

PRACTICE EXAM 7: 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 a nine-year-old with a moderate intellectual disability notices the student generalizes a newly taught money-handling skill to the school store but not yet to a community grocery store visited during a field trip. This pattern most directly illustrates that:

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

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

- A. giftedness must be demonstrated uniformly across every domain, including artistic ones, to be genuine

- B. age-typical artistic performance disqualifies a student from scientific giftedness identification
- C. giftedness in one specific domain does not require advancement in every other domain simultaneously
- D. artistic expression is a more reliable indicator of overall giftedness than scientific reasoning
3. Which best reflects the legal significance of the Supreme Court's 1982 decision in *Board of Education v. Rowley* for defining an appropriate education under IDEA?
- A. the decision established that schools must provide the single best possible education available anywhere
- B. the decision eliminated the requirement for measurable educational benefit entirely
- C. the decision applied only to students without any measurable disability
- D. the decision established that an appropriate education must provide meaningful educational benefit, not necessarily the maximum possible benefit
4. A family raising a child with a significant disability explains they understand their child's exceptionality through an ecological framework emphasizing environmental fit over individual deficit. Standard I calls for the teacher to:
- A. insist the family adopt a deficit-centered framework before any further collaboration can proceed
- B. engage genuinely with this ecological framework as a legitimate lens shaping the family's own understanding
- C. conclude the family is minimizing the seriousness of their child's documented needs
- D. treat this framework as incompatible with the school's own assessment and planning process
5. A teacher wants to explain why a seven-year-old with a significant intellectual disability may show emerging industry-related behaviors, such as wanting to complete a task independently for a sense of accomplishment, at a later chronological age than typically developing peers. The best explanation draws on:
- A. Piaget's stages of cognitive development, which address logical reasoning rather than psychosocial industry specifically
- B. Vygotsky's zone of proximal development, which addresses scaffolded skill acquisition rather than industry timing
- C. Erikson's psychosocial stages, applied with an understanding that a student may progress through the same stages at an individually different pace

- 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 music class, despite a proposed schedule change, cites specific documentation showing the student's on-task behavior 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. a legal requirement that applies only to core academic classes, never to elective coursework
 - C. an assumption that on-task behavior data is irrelevant to any placement decision
 - D. the least restrictive environment principle, which requires evidence before a more restrictive change can be justified
- 7.** Which best describes the significance of the *Endrew F. v. Douglas County School District* Supreme Court decision for defining an appropriate education under IDEA?
- A. the decision clarified that educational benefit must be appropriately ambitious given a student's specific circumstances
 - B. the decision eliminated the meaningful benefit standard established by *Rowley* entirely and completely
 - C. the decision established that every student must receive an identical, standardized level of educational benefit
 - D. the decision applied only to students in private school placements specifically
- 8.** A teacher of a student with a specific learning disability in written expression notices the student generates sophisticated ideas verbally but struggles considerably to transfer those same ideas into written sentences. This pattern illustrates that:
- A. written expression disabilities always affect verbal idea generation equally
 - B. a specific learning disability can affect one narrow skill, such as written transcription, without affecting broader idea generation
 - C. strong verbal idea generation proves the written expression disability has been misdiagnosed
 - D. this pattern indicates the student's difficulty is purely motivational rather than a genuine disability
- 9.** A teacher wants to determine whether a student's slow acquisition of a specific self-care skill reflects a genuine motor planning disability or simply an area requiring more repetition 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 repetition automatically indicates a genuine motor planning disability
- C. assuming slow acquisition of any self-care skill is never significant enough to warrant further evaluation
- D. comparing the student's rate of progress on this skill, given consistent repetition, against the student's own rate of progress on other skills

10. A teacher explains that understanding the historical shift from segregated special education classrooms toward inclusive placement directly informs why a proposed pull-out program requires strong individualized justification today. This connection reflects:

- A. the principle that historical understanding directly shapes present-day scrutiny of any move toward a more segregated setting
- B. a connection that exists only in theory, with no practical bearing on actual placement decisions
- C. a historical pattern relevant only to students with the most significant support needs
- D. an outdated concern since pull-out programs are now considered the preferred standard

11. A teacher wants to understand why a student who is deaf, exposed to spoken language with hearing aids beginning at two years rather than identified at birth through newborn screening, shows a documented but relatively modest language delay compared to a peer identified and fitted at birth. This comparison most directly illustrates:

- A. that any delay in identification produces an identical, severe delay regardless of the specific timing
- B. that even a moderate delay in beginning full language access can produce a measurable, though not necessarily severe, effect on development
- C. that hearing aids are inherently less effective than cochlear implants 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 personal opinion about a family's parenting choices, unrelated to the student's educational needs, should not be shared in a professional setting. The most appropriate response is to:

- A. share the opinion since honesty is generally considered a virtue in professional relationships
- B. share the opinion only if a colleague specifically asks for the teacher's personal view

- C. keep such personal opinions private and focus professional communication strictly on the student's documented educational needs
- D. assume any personal opinion about parenting is automatically relevant to educational planning

13. A student's family requests a due process hearing after mediation failed to resolve a disagreement about a proposed change in placement. Which best describes what happens to the student's placement while the hearing is pending?

- A. the student is automatically moved to the newly proposed placement immediately
- B. the student is removed from school entirely until the hearing concludes
- C. the student generally remains in the current placement under the stay-put provision unless both parties agree otherwise
- D. the placement question is resolved informally by whichever party requested the hearing

14. A teacher wants to build a professional philosophy reflecting Standard II's call for ongoing reflection, specifically after a family's feedback revealed a communication approach the teacher had assumed was working was not landing well. The most appropriate response is to:

- A. genuinely revise her communication approach based on the family's feedback and reflect on why the assumption was inaccurate
- B. dismiss the feedback as an isolated, unrepresentative concern from a single family
- C. maintain the same communication approach since changing it now could seem inconsistent
- D. avoid seeking further feedback from families to prevent similar uncomfortable revelations

15. A teacher wants to confirm that a proposed increase in a student's paraprofessional support hours is based on documented evidence of increased need, not a family's general request for more support. Which practice best supports this confirmation?

- A. assuming any request from a family for more support is automatically sufficient justification
- B. assuming paraprofessional hours should always increase whenever requested regardless of documented need
- C. skipping any review of the proposal's underlying rationale to save time
- D. reviewing the specific documented evidence of increased need cited in the proposal before it is finalized

16. A teacher explains that a district's policy automatically capping occupational therapy services at the same number of minutes for every student in a specific disability category would likely violate IDEA's core principle that:

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

17. A student who is gifted and also has a documented sensory processing sensitivity shows strong academic performance but experiences significant distress in loud, crowded classroom transitions. Recognizing this twice-exceptional profile most directly supports:

- A. designing transition accommodations addressing the sensory need while continuing to provide gifted-level academic challenge
- B. concluding the student cannot genuinely be gifted given the documented sensory concern
- C. addressing only the sensory concern while withholding gifted programming until it fully resolves
- D. addressing only the gifted programming while ignoring the documented sensory need entirely

18. Which best describes the relationship between Component 1's domain weighting and the certificate's twelve ENS Standards?

- A. domain weighting assesses each of the twelve standards as an entirely separate, individually scored section
- B. domain weighting groups related standards together into broader assessed categories reflecting their relative emphasis on the actual exam
- C. domain weighting is unrelated to the twelve standards and reflects only general test-taking skill
- D. domain weighting applies only to the constructed-response exercises, not the 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 simply unfamiliarity with a newly adopted curriculum format. Which evidence would most directly support this determination?

- A. relying only on performance with the new format without any comparison to the prior format
- B. assuming any documented difficulty automatically indicates a permanent, content-specific learning disability
- C. comparing the student's performance on the new format against performance on the prior, familiar format for similar content
- D. assuming any curriculum format change fully explains the difficulty without gathering further evidence

20. A teacher wants to model Standard II's ethical expectation regarding confidentiality when asked by a school board member, unconnected to any student's education team, about a specific student's disability category. The most appropriate response is to:

- A. answer the question fully, since a school board member holds a position of institutional authority
- B. answer only if the board member cites a specific governance-related reason for asking
- C. assume any school board member's question is automatically appropriate to answer in full
- D. politely decline to discuss the specific student's disability category, regardless of the asking party's institutional position

21. A teacher notices that a specific gender is overrepresented in a district's speech-language impairment category but proportionally represented in its other-health-impairment category. This uneven pattern most directly suggests:

- A. that this uneven pattern reflects no meaningful bias since one category shows proportional representation
- B. a need to examine identification practices specifically within the speech-language category, since bias may not operate uniformly across categories
- C. that speech-language impairment is inherently more common in this gender than other-health-impairment
- 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 an online community of families with similarly diagnosed children, providing both emotional and practical support. The most appropriate school response is to:

- A. require the family to identify in-person support networks as the only recognized structure

- B. dismiss online community involvement as an inadequate substitute for genuine support
- C. treat reliance on an online community as evidence of social isolation requiring intervention
- D. recognize this online community as a legitimate part of the family's actual support structure

23. A teacher wants to evaluate whether a classroom's literature curriculum authentically includes disabled authors' own written work, not only stories about disability written by non-disabled authors. Which practice best supports this evaluation?

- A. actively including works written by disabled authors themselves alongside any stories about disability by other authors
- B. including only stories about disability regardless of whether the author is disabled
- C. avoiding any literature addressing disability to prevent any risk of inauthentic representation
- D. assuming any story addressing disability automatically constitutes authentic representation

24. A school's back-to-school night presentation is offered only as a single in-person event, creating a barrier for families who work evening shifts. Which practice best addresses this gap while remaining practical?

- A. accepting that these families will simply miss the back-to-school night information
- B. requiring these families to independently arrange a way to obtain the information
- C. offering a recorded version or an alternative virtual session for families unable to attend the single in-person event
- D. assuming a single written summary sent home fully substitutes for the live event

25. A teacher wants to confirm that a proposed behavioral intervention plan does not rely on assumptions about a student's family structure, such as a single-parent household, rather than individualized functional assessment data. Which practice best supports this confirmation?

- A. assuming any plan developed by a qualified professional is automatically free of this concern
- B. reviewing the plan's rationale to ensure it is grounded in the specific student's own assessment data, not a generalization about family structure
- C. assuming family structure 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, more accurate term be used when referring to their child's support needs, replacing an outdated term the school's older forms still use. Honoring this request reflects:

- A. genuine respect for family preference and evolving, more accurate terminology
- B. an unreasonable request that exceeds any obligation a school has toward respectful communication
- C. a request relevant only if the school's forms are formally revised first
- D. a practice that should be declined in favor of the terminology already printed on existing forms

27. A teacher wants to ensure a student with a significant intellectual disability has genuinely equitable access to a classroom student council election, not merely a token accommodation. Which practice best reflects this goal?

- A. allowing the student to attend the election assembly but not to run or vote
- B. providing no specific accommodation and allowing the student to manage independently without support
- C. excluding the student from the election process and offering an alternative activity instead
- D. adapting the campaign and voting process so the student can genuinely run for or vote in the election with appropriate support

28. A student's family requests that IEP meeting materials be provided with simplified sentence structure due to a parent's own limited literacy. 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 phrasing is sufficient since the request involves a parent, not the student
- C. provide meeting materials in simplified, plain language the parent can genuinely access and understand
- D. decline the request since simplified materials require additional preparation time

29. A teacher wants to determine whether a specific classroom behavior rating scale has been validated for students from a specific immigrant community with distinct cultural norms around expressing emotion. Which practice best supports this determination?

- A. assuming any nationally normed rating scale is automatically valid for every cultural population
- B. researching the scale's documented validity evidence for this specific cultural population before using it broadly
- C. assuming distinct cultural norms automatically disqualify a student from any behavior rating scale

D. skipping any investigation into the scale's validity for this specific population to save time

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

- A. accommodate this request wherever feasible, recognizing the friend's role extends beyond language interpretation into trust and shared history
- B. explain that only standard interpretation services are ever available, regardless of family request
- C. assume a family friend'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 documentation submission to 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 documentation 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 phone calls over written messages due to a parent's own limited literacy. The most appropriate response is to:

- A. insist on written messages exclusively, since documentation is considered the school's standard practice
- B. assume the family's preference reflects lower engagement with their child's education
- C. limit all communication to in-person meetings only, avoiding both phone calls and written messages
- D. adapt primary communication methods to genuinely reflect this family's stated literacy-related preference

33. A teacher notices that referrals for a specific after-school enrichment program disproportionately exclude students whose families lack reliable transportation, despite similar documented interest. This pattern most directly suggests:

- A. that families lacking reliable transportation are less interested in enrichment opportunities generally
- B. that this pattern reflects no meaningful equity concern since program criteria are technically identical
- C. a need to examine whether program logistics themselves create a transportation-based barrier to participation
- D. that transportation access should be treated as a formal eligibility criterion for this program

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

- A. proceed with the school's preferred approach 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 communication norm at all
- D. engage in genuine dialogue to understand the family's specific cultural approach before finalizing any school-based communication norm

35. A teacher wants to verify that a classroom's independent work expectations do not inadvertently penalize a cultural norm, such as checking in frequently with an adult before proceeding, common among some of her students' families. Which practice best supports this verification?

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

36. A teacher wants to ensure a student with significant support needs has genuinely equitable access to a class field trip requiring a full day away from school. Which practice best reflects this goal?

- A. proceeding with the original plan and arranging for the student to leave early if needed

- B. planning in advance for the specific medical, dietary, and support needs required for the student to fully participate the entire day
- C. excluding the student from the full-day trip and providing an unrelated in-school activity instead
- D. assuming the trip's length is an unavoidable barrier requiring no further individualized planning

37. A family requests that school staff avoid using a specific term perceived as outdated within their disability community, citing recent shifts in preferred language. The most appropriate response is to:

- A. explain that the outdated term is still technically accurate and should be used regardless of family preference
- B. honor this request and use the family's preferred, current terminology consistently going forward
- C. use the current terminology only in the family's presence, reverting to the outdated term otherwise
- 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 independent-living preferences, not only a family's assumptions about an appropriate level of independence. Which practice best supports this confirmation?

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

39. A student's family requests that a specific religious accommodation be honored during a classroom science unit covering a topic that conflicts with their beliefs. The most appropriate response is to:

- A. explore an alternative assignment addressing the same learning objective in a way that respects the family's stated belief
- B. insist the student complete the original assignment regardless of the family's stated religious belief
- C. exclude the student from the entire science unit to avoid any further conflict
- D. adopt the family's belief as the standard curriculum content for the entire class

40. A student and family express a preference for a specific post-secondary living arrangement that differs from a transition specialist's initial recommendation based on assessed independent living skills. The most appropriate resolution involves:

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

41. A student with severe multiple disabilities communicates preference through a distinct change in breathing pattern only his mother currently recognizes reliably. The most appropriate next step is to:

- A. document this response pattern precisely and train school staff and peers to recognize and respond to it consistently
- B. continue relying solely on the mother to interpret these responses during school hours indefinitely
- C. conclude the responses are not genuinely communicative since only one family member 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 after a fire alarm test, but never at other times. This pattern most directly suggests investigating:

- A. an attention-seeking function unrelated to the timing relative to the alarm
- B. an escape function tied to whatever academic task happened to precede the alarm
- C. a sensory or anxiety-related reaction specific to the alarm's sound rather than a general escape or attention function
- D. no identifiable function, since the behavior occurs only at a specific, rare event

43. A teacher wants to teach a student to recognize that a coach's firm, direct tone during a competition reflects focus and urgency, not anger at the student personally. This instructional goal most directly targets:

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

44. A student who is deaf and uses a bone-conduction hearing device shows strong comprehension in quiet settings but considerably weaker comprehension in a gymnasium with significant background reverberation. A teacher applying sound knowledge would interpret this as:

- A. clear evidence the student's overall language ability is considerably lower than previously assessed
- B. a reflection of environmental acoustic limitations specific to that setting rather than a broader ability concern
- C. proof that the bone-conduction device itself is malfunctioning and requires immediate replacement
- 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, overwhelming visual environment during art displays. Which replacement is best matched to this function?

- A. a request for a preferred tangible item unrelated to the visual environment
- B. a request for adult attention unrelated to the specific visual concern
- C. an unrelated activity disconnected from the identified visual escape function
- D. a taught request to view the display from a designated calmer viewing area or with reduced visual exposure

46. A teacher analyzing video of her own instruction notices she consistently addresses the whole class with the same set of visual supports, without checking whether individual students are actually using them. Applying structured reflective practice, the appropriate next step is to:

- A. conclude visual supports are equally effective for every student regardless of individual use
- B. set a specific goal to periodically check individual student use of supports, then verify the change through a subsequent recorded lesson
- C. eliminate visual supports entirely since universal provision does not guarantee individual use
- D. assume the pattern reflects student disinterest rather than an instructional monitoring gap 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 recycling initiative. This combined approach reflects:

- A. Standard VII's extension beyond individual behavior management into cultivating broader environmental and civic responsibility
- 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 wait in a line, but rarely during transitions without any waiting period. 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. whether the specific demand of waiting itself, rather than transitioning generally, is the relevant triggering factor
- D. no further investigation, since waiting-based transitions have no bearing on behavior function

49. A student communicates using a combination of a communication device and directed eye contact toward a desired item, deployed depending on whether device access is physically convenient in the moment. A teacher supporting this flexible use is:

- A. supporting the student's multimodal communication profile matched appropriately to physical convenience in each moment
- B. creating unnecessary confusion by permitting more than one communication method across situations
- C. undermining the device's effectiveness by allowing eye contact 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 summarizing a story's main idea has generalized beyond the specific book series where it was originally taught. Which evidence would most directly confirm this?

- A. a single successful demonstration during the specific book series where the skill was first taught
- B. the teacher's general impression that the student seems more engaged in reading overall
- C. a family report of no observed change in reading discussion at home
- D. documented, successful use of main-idea summarization across multiple different book series and genres beyond the original teaching context

51. A student who is hard of hearing benefits from a classroom policy of repeating a peer's question before answering it. This environmental and procedural consideration is most directly relevant because:

- A. this policy has no meaningful bearing on communication access for this population
- B. this consideration matters only for students who use no hearing technology at all
- C. peer questions asked from across the room are often harder to access than the teacher's own amplified or positioned voice
- 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 art project serves an escape function or reflects a genuine gap in a specific prerequisite spatial skill. Which approach best supports this distinction?

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

53. A student's visual schedule has been simplified from icons showing every daily activity to icons showing only transitions between major periods, as the student's independent routine familiarity has grown. This documented change reflects:

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

54. A teacher wants to teach a student to recognize that a classmate's quick exit from a conversation often signals needing time alone rather than rejection of the friendship. This instructional target most directly addresses:

- A. theory of mind and distinguishing a specific situational need from a broader judgment about the relationship
- B. articulation skills unrelated to interpreting a peer's social exit
- C. written expression skills disconnected from real-time social interpretation
- D. fine motor coordination required for initiating a new conversation

55. A student's replacement communication response for an escape-motivated behavior involves handing over a laminated 'all done' card. For this replacement to succeed long-term, the teacher must:

- A. gradually stop honoring the request over time to encourage the student to persist longer
- B. require the student to complete additional work before the request is ever honored
- C. reserve honoring the request only for specific subjects the teacher designates
- D. respond promptly and consistently by honoring the escape request every time the card is presented appropriately

56. A teacher wants to confirm a student's new adapted scissors are genuinely being used across every setting where fine motor tasks occur, not only during art class. Which practice best supports this confirmation?

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

57. A student with significant support needs shows increased engagement when a specific weighted blanket is available during quiet reading time. A teacher who deliberately incorporates this blanket into daily reading routines is:

- A. relying on an unsupported coincidence with no genuine instructional value
- B. creating an inappropriate dependency that should be actively discouraged over time

- C. engaging in a practice disconnected from sound instructional planning principles
- D. applying individualized, evidence-based instructional planning grounded in direct observation of this student's engagement

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 standing in front of the class for presentations. Which replacement best matches this function?

- A. a request for a preferred tangible item unrelated to the presentation situation
- B. a taught request to present to a small group or to the teacher privately instead of the whole class
- C. a request for adult attention unrelated to the specific presentation demand
- 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 school social worker and a classroom aide, explains the specific reasoning for each, and describes concrete steps taken to address a peer-conflict-related communication barrier. This response most directly demonstrates:

- A. the specific, evidence-based reasoning constructed-response exercises are designed to assess
- B. an unnecessarily detailed response exceeding what the exercise actually requires
- 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 peer-interaction goal shows no meaningful change over eight 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 peer-interaction growth under any circumstances
- C. revisit whether the original assessment correctly identified the student's underlying peer-interaction need before continuing unchanged
- D. discontinue all data collection since the lack of change already indicates failure

61. A teacher wants to build a student's independent capacity to recognize sensory overload building and request a break before reaching crisis, rather than waiting for adult intervention. This instructional goal most directly reflects:

- A. growing self-regulation and self-determination rather than continued dependence on adult-initiated intervention
- B. a goal appropriate only once a student has mastered every other academic skill first
- C. an approach that should be avoided since adult-initiated intervention is generally more reliable
- 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 an activity is led by a familiar teacher versus a substitute, occurring more often with substitutes regardless of the specific activity. This variation is most useful because it:

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

63. A student who uses a switch-activated communication device also relies on vocalization to supplement device-generated messages during exciting moments. A teacher who explicitly teaches peers to attend to both channels is:

- A. creating unnecessary complexity that should be simplified to device use alone
- B. supporting genuinely reciprocal peer interaction by helping peers understand the student's full multimodal communication
- C. undermining the switch device's role by encouraging attention to vocalization
- 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 an attention function, given the transition involves both a difficult task ending and a favorite peer nearby. Which approach best isolates these factors?

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

- B. assuming only the peer's presence matters without examining the task-ending factor separately
- C. relying on a single combined observation without isolating either specific factor
- D. systematically varying one factor at a time, such as changing which peer is present while keeping the task ending constant

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

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

66. A teacher analyzing a functional behavior assessment notices a target behavior occurs almost exclusively on days following a change to the regular schedule, regardless of the specific change involved. This pattern most directly suggests investigating:

- A. a purely academic explanation tied to whichever specific subject was affected by the change
- B. a sensory explanation entirely unrelated to the schedule change itself
- C. a possible connection to difficulty with unpredictability or schedule change itself, rather than any specific schedule content
- D. no further investigation, since schedule-change patterns have no bearing on behavior function

67. A student's replacement communication response for a tangible-access behavior is taught using a specific finger-pointing gesture the student already produces reliably during play. 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 intellectual disability remain appropriate as the student transitions from a self-contained classroom to a co-taught inclusive setting. Which practice best supports this verification?

- A. assuming accommodations will transfer automatically without any proactive communication to both co-teachers
- B. proactively briefing both co-teachers on specific accommodations and confirming consistent implementation early in the transition
- C. waiting for one of the co-teachers to ask about accommodations before providing any information
- D. assuming the co-taught setting requires no additional briefing since accommodations were already documented

69. A student's teacher wants to reduce reliance on one specific sibling to interpret the student's individualized communication board symbols for extended family at gatherings. Which practice most directly supports broader communication access?

- A. relying exclusively on the sibling for all communication board interpretation at gatherings
- B. restricting the student's communication board use to interactions with that one sibling only
- C. documenting the specific meaning of each symbol and sharing this documentation with extended family members directly
- D. assuming broader family understanding will develop naturally without any specific documentation shared

70. A teacher's constructed-response answer addressing a student's communication concern names an audiologist and the student's classroom teacher, explains the specific reasoning for each, and describes concrete steps taken to gather converging evidence about inconsistent hearing aid use. This response most directly demonstrates:

- A. the specific, evidence-based collaborative reasoning these exercises are designed to assess
- B. an unnecessarily long response exceeding what the exercise actually requires
- 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 slant board for writing tasks on a test measuring content knowledge, not handwriting quality. This accommodation is best classified as:

- A. a modification, since any change to writing surface always changes the underlying construct measured
- B. an accommodation, since it changes access without changing the construct the assessment is designed to measure
- C. neither an accommodation nor a modification, since writing surface has no bearing on assessment validity
- D. a practice that automatically invalidates the assessment regardless of the construct being measured

72. A teacher's progress-monitoring data on a decoding goal shows scores improving steadily but at a rate that would take twice as long as planned to reach the annual goal. The most appropriate response is to:

- A. conclude no adjustment is needed since scores are technically still trending upward
- B. wait until the annual review before considering any adjustment to the current approach
- C. conclude the original goal timeline was inherently unreasonable without further examination
- D. consider intensifying the current approach to accelerate progress toward the goal's original timeline

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

- A. assuming the student's fine motor fatigue also indicates a broader cognitive limitation as well
- B. excluding the student from extended assessment entirely due to the fine motor fatigue
- C. selecting a response accommodation, such as scheduled breaks, so fine motor fatigue does not limit demonstrated knowledge
- D. assessing only through a single, uninterrupted long session, regardless of the student's documented 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 community-based day programming. The most appropriate balance is most likely to:

- A. emphasize traditional academic content considerably regardless of the documented day-programming 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 community-based skill instruction considerably, tied directly to the documented day-programming goal

75. A teacher designs an assessment allowing students to demonstrate understanding of a historical cause-and-effect relationship through a written paragraph, a labeled timeline, or an oral explanation, 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 with figurative language such as idioms during classroom instruction. This finding should most directly inform:

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

77. A team synthesizing multidisciplinary data notices a vision specialist's finding about visual field limitation may explain a pattern a classroom teacher had attributed only to inattention during boardbased instruction. This illustrates:

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

78. A teacher wants to confirm that a proposed classroom seating chart was driven by genuine assessed student need rather than alphabetical convenience. Which question best supports this check?

- A. does this specific seating arrangement match documented needs identified through individual student assessment data
- B. is this seating arrangement the simplest to generate using an alphabetical class list
- C. is this seating arrangement identical to the one used the previous school year
- D. did a colleague at another school recommend this seating arrangement informally

79. A teacher's community-based instruction session at a public garden includes a specific, defined objective tied to a documented sensory-regulation goal on a student's IEP. This planning approach reflects:

- A. an excessive level of planning for what is essentially a recreational visit
- 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. the principle that independent verification catches errors that self-reported confidence might otherwise miss entirely
- C. a practice relevant only to items involving explicit numerical calculation specifically
- D. a step that eliminates the need for any further human review of assessment content

81. A teacher reviewing an assessment accommodation request confirms it changes only the person administering the 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. a distinction relevant only to students receiving services specifically under IDEA
- C. a practice that applies solely to state-mandated standardized assessments exclusively
- D. the accommodation-versus-modification distinction central to preserving the validity of the assessment

82. A teacher notices a specific student is never given a chance to select the class's read-aloud book, 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 entrepreneurs running successful businesses, not only in an inspirational or charity-focused context. Which practice best supports this evaluation?

- A. assuming any video mentioning a disabled entrepreneur automatically represents this business-focused range
- B. avoiding videos depicting disabled entrepreneurs in any context to simplify classroom material selection
- C. actively seeking materials showing disabled entrepreneurs running genuinely successful businesses, not only in inspirational or charity contexts
- D. selecting materials based solely on production quality without considering context represented

84. A student's transition assessment identifies both a specific interest in a vocational area and a specific need for continued support with time 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 time 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 measurement units, not basic computation. 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 specific, measurable goal targeting measurement unit understanding directly, tied to the exact assessment finding
- C. a goal targeting basic computation, which is unrelated to the specific finding described
- 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 'expanding tolerance for group activities through gradual, supported exposure' rather than 'cannot handle being around other kids.' This framing reflects:

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

87. A team relies exclusively on a single occupational therapy observation to determine a student's eligibility for sensory support services, without incorporating any classroom data or family input. This practice raises a concern because:

- A. a single occupational therapy observation is never appropriate for any educational decision under any circumstances
- B. a single data source is always sufficient provided the observing therapist is experienced
- C. eligibility decisions related to sensory support legally require no assessment data whatsoever
- D. eligibility and placement decisions should draw on multiple data sources rather than any single measure considered in isolation

88. A teacher wants to verify that a newly introduced fidget tool is being used consistently to support attention across every part of the school day, not only during math instruction. Which approach best supports this evaluation?

- A. relying on a single informal impression formed during math instruction alone
- B. systematically tracking fidget tool 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 math teacher for a general, non-specific impression

89. A student's curriculum includes both grade-level history content and targeted instruction in using a digital graphic organizer to access that content independently. This combination reflects Standard VIII's principle that:

- A. expanded curriculum skills like assistive technology training can support, rather than replace, genuine access to core academic content
- B. assistive technology training should always replace core academic content for any student who needs it
- 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 history activities reflect genuine individualized evidence rather than an assumption based on a student's reading level alone. Which practice best supports this check?

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

91. A teacher collecting progress-monitoring data on a handwriting legibility 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. graphing the data against the goal line and examining the pattern across several consecutive data points
- C. relying on general classroom impression rather than any structured, recorded data
- 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 math difficulty is specifically tied to weak understanding of equivalent fractions, not whole-number computation. 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 computation, which is unrelated to the specific finding described
- C. a specific, measurable goal targeting equivalent fraction understanding directly, tied to the exact assessment finding
- D. a generic goal template applied uniformly regardless of this student's specific assessment finding

93. A student's curriculum plan balances core academic instruction with orientation and mobility training and vocational exploration, grounded in the student's documented visual impairment 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. sound, evidence-based curriculum planning appropriately grounded in this specific student's needs and goals
- D. a decision made independently of the student's actual assessed present levels of performance

94. A teacher selecting instructional materials wants to avoid presenting a specific sign language interpreter's role only during formal school events, without connecting it to genuine, ongoing daily classroom access. Which practice best supports this goal?

- A. presenting the interpreter's role only during formal assemblies and special school events
- B. avoiding any explanation of the interpreter's role to simplify classroom material selection
- C. assuming students will independently understand the interpreter's daily role without any explicit instruction
- D. showing the interpreter's role in ongoing, everyday classroom activities rather than only formal events

95. A teacher wants to determine whether a student's social studies 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 written tests regardless of the student's language background
- B. assessing content understanding through methods that minimize dependence on English vocabulary specifically
- C. concluding the difficulty is purely linguistic without any further targeted assessment
- D. concluding the difficulty is purely content-based without considering the student's language background at all

96. A team reviewing a student's resource plan finds the originally assigned classroom noise-reduction headphones no longer match the student's now considerably improved auditory tolerance. This finding most directly supports:

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

97. A teacher evaluating a classroom's physical environment for a student with significant support needs considers whether the student's specialized equipment, such as a stander, fits within the room without blocking emergency egress pathways. This consideration is most directly relevant because:

- A. safe equipment placement supports both the student's participation and the safety of the entire classroom community
- B. equipment placement has no meaningful bearing on independence for a student with significant support needs
- C. the student's safety depends entirely on adult supervision regardless of equipment placement
- D. equipment placement matters only for students who also use a wheelchair specifically

98. A teacher's assessment plan uses a shared set of vocabulary flashcards both during daily review, to inform instruction, and again on a unit quiz, 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 'more independence' 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 are appropriately written in general terms to allow maximum flexibility in implementation
- B. assessment findings are relevant only to eligibility, not ongoing goal-writing decisions
- C. goal specificity matters only for academic goals, not independence-related goals specifically
- D. IEP goals should be specifically and measurably tied to documented assessment findings, not written in general terms

100. A teacher confirms that a proposed classroom accommodation changes only the size of the print a student reads, not the underlying content or complexity of the material. 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 7: Answer Key and Explanations

- 1.** **A** — Generalization across settings often requires deliberate, planned practice in each specific setting rather than occurring automatically simply because a skill was learned somewhere else. A student mastering money-handling at the school store but not yet at a community grocery store has not failed to learn the skill; the new setting requires its own dedicated practice.
- 2.** **C** — Giftedness is often domain-specific rather than a uniform elevation across every area, meaning a student can show genuinely advanced scientific reasoning while performing at an entirely age-typical level in artistic expression. Treating age-typical artistic performance as decline, rather than simply a different domain's typical development, reflects an inaccurate, overly uniform view of giftedness.

- 3. D** — Rowley established that an appropriate education under IDEA requires providing meaningful educational benefit reasonably calculated to allow progress, not necessarily the single best or maximum possible benefit theoretically available anywhere. This standard remains foundational to how courts evaluate whether a specific IEP genuinely meets IDEA's substantive legal requirements in practice today.
- 4. B** — Families bring varying, legitimate frameworks for understanding disability, and an ecological framework emphasizing environmental fit over individual deficit is a genuine, valid perspective, not a minimization of documented needs. Standard I calls for engaging respectfully with this framework rather than requiring the family to adopt a different, deficit-centered lens first.
- 5. C** — Erikson's psychosocial stages describe developmental tasks, including industry versus inferiority, 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. D** — 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 measurably improved on-task behavior directly challenges a proposed schedule change, since it demonstrates the current inclusive setting is working, not simply asserting inclusion is always correct.
- 7. A** — Endrew F. clarified and raised the Rowley standard, holding that educational benefit must be appropriately ambitious in light of a student's specific circumstances, not merely trivial or de minimis progress technically exceeding zero. This decision remains a significant, current reference point for evaluating whether an IEP's goals are genuinely ambitious enough for a specific student.
- 8. B** — This pattern illustrates that a specific learning disability affecting written transcription specifically can leave broader idea generation entirely intact, since generating ideas and transcribing them into written sentences draw on genuinely distinct cognitive processes. Recognizing this narrow, skill-specific profile prevents a teacher from assuming strong verbal ideas disprove a genuine, documented writing disability.
- 9. D** — Comparing a student's own rate of progress on a specific self-care skill, given consistent repetition, 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 motor planning concern from simply an area requiring more repetition.
- 10. A** — Understanding the historical shift away from segregated classrooms directly informs why any proposed pull-out program today requires strong individualized justification, since this history is precisely why the burden of proof falls on any move toward a more segregated setting. This connection between history and present scrutiny is exactly what Standard II's legal knowledge component builds.
- 11. B** — This comparison illustrates that even a moderate delay in beginning full language access, here two years 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 at any single point. The delay reflects timing, not an inherent limitation in the technology or child.

- 12. C** — Keeping personal opinions about parenting choices private, and focusing professional communication strictly on the student's documented educational needs, reflects ethical practice respecting appropriate professional boundaries. Sharing such opinions, even if asked or framed as honesty, oversteps the scope of the professional relationship and risks damaging the trust genuine partnership depends on.
- 13. C** — IDEA's stay-put provision generally requires a student to remain in their current educational placement while a due process hearing is pending, unless both parties agree to an interim change, protecting against a unilateral placement change during an active, unresolved dispute. This provision applies specifically during the pendency of proceedings, not merely informally.
- 14. A** — Genuinely revising a communication approach based on direct family feedback, and reflecting on why the prior assumption was inaccurate, exemplifies the reflective, evolving philosophical grounding Standard II describes. Dismissing feedback, maintaining an approach for consistency's sake, or avoiding further feedback entirely all fall short of this deeper, ongoing reflective standard.
- 15. D** — Reviewing the specific documented evidence of increased need, cited as the basis for a proposed increase in paraprofessional hours, before it is finalized, ensures the decision reflects genuine assessed need rather than a general family request alone. This review should not be skipped or assumed automatically justified simply because a family requested more support.
- 16. B** — IDEA requires that related service minutes, including occupational therapy, be individually determined based on each student's documented need, meaning a blanket policy capping every student in a category at an identical amount would likely violate this core individualization principle. Equal application of an inappropriate cap does not make the underlying policy legally sound.
- 17. A** — Recognizing this twice-exceptional profile supports designing transition accommodations, such as an early or staggered transition time, that directly address the documented sensory need while continuing to provide the gifted-level academic challenge the student's demonstrated ability calls for, rather than withholding either dimension of support until the other fully resolves first.
- 18. B** — Domain weighting groups related standards, such as Standards VI and VII together, into broader assessed categories reflecting their relative emphasis on the actual exam, rather than assessing each of the twelve standards as an entirely separate, individually scored section. Understanding this grouping helps a candidate allocate study time proportionally across the certificate's full standards.
- 19. C** — Comparing a student's performance on a newly adopted curriculum format against their performance on the prior, familiar format for similar content helps distinguish unfamiliarity with the new format 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. D** — Politely declining to discuss a specific student's disability category, regardless of the asking party's institutional position such as a school board member unconnected to that student's education team, reflects the confidentiality obligation applying regardless of who is asking. Institutional authority alone does not create a legitimate need-to-know basis for confidential student information.
- 21. B** — 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 referral and assessment process may carry distinct sources of bias.

22. D — Family support structures vary meaningfully, and an online community of families with similarly diagnosed children is a legitimate, real form of support, not evidence of isolation or an inadequate substitute for in-person networks. Recognizing and genuinely respecting this actual support structure reflects the genuine partnership principle this standard describes throughout this book.

23. A — Actively including works written by disabled authors themselves, not only stories about disability written by non-disabled authors, distinguishes authentic, first-person representation from a well-intentioned but secondhand portrayal. This distinction between authorship and subject matter reflects a deeper standard of authentic representation than mere topic inclusion alone could ever fully achieve.

24. C — Offering a recorded version or an alternative virtual session for families unable to attend a single in-person event addresses this scheduling gap in a practical way, reaching families whose work shifts would otherwise exclude them entirely. This flexible approach reflects individualized responsiveness rather than accepting a gap or shifting the burden entirely to the family.

25. B — 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 family structure, guards against a genuine, well-documented risk of stereotyping in behavior planning, regardless of which specific qualified professional actually developed the original plan document itself.

26. A — Honoring a family's request for more accurate, updated terminology reflects genuine respect for family preference and evolving professional language, consistent with the individualized, familycentered communication approach this standard describes throughout. Declining this request in favor of outdated printed forms fails to reflect this genuine responsiveness to the family's own stated preference.

27. D — Adapting the campaign and voting process, through picture-based ballots or supported speech preparation, so a student can genuinely run for or vote in a student council election reflects genuine, equitable participation rather than a token accommodation like passive attendance. Full, adapted participation is the standard this equity principle calls for.

28. C — Providing meeting materials in simplified, plain language the parent can genuinely access reflects the same equity and family partnership principles this domain describes, extending appropriately to a parent's own literacy needs, not only the student's own documented needs. Declining this reasonable request undermines the parent's ability to participate meaningfully in planning.

29. B — Researching a behavior rating scale's documented validity evidence for a specific cultural population, 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 behavioral and academic assessment contexts generally speaking, not narrowly.

30. A — Accommodating a request for a trusted family friend's presence, recognizing this role extends beyond language interpretation into shared history 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 relational support this specific request identifies.

31. C — Handling routine documentation submission 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. D — Adapting primary communication methods to genuinely reflect a family's stated literacy-related preference, such as phone calls over written messages, reflects the same responsiveness to family circumstance discussed throughout this domain. A preference for phone calls does not indicate lower engagement; it reflects a legitimate access consideration deserving genuine, practical accommodation.

33. C — A pattern in which families lacking reliable transportation are disproportionately excluded from an after-school program, despite similar documented interest, suggests a need to examine whether program logistics themselves, such as timing or location, create a transportation-based barrier. This systemic examination reflects the same equity monitoring principle this domain calls for across program access generally.

34. D — Engaging in genuine dialogue to understand a family's specific cultural approach to expressing disagreement, before finalizing a school-based communication norm, 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 norm that lacks true family buyin or cultural fit.

35. A — Reviewing specific independent work expectations against known cultural variation, such as norms around checking in with adults, before treating a culturally consistent behavior as a lack of independence prevents a classroom expectation from unintentionally penalizing a student for following their own family's cultural norm around seeking adult guidance and reassurance.

36. B — Planning in advance for the specific medical, dietary, and support needs required for full-day participation reflects proactive planning for equitable access rather than accepting exclusion or an early departure as an unavoidable outcome. Genuine access requires this kind of deliberate advance planning, not a reactive accommodation offered only once a need arises.

37. B — Honoring a family's request to use current, preferred terminology reflecting recent shifts within their disability community, and doing so consistently rather than only in their presence, reflects genuine respect for the family's own community and its evolving preferred language. Consistency across settings matters for genuine, not performative, responsiveness to this evolving language.

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

- 39. A** — Exploring an alternative assignment addressing the same learning objective, in a way that respects a family's stated religious belief, reflects genuine responsiveness distinct from insisting on the original assignment or excluding the student from the unit entirely. Individualized accommodation, not confrontation or exclusion, reflects the balanced approach this situation calls for.
- 40. D** — Genuine collaborative discussion, weighing student and family preference alongside a transition specialist's skills-based recommendation, reflects the balanced approach to preference and professional input this domain describes throughout. Automatic deference to either the specialist's assessment or the family's preference alone, without this genuine discussion, fails to reflect the collaborative resolution this disagreement calls for.
- 41. A** — Documenting a student's subtle but genuine breathing-pattern response precisely, then training school staff and peers to recognize and respond to it consistently, builds communication access beyond dependence on a single family member during school hours. Discouraging an already-functional response, or assuming it is not genuine simply because only the mother currently recognizes it, would undermine real communicative competence.
- 42. C** — A behavior occurring consistently right after a fire alarm test, but never at other times, suggests investigating a sensory or anxiety-related reaction specific to the alarm's sound itself, rather than a general escape or attention function unrelated to this specific, identifiable trigger. This pattern warrants further investigation into alarm-specific coping strategies.
- 43. D** — Teaching a student to interpret a coach's firm, direct tone as reflecting focus and competitive urgency, rather than personal anger, extends theory of mind into accurately reading vocal tone within its specific situational and role-based context. This explicitly teachable distinction helps students who tend to personalize cues tied to a specific role rather than to them personally.
- 44. B** — This pattern reflects environmental acoustic limitations specific to a reverberant gymnasium setting, rather than a broader language ability concern or device malfunction. Recognizing this access-based explanation supports targeted environmental accommodations, such as reduced reverberation or closer proximity, rather than an inaccurate assumption about the student's overall communication ability more broadly.
- 45. D** — For an escape function specifically tied to an overwhelming visual environment, a taught request to view the display from a designated calmer area or with reduced visual exposure directly addresses the underlying sensory difficulty through a more appropriate channel. A tangible, attention, or unrelated replacement would not match this particular, visually-specific function.
- 46. B** — Closing the reflective loop means setting a specific goal, such as periodically checking whether individual students are actually using provided visual supports, and then verifying through a subsequent recorded lesson that this monitoring 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 recycling initiative reflects Standard VII's extension beyond individual behavior management into broader environmental and civic responsibility development overall. This integration

reflects the standard's full, connected scope across both dimensions simultaneously and quite meaningfully for the student involved.

48. C — A behavior occurring consistently during transitions requiring waiting in line, but rarely during transitions without waiting, suggests the specific demand of waiting itself, rather than transitioning generally, may be the relevant triggering factor, warranting further, careful investigation into what specifically about the waiting demand is genuinely difficult for this particular student.

49. A — Supporting a student's flexible use of a communication device when convenient and directed eye contact when the device is not readily accessible reflects sound practice honoring the student's full multimodal communication profile. This does not create confusion; it reflects a practical, situationally responsive communication strategy many AAC users rely on successfully.

50. D — Genuine generalization is confirmed by documented, successful use of main-idea summarization across multiple different book series and genres beyond the original teaching context, not a single demonstration in the original series or a general, undocumented impression. This structured, cross-context evidence directly addresses whether the specific skill has genuinely and durably transferred.

51. C — Peer questions asked from across the room are often considerably harder to access than the teacher's own voice, which may be amplified or better positioned, since peers rarely face the student directly or speak as clearly. Repeating the question supports this student's access without eliminating the need for their hearing technology.

52. B — Comparing behavior when a student works on projects using spatial skills at their demonstrated level versus projects 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 spatial skill involved.

53. B — Simplifying a visual schedule from every daily activity to only major transitions, in step with documented, developing routine familiarity, 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 routine development.

54. A — Teaching a student to distinguish a peer's quick exit as reflecting a need for time alone, rather than rejection of the friendship itself, extends theory of mind into interpreting the scope and meaning of a specific social action accurately. This explicitly teachable distinction helps students who tend to overgeneralize a single social event.

55. D — For an 'all done' card request to succeed long-term, the teacher must respond promptly and consistently by honoring the escape request each time the card is presented appropriately, ensuring the replacement is at least as reliable as the original behavior it replaces. Inconsistent or delayed honoring undermines the replacement's effectiveness and risks a return to the original behavior.

56. C — Systematically tracking adapted scissors use and its effect across every setting where fine motor tasks occur provides concrete, reliable evidence of consistent, effective use, rather than relying on an impression from art class alone or an unverified, general assumption about consistent use across the rest of the student's entire school day.

- 57. D** — Deliberately incorporating a specific weighted blanket shown to increase engagement into daily reading 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. B** — For an escape function specifically tied to whole-class presentations, a taught request to present to a small group or privately to the teacher directly addresses the underlying social-performance difficulty through a more appropriate channel. A tangible, attention, or unrelated replacement would not genuinely match this particular, performance-specific function at all.
- 59. A** — Naming specific individuals, explaining the reasoning for selecting each one, and describing concrete steps addressing a specific peer-conflict-related barrier demonstrates the specific, evidencebased 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. C** — A genuine plateau across eight consecutive data points, despite consistent implementation, signals a real need to revisit whether the original assessment correctly identified the student's underlying peer-interaction need, since an intervention mismatched to the actual, genuine need is unlikely to succeed regardless of how long it continues unchanged without adjustment.
- 61. A** — Building a student's independent capacity to recognize building sensory overload and request a break proactively, rather than depending on adult intervention at crisis point, reflects growing selfregulation and self-determination. This directly connects to the broader self-determination principles emphasized throughout this domain, moving a student toward genuine autonomy in managing sensory experience.
- 62. C** — Behavior varying based on familiar teacher versus substitute presence, occurring more often with substitutes regardless of activity content, suggests the function may be tied to unfamiliarity or unpredictability itself rather than the specific activity, information that can directly inform substitutespecific support strategies rather than a generic, undifferentiated consequence applied uniformly.
- 63. B** — Explicitly teaching peers to attend to a student's device output and vocalization together supports genuinely reciprocal peer interaction by helping peers understand the student's full, authentic multimodal communication during exciting, high-energy moments, rather than creating unnecessary complexity or unintentionally undermining the device's own central communicative role in daily interaction with others.
- 64. D** — Systematically varying one factor at a time, such as observing the transition with a different peer present while keeping the difficult task-ending element constant, helps isolate which specific factor most reliably triggers the behavior, providing considerably more precise evidence than a single combined observation unable to distinguish between the two factors.
- 65. D** — Specifying that a student will self-advocate during a field trip to an unfamiliar location reflects building generalizable self-advocacy skill applicable even in novel circumstances outside the classroom, extending self-determination well beyond the specific, familiar classroom routine where the

skill was originally taught and practiced under far more predictable, comfortable conditions than a field trip.

66. C — A behavior occurring almost exclusively on days following any schedule change, regardless of the specific change involved, suggests investigating a possible connection to difficulty with unpredictability itself, rather than any specific schedule content, warranting further, careful inquiry into advance-notice and predictability-support strategies specifically tailored for this particular student's own individual needs.

67. A — Teaching a new replacement request using a finger-pointing gesture the student already produces reliably during play builds the replacement on an already-established motor pattern, rather than introducing an entirely unfamiliar new physical movement alongside a new communicative meaning, considerably increasing the likelihood the student adopts this replacement successfully and quickly.

68. B — Proactively briefing both co-teachers on a student's specific accommodations and confirming consistent implementation early in this significant transition, rather than assuming automatic transfer or waiting to be asked, ensures genuine continuity of appropriate support across a meaningful change involving two previously unfamiliar teaching adults now sharing the same classroom space.

69. C — Documenting the specific meaning of each communication board symbol and sharing this documentation directly with extended family members, rather than relying on one sibling as an ongoing interpreter, broadens genuine communication access and reduces an unhealthy dependence on a single family member for the student's meaningful participation at every family gathering.

70. A — Naming specific individuals, explaining the reasoning for each selection, and describing concrete steps to gather converging evidence about inconsistent hearing aid use 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. B — Allowing slant board use on a test measuring content knowledge, not handwriting quality, is a classic accommodation, since it changes physical writing conditions without altering the construct being measured. A modification would instead change the underlying content or expectation itself, which this specific physical adjustment genuinely does not do at all.

72. D — Steady improvement projected to take twice as long as planned calls for considering an intensified approach right now, rather than waiting for the annual review or assuming the timeline itself was unreasonable without first examining whether the current approach could reasonably be strengthened, adjusted, or intensified to close this specific pacing gap.

73. C — Selecting a response accommodation, such as scheduled breaks or shorter sessions, allows a student whose fine motor endurance is affected by a physical disability to demonstrate genuine cognitive ability without that ability being obscured by fatigue-related decline. This reflects sound, individualized assessment planning rather than conflating two entirely separate constructs.

74. D — For a student with significant support needs whose family has expressed a community-based day-programming goal, the appropriate balance most likely emphasizes functional academics and community-based skill instruction considerably, tied directly to that specific documented goal, rather than a fixed ratio or an academic emphasis disconnected from this stated family goal.

- 75. B** — Offering multiple means through which students demonstrate understanding of an identical core cause-and-effect relationship 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 historical understanding.
- 76. A** — A specific finding of age-appropriate articulation alongside significant difficulty with figurative language points toward a narrow, pragmatic-semantic deficit rather than a global speech and language delay overall. This specific evidence should inform targeted figurative-language instruction directly, not a broad reduction in verbal activity expectations across every classroom context generally speaking and consistently.
- 77. D** — Multidisciplinary assessment's value is fully realized only when findings are synthesized into one coherent picture, and a visual field finding reframing a pattern previously attributed only to inattention illustrates exactly this synthesis. Neither data source automatically overrides the other; together they produce a more complete, accurate understanding of the student's actual experience.
- 78. A** — Confirming that a seating decision matches documented needs identified through individual student assessment data, rather than alphabetical convenience, prior-year habit, or a colleague's informal recommendation, is the genuine, necessary safeguard against decisions driven by administrative convenience rather than actual, individually assessed student need identified specifically for that particular case at hand.
- 79. C** — Community-based instruction with a specific, defined objective tied directly to a documented sensory-regulation goal reflects genuine, targeted instruction rather than an unstructured visit 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 outcome of any kind whatsoever.
- 80. B** — 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. D** — Verifying that a requested accommodation changes only who administers the test, 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 book-selection 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 quietly drifted into an unhelpful, unexamined assumption over time.

- 83. C** — Actively seeking materials showing disabled entrepreneurs running genuinely successful businesses, not only within inspirational or charity-focused contexts, supports more authentic, comprehensive representation. Assuming any disability-related business video achieves this automatically, or avoiding such content to simplify selection, both fail to reflect the fuller, more accurate representation this principle 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 time management. Addressing only the vocational interest undermines the coherent, comprehensive planning this standard describes as genuinely essential for successful transition.
- 85. B** — A specific assessment finding isolating difficulty to measurement unit understanding, rather than basic computation, should translate into an equally specific, measurable goal targeting measurement units directly and explicitly. A broad or generic goal, or one targeting the unaffected computation skill instead, would not reflect genuine, evidence-based use of this precise finding.
- 86. A** — 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. D** — Sound educational decision-making, including eligibility determination, should draw on multiple data sources rather than any single measure considered in isolation, regardless of the observing therapist's experience level. Triangulating an occupational therapy observation with classroom data and family input produces a more complete, accurate, and defensible picture of the student's actual sensory needs.
- 88. B** — Systematically tracking fidget tool 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 math instruction alone or an unverified, general assumption about use across the rest of the student's entire day.
- 89. A** — Combining grade-level history 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 in any way.
- 90. D** — Periodically reviewing whether differentiation decisions are tied to specific, current, individual evidence rather than an assumption based on reading level alone guards against differentiation quietly drifting into a reading-level-based default. This check is distinct from applying identical decisions based on reading level or avoiding differentiation altogether entirely out of caution.
- 91. B** — 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. C — A specific assessment finding isolating difficulty to equivalent fractions, rather than wholenumber computation, should translate into an equally specific, measurable goal targeting equivalent fractions directly. A broad or generic goal, or one targeting the unaffected computation skill instead, would not reflect genuine, evidence-based use of this precise finding at all.

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

94. D — Showing an interpreter's role in ongoing, everyday classroom activities, rather than presenting it only during formal assemblies and special events, helps students understand the interpreter as a genuine daily access tool. Assuming students will independently grasp this ongoing role without explicit instruction often leaves the connection to genuine daily classroom access entirely unmade.

95. B — Assessing content understanding through methods that minimize dependence on English vocabulary specifically, such as native-language assessment or visual demonstration 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 understanding overall.

96. A — A resource well-matched to a student's needs at one point may become poorly matched as auditory tolerance improves, and periodically reassessing resource fit, including sensory tools like noisereduction headphones, prevents a once-appropriate decision from persisting by default well past the point of genuine need, without necessarily meaning it was ever mistaken.

97. A — Ensuring specialized equipment like a stander fits within the room without blocking emergency egress pathways supports both the individual student's ongoing participation and the safety of the entire classroom community during any emergency situation. This environmental consideration directly reflects the connection between physical space design and genuine, safe student inclusion overall.

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

99. D — 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 'more independence,' without a clear connection to a specific finding, fails to reflect the assessment-to-goal pipeline this standard describes throughout.

100. C — Verifying that a proposed accommodation changes only print size, not underlying content or complexity, directly reflects the accommodation-versus-modification distinction central to preserving validity in both instruction and assessment alike. This principle applies broadly across classroom-based

and formal assessments generally, whenever adjusting how any student engages with any given assigned task.