehension during a noisy assembly with no interpreter positioned for visibility. A teacher applying sound knowledge would interpret this as:

- A. a reflection of environmental and access limitations specific to that setting rather than a broader ability concern
- B. clear evidence the student's overall language ability is considerably lower than previously assessed
- C. proof that ASL and speechreading are fundamentally incompatible communication approaches
- D. an indication the student requires an entirely different communication approach altogether

45. A teacher wants to select a replacement behavior for a student whose challenging behavior has been identified as serving a function of escaping a specific, disliked sensory texture during art activities. Which replacement is best matched to this function?

- A. a request for a preferred tangible item unrelated to the specific disliked texture
- B. a request for adult attention unrelated to the specific sensory concern
- C. a taught request for an alternative material or a barrier tool to avoid direct contact with that specific texture
- D. an unrelated activity disconnected from the identified sensory escape function

46. A teacher analyzing video of her own instruction notices she consistently interrupts a student's response before it is complete, particularly during more challenging questions. Applying structured reflective practice, the appropriate next step is to:

- A. conclude interrupting is an acceptable pacing strategy for managing challenging questions efficiently
- B. set a specific goal to allow full response completion, then verify the change through a subsequent recorded lesson
- C. eliminate challenging questions entirely to avoid the interruption pattern altogether
- D. assume the pattern reflects the student's own hesitancy rather than an instructional habit of her own

47. A student's behavior support plan includes both an individualized replacement behavior and explicit instruction in recognizing how one's actions affect a shared classroom pet's care routine. This combined approach reflects:

- A. Standard VII's extension beyond individual behavior management into cultivating broader responsibility and empathy
- B. an unnecessary complication that dilutes the focus of an individualized behavior plan
- C. an approach relevant only for students without any documented individual behavioral need
- D. a combination that contradicts the individualized nature of behavior intervention planning

48. A teacher collecting ABC data notices a target behavior occurs consistently during transitions requiring the student to line up in a specific order, but rarely during transitions without an ordering requirement. This pattern most directly suggests investigating:

- A. a purely academic explanation entirely disconnected from any social or procedural factor
- B. a sensory explanation unrelated to the specific type of transition requirement involved
- C. no further investigation, since ordering-based transitions have no bearing on behavior function
- D. whether the specific demand of ordering itself, rather than transitioning generally, is the relevant triggering factor

49. A student communicates using a combination of a communication book and a few learned signs, deployed depending on whether a specific partner is familiar with sign language. A teacher supporting this flexible use is:

- A. supporting the student's multimodal communication profile matched appropriately to each partner's own familiarity
- B. creating unnecessary confusion by permitting more than one communication method across different partners
- C. undermining the communication book's effectiveness by allowing signs to be used as well
- D. violating standard practice, which requires exclusive use of one designated communication system

50. A teacher wants to verify that a student's newly taught skill of asking a clarifying question has generalized beyond the specific reading group where it was originally taught. Which evidence would most directly confirm this?

- A. a single successful demonstration during the specific reading group where the skill was first taught
- B. the teacher's general impression that the student seems more engaged overall
- C. a family report of no observed change in questioning behavior at home
- D. documented, successful use of clarifying questions across multiple different subjects and groupings beyond the original teaching context

51. A student who is hard of hearing benefits from a classroom policy requiring only one person to speak at a time during discussion. This environmental and procedural consideration is most directly relevant because:

- A. this policy has no meaningful bearing on communication access for this population
- B. overlapping speech is considerably harder to process with hearing technology than sequential, single-speaker speech
- C. this consideration matters only for students who use no hearing technology at all
- D. this policy fully substitutes for any hearing technology the student currently uses

52. A teacher wants to determine whether a student's behavior during a specific writing task serves an escape function or reflects a genuine gap in a specific prerequisite grammar concept. Which approach best supports this distinction?

- A. assuming escape function without examining the student's actual grammar skill level
- B. assuming a grammar skill gap without examining any behavioral or antecedent data
- C. comparing behavior when the student writes using concepts at their demonstrated level versus concepts requiring the specific prerequisite skill
- D. relying only on the behavior's frequency without considering which specific grammar concept is involved

53. A student's visual schedule has been simplified from icons with text labels to text-only labels as reading skills have developed. This documented change reflects:

- A. an oversight in which support was reduced without any genuine justification
- B. a change unrelated to any consideration of the student's actual skill development
- C. a requirement that every student eventually reach an identical visual support level
- D. deliberate, evidence-based fading of a support matched to the student's actual developing literacy skills

54. A teacher wants to teach a student to recognize that a classmate's rapid, distracted tapping of a pencil often signals nervousness rather than boredom or disrespect. This instructional target most directly addresses:

- A. theory of mind and interpretation of a specific nonverbal cue as an indicator of an underlying emotional state
- B. articulation and speech sound production unrelated to nonverbal cue interpretation
- C. fine motor skills required for producing a similar tapping motion independently
- D. academic vocabulary acquisition disconnected from emotional or social interpretation

55. A student's replacement communication response for a tangible-access behavior involves handing over a laminated picture card representing the desired item. For this replacement to succeed long-term, the teacher must:

- A. gradually delay providing the item over time to build the student's patience
- B. require the student to complete additional work before the request is ever honored
- C. respond promptly and consistently by providing the requested item every time the card is presented appropriately
- D. reserve honoring the request only for specific times of day the teacher designates

56. A teacher wants to confirm a student's new visual timer is genuinely being used to support transitions across every setting where transition difficulty has been documented, not only during math class. Which practice best supports this confirmation?

- A. relying on a single informal impression formed during math class alone
- B. systematically tracking timer use and its effect across every documented transition-difficulty setting throughout the day
- C. assuming consistent use without collecting any actual, structured usage data
- D. asking only the math teacher for a general, non-specific impression of effectiveness

57. A student with significant support needs shows increased engagement when a specific familiar song plays during transitions between activities. A teacher who deliberately incorporates this song into daily transition routines is:

- A. applying individualized, evidence-based instructional planning grounded in direct observation of this student's engagement
- B. relying on an unsupported coincidence with no genuine instructional value
- C. creating an inappropriate dependency that should be actively discouraged over time
- D. engaging in a practice disconnected from sound instructional planning principles

58. A teacher wants to select a replacement behavior for a student whose challenging behavior has been identified as serving an escape function specific to reading aloud in front of peers. Which replacement best matches this function?

- A. a request for a preferred tangible item unrelated to the reading-aloud situation
- B. a request for adult attention unrelated to the specific reading-aloud demand
- C. a taught request to read a shorter passage silently first, or to read to the teacher privately instead
- D. an unrelated sensory activity disconnected from the identified escape function

59. A teacher's constructed-response answer describing a communication-focused collaboration names a physical therapist and a classroom aide, explains the specific reasoning for each, and describes concrete steps taken to address a positioning-related communication barrier. This response most directly demonstrates:

- A. an unnecessarily detailed response exceeding what the exercise actually requires
- B. the specific, evidence-based reasoning constructed-response exercises are designed to assess
- C. a response format irrelevant to how these exercises are actually scored
- D. an approach that would score identically to a brief, generic answer naming only roles

60. A student's progress-monitoring data on a self-regulation goal shows no meaningful change over six consecutive data points, despite consistent implementation of the current intervention. The most appropriate response is to:

- A. continue the identical intervention indefinitely since consistent implementation alone should eventually produce change
- B. conclude the student is incapable of further self-regulation growth under any circumstances
- C. discontinue all data collection since the lack of change already indicates failure
- D. revisit whether the original assessment correctly identified the student's underlying self-regulation need before continuing unchanged

61. A teacher wants to build a student's independent capacity to recognize growing frustration and use a learned calming strategy before escalation, rather than waiting for adult intervention. This instructional goal most directly reflects:

- A. a goal appropriate only once a student has mastered every other academic skill first
- B. an approach that should be avoided since adult-initiated intervention is generally more reliable
- C. growing self-regulation and self-determination rather than continued dependence on adult-initiated intervention
- D. a skill unrelated to the self-determination principles discussed elsewhere in this domain

62. A student's teacher notices a challenging behavior varies depending on whether a task is timed versus untimed, occurring more often under timed conditions regardless of the specific academic content. This variation is most useful because it:

- A. proves the behavior has no identifiable function and requires no further assessment
- B. suggests the function may be tied to time pressure itself rather than the academic content of the task
- C. indicates a need for an identical, generic consequence applied regardless of timing
- D. suggests the behavior is entirely unrelated to any instructional or environmental factor

63. A student who uses an eye-gaze communication device also relies on facial expression to supplement device-generated messages during emotionally significant conversations. A teacher who explicitly teaches peers to attend to both channels is:

- A. supporting genuinely reciprocal peer interaction by helping peers understand the student's full multimodal communication
- B. creating unnecessary complexity that should be simplified to device use alone
- C. undermining the eye-gaze device's role by encouraging attention to facial expression
- D. engaging in a practice unrelated to sound communication support principles

64. A teacher wants to determine whether a student's disruptive behavior during a specific transition serves an escape or a sensory function, given the transition involves both a bright hallway and a loud bell. Which approach best isolates these factors?

- A. assuming both factors contribute equally without conducting any further comparative observation

- B. assuming only the bell volume matters without examining the lighting factor separately
- C. relying on a single combined observation without isolating either specific factor
- D. systematically varying one factor at a time, such as reducing hallway lighting while keeping the bell volume constant

65. A student's IEP goal for self-advocacy specifies that the student will identify a needed accommodation and communicate it during an unfamiliar standardized testing session. This goal most directly reflects:

- A. a goal relevant only within the single classroom where the skill was originally taught
- B. building generalizable self-advocacy skill applicable even in high-stakes, unfamiliar circumstances
- C. an approach that should be avoided since test proctors should identify accommodations independently
- D. a skill disconnected from the broader self-determination principles covered in this domain

66. A teacher analyzing a functional behavior assessment notices a target behavior occurs almost exclusively immediately after lunch, regardless of the specific afternoon subject taught. This pattern most directly suggests investigating:

- A. a purely academic explanation tied to whichever specific subject follows lunch
- B. a sensory explanation entirely unrelated to the time of day the behavior occurs
- C. a possible connection to a post-lunch physiological or regulatory factor, such as a blood sugar dip or overstimulation from the lunchroom
- D. no further investigation, since time-of-day patterns have no bearing on behavior function

67. A student's replacement communication response for a tangible-access behavior is taught using a specific hand gesture the student already produces reliably in another context. This design choice reflects:

- A. building the replacement on an already-established motor pattern rather than introducing an unfamiliar new physical movement
- B. an unnecessary limitation that should be avoided in favor of introducing a completely novel gesture
- C. a decision unrelated to the student's likelihood of successfully adopting the new replacement response
- D. a practice appropriate only for students without any prior successful gestural communication

68. A teacher wants to verify that a student's classroom accommodations for a significant physical disability remain appropriate as the student transitions from elementary to a much larger middle school building. Which practice best supports this verification?

- A. assuming accommodations will transfer automatically without any proactive review of the new physical building
- B. waiting for a specific problem to arise before reviewing the new building's accessibility
- C. assuming the larger building requires no additional review since accommodations were already documented
- D. proactively briefing every new teacher and walking the student's actual daily route to confirm accessibility before the transition

69. A student's teacher wants to reduce reliance on one specific paraprofessional to interpret the student's individualized sign vocabulary for other staff in the building. Which practice most directly supports broader communication access?

- A. documenting the specific meaning of each sign and training other staff across the building to recognize them directly
- B. relying exclusively on the one specific paraprofessional for all sign-based communication interpretation
- C. restricting the student's sign use to interactions with that one paraprofessional only
- D. assuming broader staff understanding will develop naturally without any specific training

70. A teacher's constructed-response answer addressing a student's communication concern names a school psychologist and the student's family, explains the specific reasoning for each, and describes concrete steps taken to gather converging evidence about a recent regression in expressive language. This response most directly demonstrates:

- A. an unnecessarily long response exceeding what the exercise actually requires
- B. the specific, evidence-based collaborative reasoning these exercises are designed to assess
- C. a response format irrelevant to how these constructed-response exercises are scored
- D. an approach that would score identically to a brief, generic answer naming only roles

71. A student's testing accommodation allows use of a word processor rather than handwriting on a test measuring content knowledge, not handwriting ability. This accommodation is best classified as:

- A. a modification, since any change to response format always changes the underlying construct measured
- B. neither an accommodation nor a modification, since response format has no bearing on assessment validity
- C. a practice that automatically invalidates the assessment regardless of the construct being measured

D. an accommodation, since it changes access without changing the construct the assessment is designed to measure

72. A teacher's progress-monitoring data on a vocabulary goal shows scores plateauing at a level below the goal's target for four consecutive data points. The most appropriate response is to:

- A. conclude no adjustment is needed since a plateau is a normal part of any learning process
- B. wait until the annual review before considering any adjustment to the current approach
- C. reconsider and adjust the current instructional approach rather than continuing it unchanged
- D. conclude the original goal target was inherently unreasonable without further examination

73. A team is selecting an assessment approach for a student with a significant physical disability affecting pointing precision but not cognitive ability. Which practice best reflects sound assessment planning?

- A. selecting a response accommodation, such as an adapted switch, so pointing precision does not limit demonstrated knowledge
- B. assuming the student's pointing precision difficulty also indicates a broader cognitive limitation as well
- C. excluding the student from selected-response assessment entirely due to the pointing difficulty
- D. assessing only through standard pointing, regardless of the student's documented physical disability status

74. A student's IEP team is determining an appropriate balance between core academic content and expanded curriculum skills for a student with significant support needs whose family has expressed a strong post-secondary goal of supported living. The most appropriate balance is most likely to:

- A. emphasize traditional academic content considerably regardless of the documented supported living goal
- B. follow a fixed, universal ratio applied identically to every student regardless of individual profile
- C. be determined solely by the student's disability category rather than by individual assessment data
- D. emphasize functional academics and independent living skills considerably, tied directly to the documented supported living goal

75. A teacher designs an assessment allowing students to demonstrate understanding of a scientific process through a written explanation, a labeled diagram, or a physical demonstration, all addressing identical core content. This design most directly reflects:

- A. an approach that inappropriately dilutes the rigor of the assessment for every student
- B. Universal Design for Learning principles offering multiple means of action and expression built into initial assessment design
- C. a practice relevant only for students with a documented physical disability
- D. differentiation applied only after the assessment has already been administered once

76. A speech-language pathologist's assessment finds a student's articulation is age-appropriate, but the student shows significant difficulty formulating grammatically complete sentences during spontaneous speech. This finding should most directly inform:

- A. a broad, unspecified reduction in expectations across every verbal classroom activity
- B. a conclusion that the student has a global speech and language delay
- C. targeted instruction in sentence formulation, distinct from articulation-focused intervention
- D. elimination of spontaneous speaking opportunities from instruction entirely and permanently

77. A team synthesizing multidisciplinary data notices a school nurse's finding about medication timing may explain a pattern a classroom teacher had attributed only to inconsistent morning attention. This illustrates:

- A. that health-related findings should always override classroom teacher observations
- B. the value of synthesizing findings across disciplines into one coherent picture rather than treating each report separately
- C. that classroom teacher observations become unnecessary once health data is available
- D. that these two types of data are typically unrelated and rarely intersect meaningfully

78. A teacher wants to confirm that a proposed classroom furniture purchase was driven by genuine assessed student need rather than a general classroom aesthetic preference. Which question best supports this check?

- A. does this specific furniture choice match documented needs identified through individual student assessment data
- B. was this furniture choice featured in a compelling classroom design magazine
- C. is this furniture choice the most recently released model currently on the market
- D. did a colleague at another school recommend this furniture choice informally

79. A teacher's community-based instruction session at a post office includes a specific, defined objective tied to a documented independent-errand goal on a student's IEP. This planning approach reflects:

- A. an excessive level of planning for what is essentially a recreational errand
- B. a practice relevant only for students pursuing a traditional academic diploma track
- C. genuine, targeted instruction rather than an unstructured outing lacking any defined learning objective
- D. an approach that should be replaced entirely by classroom-only simulation of the same skill

80. A teacher verifying a logically testable assessment item independently works through the underlying reasoning before finalizing the answer key. This practice most directly reflects:

- A. an unnecessary extra step once an item has been carefully written the first time through
- B. a practice relevant only to items involving explicit numerical calculation specifically
- C. a step that eliminates the need for any further human review of assessment content
- D. the principle that independent verification catches errors that self-reported confidence might otherwise miss entirely

81. A teacher reviewing an assessment accommodation request confirms it changes only the location where a student takes a test, not the content or difficulty of the questions. This verification most directly reflects:

- A. an unnecessary formality once a request has been informally discussed with a colleague
- B. the accommodation-versus-modification distinction central to preserving the validity of the assessment
- C. a distinction relevant only to students receiving services specifically under IDEA
- D. a practice that applies solely to state-mandated standardized assessments exclusively

82. A teacher notices a specific student is never given a chance to lead a small group activity, without any current, documented evidence justifying this pattern. This most likely reflects:

- A. an unexamined low-expectation default rather than genuine, individualized, evidence-based instructional decision-making
- B. appropriate practice requiring no further examination or reconsideration whatsoever
- C. a practice explicitly required by Universal Design for Learning principles
- D. a neutral scheduling convenience with no meaningful instructional significance

83. A teacher wants to evaluate whether a set of classroom videos authentically represents disabled musicians performing at a professional level, not only in an educational or therapeutic context. Which practice best supports this evaluation?

- A. assuming any video mentioning a disabled musician automatically represents this professional range
- B. avoiding videos depicting disabled musicians in any context to simplify classroom material selection
- C. selecting materials based solely on production quality without considering context represented
- D. actively seeking materials showing disabled musicians performing professionally, not only in educational or therapeutic settings

84. A student's transition assessment identifies both a specific interest in a vocational area and a specific need for continued support with money management in independent living. A plan addressing only the vocational interest most directly violates the principle that:

- A. transition assessment findings are aspirational only and need not comprehensively shape curriculum
- B. vocational interests should always take priority over money management needs in planning
- C. curriculum decisions should visibly align with the full range of documented transition assessment findings, not a partial selection
- D. curriculum alignment with transition findings matters only during a student's very final year

85. A teacher is developing an IEP goal following an assessment finding that a student's math difficulty is specifically tied to weak understanding of fractions, not whole-number operations. Which goal best reflects sound use of this finding?

- A. a broad goal such as 'improve math' without reference to the specific underlying finding
- B. a goal targeting whole-number operations, which is unrelated to the specific finding described
- C. a specific, measurable goal targeting fraction understanding directly, tied to the exact assessment finding

D. a generic goal template applied uniformly regardless of this student's specific assessment finding

86. A teacher documents a student's present levels of performance as 'building tolerance for new foods through structured exposure' rather than 'refuses to eat anything new.' This framing reflects:

- A. an inaccurate description that minimizes a genuine, documented concern about the student
- B. a phrasing required by law with no substantive difference from a deficit-based description
- C. an approach appropriate only for students without any documented feeding-related need
- D. strength-based documentation that remains accurate while supporting clear, actionable goal-setting

87. A team relies exclusively on a single parent-completed rating scale to determine a student's eligibility for an emotional support service, without incorporating any classroom observation or standardized measure. This practice raises a concern because:

- A. eligibility and placement decisions should draw on multiple data sources rather than any single measure considered in isolation
- B. a parent-completed rating scale is never appropriate for any educational decision under any circumstances
- C. a single data source is always sufficient provided the family completed it thoughtfully
- D. eligibility decisions related to emotional support legally require no assessment data whatsoever

88. A teacher wants to verify that a newly introduced weighted lap pad is being used consistently to support attention across every part of the school day, not only during silent reading. Which approach best supports this evaluation?

- A. relying on a single informal impression formed during silent reading alone
- B. systematically tracking lap pad use and its effect on attention across every relevant class period and setting
- C. assuming consistent use without collecting any actual, structured usage data
- D. asking only the silent reading supervisor for a general, non-specific impression

89. A student's curriculum includes both grade-level language arts content and targeted instruction in using text-to-speech software to access that content independently. This combination reflects Standard VIII's principle that:

- A. assistive technology training should always replace core academic content for any student who needs it
- B. expanded curriculum skills like assistive technology training can support, rather than replace, genuine access to core academic content
- C. core academic content and expanded curriculum skills must always be taught as entirely separate, unrelated tracks
- D. assistive technology training is relevant only for students without any core academic coursework

90. A teacher wants to ensure a classroom's differentiated writing activities reflect genuine individualized evidence rather than an assumption based on a student's grade level alone. Which practice best supports this check?

- A. periodically reviewing whether differentiation decisions are tied to specific, current, individual evidence rather than grade-level assumption
- B. assuming a student's grade level should determine every subsequent differentiation decision
- C. applying identical differentiation decisions to every student regardless of any individual assessment data
- D. avoiding any differentiation at all to eliminate the risk of a grade-based assumption

91. A teacher collecting progress-monitoring data on a reading fluency goal wants to distinguish a meaningful upward trend from ordinary day-to-day variability. Which practice best supports this distinction?

- A. reviewing only the single most recent data point without any broader context
- B. relying on general classroom impression rather than any structured, recorded data
- C. graphing the data against the goal line and examining the pattern across several consecutive data points
- D. waiting until the annual review before examining any of the collected data

92. A teacher is writing an IEP goal following an assessment finding that a student's reading difficulty is specifically tied to weak phonological awareness, not print concepts. Which goal best reflects sound use of this finding?

- A. a broad goal such as 'improve reading' without reference to the specific underlying finding
- B. a goal targeting print concepts, which is unrelated to the specific finding described
- C. a generic goal template applied uniformly regardless of this student's specific assessment finding

D. a specific, measurable goal targeting phonological awareness directly, tied to the exact assessment finding

93. A student's curriculum plan balances core academic instruction with vocational exploration and workplace social skills instruction, grounded in the student's documented profile and family-informed post-secondary goals. This individualized balance reflects:

- A. an inherently lower-quality educational program compared to a traditional academic-only track
- B. a universal template appropriate for applying to every student with any documented disability
- C. a decision made independently of the student's actual assessed present levels of performance
- D. sound, evidence-based curriculum planning appropriately grounded in this specific student's needs and goals

94. A teacher selecting instructional materials wants to avoid presenting a specific assistive technology only as a novelty, without connecting it to genuine, ongoing daily use. Which practice best supports this goal?

- A. showing the technology's role in ongoing, everyday activities rather than as a one-time demonstration or novelty
- B. presenting the technology only as an interesting one-time classroom demonstration
- C. avoiding any mention of assistive technology entirely to simplify classroom material selection
- D. assuming students will independently understand ongoing use without any explicit instruction

95. A teacher wants to determine whether a student's math difficulty reflects a genuine content-area limitation or a language-based barrier, given the student is a recent English learner. Which assessment practice best supports this distinction?

- A. assessing exclusively through English-language word problems regardless of the student's language background
- B. concluding the difficulty is purely linguistic without any further targeted assessment
- C. assessing mathematical reasoning through methods that minimize dependence on English vocabulary specifically
- D. concluding the difficulty is purely mathematical without considering the student's language background at all

96. A team reviewing a student's resource plan finds the originally assigned seating and desk arrangement no longer matches the student's now considerably improved fine motor control. This finding most directly supports:

- A. the conclusion that the original resource decision was clearly a mistake from the outset
- B. the principle that resource fit should be periodically reassessed rather than treated as a permanent decision
- C. a decision to leave the current seating arrangement unchanged regardless of documented growth
- D. a practice relevant only to human support levels, not physical or material resources

97. A teacher evaluating a classroom's physical environment for a student with significant attention-related needs considers whether the student's seating is positioned away from high-traffic visual distractions. This consideration is most directly relevant because:

- A. seating position has no meaningful bearing on attention for a student with attention-related needs
- B. the student's attention depends entirely on adult redirection regardless of seating position
- C. seating position matters only for students who also have a physical disability
- D. reduced visual distraction supports sustained, independent attention without requiring constant adult redirection

98. A teacher's assessment plan uses a shared set of grammar exercises both during weekly practice, to inform instruction, and again on a unit test, to document final mastery. This design illustrates that:

- A. formative and summative assessment must always rely on entirely different content and instruments
- B. the same content can serve either a formative or summative purpose depending on its timing and how the resulting data is used
- C. summative assessment alone provides sufficient information to guide ongoing instruction
- D. formative assessment has no legitimate role once a unit of instruction has begun

99. A teacher reviewing a student's IEP goals notices they reference general 'better focus' without connecting to any specific assessment finding or present level of performance. This disconnect most directly reflects a violation of the principle that:

- A. IEP goals should be specifically and measurably tied to documented assessment findings, not written in general terms
- B. IEP goals are appropriately written in general terms to allow maximum flexibility in implementation
- C. assessment findings are relevant only to eligibility, not ongoing goal-writing decisions
- D. goal specificity matters only for academic goals, not attention-related goals specifically

100. A teacher confirms that a proposed classroom accommodation changes only the tool used to complete an assignment, not its underlying content or complexity. This verification most directly reflects:

- A. an unnecessary formality once an accommodation request has been informally discussed
- B. a distinction relevant only to students receiving services under IDEA specifically
- C. the accommodation-versus-modification distinction central to preserving the validity of what is being taught and assessed
- D. a practice that applies solely to state-mandated standardized assessments

Practice Exam 6: Answer Key and Explanations

- 1. C** — Generalization across settings often requires deliberate, planned practice in each specific setting rather than occurring automatically simply because a skill was learned somewhere. A student mastering a skill at school but not yet at home has not failed to learn the skill; the home setting itself requires its own dedicated practice and support to achieve the same transfer.
- 2. D** — Giftedness is often domain-specific rather than a uniform elevation across every cognitive area, meaning a student can show genuinely advanced verbal reasoning while performing at an entirely atypical level in spatial reasoning. Treating age-typical spatial performance as decline, rather than simply a different domain's typical development, reflects an inaccurate, overly uniform view of giftedness.
- 3. A** — Section 504, enacted in 1973, established broad civil rights protection against disability discrimination in any program receiving federal funding, including public schools, predating and underlying the more specific special education service framework IDEA established two years later. Section 504 remains fully in effect today, not superseded by IDEA's subsequent enactment.
- 4. B** — Families and individuals themselves bring varying, legitimate frameworks for understanding disability, and a disability-pride framework emphasizing identity and community is a genuine, valid perspective, not denial of practical challenges. Standard I calls for engaging respectfully with this framework rather than requiring the family to adopt a different, limitation-centered lens before genuine collaboration can occur.

- 5. A** — Erikson's psychosocial stages describe developmental tasks, including initiative versus guilt, that students generally progress through, though timing can vary considerably for a student with a significant intellectual disability. Recognizing this same underlying stage arriving at an individually appropriate pace reflects sound application of psychosocial theory rather than a purely cognitive or behavioral framework.
- 6. B** — The least restrictive environment principle requires that any move away from a setting be justified by evidence the change serves the student's documented needs. Citing specific documentation of measurable social engagement improvement directly challenges a proposed schedule change, since it demonstrates the current inclusive setting is working, not simply asserting inclusion is always the correct choice regardless of evidence.
- 7. C** — The 2004 IDEA amendments strengthened requirements for special education teachers to demonstrate genuine subject-matter competence in the core academic content they teach, aligning special education more closely with general education accountability standards, rather than exempting special education teachers entirely from this requirement, or removing it altogether from federal law and policy.
- 8. D** — This pattern illustrates that a specific learning disability affecting fluency specifically can leave broader listening comprehension entirely intact, since decoding fluency and comprehension draw on genuinely distinct cognitive processes. Recognizing this narrow, skill-specific profile prevents a teacher from mistakenly assuming strong listening comprehension somehow disproves a genuine, documented fluency-specific disability.
- 9. D** — Comparing a student's own rate of progress on a specific social skill, given explicit instruction, against that same student's rate of progress on other skills provides more individually meaningful evidence than comparison to a single peer. This within-student comparison helps distinguish a genuine, disproportionate difficulty from simply an area requiring more explicit instruction for this particular student.
- 10. C** — Understanding the historical exclusion of students with significant disabilities, often justified by categorical assumptions about entire groups, directly informs why individualized planning remains essential today, since categorical, group-based planning was precisely the pattern that historically excluded students. This connection between history and present practice is exactly what Standard II's legal and philosophical knowledge component builds.
- 11. A** — This comparison illustrates that even a moderate delay in beginning full language access, here eighteen months rather than birth, can produce a measurable though not necessarily severe effect on development, since the critical language-access window narrows gradually rather than closing abruptly. The delay reflects timing, not an inherent limitation in the signed system chosen or the child's ability.
- 12. B** — Disclosing a personal relationship transparently, or providing multiple options rather than a single potentially conflicted recommendation, reflects ethical practice that protects both the family's genuine choice and the teacher's own professional integrity. Providing an undisclosed recommendation, or avoiding all recommendations entirely, both fail to reflect this transparent, family-centered standard of ethical practice.

- 13. B** — A due process hearing produces a binding decision enforceable by law, distinct from mediation's non-binding, voluntary agreement, and this decision may be appealed through the court system by either party who genuinely disagrees with the outcome, unlike an informal mediation agreement reached only by mutual family-district consent, without any binding legal force at all.
- 14. A** — Observing a colleague's more effective approach and thoughtfully adapting relevant elements into her own practice, with genuine reflection on why it works better, exemplifies the reflective, evolving philosophical grounding Standard II describes. Refusing to adapt for the sake of personal consistency, or adopting the approach without any genuine reflection, both fall short of this deeper standard.
- 15. C** — Reviewing the specific documented evidence of a student's changed need, cited as the basis for a proposed service reduction, before it is finalized, ensures the decision reflects genuine need rather than staffing convenience. This review should not be skipped or assumed automatically justified simply because a qualified provider proposed the reduction.
- 16. D** — IDEA requires that related service minutes be individually determined based on each student's documented need, meaning a blanket policy capping every student at an identical amount, regardless of individual assessment, would likely violate this core individualization principle. Equal application of an inappropriate cap does not make the underlying policy legally sound.
- 17. B** — Recognizing this twice-exceptional profile supports providing extended time accommodations that directly address the documented processing speed need, while continuing to offer the gifted-level conceptual challenge the student's demonstrated understanding genuinely calls for, rather than withholding either single dimension of appropriate support until the other one fully and completely resolves first.
- 18. C** — Constructed-response exercises assess a candidate's own applied reasoning and written analysis of a specific scenario, requiring the candidate to construct and justify a response, rather than simply recognizing a correct option among four choices as selected-response items do. This distinction shapes both preparation strategy and scoring approach for each format.
- 19. D** — Comparing a student's performance trend before and after a disruptive life change, alongside family input about the change's specific timing, helps distinguish a temporary dip tied to circumstance from a genuine, ongoing content-area learning disability. This comparative evidence prevents an inaccurate assumption in either direction without first gathering this fuller picture.
- 20. A** — Politely declining to discuss another student's specific IEP services in an informal setting, regardless of how casual or low-stakes the setting seems, reflects the confidentiality obligation extending into every professional interaction, not only formal documentation. A promise of secrecy from the asking party does not change the underlying obligation to protect another family's confidential information.
- 21. A** — An uneven pattern, overrepresentation in one category alongside proportional representation in another, suggests bias may not operate uniformly across categories and calls for examining identification practices specifically within the overrepresented category. Assuming the proportional category offsets the concerning one overlooks that each category's assessment process may carry entirely distinct sources of bias.

- 22. D** — Family support structures vary meaningfully, and a close-knit neighborhood community network is a legitimate, real form of caregiving support, not evidence of inadequate involvement or a deficient substitute for extended family. Recognizing and genuinely adapting to this actual support structure reflects the genuine partnership principle this standard describes throughout this book.
- 23. B** — Integrating disabled historical figures' contributions throughout the regular historical narrative, rather than isolating them into one disconnected supplementary lesson, reflects more authentic representation than a single add-on unit ever could. This kind of genuine, ongoing integration distinguishes meaningful curricular representation from a superficial, once-a-year gesture toward diversity that quickly fades.
- 24. C** — Arranging professional translation on an as-needed basis for families whose language falls outside the standard set addresses this equity gap in a practical way, especially critical for emergency contact information where accuracy matters considerably. This as-needed approach reflects individualized responsiveness rather than accepting a gap or shifting the burden entirely to the family.
- 25. A** — Reviewing a behavioral intervention plan's stated rationale to confirm it is grounded in the specific student's own functional assessment data, not a generalization about socioeconomic background, guards against a genuine, well-documented risk of socioeconomic stereotyping in behavior planning, regardless of which specific qualified professional actually developed the original plan document.
- 26. B** — Honoring a family's request for less clinical terminology reflects genuine respect for family preference regarding how their own child's needs are discussed, consistent with the individualized, family-centered communication approach this standard describes throughout. Declining this request in favor of a single standardized clinical terminology fails to reflect this genuine responsiveness.
- 27. D** — Collaborating with a student to identify and support a genuine talent they wish to showcase, adapting the format as needed for full participation, reflects genuine, equitable inclusion rather than a token accommodation like an announcing role that substitutes for actual performance. Full, adapted participation is the standard this equity principle calls for.
- 28. C** — Providing meeting materials in a format the parent can genuinely access, such as larger font and increased spacing, reflects the same equity and family partnership principles this domain describes throughout, extending appropriately to a parent's own access needs as well, not exclusively to the student's own separately documented needs alone.
- 29. D** — Researching an assessment's documented validity evidence for populations with limited prior print exposure, before applying it broadly, reflects sound, equity-conscious assessment selection rather than assuming automatic validity or disqualifying a population without evidence. This same populationspecific validity principle applies broadly across many different assessment contexts generally, not just narrowly to one.
- 30. B** — Accommodating a request for a trusted community elder's presence, recognizing this role extends beyond language interpretation into providing cultural context and trust a standard interpreter may not offer, reflects genuine responsiveness to family need. Assuming an interpreter alone fully addresses this need understates the fuller cultural bridging this specific request identifies.

31. C — Handling routine appointment scheduling directly, rather than routing every detail through an already significantly burdened family, reflects genuine partnership that values family expertise without shifting professional coordination responsibilities onto the family unnecessarily. This does not exclude the family from meaningful involvement in actual decisions; it simply avoids adding unnecessary logistical burden to their day.

32. A — Adapting primary communication methods to genuinely reflect a family's stated access limitation, such as limited reliable internet access at home, reflects the same responsiveness to family circumstance discussed throughout this domain. A preference for text messaging does not indicate lower engagement; it reflects a legitimate access constraint deserving genuine, practical accommodation.

33. C — A pattern in which families working non-traditional hours are disproportionately excluded from referral, despite similar documented interest, suggests a need to examine whether referral communication itself, timed around traditional work hours, creates a scheduling-based barrier. This systemic examination reflects the same equity monitoring principle this domain calls for across referral processes generally.

34. D — Engaging in genuine dialogue to understand a family's specific cultural approach to motivation, before finalizing a school-based reward system, reflects the collaborative, culturally responsive approach this domain describes throughout. Proceeding unilaterally with either the school's or the family's approach, without this genuine dialogue, risks a system that lacks true family buy-in or cultural fit.

35. B — Reviewing specific participation expectations against known cultural variation, such as norms around speaking volume, before treating a culturally consistent behavior as insufficient participation prevents a classroom expectation from unintentionally penalizing a student for following their own family's cultural norm. This review reflects the cultural awareness Standard III calls for throughout.

36. A — Researching accommodations such as a designated quieter viewing area or noise-reducing equipment in advance reflects proactive planning for equitable access rather than accepting exclusion or a reactive departure as an unavoidable outcome. Genuine access requires this kind of deliberate advance planning, not a reactive accommodation offered only once distress has already occurred.

37. C — Honoring a family's request to avoid a confusing abbreviation, and using their preferred fuller terminology consistently rather than only in their presence, reflects genuine respect for family clarity and understanding. Professional shorthand and clear, family-preferred language are not mutually exclusive, and consistency across settings matters for genuine, not performative, responsiveness.

38. D — Creating a structured, separate opportunity for a student to explore and express their own career interests directly, distinct from family assumptions, helps ensure a transition goal reflects the student's genuine voice, particularly when family expectations and student interest may reasonably differ. Assuming family expectations automatically represent the student's view risks overlooking a distinct perspective.

39. A — Adapting cooking activities to genuinely accommodate a family's specific cultural dietary practice reflects genuine cultural responsiveness and equitable participation, distinct from excluding the

student entirely or imposing the practice as a mandatory class-wide standard for everyone. Individualized accommodation, not exclusion or imposition, reflects the balanced approach this situation calls for.

40. B — Genuine collaborative discussion, weighing student and family preference alongside a transition specialist's labor-market-informed recommendation, reflects the balanced approach to preference and professional input this domain describes throughout. Automatic deference to either the specialist's data or the family's preference alone, without this genuine discussion, fails to reflect the collaborative resolution this disagreement calls for.

41. B — Documenting a student's subtle but genuine response pattern precisely, then training other adults and peers to recognize and respond to it consistently, builds communication access beyond dependence on a single specialist. Discouraging an already-functional response pattern, or assuming it is not genuine simply because only one person currently recognizes it, would undermine real communicative competence.

42. D — A behavior occurring consistently right before a preferred activity ends, but never during the activity itself, suggests an anticipatory escape or protest function tied to the upcoming loss of that activity, rather than attention or sensory factors unrelated to this specific timing. This pattern warrants further investigation into transition-warning strategies specifically.

43. C — Teaching a student to interpret a raised voice as reflecting situational urgency, such as during a fire drill, rather than personal anger, extends theory of mind into accurately reading vocal tone within its specific context. This explicitly teachable distinction helps students who tend to personalize situational cues that are not actually directed at them.

44. A — This pattern reflects environmental and access limitations specific to the noisy assembly setting, including inadequate interpreter positioning, rather than a broader language ability concern or an incompatibility between ASL and speechreading. Recognizing this access-based explanation supports targeted environmental fixes rather than an inaccurate assumption about the student's overall communication ability.

45. C — For an escape function specifically tied to a disliked sensory texture, a taught request for an alternative material or a barrier tool, such as gloves, directly addresses the underlying sensory difficulty through a more appropriate channel. A tangible, attention, or unrelated replacement would not match this particular, texture-specific function and would be unlikely to succeed.

46. B — Closing the reflective loop means setting a specific goal, such as consistently allowing full response completion even during challenging questions, and then verifying through a subsequent recorded lesson that the change was genuinely implemented. Simply noting the pattern without this concrete follow-through falls short of the closed-loop reflective practice this domain describes.

47. A — Combining an individualized replacement behavior with explicit instruction in recognizing one's impact on a shared responsibility, such as classroom pet care, reflects Standard VII's extension beyond individual behavior management into broader responsibility and empathy development overall. This integration reflects the standard's full, connected scope across both dimensions simultaneously and meaningfully.

- 48. D** — A behavior occurring consistently during transitions requiring a specific line-up order, but rarely during unordered transitions, suggests the specific demand of ordering itself, rather than transitioning generally, may be the relevant triggering factor, warranting further, careful investigation into what specifically about the ordering demand is genuinely difficult for this particular student.
- 49. A** — Supporting a student's flexible use of a communication book with some partners and signs with others, matched to each specific partner's own familiarity, reflects sound practice honoring the student's full multimodal communication profile. This does not create confusion; it reflects a practical, partnerresponsive communication strategy many AAC users rely on successfully.
- 50. D** — Genuine generalization is confirmed by documented, successful use of clarifying questions across multiple different subjects and groupings beyond the original teaching context, not a single demonstration in the original reading group or a general, undocumented impression. This structured, cross-context evidence directly addresses whether the specific skill has genuinely and durably transferred.
- 51. B** — Overlapping speech from multiple simultaneous speakers is considerably harder to process with hearing technology than sequential, single-speaker speech, since hearing aids and cochlear implants struggle more with layered sound sources. A one-speaker-at-a-time classroom policy supports this student's access considerably without eliminating the ongoing, continued need for their own hearing technology entirely.
- 52. C** — Comparing behavior when a student writes using grammar concepts at their demonstrated level versus concepts requiring a specific, potentially missing prerequisite skill helps distinguish escape from a genuine skill gap. This targeted comparison provides more reliable evidence than assuming either explanation without considering the specific grammar concept involved in each instance.
- 53. D** — Simplifying a visual schedule from icons with text labels to text-only labels, in step with documented, developing literacy skills, reflects deliberate, evidence-based fading of a support rather than an unjustified reduction. This planned fading exemplifies sound use of visual supports as a temporary scaffold tied to this specific student's own literacy development.
- 54. A** — Teaching a student to interpret rapid, distracted pencil-tapping as a signal of nervousness, rather than boredom or disrespect, extends theory of mind into precise interpretation of a specific nonverbal cue. This explicitly teachable skill supports more accurate social interpretation, particularly for students who tend toward a single, less differentiated reading of ambiguous behavioral signals.
- 55. C** — For a picture-card request to succeed long-term, the teacher must respond promptly and consistently by providing the requested item each time the card is presented appropriately, ensuring the replacement is at least as reliable as the original behavior it replaces. Inconsistent or delayed responses undermine the replacement's effectiveness and risk a return to the original behavior.
- 56. B** — Systematically tracking timer use and its effect across every setting where transition difficulty has been documented provides concrete, reliable evidence of consistent, effective use, rather than relying on an impression from one specific class or an unverified, general assumption about consistent use across the entirety of the student's full school day.
- 57. A** — Deliberately incorporating a specific familiar song shown to increase engagement into daily transition routines reflects individualized, evidence-based instructional practice grounded in direct,

careful observation of what genuinely supports this particular student, rather than an unsupported coincidence or an inappropriate dependency that would require active, deliberate discouragement over an extended period of time.

58. C — For an escape function specifically tied to reading aloud in front of peers, a taught request to read a shorter passage silently first or read privately to the teacher directly addresses the underlying social-performance difficulty through a more appropriate channel. A tangible, attention, or unrelated replacement would not match this particular, performance-specific function.

59. B — Naming specific individuals, explaining the reasoning for selecting each one, and describing concrete steps addressing a specific positioning-related barrier demonstrates the specific, evidence-based depth these exercises are genuinely designed to assess, considerably more effectively than a brief, generic answer naming only roles without this same careful, detailed reasoning and evidence.

60. D — A genuine plateau across six consecutive data points, despite consistent implementation, signals a real need to revisit whether the original assessment correctly identified the student's underlying self-regulation need, since an intervention mismatched to the actual, genuine need is unlikely to succeed regardless of how long it continues unchanged without adjustment.

61. C — Building a student's independent capacity to recognize growing frustration and use a learned calming strategy proactively, rather than depending on adult intervention, reflects growing self-regulation and self-determination. This directly connects to the broader self-determination principles emphasized throughout this domain, moving a student toward genuine autonomy in managing their own emotional experience day to day.

62. B — Behavior varying based on timed versus untimed conditions, occurring more often under time pressure regardless of academic content, suggests the function may be tied to time pressure itself rather than the content, information that can directly inform an intervention addressing pacing and time-related anxiety rather than academic content difficulty specifically.

63. A — Explicitly teaching peers to attend to a student's device output and facial expression together supports genuinely reciprocal peer interaction by helping peers understand the student's full, authentic multimodal communication during emotionally significant exchanges, rather than creating unnecessary complexity or unintentionally undermining the device's own central communicative role in the process.

64. D — Systematically varying one factor at a time, such as observing behavior with reduced hallway lighting while keeping bell volume constant, helps isolate which specific sensory factor most reliably triggers the behavior, providing considerably more precise evidence than a single combined observation unable to distinguish clearly between the two contributing factors.

65. B — Specifying that a student will self-advocate during an unfamiliar standardized testing session reflects building generalizable self-advocacy skill applicable even in high-stakes, unfamiliar circumstances, extending self-determination well beyond the specific, familiar classroom routine where the skill was originally taught and practiced under far lower-stakes, more comfortable conditions than this new one.

- 66. C** — A behavior occurring almost exclusively immediately after lunch, regardless of the specific subject taught afterward, suggests investigating a possible connection to a post-lunch physiological or regulatory factor, such as a blood sugar dip or overstimulation from the lunchroom environment, rather than any subject-specific academic factor, warranting further inquiry into this pattern.
- 67. A** — Teaching a new replacement request using a hand gesture the student already produces reliably in another context builds the replacement on an already-established motor pattern, rather than introducing an entirely unfamiliar new physical movement alongside a new communicative meaning, increasing the likelihood the student adopts the replacement successfully and quickly.
- 68. D** — Proactively briefing every new teacher and physically walking the student's actual daily route to confirm accessibility before the transition, rather than assuming automatic transfer or waiting for a problem to surface, ensures genuine continuity of appropriate support across a significant transition involving an unfamiliar, considerably larger, and more complex physical building.
- 69. A** — Documenting the specific meaning of each individualized sign and training other staff across the building to recognize them directly, rather than relying on one specific paraprofessional as an ongoing interpreter, broadens genuine communication access and reduces an unhealthy dependence on a single relationship for the student's participation throughout the building.
- 70. B** — Naming specific individuals, explaining the reasoning for each selection, and describing concrete steps to gather converging evidence about a recent language regression demonstrates the specific, evidence-based collaborative depth these exercises are designed to assess, considerably more effectively than a brief, generic answer naming only roles without this same detailed reasoning.
- 71. D** — Allowing word-processor use rather than handwriting on a test measuring content knowledge, not handwriting, is a classic accommodation, since it changes how a student demonstrates knowledge without altering the construct being measured. A modification would instead change the underlying content or expectation itself, which this specific response-format adjustment genuinely does not do.
- 72. C** — A plateau below the goal's target across four consecutive data points calls for reconsidering and adjusting the current instructional approach right now, rather than waiting for the annual review or assuming the goal itself was unreasonable without first examining whether the current approach could reasonably be strengthened, changed, or intensified.
- 73. A** — Selecting a response accommodation, such as an adapted switch or larger target areas, allows a student whose pointing precision is affected by a physical disability to demonstrate genuine cognitive ability without that ability being obscured by an unrelated motor limitation. This reflects sound, individualized assessment planning rather than conflating two entirely separate constructs together.
- 74. D** — For a student with significant support needs whose family has expressed a supported living goal, the appropriate balance most likely emphasizes functional academics and independent living skills considerably, tied directly to that specific documented goal, rather than a fixed ratio, disability-category-based decision, or an academic emphasis disconnected from the family's stated post-secondary goal.

- 75. B** — Offering multiple means through which students demonstrate understanding of identical core scientific content reflects Universal Design for Learning principles built directly into an assessment's initial design, reducing the need for individually negotiated accommodations later. This does not dilute rigor, since every option still requires demonstrating the same underlying scientific understanding.
- 76. C** — A specific finding of age-appropriate articulation alongside significant difficulty formulating grammatically complete sentences points toward a narrow, expressive syntax deficit rather than a global speech and language delay overall. This specific evidence should inform targeted sentence-formulation instruction, not a broad reduction in verbal activity expectations generally applied across every subject and setting.
- 77. B** — Multidisciplinary assessment's value is fully realized only when findings are synthesized into one coherent picture, and a medication-timing finding reframing a pattern previously attributed only to inconsistent attention illustrates exactly this synthesis. Neither data source automatically overrides the other; together they produce a more complete, accurate understanding of the student.
- 78. A** — Confirming that a furniture decision matches documented needs identified through individual student assessment data, rather than a design magazine feature, a colleague's informal recommendation, or simply being the newest model available, is the genuine, necessary safeguard against decisions driven by aesthetic preference rather than actual, individually assessed student need in each case.
- 79. C** — Community-based instruction with a specific, defined objective tied directly to a documented independent-errand goal reflects genuine, targeted instruction rather than an unstructured errand lacking clear learning objectives, distinguishing purposeful, goal-directed community-based instruction from a simple recreational outing that carries no defined instructional purpose or clearly measurable objective of any kind whatsoever.
- 80. D** — Independent verification, working through an item's underlying reasoning from scratch rather than trusting initial confidence, catches errors that self-reported confidence alone might otherwise miss, including a flawed premise or an incorrectly keyed answer, a principle applying broadly to any logically testable item on this exam, not narrowly to numerical calculation alone.
- 81. B** — Verifying that a requested accommodation changes only testing location, not the content or difficulty of the assessment, directly reflects the accommodation-versus-modification distinction central to preserving assessment validity throughout, a principle applying broadly across classroom-based and formal assessments alike, whenever a team considers any adjustment to testing conditions of any kind.
- 82. A** — Consistently withholding small-group leadership opportunities from a specific student, without current, documented evidence justifying this pattern, reflects an unexamined low-expectation default rather than genuine instructional decision-making. Accomplished teachers periodically examine whether such patterns are truly matched to individual, current evidence or have instead quietly drifted into an unhelpful, unexamined assumption over time.
- 83. D** — Actively seeking materials showing disabled musicians performing professionally, not only within educational or therapeutic contexts, supports more authentic, comprehensive representation. Assuming any disability-related musical video achieves this automatically, or avoiding such content

entirely to simplify selection, both fail to reflect the fuller, more accurate representation this principle genuinely calls for.

84. C — Curriculum decisions should visibly align with the full range of documented transition assessment findings, not a partial selection favoring one goal while ignoring another equally documented need, such as money management. Addressing only the vocational interest undermines the coherent, comprehensive planning this standard describes as genuinely essential for successful transition.

85. C — A specific assessment finding isolating difficulty to fraction understanding, rather than wholenumber operations, should translate into an equally specific, measurable goal targeting fractions directly and explicitly. A broad or generic goal, or one instead targeting the unaffected whole-number skill, would not reflect genuine, evidence-based use of this precise, specific finding.

86. D — Strength-based documentation describes a genuine, documented need accurately while framing it in terms of what the student is actively building toward, rather than through a purely deficit-focused label. This framing does not minimize a real concern; it presents the same underlying reality in a way that supports clearer, more actionable goal-setting going forward.

87. A — Sound educational decision-making, including eligibility determination, should draw on multiple data sources rather than any single measure considered in isolation, regardless of how thoughtfully a family completed it. Triangulating a parent rating scale with classroom observation and standardized measures produces a more complete, accurate, and defensible picture of the student's actual needs.

88. B — Systematically tracking lap pad use and its effect on attention across every relevant class period and setting provides concrete, reliable evidence of consistent, effective use, rather than relying on an impression from one specific time or an unverified assumption about use across the rest of the student's entire school day.

89. B — Combining grade-level language arts content with targeted assistive technology training reflects the principle that expanded curriculum skills support, rather than replace, genuine access to core academic content. The two are complementary components of one coherent, individualized plan supporting the same student's genuine access, participation, and ongoing academic progress together, not as competing priorities.

90. A — Periodically reviewing whether differentiation decisions are tied to specific, current, individual evidence rather than an assumption based on grade level alone guards against differentiation quietly drifting into a grade-based default. This check is distinct from applying identical decisions based on grade level or avoiding differentiation altogether entirely out of caution.

91. C — Graphing progress-monitoring data against the goal line and examining the pattern across several consecutive points, rather than a single isolated point or a general impression, makes distinguishing a meaningful upward trend from ordinary variability considerably more reliable, supporting well-timed instructional decisions rather than premature or needlessly delayed changes of any kind.

92. D — A specific assessment finding isolating difficulty to phonological awareness, rather than print concepts, should translate into an equally specific, measurable goal targeting phonological awareness

directly and explicitly. A broad or generic goal, or one targeting the unaffected print-concepts skill instead, would not reflect genuine, evidence-based use of this precise finding.

93. D — A curriculum balance grounded in a specific student's documented profile, present levels of performance, and family-informed post-secondary goals reflects sound, individualized planning, not a lesser-quality program or a universal template applied broadly. A different student with different needs and goals would appropriately receive a meaningfully different balance instead of this one.

94. A — Showing a specific assistive technology's role in ongoing, everyday activities, rather than presenting it only as a one-time novelty demonstration, helps students understand the technology as a genuine daily tool. Assuming students will independently grasp this ongoing use without explicit instruction often leaves the connection to genuine daily use unmade entirely.

95. C — Assessing mathematical reasoning through methods that minimize dependence on English vocabulary specifically, such as native-language assessment or nonverbal problem formats, helps distinguish a genuine content-area limitation from a language-based barrier clearly. Assuming either explanation without this targeted, careful assessment risks an inaccurate, unsupported conclusion about this specific student's actual mathematical understanding.

96. B — A resource well-matched to a student's needs at one point may become poorly matched as fine motor control improves, and periodically reassessing resource fit, including seating and desk arrangement, prevents a once-appropriate decision from persisting by default well past the point of genuine need, without necessarily meaning it was ever mistaken.

97. D — Positioning a student's seating away from high-traffic visual distractions supports a student with significant attention-related needs in sustaining independent attention, without needing constant adult redirection to refocus. This environmental consideration directly reflects the connection between physical space design and genuine student independence discussed throughout this domain and book overall as a whole.

98. B — Formative and summative assessment are distinguished by timing and instructional use, not necessarily by different content. The same grammar exercises can function formatively when used during weekly practice to inform instruction, or summatively when used on a unit test to document mastery, depending on how the teacher actually uses the resulting data.

99. A — IEP goals should be specifically and measurably tied to documented assessment findings and present levels of performance, not written in vague, general terms disconnected from actual data. A goal referencing only general 'better focus,' without a clear connection to a specific finding, fails to reflect the assessment-to-goal pipeline this standard describes.

100. C — Verifying that a proposed accommodation changes only the tool used to complete an assignment, not its underlying content or complexity, directly reflects the accommodation-versusmodification distinction central to preserving validity in both instruction and assessment. This principle applies broadly across classroom-based and formal assessments alike, whenever adjusting how a student engages with any task.