

PRACTICE EXAM 11: ECYA/EXCEPTIONAL NEEDS SPECIALIST — COMPONENT 1: CONTENT KNOWLEDGE SIMULATION (100 QUESTIONS)

This practice exam contains 100 selected-response questions modeled on the Selected-Response Items (SRI) portion of the NBPTS ECYA/Exceptional Needs Specialist Component 1: Content Knowledge computer-based assessment. The official SRI section is one part of a 3-hour Component 1 appointment that also includes three constructed-response exercises; national board certification is scored on a composite basis across all four certification components, not on a single cut score for this section alone. Select the single best answer for each item.

1. Under IDEA, services such as speech-language pathology, occupational therapy, physical therapy, and counseling that a student needs to benefit from special education are collectively known as:

- A. Supplementary aids and services
- B. Assistive technology devices
- C. Extended school year services
- D. Related services

2. Under IDEA, the IEP team must include, at minimum, the parents, at least one general education teacher (if the student participates in general education), at least one special education teacher, a representative of the local education agency, and someone who can interpret evaluation results, along with:

- A. A representative from the state legislature
- B. The student, whenever appropriate
- C. A representative from the local police department
- D. A licensed physician

3. Absent an agreement between the parent and district to waive or modify the requirement, IDEA requires a student's eligibility for special education to be reevaluated at least once every:

- A. Three years
- B. Six months
- C. Five years
- D. Ten years

4. A student's IEP team determines, based on evidence of significant regression and slow recoupment over school breaks, that the student needs services during the summer beyond the regular school year. These are known as:

- A. Compensatory education services
- B. Related services only
- C. Extended school year (ESY) services
- D. Supplementary aids and services

5. A student brings a weapon to school. Regardless of whether the conduct is later found to be a manifestation of the student's disability, school personnel may unilaterally place the student in an interim alternative educational setting for up to:

- A. 10 school days
- B. 45 school days
- C. 90 school days
- D. One full school year

6. IDEA requires that districts make available a continuum of alternative placements, ranging from general education with supports to more restrictive settings, so the IEP team can select:

- A. Whichever point on the continuum fits the student's needs
- B. Whichever setting has the most available funding
- C. The most restrictive setting available, to be safe
- D. Only general education, regardless of need

7. When no parent can be identified or located for a student who may need special education, such as a ward of the state, IDEA requires the appointment of a:

- A. School resource officer
- B. State legislator
- C. Surrogate parent
- D. Classroom volunteer

8. Under FERPA, limited information such as a student's name, honors, and participation in activities may be released without prior parental consent if it is properly designated as:

- A. Confidential disciplinary information
- B. Special education eligibility data
- C. Individualized health information
- D. Directory information

9. Absent a different state timeline, IDEA generally requires that a due process complaint be filed within how long of when the parent or district knew or should have known of the alleged violation?

- A. 30 days
- B. 6 months
- C. 2 years
- D. There is no time limit

10. A voluntary process, offered at no cost to parents, in which a qualified and impartial mediator helps parents and the school district resolve a dispute without a formal due process hearing is known as:

- A. Mediation
- B. Manifestation determination
- C. Prior written notice
- D. Independent educational evaluation

11. IDEA requires that an initial evaluation for eligibility draw on:

- A. A single standardized IQ test administered once
- B. Only teacher opinion and grades
- C. Only parent-reported concerns
- D. A variety of assessment tools and strategies

12. To be found eligible for special education under a given disability category, IDEA generally requires that a student have a qualifying disability that:

- A. Has been formally diagnosed by a physician outside the school system
- B. Adversely affects the student's educational performance and requires specially designed instruction
- C. Has been present since birth
- D. Prevents the student from ever attending general education classes

13. The part of IDEA that authorizes early intervention services for infants and toddlers with disabilities, from birth through age two, is:

- A. Part A
- B. Part B
- C. Section 504
- D. Part C

14. As a child approaches age three, IDEA requires a transition planning process to determine eligibility for preschool special education services under Part B. This transition conference should occur:

- A. With enough lead time before the child's third birthday to avoid a gap in services
- B. Only after the child turns four
- C. Only if the family specifically requests it in writing
- D. At the discretion of the pediatrician, not the school system

15. The refined pincer grasp, used to pick up small objects between thumb and forefinger, typically emerges at approximately:

- A. 2 to 3 months
- B. 5 to 6 months
- C. 9 to 12 months
- D. 24 months

16. The core diagnostic features of autism spectrum disorder include persistent deficits in social communication and interaction, along with:

- A. A primary deficit in physical coordination only
- B. Restricted, repetitive patterns of behavior, interests, or activities
- C. A primary deficit in receptive vocabulary only
- D. Consistently above-average social reciprocity

17. Unlike an IEP under IDEA, a Section 504 plan:

- A. Requires specially designed instruction delivered by a certified special education teacher
- B. Provides accommodations to ensure equal access without requiring specially designed instruction
- C. Is only available to students who also qualify for IDEA services
- D. Cannot include any changes to how a student is tested

18. Among IDEA's core principles, the requirement that assessments be technically sound, administered by trained personnel, and address all areas of suspected disability is known as:

- A. Zero reject
- B. Least restrictive environment
- C. Appropriate evaluation
- D. Parent and student participation

19. IDEA and related federal requirements generally expect that a special education teacher providing core academic instruction be:

- A. Appropriately certified or licensed in special education for the content and population served
- B. Certified in any subject area, regardless of relevance
- C. A general education teacher with no special education preparation
- D. A volunteer with relevant life experience but no formal credential

20. A district assigns a student to a specific classroom primarily because that room has an open seat, rather than because the setting matches the student's IEP. This practice:

- A. Is acceptable as long as paperwork is completed on time
- B. Is acceptable if the student's disability category commonly uses that classroom
- C. Is acceptable because placement decisions are purely administrative
- D. Violates IDEA, since placement must be based on the individualized IEP, not administrative convenience

21. Recognizing that families possess valuable practical knowledge and skills developed through their work, culture, and daily life, which can be incorporated into instruction, reflects the concept of:

- A. Cultural reciprocity
- B. Family systems theory
- C. Funds of knowledge
- D. Disproportionality

22. Describing a family's home language, cultural traditions, and problem-solving strategies as assets to build on, rather than as obstacles to overcome, reflects:

- A. A deficit-based framing of the family
- B. A strengths-based framing of the family
- C. Disproportionality in identification
- D. Zero reject

23. A student's grandparent, acting as primary caregiver and legal guardian, attends the IEP meeting instead of the student's parent. The team should:

- A. Treat the grandparent as the student's educational decision-maker under applicable law
- B. Refuse to proceed until a biological parent is present
- C. Limit the grandparent to observing without speaking
- D. Postpone all decisions until a biological parent can attend

24. If a parent disagrees with the results of the district's evaluation, IDEA generally entitles the parent to request:

- A. An automatic change in eligibility category
- B. Immediate removal of the student from special education
- C. A new classroom teacher
- D. An independent educational evaluation (IEE) at public expense

25. A teacher's home visit, conducted respectfully and with the family's invitation, can primarily help build:

- A. Legal grounds for a due process complaint
- B. Justification for a change in placement
- C. Trust and a stronger working relationship with the family
- D. Evidence for a manifestation determination

26. A parent privately discloses a family health or financial hardship during an IEP meeting. The Exceptional Needs Specialist should:

- A. Keep the information confidential, sharing it only on a need-to-know basis
- B. Immediately share the information with the entire school staff
- C. Record the information in the student's public file

D. Disregard the information since it is not academic

27. Inviting a family to begin informal conversations about a student's future goals well before the formal age-16 transition requirement primarily reflects:

- A. A violation of procedural timelines
- B. Proactive, ongoing family partnership in transition planning
- C. An unnecessary use of meeting time
- D. A requirement that applies only to students in vocational tracks

28. Approaching cultural understanding as an ongoing process of self-reflection and openness to learning, rather than a credential earned once, reflects the concept of:

- A. Cultural competence as a finished credential
- B. Disproportionality
- C. Zero reject
- D. Cultural humility

29. A family primarily speaks a language other than English at home with their child who has a communication delay. Best practice supports the family:

- A. Switching entirely to English at home to accelerate progress
- B. Being told the home language is contributing to the delay
- C. Continuing to use their home language, since it supports rather than harms development
- D. Limiting language use at home altogether until therapy concludes

30. A school hosts a family literacy night where families and children practice reading strategies together in a low-pressure setting. This event's primary purpose is to:

- A. Formally evaluate parents' own literacy skills
- B. Replace individualized reading instruction at school

- C. Satisfy a mandatory IDEA procedural requirement
- D. Build family engagement through shared, low-pressure literacy strategies

31. When explaining standardized evaluation results to a family unfamiliar with psychoeducational terminology, the examiner should:

- A. Translate scores and terms into plain, jargon-free language with concrete examples
- B. Read the technical report verbatim without further explanation
- C. Summarize only the final eligibility decision with no further detail
- D. Direct the family to look up unfamiliar terms independently

32. When scheduling an evaluation or IEP meeting, a school should:

- A. Ignore religious or cultural observances since scheduling is purely administrative
- B. Be mindful of significant religious or cultural observances that may affect a family's availability
- C. Require families to reschedule their own observances instead
- D. Assume all families share the same calendar of holidays

33. Providing every family the identical set of communication supports, regardless of language, literacy level, or disability, exemplifies:

- A. Equality, which may not achieve genuine equity of access
- B. Equity, which tailors support to each family's actual need
- C. Cultural reciprocity
- D. Disproportionality

34. Understanding that families often move through a range of emotional responses over time after receiving a new diagnosis for their child helps professionals:

- A. Diagnose the parents' emotional state clinically
- B. Assume every family reacts identically on the same timeline

- C. Rush families toward full acceptance during the first meeting
- D. Respond with patience and support families at whatever point they are in that ongoing process

35. Providing parents a copy of the evaluation report before the IEP meeting, rather than only at the meeting itself, primarily supports:

- A. Reducing the school's legal obligations
- B. Replacing the need for the meeting altogether
- C. Meaningful parent preparation and participation in the discussion
- D. Shortening the required length of the meeting

36. Asking a family to note how many minutes a student reads independently at home each evening, to share alongside school-based progress data, primarily supports:

- A. Shifting legal responsibility for progress onto the family
- B. A more complete picture of the student's progress across settings
- C. Replacing formal school-based progress monitoring
- D. Meeting a purely administrative documentation requirement

37. A teacher who consistently follows through on commitments made to a family, such as returning calls promptly and delivering promised materials on time, is primarily building:

- A. Trust and credibility in the family partnership
- B. Legal compliance with IDEA timelines only
- C. A one-time favorable impression with no lasting effect
- D. Justification for reducing future communication

38. A student is raised jointly by two households following a family separation, with both households actively involved in caregiving. Best practice is to:

- A. Recognize only one household as legitimate for communication purposes

- B. Require the households to resolve disagreements before the school will communicate with either
- C. Include both households in relevant communication and decision-making, consistent with their legal roles
- D. Limit communication to whichever household initiated first contact with the school

39. Assuming a family living in a low-income neighborhood is less capable of supporting their child's learning reflects:

- A. An accurate, evidence-based professional judgment
- B. A necessary consideration for realistic goal-setting
- C. Appropriate caution grounded in typical outcomes data
- D. A harmful stereotype unsupported by any individual family's actual capacity

40. A parent believes their child's needs have changed significantly since the last annual review and wants to discuss the IEP sooner. Under IDEA, the parent:

- A. Must wait until the scheduled annual review date
- B. May request an IEP meeting at any time, and the district should generally accommodate a reasonable request
- C. May only request a meeting through a formal due process complaint
- D. Has no right to request a meeting outside the annual cycle

41. A toddler who says 'want cookie' or 'more juice,' combining two words without grammatical markers, is demonstrating the:

- A. Holophrastic stage
- B. Babbling stage
- C. Complex sentence stage
- D. Telegraphic stage

42. A student repeats phrases heard earlier, such as lines from a favorite show, sometimes appropriately and sometimes seemingly out of context, as part of their communication. This pattern is known as:

- A. Echolalia
- B. Aphasia
- C. Apraxia of speech
- D. Selective mutism

43. An infant points to a toy and then looks back at a caregiver to check whether the caregiver is also looking, sharing interest in the object. This behavior is known as:

- A. Parallel play
- B. Joint attention
- C. Echolalia
- D. Functional communication training

44. A teacher reinforces a student for raising a hand to speak while withholding reinforcement for calling out, without teaching a specific replacement communication response tied to the same function. This strategy is best described as:

- A. Functional communication training
- B. Extinction alone
- C. Differential reinforcement of an alternative behavior (DRA)
- D. Response cost

45. A teacher reinforces a student for keeping hands folded on the desk, a behavior that cannot physically occur at the same time as hitting a neighbor. This is an example of:

- A. Differential reinforcement of an incompatible behavior (DRI)
- B. Behavioral shaping toward a new skill
- C. Gradual stimulus fading of prompts
- D. A token economy exchange system

46. A system in which a student earns tokens for desired behaviors, later exchanged for a preferred item or activity, is known as a:

- A. Functional behavior assessment
- B. Token economy
- C. Manifestation determination
- D. Social story

47. A teacher reinforces successive, increasingly accurate approximations of a target skill a student cannot yet perform, gradually raising the criterion for reinforcement until the full skill is achieved. This procedure is known as:

- A. Extinction
- B. Token economy
- C. Shaping
- D. Response cost

48. A teacher first waits to see if a student responds independently, then offers a verbal cue if needed, then a gesture, and finally physical guidance only if earlier levels are insufficient. This sequence reflects a:

- A. Most-to-least prompting hierarchy
- B. Time delay procedure only
- C. Errorless learning procedure only
- D. Least-to-most prompting hierarchy

49. Gradually reducing the level of prompting a student receives over time, as independent performance becomes more reliable, is known as:

- A. Fading
- B. Shaping
- C. Extinction

D. Chaining

50. A student who correctly performs a taught skill only in the exact classroom where it was originally taught, but not in other settings, is showing a limitation in:

- A. Discrimination
- B. Generalization
- C. Shaping
- D. Extinction

51. After a teacher stops reinforcing a previously reinforced problem behavior, the behavior temporarily increases in frequency or intensity before it decreases. This temporary increase is known as an:

- A. Extinction failure
- B. Reinforcement error
- C. Generalization gradient
- D. Extinction burst

52. Recording what happened immediately before a behavior, the behavior itself, and what happened immediately afterward is known as collecting:

- A. Curriculum-based measurement data
- B. Present levels data
- C. Antecedent-Behavior-Consequence (ABC) data
- D. Dynamic assessment data

53. Briefly reviewing new vocabulary and previewing what will happen before a student attends an unfamiliar assembly reduces anxiety and improves participation. This strategy is known as:

- A. Extinction
- B. Priming or pre-teaching

- C. Response cost
- D. Differential reinforcement

54. A sequence of pictures or words showing a student the order of activities for the school day, referenced throughout to build predictability, is known as a:

- A. Social story
- B. Behavior intervention plan
- C. Visual schedule
- D. Functional behavior assessment

55. A simple visual tool showing a less-preferred task on the left and a preferred activity on the right, communicating 'first this, then that,' is known as a:

- A. Social story
- B. Token economy board
- C. Visual schedule for the entire day
- D. First-then board

56. Presenting a student with two or three pictured options to select from during an activity, rather than requiring a single predetermined choice, is known as using a:

- A. Choice board
- B. Behavior intervention plan
- C. Functional behavior assessment
- D. Manifestation determination

57. A student uses a simple checklist to mark whether they stayed on task during each interval of a lesson, then reviews the results with a teacher. This strategy builds:

- A. Receptive vocabulary

- B. Fine motor precision
- C. Self-monitoring skills
- D. Phonological awareness

58. Teaching a student to categorize and label feelings such as calm, frustrated, or overwhelmed using a color-coded system, then match each zone to a coping strategy, reflects instruction in:

- A. Phonemic awareness
- B. Articulation
- C. Curriculum-based measurement
- D. Emotional regulation vocabulary and strategies

59. In verbal behavior terminology, a request made to obtain a desired item, such as saying 'juice' to get juice, is called a:

- A. Tact
- B. Mand
- C. Echoic
- D. Intraverbal

60. A verbal behavior category in which a student repeats a word or sound immediately after hearing a model produce it is called:

- A. Echoic behavior
- B. Tact behavior
- C. Mand behavior
- D. Intraverbal behavior

61. High-frequency words used across many contexts and activities, such as 'go,' 'more,' and 'stop,' programmed onto an AAC device are known as:

- A. Core vocabulary
- B. Fringe vocabulary
- C. Directory information
- D. Functional communication training targets

62. For a student with limited motor control who cannot directly point to or select AAC symbols, a communication partner instead points to or names each option in turn while the student signals when the desired choice is reached. This access method is known as:

- A. Direct selection
- B. Echoic prompting
- C. Total communication
- D. Partner-assisted scanning

63. An approach that intentionally combines speech, sign, gesture, and AAC simultaneously to support a student's understanding and expression, rather than relying on a single modality, is known as:

- A. Partner-assisted scanning
- B. Discrete trial training
- C. Total communication
- D. Errorless learning

64. A student interprets the phrase 'it's raining cats and dogs' literally and appears confused, despite understanding the individual words. This difficulty reflects a challenge with:

- A. Phonological processing
- B. Figurative language comprehension
- C. Articulation
- D. Receptive vocabulary at the single-word level

65. The ability to understand that another person may hold a belief, thought, or perspective different from one's own is known as:

- A. Theory of mind
- B. Echolalia
- C. Joint attention
- D. Parallel play

66. Preschoolers who organize shared roles, negotiate rules, and work together toward a common play goal, such as building a pretend store together, are engaging in:

- A. Parallel play
- B. Solitary play
- C. Cooperative play
- D. Onlooker play

67. A student exhibits frequent sound and syllable repetitions, prolongations, and blocks that disrupt the forward flow of speech, though vocabulary and grammar are age-appropriate. This is best classified as a:

- A. Language disorder
- B. Fluency disorder (stuttering)
- C. Voice disorder
- D. Pragmatic language disorder

68. A student's voice is consistently hoarse, strained, and abnormally low in pitch for their age, without any difficulty with word choice or grammar. This profile is best classified as a:

- A. Fluency disorder
- B. Language disorder
- C. Articulation disorder
- D. Voice disorder

69. Before asking a student to complete a difficult, often-refused task, a teacher first asks the student to complete two or three quick, easy tasks the student reliably enjoys and completes. This strategy is known as:

- A. Extinction
- B. A high-probability request sequence (behavioral momentum)
- C. Response cost
- D. Differential reinforcement of incompatible behavior

70. During a discrete trial, a teacher presents a sample item and asks the student to select the identical item from an array of choices. This teaching format is known as:

- A. Chaining
- B. Shaping
- C. Priming
- D. Matching-to-sample

71. Breaking a complex skill, such as washing hands, into a sequential series of small, teachable steps is known as:

- A. Curriculum-based measurement
- B. Dynamic assessment
- C. Task analysis
- D. Universal design for learning

72. A teacher first teaches and reinforces only the final step of a multi-step task, completing earlier steps for the student, then gradually teaches earlier steps once the final step is mastered. This approach is known as:

- A. Backward chaining
- B. Forward chaining
- C. Total task presentation

D. Shaping

73. A teacher arranges instruction so that prompts are provided immediately, before a student can make a mistake, gradually fading support once responses are consistently correct. This instructional approach is known as:

- A. Extinction
- B. Discrete trial training generally
- C. Response cost
- D. Errorless learning

74. A lesson structured so the teacher first fully demonstrates a skill, then guides students through practicing it together, and finally has students complete it independently reflects the model of:

- A. A structured discrete trial training format
- B. An errorless learning prompting procedure
- C. Gradual release of responsibility
- D. A backward chaining task sequence

75. Temporarily providing extra support, such as a partially completed graphic organizer, and gradually removing that support as a student's independent skill grows, describes the strategy of:

- A. Scaffolding
- B. Extinction
- C. Token economy
- D. Manifestation determination

76. A pencil grip is an example of low-tech assistive technology, while a computer-based text-to-speech program represents a more complex example along the same:

- A. Behavior intervention hierarchy

- B. Assistive technology continuum, from low-tech to high-tech
- C. Manifestation determination process
- D. Progress monitoring schedule

77. IDEA requires that parents of a student with an IEP receive reports on progress toward annual goals:

- A. Only at the end of the school year
- B. Only if the parent specifically requests them
- C. As often as parents of nondisabled students are informed
- D. Only during the triennial reevaluation

78. For students with the most significant cognitive disabilities who take an alternate assessment aligned to alternate achievement standards, IDEA requires that their IEP annual goals include:

- A. No additional requirement beyond a general education student's IEP
- B. Short-term objectives or benchmarks marking incremental steps toward each annual goal
- C. Only a single, broad annual goal with no interim steps
- D. A postsecondary employment goal starting in elementary school

79. A document summarizing a student's academic achievement and functional performance, along with recommendations for meeting postsecondary goals, provided when a student exits special education due to graduation or aging out, is known as the:

- A. Summary of Performance (SOP)
- B. Present levels statement
- C. Manifestation determination report
- D. Individualized Family Service Plan

80. Under IDEA, a student's eligibility for special education services generally ends when the student:

- A. Turns 16

- B. Completes the triennial reevaluation
- C. Receives any type of school-issued certificate
- D. Graduates with a regular diploma or ages out

81. When uncertain about a student's true capabilities, choosing the instructional approach and expectation that would do the least harm if that assumption were later proven wrong, such as assuming competence and providing access to communication, reflects the principle of:

- A. Zero reject
- B. Manifestation determination
- C. Universal design for learning
- D. The least dangerous assumption

82. An instructional strategy is best described as 'evidence-based' when it has been:

- A. Used by a popular curriculum publisher for many years
- B. Validated through rigorous research demonstrating effectiveness for the intended population
- C. Recommended informally by a colleague based on personal experience
- D. Featured in a professional development workshop regardless of research support

83. Ensuring that the order and content of instruction across a school year systematically build toward grade-level standards, with each unit preparing students for the next, reflects a well-designed:

- A. Scope and sequence
- B. Behavior intervention plan
- C. Functional behavior assessment
- D. Manifestation determination process

84. On a student's progress-monitoring graph, a straight line drawn from the baseline score to the target goal score, showing the expected rate of progress needed to reach the goal on time, is known as the:

- A. Trend line
- B. Baseline
- C. Aim line (goal line)
- D. Median score

85. In one co-teaching arrangement, the general and special education teachers divide the class into two smaller, heterogeneous groups and each teacher instructs one group simultaneously on the same content. This model is known as:

- A. One teach, one observe
- B. Parallel teaching
- C. Alternative teaching
- D. Team teaching

86. A paraprofessional assigned to support a student's IEP implementation should work:

- A. Under the ongoing supervision and direction of a certified teacher, following the IEP and instructional plan
- B. Entirely independently, designing their own instructional program for the student
- C. Only as a one-on-one aide with no other classroom role
- D. Without any training specific to the student's needs

87. Under IDEA, the IEP team must consider whether a student needs assistive technology devices or services:

- A. Only if the parent specifically raises the topic
- B. Only for students with physical disabilities
- C. Only once, at the student's initial eligibility meeting
- D. At every IEP meeting, regardless of disability category

88. A transition planning approach that centers the student's own voice, dreams, and preferences, actively involving people who know the student well to build a vision for the future, is known as:

- A. Curriculum-based measurement
- B. Manifestation determination
- C. Person-centered planning
- D. Universal design for learning

89. An instructional model that teaches students to set their own goals, take action toward those goals, and adjust their own plan based on progress, guiding themselves through a repeated problem-solving cycle, is known as the:

- A. Discrete trial training model
- B. Universal design for learning framework
- C. Response to intervention model
- D. Self-Determined Learning Model of Instruction (SDLMI)

90. Within a Multi-Tiered System of Support, brief assessments given to all students three times a year, in fall, winter, and spring, to identify students who may need additional support, are known as:

- A. Alternate assessments
- B. Manifestation determinations
- C. Universal screening benchmarks
- D. Independent educational evaluations

91. Reviewing a student's incorrect math responses to identify a consistent, specific misconception, such as always misaligning place value during subtraction, in order to target instruction precisely, is known as conducting an:

- A. Error analysis
- B. Extinction procedure
- C. Manifestation determination
- D. Independent educational evaluation

92. A student working on a modified curriculum is graded using a rubric tied to their individualized IEP goals rather than the standard grade-level grading scale used for classmates. This reflects:

- A. A violation of grading policy
- B. An appropriate grading accommodation reflecting the student's individualized program
- C. An unfair advantage over other students
- D. A requirement that applies to every student in the class

93. An employment model in which an individual with a disability works in a community job alongside coworkers without disabilities, receiving ongoing individualized support such as job coaching, is known as:

- A. Sheltered workshop employment
- B. Supported employment
- C. Vocational rehabilitation eligibility determination
- D. Independent competitive employment with no support

94. A school partners with local businesses to provide students with disabilities structured, supervised work experience placements as part of transition programming. This reflects:

- A. A violation of child labor protections by definition
- B. An unnecessary duplication of vocational assessment
- C. A replacement for all academic instruction
- D. A school-to-work community partnership supporting real-world transition skill development

95. Providing a student a visual map showing a story's characters, setting, problem, and solution before they read the text is an example of using a:

- A. Graphic organizer as an instructional scaffold
- B. Functional behavior assessment
- C. Manifestation determination tool
- D. Behavior intervention plan

96. Teaching a new academic vocabulary word by explicitly defining it, using it in context, and mapping related words and examples on a visual web is an example of:

- A. Phonemic awareness instruction
- B. Fluency-building instruction
- C. Explicit vocabulary instruction
- D. Articulation instruction

97. Teaching a math concept first with physical objects, then with pictures or drawings representing those objects, and finally with numbers and symbols alone follows the instructional sequence known as:

- A. Errorless learning
- B. Concrete-Representational-Abstract (CRA)
- C. Discrete trial training
- D. Backward chaining

98. A student who struggles with handwriting and spelling uses a word-prediction program and speech-to-text software to complete written assignments. These tools are examples of assistive technology supporting:

- A. Reading comprehension specifically
- B. Oral communication only
- C. Written expression
- D. Mathematical computation

99. A parent asks why their child's report card shows both a standard letter grade and a separate narrative describing progress toward specific IEP goals. The most accurate explanation is that:

- A. The letter grade reflects general performance while the narrative reports individualized progress required by IDEA

- B. The narrative is optional and rarely provided
- C. The letter grade is legally required to match IEP goal mastery exactly
- D. IDEA prohibits providing a standard letter grade to any student with an IEP

100. A team combines multi-source assessment data, a scope-and-sequence-aligned curriculum, explicit and scaffolded evidence-based instruction, and frequent progress monitoring with aim-line comparisons to continuously adjust a student's program toward measurable annual goals. This integrated approach best reflects:

- A. A one-time evaluation with no ongoing adjustment
- B. A modification that lowers expectations regardless of data
- C. A generic program unrelated to individual assessment data
- D. A comprehensive, individualized, data-driven instructional cycle tied to assessed needs

Practice Exam 11: Answer Key and Explanations

1. D — Related services are the developmental, corrective, and support services, such as speech-language pathology, occupational therapy, physical therapy, and counseling, that a student needs to benefit from special education. Supplementary aids and services instead support access within general education, assistive technology devices are specific tools, and extended school year services address regression over long breaks.

2. B — IDEA requires that the IEP team include parents, at least one general and one special education teacher, a local education agency representative, someone who can interpret evaluation results, and, whenever appropriate, the student themselves, especially as transition planning begins. A state legislator, a police representative, and a physician are not required IEP team members.

3. A — IDEA requires that a student be reevaluated at least once every three years, the triennial reevaluation, unless the parent and district agree it is unnecessary. Reevaluations may occur more frequently if conditions warrant, but not more than once a year without agreement. Five years, six months, and ten years do not reflect this statutory timeline.

4. C — Extended school year services are special education and related services provided beyond the regular school year, determined necessary when a student shows significant regression combined with slow recoupment upon return. This differs from compensatory education, which remedies a past denial of FAPE, and from related services or supplementary aids provided during the regular year.

- 5. B** — IDEA permits school personnel to unilaterally remove a student to an interim alternative educational setting for up to 45 school days for weapons, drugs, or serious bodily injury offenses, regardless of the manifestation determination outcome. This 45-day authority is distinct from the general 10-day threshold that triggers a manifestation determination review for other removals.
- 6. A** — The continuum of alternative placements ensures a full range of options exists so the IEP team selects whichever point meets the student's individual needs while remaining as close to general education as appropriate. Defaulting to the most restrictive setting, funding availability, or general education regardless of need would each violate this individualized decision-making.
- 7. C** — A surrogate parent is appointed under IDEA to represent the educational interests of a child when no parent can be identified or located, or when the child is a ward of the state, ensuring procedural rights are protected. This role is unrelated to a resource officer, legislator, or classroom volunteer, none of whom are authorized to exercise parental educational rights.
- 8. D** — FERPA permits schools to disclose designated 'directory information,' such as a student's name, honors received, and activity participation, without prior written parental consent, provided the school gave notice and an opportunity to opt out in advance. Disciplinary records, special education eligibility data, and individualized health information remain more sensitive, protected education records that generally require consent before any third-party disclosure.
- 9. C** — IDEA generally establishes a two-year statute of limitations for filing a due process complaint, running from when the parent or district knew or should have known about the alleged action, unless the state has set a different explicit limitation. This is longer than 30 days or six months, and it is not unlimited.
- 10. A** — Mediation is a voluntary, no-cost process in which a qualified, impartial mediator helps parents and the district attempt to resolve disputes collaboratively, without requiring a formal due process hearing, and either party may decline. It differs from manifestation determination, a disciplinary review process, prior written notice, a procedural safeguard, and an independent educational evaluation, a parent-requested assessment.
- 11. D** — IDEA requires a comprehensive evaluation using a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, rather than relying on any single procedure such as one IQ test, teacher opinion alone, or parent report alone. This multi-source approach helps ensure the eligibility decision is well-founded.
- 12. B** — Eligibility under IDEA generally requires both a qualifying disability and evidence that the disability adversely affects educational performance such that the student needs specially designed instruction, not merely the presence of a diagnosis. A disability need not be present since birth, diagnosed by an outside physician, or so severe that it precludes general education participation.
- 13. D** — IDEA Part C authorizes early intervention services for infants and toddlers with disabilities or developmental delays, from birth through age two, typically delivered through an Individualized Family

Service Plan rather than an IEP. Part B instead governs school-age special education services for children roughly ages three through twenty-one, while Section 504 is a separate civil rights statute.

14. A — IDEA requires that transition planning from Part C to Part B begin with enough lead time before a child's third birthday to determine eligibility and avoid a service gap, not simply upon family request or a pediatrician's discretion. Waiting until age four would leave the child without services during a period the law is designed to prevent.

15. C — The refined pincer grasp, in which an infant picks up small objects using thumb and forefinger, is a fine motor milestone typically emerging between about 9 and 12 months, following earlier, cruder raking grasp patterns. Since 2 to 3 months and 24 months fall well outside this typical window, they would not represent normal timing for this specific skill.

16. B — Autism spectrum disorder is defined by two core domains: persistent deficits in social communication and interaction, and restricted, repetitive patterns of behavior, interests, or activities. It is not defined primarily by physical coordination deficits, an isolated receptive vocabulary deficit, or strong social reciprocity, which would be inconsistent with the diagnosis.

17. B — A Section 504 plan provides accommodations, such as extended time or preferential seating, to ensure equal access to education without requiring the specially designed, individualized instruction that defines an IEP under IDEA. It remains available to students who do not qualify under IDEA, and it can include testing accommodations, unlike what the other choices suggest about its scope.

18. C — Appropriate evaluation is one of IDEA's core principles, requiring that assessments be technically sound, administered by trained and knowledgeable personnel, and address all areas of suspected disability, so eligibility and programming decisions rest on valid, sufficiently thorough information. This differs from zero reject's identification duty, least restrictive environment's placement focus, and parent and student participation's separate set of procedural rights.

19. A — Federal requirements generally expect special education teachers delivering core academic instruction to hold appropriate state certification or licensure aligned to the content area and student population they serve, ensuring a baseline of specialized preparation. A teacher certified in an unrelated subject, a general educator without special education preparation, or an uncredentialed volunteer would each fall short of this expectation.

20. D — Placement decisions under IDEA must be individually determined based on a student's actual IEP and documented needs, not administrative convenience such as an open seat or a general assumption tied to a disability category. Basing placement on convenience or category alone, regardless of paperwork timeliness, violates the individualized, needs-driven placement requirement central to both FAPE and LRE.

21. C — Funds of knowledge refers to the practical knowledge, skills, and resources families develop through their work, culture, and daily routines, which teachers can draw on as an instructional resource rather than viewing family backgrounds only as gaps to fill. This is distinct from cultural reciprocity's

reflective process, family systems theory's interdependence focus, and disproportionality's identification-rate concern.

22. B — A strengths-based framing identifies a family's home language, cultural traditions, and problem-solving strategies as genuine assets that can actively support a student's education, rather than treating those same characteristics as deficits or obstacles to overcome, as a deficit-based framing would instead do. This orientation is unrelated to disproportionality in identification rates or the zero reject eligibility principle governing service access.

23. A — When a grandparent or relative serves as a student's legal guardian or otherwise qualifies as the 'parent' under IDEA's definition, that caregiver should be treated as the educational decision-maker with full participation rights, not sidelined pending a biological parent. Refusing to proceed, silencing the caregiver, or postponing decisions ignores the family's legitimate caregiving structure.

24. D — IDEA generally entitles a parent who disagrees with a district evaluation to request an independent educational evaluation at public expense, though the district may instead initiate a due process hearing to show its own evaluation was appropriate. This right does not automatically change eligibility, remove services, or reassign a teacher.

25. C — A respectful, invited home visit allows a teacher to see a family's environment, routines, and priorities firsthand, helping build genuine trust and a stronger collaborative relationship that ultimately supports the student's education over time. It is not intended as a tool for building legal grounds for a complaint, justifying a placement change, or gathering evidence for a manifestation determination review.

26. A — Sensitive personal information a family discloses should be kept confidential and shared only with those who genuinely need it to support the student's program, respecting the family's trust and privacy. Broadcasting it to all staff, placing it in a public record, or dismissing it as irrelevant would each be inappropriate.

27. B — Beginning informal, ongoing conversations with families about a student's future goals well before the formal age-16 transition requirement reflects proactive, forward-looking family partnership in transition planning, not a procedural violation or a wasted use of meeting time. This kind of early engagement is appropriate for any student's family, not only those students pursuing a specifically vocational track.

28. D — Cultural humility frames cultural understanding as a lifelong, ongoing process of self-reflection, openness, and continual learning from each individual family, rather than a fixed competence a professional achieves once and then simply possesses going forward. This contrasts with treating cultural competence as a finished credential, and it is unrelated to disproportionality in identification or the zero reject eligibility principle.

29. C — Research and best practice support families continuing to use their home language with their child, since a strong home-language foundation supports rather than harms later overall language and English development, contrary to the misconception that switching to English-only will accelerate

progress. Discouraging home language use or limiting communication at home would remove a developmental resource without any evidence of benefit.

30. D — Family engagement events such as a literacy night are designed to build connection and share practical, low-pressure literacy strategies families can use together at home, strengthening the overall school-family partnership around a shared, common goal. Such informal events do not formally evaluate parents' own skills, replace a student's individualized instruction, or fulfill any specific IDEA procedural mandate.

31. A — Examiners should translate standardized scores and technical terminology into plain, jargon-free language paired with concrete, relatable examples, ensuring families genuinely understand what the results actually mean for their child going forward. Reading the technical report verbatim, giving only a bottom-line eligibility statement, or leaving families to research unfamiliar terms alone would each undermine meaningful understanding and participation.

32. B — Thoughtful scheduling practice involves being genuinely aware of significant religious or cultural observances that may affect a family's availability, and collaboratively finding a time that respects both the family's needs and procedural timelines. Treating scheduling as purely administrative, expecting families to reschedule their own observances, or assuming every family shares the same calendar overlooks meaningful cultural diversity.

33. A — Providing every family an identical set of communication supports reflects equality, treating everyone the same regardless of their actual circumstances, which can fail to achieve genuine equity, since equity instead tailors support to each family's specific language, literacy, or access needs. This equity-versus-equality distinction is unrelated to cultural reciprocity's reflective process or disproportionality's identification-rate concern.

34. D — Recognizing that families may move through a range of emotional responses over time after a new diagnosis helps professionals respond with patience and support at whatever point a given family is in that individualized, non-linear process. It does not mean clinically diagnosing parents, assuming a uniform timeline, or pressuring quick acceptance.

35. C — Giving parents the evaluation report in advance allows time to review, process, and formulate questions, supporting meaningful preparation and genuine participation once the meeting begins, rather than encountering complex results for the first time in the room. This practice does not reduce legal obligations, replace the meeting, or shorten its length.

36. B — Gathering simple, informal home data, such as independent reading minutes, alongside school-based progress monitoring gives the team a more complete picture of a student's progress and how well a skill generalizes across settings. It does not shift legal responsibility for progress onto the family, replace formal school-based monitoring, or serve merely as an administrative documentation requirement.

37. A — Consistently following through on commitments made to a family, such as returning calls promptly and delivering promised materials on time, builds ongoing trust and credibility that

meaningfully strengthens the family partnership over time, well beyond any single interaction. This kind of reliability is not primarily about legal compliance, a fleeting one-time impression, or a basis for reducing future communication.

38. C — When two households share active caregiving responsibilities and appropriate legal roles, best practice includes both in relevant communication and decision-making, recognizing the actual reality of the student's family structure rather than defaulting to a single household or whichever one contacted the school first. Requiring the households to resolve disagreements before the school communicates with either could unnecessarily delay decisions.

39. D — Assuming reduced capacity to support learning based solely on a family's neighborhood or income level reflects a harmful stereotype, not an accurate, evidence-based judgment about any specific family's actual capacity, values, or level of engagement with their child's education. Socioeconomic status alone does not reliably predict a family's genuine ability or willingness to support their child's learning.

40. B — IDEA does not limit IEP review to a single annual date; a parent may request a meeting any time they believe the student's needs have changed, and districts should generally accommodate reasonable requests rather than requiring the parent to wait or file a formal complaint just to convene a meeting.

41. D — The telegraphic stage is characterized by two- or three-word combinations that omit grammatical function words, such as saying 'want cookie' instead of the full sentence 'I want a cookie,' and typically follows the earlier one-word holophrastic stage described elsewhere. This is distinct from babbling's non-referential, repetitive sound play and the later complex sentence stage's full grammatical sentence structures.

42. A — Echolalia refers to the repetition of previously heard words or phrases, which can occur immediately or after a delay and may serve a range of communicative functions even when it seems out of context. It differs from aphasia, apraxia of speech, and selective mutism, which involve language loss, motor planning, and situational anxiety respectively.

43. B — Joint attention is the shared focus of two individuals on the same object or event, demonstrated here by the infant pointing and then checking the caregiver's gaze, and is considered an important developmental precursor to later language and social skill development. This differs from parallel play's side-by-side play stage, echolalia's speech repetition, and functional communication training's behavioral intervention strategy.

44. C — Differential reinforcement of an alternative behavior reinforces a desirable behavior, such as hand-raising, while simultaneously withholding reinforcement for an undesired behavior like calling out, without necessarily requiring that the alternative serve the exact same underlying function the way functional communication training specifically does. It differs from extinction alone, which only withholds reinforcement, and response cost, which removes an existing reward.

45. A — Differential reinforcement of an incompatible behavior reinforces a behavior that is physically impossible to perform at the same time as the problem behavior, such as folded hands preventing a hitting response, reducing the problem behavior indirectly without ever addressing it head-on. This differs from shaping's successive approximations, stimulus fading's gradual prompt reduction, and token economies' exchangeable reinforcement systems.

46. B — A token economy is a structured reinforcement system in which a student earns tokens, points, or similar conditioned reinforcers for desired behaviors, later exchanging accumulated tokens for a genuinely motivating backup reinforcer such as a preferred item or activity. This is distinct from a functional behavior assessment's analytic purpose, the legal manifestation determination process, and a social story's narrative format.

47. C — Shaping reinforces successive approximations toward a target behavior the student cannot yet fully perform, gradually raising the criterion for reinforcement as the student's responses move progressively closer to the fully desired skill, until that skill is eventually achieved in full. This differs from extinction's reinforcement withdrawal, token economies' exchange systems, and response cost's reward removal.

48. D — A least-to-most prompting hierarchy begins with the least intrusive level of support, such as simply waiting for an independent response, and increases assistance in a set sequence, verbal cue, then gesture, then physical guidance, only as genuinely needed, promoting maximum independence. This differs from a most-to-least hierarchy, which starts with maximum support, and from time delay or errorless learning procedures.

49. A — Fading is the gradual, systematic reduction of prompts or supports over time as a student's independent performance becomes increasingly reliable, transferring stimulus control from teacher-provided cues to the student's own independent responding. This differs from shaping's skill-building through approximations, extinction's reinforcement withdrawal, and chaining, which links the individual steps of a multi-step task sequence.

50. B — Generalization refers to a student's ability to perform a learned skill across new settings, people, or materials beyond the original teaching context; a skill demonstrated only in the exact original classroom, and nowhere else, reflects a clear generalization limitation. This differs from discrimination, the ability to respond differently to different stimuli, and from unrelated procedures such as shaping or extinction.

51. D — An extinction burst is the temporary increase in frequency, intensity, or variability of a previously reinforced behavior that often occurs immediately after reinforcement is first withheld, before the behavior ultimately decreases with continued, consistent extinction. Anticipating this predictable burst helps teams avoid mistakenly reinstating reinforcement partway through, which would only strengthen the very behavior extinction is meant to reduce.

52. C — ABC data collection systematically records the Antecedent occurring immediately before a behavior, the Behavior itself, and the Consequence that follows it, providing the core observational information used to identify a behavior's likely function during a functional behavior assessment. This

differs from curriculum-based measurement's academic tracking, present levels documentation, and dynamic assessment's test-teach-retest format.

53. B — Priming, or pre-teaching, involves briefly reviewing new content or previewing exactly what will happen during an upcoming, unfamiliar activity before it occurs, giving a student advance familiarity that meaningfully reduces anxiety and supports more successful, confident participation. This differs from extinction's reinforcement withdrawal, response cost's reward removal, and differential reinforcement procedures, which target ongoing contingencies rather than advance preparation.

54. C — A visual schedule is an ongoing sequence of pictures, symbols, or words displaying the full order of activities across a school day, referenced repeatedly throughout that day to build predictability and support smoother transitions between activities. This differs from a social story's one-time narrative, a behavior intervention plan's strategy document, and a functional behavior assessment's analytic process.

55. D — A first-then board is a simple, two-part visual tool pairing a single less-preferred task with the preferred activity that will immediately follow it, clearly communicating the sequence and motivating task completion in the moment. This is more narrowly targeted than a full-day visual schedule, and it differs from a social story's narrative and a token economy board's accumulated-exchange system.

56. A — A choice board presents a student with a small, manageable set of pictured or symbol-based options to select from during an activity, supporting communication, active engagement, and a genuine sense of control without requiring full verbal language ability. This differs entirely from a behavior intervention plan's strategy document, a functional behavior assessment's analytic process, or the legal manifestation determination process.

57. C — Self-monitoring checklists teach a student to actively observe and accurately record their own behavior over short intervals, building meaningful awareness and a sense of ownership over their own performance that supports growing self-regulation over time. This self-monitoring skill is unrelated to receptive vocabulary, fine motor precision, or phonological awareness, which belong to entirely different developmental domains.

58. D — Teaching a student to categorize and label internal emotional states, such as calm or frustrated, using a structured color-coded system, then connect each labeled state to a matched coping strategy, builds both emotional vocabulary and practical self-regulation skills together. This instructional focus is unrelated to phonemic awareness, articulation, or curriculum-based measurement, which address entirely different skill areas.

59. B — In Skinner's verbal behavior framework, a mand is a request made under the specific motivation of wanting an item, such as saying 'juice' to obtain juice, and is reinforced directly by receiving that item. This differs from a tact, which labels or comments on something observed, an echoic, a repeated sound, and an intraverbal, a response to another's speech.

60. A — Echoic behavior occurs when a student repeats a word or sound immediately after hearing another person model it, showing clear point-to-point correspondence between the model produced and

the student's own verbal response. This differs from tacting, which labels something directly observed, manding, a motivated request for an item, and intraverbal behavior, a response to another's speech without directly repeating it.

61. A — Core vocabulary consists of the relatively small set of high-frequency words, such as 'go,' 'more,' and 'stop,' used flexibly across many different contexts and activities, accounting for a large share of everyday communication and making these words a clear priority for AAC programming. Fringe vocabulary instead consists of more specific, lower-frequency, topic-related words tied to particular activities or interests.

62. D — Partner-assisted scanning is an AAC access method in which a partner sequentially presents or names options while the student signals, such as with eye gaze or vocalization, when the desired choice is reached, supporting access for students with limited motor control. This differs from direct selection, echoic prompting, and total communication.

63. C — Total communication intentionally combines multiple modalities at the same time, such as speech, sign, gesture, and AAC, to maximize a student's access to and expression of language, rather than relying on any single communication channel in isolation. This differs from partner-assisted scanning's sequential access method, discrete trial training's structured format, and errorless learning's prompt-fading procedure.

64. B — Difficulty interpreting non-literal expressions such as idioms, despite clearly understanding the individual vocabulary words involved, reflects a specific challenge with figurative language comprehension, a higher-level pragmatic and semantic skill that is often difficult for students with language-based or social-communication needs. This differs from phonological processing, articulation, and single-word receptive vocabulary understood literally.

65. A — Theory of mind is the cognitive-social ability to understand that another person can hold beliefs, thoughts, desires, or perspectives genuinely different from one's own, supporting empathy, effective perspective-taking, and social problem-solving in everyday interactions. This is distinct from echolalia's speech repetition, joint attention's shared focus on an object, and parallel play's early, side-by-side play stage.

66. C — Cooperative play involves children actively organizing shared roles, negotiating rules together, and working collaboratively toward a common play goal, such as running a pretend store, and typically emerges after earlier, less-coordinated stages like parallel and associative play. This differs from parallel play's side-by-side independent play, solitary play's individual play, and onlooker play's watching-without-joining pattern.

67. B — A fluency disorder such as stuttering involves disruptions to the forward, smooth flow of speech, including sound and syllable repetitions, prolongations, and blocks, while vocabulary, grammar, and social language use all remain fully age-appropriate and intact. This differs from a language disorder affecting content and structure, a voice disorder affecting vocal quality, and a pragmatic disorder affecting social language use.

68. D — A voice disorder involves abnormal vocal quality, pitch, loudness, or resonance, such as chronic hoarseness or an abnormally low pitch for the student's age, while language content, grammar, and word choice all remain entirely unaffected. This differs from a fluency disorder affecting the flow of speech, a language disorder affecting content, and an articulation disorder affecting speech sound production.

69. B — A high-probability request sequence, or behavioral momentum, builds compliance by first presenting several easy, high-probability requests that the student reliably and readily completes, before presenting the more difficult, lower-probability request, increasing the overall likelihood of cooperation. This differs from extinction's reinforcement withdrawal, response cost's reward removal, and differential reinforcement of an incompatible behavior.

70. D — Matching-to-sample is a discrete trial teaching format in which a student is presented with a sample stimulus and asked to select the identical or conceptually corresponding item from an array of choices, building important discrimination and conceptual matching skills. This differs from chaining's sequential task-step teaching, shaping's successive approximations, and priming's advance preview of upcoming content.

71. C — Task analysis breaks a complex skill, such as handwashing, into a clear sequence of small, teachable steps, allowing each individual step to be taught, prompted, and reinforced before the full chain of steps is eventually performed independently. This differs from curriculum-based measurement's progress tracking, dynamic assessment's test-teach-retest format, and universal design for learning's proactive lesson-design framework.

72. A — Backward chaining teaches the final step of a task-analyzed sequence first, with the teacher completing all earlier steps for the student, then gradually works backward to teach each earlier step once later ones are mastered, letting the student experience full task completion early on. This differs from forward chaining's original step order, total task presentation, and shaping.

73. D — Errorless learning arranges instruction so that a correct response is heavily prompted and made virtually guaranteed from the very start, minimizing a student's exposure to incorrect responses, with prompts then gradually faded once accuracy becomes reliably consistent over time. This differs from extinction's reinforcement withdrawal, response cost's reward removal, and discrete trial training generally, which does not guarantee errorless responding.

74. C — The gradual release of responsibility model moves instruction from full teacher demonstration, through guided joint practice shared between teacher and students, to fully independent student performance, systematically transferring ownership of the skill from teacher to student over that sequence. This differs from discrete trial training's structured trial format, errorless learning's error-prevention focus, and backward chaining's step-order sequencing.

75. A — Scaffolding provides temporary, carefully targeted support, such as a partially completed graphic organizer or a set of guiding questions, calibrated closely to a student's current skill level, and is gradually removed as independent competence grows stronger. This differs entirely from extinction's

reinforcement withdrawal, token economy's exchangeable rewards, and the unrelated legal manifestation determination process.

76. B — Assistive technology exists along a continuum ranging from low-tech tools, such as a simple pencil grip or highlighter tape, to high-tech tools, such as computer-based text-to-speech or eye-gaze communication systems, all selected individually based on a student's specific needs. This continuum concept is unrelated to a behavior intervention hierarchy, the legal manifestation determination process, or a routine progress-monitoring schedule.

77. C — IDEA requires that parents of a student with an IEP be informed of progress toward annual goals at least as often as parents of nondisabled students receive report cards or progress updates, ensuring equitable communication frequency. This does not wait for a request, the triennial reevaluation, or only the year's end.

78. B — IDEA requires that IEPs for students taking an alternate assessment aligned to alternate achievement standards include short-term objectives or benchmarks, breaking each annual goal into measurable incremental steps to guide instruction. This is additional beyond a typical IEP, and does not eliminate annual goals or impose an early employment goal.

79. A — The Summary of Performance is a required document summarizing academic achievement and functional performance, with recommendations for meeting postsecondary goals, provided when a student exits due to graduation with a regular diploma or aging out. This differs from a present levels statement, a manifestation determination report, or an IFSP under Part C.

80. D — IDEA eligibility generally ends when a student graduates with a regular diploma or exceeds the state's maximum age of eligibility, whichever occurs first, not simply upon turning 16 or completing a triennial reevaluation. Some alternative certificates, depending on state definitions, may not trigger the same end of eligibility as a regular diploma.

81. D — The least dangerous assumption principle holds that, when a student's true capabilities are uncertain, professionals should choose the assumption and instructional approach that would cause the least harm if later proven incorrect, such as presuming competence and providing full communication access regardless. This differs from zero reject's identification duty, manifestation determination's disciplinary process, and UDL's design framework.

82. B — An evidence-based practice is one that has been validated through rigorous, well-designed research demonstrating its actual effectiveness for the specific population and outcome intended, rather than relying on popularity, informal colleague recommendation, or workshop exposure alone. Not every widely used or well-marketed instructional strategy has actually been shown to work through this kind of rigorous research.

83. A — A well-designed scope and sequence organizes the order and content of instruction across an entire school year so that each unit systematically builds the specific skills students need for the next, aligning cumulatively toward grade-level standards over time. This curricular planning concept is

unrelated to a behavior intervention plan, a functional behavior assessment, or the legal manifestation determination process.

84. C — The aim line, or goal line, is drawn from a student's baseline score to the target goal score, representing the expected rate of progress needed to reach the goal by the target date. This differs from the trend line, which reflects the student's actual observed progress rate, the baseline, and the median.

85. B — Parallel teaching divides a class into two smaller, heterogeneous groups, with each co-teacher simultaneously delivering the exact same content to their own group, increasing individual attention and participation opportunities for every student. This differs from one teach/one observe, where one teacher leads while the other collects data, alternative teaching, and full team teaching, where both teachers lead together.

86. A — A paraprofessional supporting IEP implementation should work under the ongoing supervision and direction of a certified teacher, closely following the established instructional plan rather than independently designing the student's programming, which remains the certified teacher's professional responsibility. Appropriate use also includes relevant, student-specific training, and the role may reasonably extend beyond a strict one-on-one assignment.

87. D — IDEA requires that the IEP team formally consider whether a student needs assistive technology devices or services at every single IEP meeting, regardless of disability category, not only when a parent happens to raise it, only for students with physical disabilities, or only once at initial eligibility. This ongoing, required consideration ensures changing technology needs are consistently revisited over time.

88. C — Person-centered planning centers the student's own voice, dreams, and stated preferences, actively involving family, friends, and other people who know the student well to collaboratively build a shared vision for the student's future, rather than professionals determining goals for the student in isolation. This approach is unrelated to curriculum-based measurement, manifestation determination, or universal design for learning.

89. D — The Self-Determined Learning Model of Instruction teaches students to set their own goals, take meaningful action toward those goals, and self-adjust their plan based on their own progress, guiding themselves through a repeated set-goal, take-action, adjust-plan problem-solving cycle across time. This differs from discrete trial training's structured format, UDL's design framework, and RTI's tiered academic support system.

90. C — Universal screening benchmarks are brief, efficient assessments administered to all students at set points across the school year, typically fall, winter, and spring, within a Multi-Tiered System of Support, to identify students who may need additional instructional support before falling significantly behind. This differs from alternate assessments, manifestation determinations, and independent educational evaluations, which serve distinct eligibility or legal purposes.

91. A — Error analysis involves systematically reviewing a student's incorrect responses to identify a consistent, specific pattern or misconception, such as consistently misaligning place value during

subtraction, so instruction can precisely target that underlying gap rather than broadly reteaching the entire skill from scratch. This differs from an extinction procedure, manifestation determination, and an independent educational evaluation.

92. B — Grading a student on progress toward individualized IEP goals, rather than the standard grade-level scale, is an appropriate accommodation reflecting that student's modified curriculum and individualized program, not a policy violation, an unfair advantage, or a universal requirement. This individualized grading should be documented and agreed upon by the IEP team.

93. B — Supported employment places an individual with a disability in a genuine community job alongside coworkers without disabilities, providing ongoing, individualized supports, such as job coaching, needed to succeed and maintain that real employment over time. This differs from a segregated sheltered workshop, a separate vocational rehabilitation eligibility process, and fully independent employment offered with no ongoing support.

94. D — Structured, supervised work experience placements developed through partnerships between schools and local businesses give students with disabilities authentic, real-world opportunities to build transition and employment skills, provided appropriate child labor protections and adequate supervision remain in place. This is not, by definition, a labor law violation, an unnecessary duplication of vocational assessment, or a substitute for academics.

95. A — A graphic organizer, such as a visual story map outlining characters, setting, problem, and solution, serves as an instructional scaffold that helps a student organize and access information before or during reading, supporting comprehension. This is an academic tool, unrelated to a functional behavior assessment, manifestation determination, or a behavior intervention plan.

96. C — Explicit vocabulary instruction directly teaches a new word's definition, models its use in meaningful context, and connects it to related words and examples through tools such as a semantic map, building deeper, more durable word knowledge than incidental exposure alone would provide. This differs from phonemic awareness, fluency-building instruction, and articulation instruction targeting speech sound production.

97. B — The Concrete-Representational-Abstract sequence teaches a math concept first using hands-on physical objects, then using pictorial representations of those same objects, and finally using abstract numbers and symbols alone, building solid conceptual understanding before moving toward purely symbolic fluency. This differs from errorless learning's error-prevention focus, discrete trial training's structured format, and backward chaining's task-step sequencing.

98. C — Word-prediction software and speech-to-text tools are assistive technology supports specifically targeting written expression, helping a student who struggles with handwriting or spelling to generate and complete written assignments more independently and with less frustration. These tools are distinct from supports targeting reading comprehension, oral communication alone, or mathematical computation, which involve entirely different underlying skills.

99. A — It is appropriate and often required for a student with an IEP to receive both a standard letter grade reflecting general classroom performance and a separate report specifically describing progress toward individualized IEP goals, since the two serve different purposes. IDEA does not prohibit letter grades for students with IEPs, nor require the two to align exactly.

100. D — Combining multi-source assessment data, a scope-and-sequence-aligned curriculum, explicit evidence-based instruction, and frequent, data-driven progress monitoring into one continuously adjusted instructional cycle exemplifies the comprehensive, individualized planning these standards ultimately call for. This integrated approach is neither a one-time evaluation with no follow-up, an expectation-lowering modification, nor a generic, assessment-disconnected program applied to every student alike.