PRACTICE EXAM 12: 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. A student with an IEP moves to a new school district within the same state during the school year. Until the new district adopts the previous IEP or develops a new one, IDEA requires the new district to provide:

A. Services comparable to those in the previous IEP, in consultation with the parents

B. No services until a completely new IEP is written

C. Only the services the receiving district already offers to other students

D. Services determined solely by the receiving district's IEP team without parent input

2. A student has been removed from school for behavior on several short occasions totaling more than 10 school days across the year, and the removals show similar behavior and duration. IDEA treats this pattern as:

A. Never triggering additional procedural protections

B. A change of placement requiring a manifestation determination review

C. Automatically justifying expulsion

D. Relevant only if each single removal exceeded 10 days

3. A hearing officer finds that a district failed to provide FAPE for a period of time. As a remedy, the officer may order the district to provide additional services beyond what the IEP currently requires, known as:

A. Extended school year services
B. Related services
C. Compensatory education
D. Supplementary aids and services

4. A student has limited strength, vitality, or alertness due to a chronic health condition such as ADHD, which adversely affects educational performance. Under IDEA, this is most likely to be classified under the disability category of:

A. Specific learning disability
B. Emotional disturbance
C. Intellectual disability
D. Other Health Impairment (OHI)

5. Some states allow identifying a specific learning disability by documenting that a student has not responded adequately to increasingly intensive, evidence-based interventions, rather than by showing a discrepancy between ability and achievement scores. This identification approach is known as:

A. The severe discrepancy model
B. The zero reject model
C. The Response to Intervention (RTI) model
D. The manifestation determination model

6. A student has concurrent hearing and visual impairments, the combination of which causes such severe communication and other developmental needs that the student cannot be accommodated in programs solely for one impairment. Under IDEA, this is classified as:

A. Deaf-blindness, a distinct disability category

B. Hearing impairment only
C. Visual impairment only
D. Multiple disabilities generally

7. A student experiences a sudden change in cognitive, physical, and behavioral functioning after a car accident causing brain injury, but shows no such impairments prior to the injury. Under IDEA, this is classified as:

A. Intellectual disability
B. Traumatic brain injury (TBI)
C. Other health impairment
D. Emotional disturbance

8. Under IDEA, a qualifying emotional disturbance must involve one or more specified characteristics exhibited over a long period of time and to a marked degree that adversely affects educational performance, meaning the impact must be:

A. Present for only a single day to qualify
B. Unrelated to educational performance entirely
C. Caused exclusively by a temporary social conflict
D. Chronic and significantly affecting education, not a brief reaction

9. A student has both an intellectual disability and orthopedic impairment occurring together, causing such severe educational needs that the student cannot be accommodated in a program designed for only one of the impairments. Under IDEA, this combination is classified as:

A. Deaf-blindness
B. Other health impairment
C. Multiple disabilities
D. Specific learning disability

10. A severe orthopedic impairment that adversely affects a student's educational performance, caused by a congenital anomaly, disease, or another cause such as cerebral palsy, is classified under IDEA as:

A. Orthopedic impairment
B. Other health impairment
C. Multiple disabilities
D. Traumatic brain injury

11. IDEA specifies that a specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or:

A. Any classroom instructional method
B. A change in teacher mid-year
C. A student's personal interest level
D. Environmental, cultural, or economic disadvantage

12. A school implements a tiered system of increasingly intensive academic interventions and monitors a student's response before a special education referral is made. This tiered system itself is best understood as:

A. Special education services already in place
B. A general education pre-referral process, not special education itself
C. A substitute for ever conducting a formal evaluation
D. Equivalent to an IEP

13. A parent who previously consented to special education services later decides, in writing, that they no longer want their child to receive those services. Under IDEA, the district:

A. Must generally stop providing special education services once written revocation is received
B. May continue services anyway if it disagrees with the parent's decision
C. May require a due process hearing before honoring the revocation

D. May only honor the revocation at the next annual review

14. When a student with a disability reaches the age of majority under state law, without having been found to lack the capacity to provide informed consent, IDEA generally requires that certain procedural rights:

A. Remain solely with the parent for the student's lifetime
B. Transfer to the school district
C. Transfer from the parent to the student
D. Be permanently eliminated

15. After an annual IEP meeting, the parent and district agree that a single accommodation needs a minor adjustment. IDEA allows this change to be made:

A. Only by holding an entirely new annual meeting
B. Through a written amendment agreed to by the parent and district
C. Only by a due process hearing officer
D. Never, since IEPs cannot be changed mid-year

16. IDEA distinguishes 'deafness,' meaning a hearing impairment so severe a student is impaired in processing linguistic information through hearing even with amplification, from the broader category of 'hearing impairment,' which:

A. Refers only to complete, total hearing loss
B. Applies only to students who use sign language
C. Is identical in definition to deafness
D. Includes hearing impairments, permanent or fluctuating, that don't meet the deafness definition

17. A student has a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects educational performance. Under IDEA, this is its own distinct category known as:

A. Other health impairment

B. Autism

C. Speech or language impairment

D. Intellectual disability

18. IDEA defines intellectual disability as significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during:

A. Adulthood only

B. The developmental period

C. Only the first year of life

D. Any period, with no age requirement

19. Under IDEA, a student may be found eligible under the autism category when a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, adversely affects:

A. Educational performance, meaning the student needs specially designed instruction as a result

B. Only the student's ability to make friends

C. Only the family's home functioning

D. Nothing specific; any diagnosis alone is sufficient for eligibility

20. Some states use an optional IDEA category for young children, generally ages 3 through 9, allowing eligibility based on a delay in physical, cognitive, communication, social-emotional, or adaptive development without requiring a specific disability label. This category is known as:

A. Intellectual disability

B. Multiple disabilities

C. Other health impairment

D. Developmental delay

21. IDEA requires that a full copy of the procedural safeguards notice, explaining parents' rights in understandable language, be given to parents:

A. Only once, at a child's initial evaluation, and never again
B. At specific points such as initial referral, each reevaluation, and upon request
C. Only if the parent hires an attorney
D. Only during a due process hearing

22. For a student with complex needs spanning school, mental health, and family services, convening a coordinated team meeting that includes representatives from multiple agencies to build one unified support plan reflects the practice of:

A. Manifestation determination
B. Zero reject
C. Universal design for learning
D. Wraparound, interagency team planning

23. Some individuals prefer to be described as 'a person with autism,' emphasizing the person before the condition, while others prefer 'an autistic person,' emphasizing identity. Best practice for professionals is to:

A. Always use person-first language regardless of preference
B. Always use identity-first language regardless of preference
C. Ask and honor the individual's or family's own stated preference
D. Avoid ever referring to the disability at all

24. A parent wishes to bring a trained educational advocate to their child's IEP meeting for support. Under IDEA, the parent:

A. Generally has the right to invite individuals with relevant knowledge or expertise
B. May not bring anyone outside the immediate family
C. Must first obtain the district's written permission to invite anyone

D. May only bring an attorney, not a lay advocate

25. Recognizing that siblings of a child with a disability may have their own distinct needs, questions, and experiences worth acknowledging reflects awareness of:

A. The broader family-systems impact of disability beyond the identified student alone
B. A requirement that siblings attend every IEP meeting
C. A legal mandate to provide siblings with services under IDEA
D. Something entirely outside a professional's scope of awareness

26. When a family is newly navigating the special education process for the first time, an Exceptional Needs Specialist should primarily:

A. Assume the family already understands all terminology and procedures
B. Walk the family through each step in plain language, checking for understanding along the way
C. Provide only a written packet with no further explanation
D. Wait for the family to ask specific questions before explaining anything

27. A family's culture places significant decision-making authority with grandparents or extended family elders, who attend the IEP meeting alongside the parent. Best practice is to:

A. Direct all communication only to the parent and ignore the elders present
B. Insist that only the legal parent may speak during the meeting
C. Respect and include the family's own decision-making structure in the discussion
D. Require the family to designate a single decision-maker before proceeding

28. A parent with a visual impairment requests IEP documents in a format they can independently access. Providing materials in an accessible alternative format, such as large print or audio, primarily supports:

A. A courtesy that is optional, not required

B. Only the student's access needs, not the parent's

C. Compliance with an unrelated building safety code

D. The parent's own meaningful, independent access to information about their child's program

29. A family shares that a previous school dismissed their concerns and they now feel wary entering this meeting. The most appropriate response is to:

A. Point out that this is a different school and dismiss the concern

B. Avoid acknowledging the comment at all and move on quickly

C. Acknowledge their prior experience and work intentionally to rebuild trust through transparency and follow-through

D. Assume the family is simply being overly sensitive

30. A school's family engagement outreach has historically been addressed almost exclusively to mothers, with fathers and other male caregivers rarely directly included. Improving this practice primarily involves:

A. Continuing the existing pattern since it has worked for most families

B. Excluding fathers further to simplify communication

C. Assuming fathers are generally less interested in participating

D. Actively and directly extending outreach and invitations to include fathers and other male caregivers

31. A family recently arrived from another country is unfamiliar with the U.S. special education system and its terminology entirely. The most appropriate initial step is to:

A. Provide a patient, foundational orientation to how the U.S. special education system works, in the family's preferred language

B. Assume the family understands the general framework since special education exists in most countries

C. Refer the family exclusively to an outside immigration agency

D. Proceed directly into technical eligibility discussion without background explanation

32. A school employs a staff member who helps bridge communication and cultural understanding between a linguistically and culturally diverse family and the school team, beyond simple language interpretation. This role is best described as a:

A. Special education teacher
B. Cultural broker or liaison
C. Related service provider
D. Due process hearing officer

33. A teacher assumes a family's cultural background, income level, or level of involvement based solely on a student's last name or home address. This reflects:

A. A reasonable, evidence-based practice
B. A required part of a comprehensive evaluation
C. An unfounded assumption with no individualized basis
D. A best practice recommended by IDEA

34. When designing a behavior support plan, asking a family what activities, items, or forms of praise are genuinely meaningful and motivating within their culture and household reflects:

A. Collaboratively incorporating culturally relevant, family-informed reinforcers into the plan
B. An unnecessary step that delays the plan's implementation
C. A requirement only for students receiving related services
D. A violation of the behavior intervention plan process

35. A family agrees to their child receiving speech-language services but declines occupational therapy, wanting to pursue that support privately instead. Under IDEA, the family:

A. Must accept or decline all related services as a single package
B. May accept some related services while declining others
C. Forfeits all special education services by declining any one service
D. Must obtain a court order to decline a single service

36. Including a summary of the family's own observations, priorities, and concerns within the present levels of academic achievement and functional performance section of the IEP primarily reflects:

A. An optional addition rarely included in practice
B. Duplicative information that adds no real value
C. Information limited strictly to standardized test scores
D. Genuine family input valued as part of the present levels

37. A student's parent, who is deaf, requests a sign language interpreter for the IEP meeting so they can fully participate. The district:

A. May decline since the interpreter is for the parent, not the student
B. Should generally provide the requested interpreter to ensure the parent's meaningful participation
C. May charge the family a fee for the interpreter service
D. May substitute written notes for the interpreter instead

38. An IEP meeting that opens by highlighting a student's specific recent successes and strengths before discussing areas of continued need reflects:

A. An unprofessional or irrelevant use of meeting time
B. A requirement only for annual review meetings
C. A balanced, strengths-affirming approach to family communication
D. A violation of the meeting's required agenda

39. A family's native language is Vietnamese. Beyond formal IEP documents, a district's routine communications, such as newsletters and general notices, should also:

A. Remain in English only, since only IEP paperwork requires translation
B. Be provided in English with an offer to translate only upon a formal legal request
C. Be limited to a brief translated summary, with full text withheld

D. Be provided in a format and language the family can genuinely understand, consistent with broader communication access principles

40. A family rarely attends school events in person but consistently reviews homework, asks the student about their day, and reinforces school routines at home. This pattern should be understood as:

A. A legitimate, meaningful form of family involvement, even without frequent in-person school attendance
B. Evidence of low family investment in the student's education
C. Grounds for a referral to a truancy or welfare agency
D. Irrelevant, since only in-person attendance counts as involvement

41. Sign language and gestures require no external tool and rely solely on the body, making them examples of 'unaided' AAC, while a picture communication board or speech-generating device, which requires an external tool, is an example of:

A. Unaided AAC as well
B. Aided AAC
C. Total communication
D. Partner-assisted scanning

42. A student reliably raises their hand only when the teacher displays a specific visual cue, and not at other times, showing that the cue has come to control the behavior. This cue is functioning as a:

A. Discriminative stimulus (Sd)
B. Establishing operation
C. Consequence
D. Extinction burst

43. A student completes a disliked task and, as a result, is excused from a second disliked task, increasing the likelihood the student will complete similar tasks in the future. This consequence is best described as:

A. Positive punishment
B. Negative punishment
C. Negative reinforcement
D. Positive reinforcement

44. A student who has just eaten an entire bag of a favorite snack no longer responds to that snack as a reinforcer for the rest of the afternoon. This reduced effectiveness is best explained by:

A. Stimulus fading
B. An extinction burst
C. Response generalization
D. Satiation

45. A student has not had access to preferred toys all morning, making those toys unusually effective as a reinforcer when offered at lunchtime. This temporary increase in a reinforcer's value is best explained by an:

A. Extinction burst
B. Establishing operation (motivating operation)
C. Discriminative stimulus
D. Response cost procedure

46. A student engages in a repetitive self-injurious behavior even when alone, with no apparent social attention, escape, or tangible item involved, suggesting the behavior itself produces its own sensory consequence. This function is typically categorized as:

A. Attention-maintained behavior
B. Escape-maintained behavior
C. Automatically reinforced behavior
D. Tangibly reinforced behavior

47. A written agreement specifying the exact behaviors expected of a student, the reinforcement that will follow, and signed by the student, teacher, and sometimes a parent, is known as a:

A. Behavior contract
B. Social story
C. Functional behavior assessment
D. Manifestation determination

48. A teacher tells the class that if the whole group meets a behavior goal together, every student earns a reward, but if the group does not meet it, no one earns the reward regardless of individual performance. This arrangement is known as a:

A. Independent group contingency
B. Behavior contract
C. Token economy for one student only
D. Interdependent group contingency

49. A student is taught to quietly say a sequence of self-directed steps, such as 'first I read the problem, then I check my work,' to guide their own task completion without adult prompting. This strategy is known as:

A. Self-instruction (verbal self-guidance)
B. Echoic behavior
C. Total communication
D. Partner-assisted scanning

50. A student and teacher draw simple stick figures and speech/thought bubbles together to visually break down a confusing social interaction the student experienced, clarifying what different people were thinking and feeling. This specific visual strategy is known as:

A. A social story
B. A visual schedule

C. A token economy
D. Comic Strip Conversations

51. A student stops using an AAC device that was selected without adequately considering the student's motor abilities and the vocabulary needed across settings. This outcome is best described as:

A. A successful transition to natural speech
B. Evidence that AAC devices never work for any student
C. Device abandonment resulting from a poor initial fit to the student's needs
D. An expected and unavoidable part of every AAC implementation

52. For a student with very limited expressive and receptive language, using an assessment that minimizes verbal instructions and verbal response requirements, relying instead on visual-spatial tasks, helps produce a more valid measure of:

A. Speech articulation accuracy specifically
B. The student's cognitive ability with reduced language confound
C. The student's family's socioeconomic status
D. The student's behavior function

53. A student consistently speaks fluently at home but does not speak at all in school or other specific settings, despite understanding language normally and having no speech or language disorder. This pattern is most consistent with:

A. Selective mutism
B. A language disorder
C. Typical shyness with no clinical significance
D. Apraxia of speech

54. A student understands language and knows what they want to say but has significant difficulty coordinating the precise, sequential mouth movements needed to produce sounds and words consistently, even though there is no muscle weakness. This is best classified as:

A. A language disorder
B. A voice disorder
C. A fluency disorder
D. Apraxia of speech

55. A student with very limited voluntary movement uses a device that tracks where the student is looking on a screen to select symbols and generate speech output. This access method is known as:

A. Partner-assisted scanning
B. Eye-gaze technology
C. Direct selection by touch
D. Total communication

56. A trainer explains a new skill to a staff member, demonstrates it, has the staff member practice it, and then provides specific feedback, repeating the practice-feedback cycle until the skill is performed correctly. This training sequence is known as:

A. Errorless learning
B. Discrete trial training
C. Behavior skills training (BST)
D. Functional communication training

57. A widely used model of self-determined behavior identifies autonomy, self-regulation, psychological empowerment, and self-realization as core component elements. This model is most associated with the work of:

A. B.F. Skinner
B. Lev Vygotsky
C. Michael Wehmeyer
D. Jean Piaget

58. When a student's behavior poses an imminent danger to self or others, and less restrictive interventions have been ineffective, professional guidance generally holds that physical restraint or seclusion should be used:

A. As a routine first response to any disruptive behavior
B. Only as a last resort, for the briefest time necessary, and documented according to policy
C. Whenever a teacher personally feels frustrated
D. As a planned, regular part of a student's daily schedule

59. A communication partner deliberately pauses several seconds after asking a student a question, resisting the urge to fill the silence or answer for the student, giving the student time to initiate or respond. This strategy is known as using:

A. Echoic prompting
B. A token economy
C. Response cost
D. Sufficient wait time

60. A communication partner models using the student's own AAC system to communicate throughout the day, pointing to symbols while speaking aloud, so the student sees the system used expressively by others, not only for the student's own output. This strategy is known as:

A. Aided language stimulation (aided language input)
B. Partner-assisted scanning
C. Total communication
D. Functional communication training

61. A student taught to request 'more' using a picture card in the classroom later spontaneously uses a similar gesture to request 'more' during a home mealtime, a new setting. A student who also begins using the word 'again' to request repetition, a new response with the same function, is showing:

A. Only stimulus generalization

B. Only response generalization
C. Neither type of generalization
D. Both stimulus and response generalization together

62. During a highly familiar routine, such as putting on shoes, a teacher deliberately pauses partway through and withholds the next expected step, prompting the student to communicate a request for the routine to continue. This strategy is known as:

A. Behavior chain interruption
B. Extinction
C. Response cost
D. Shaping

63. A student who frequently asks for reassurance is reinforced only when the number of reassurance requests during a class period drops below a specified, gradually decreasing threshold, rather than eliminating the behavior entirely at once. This procedure is known as:

A. Differential reinforcement of an alternative behavior
B. Differential reinforcement of zero rates of behavior
C. Differential reinforcement of low rates of behavior (DRL)
D. Noncontingent reinforcement

64. A student earns reinforcement at the end of each interval only if the target problem behavior did not occur at all during that entire interval. This procedure is known as:

A. Differential reinforcement of low rates of behavior
B. Differential reinforcement of zero rates of behavior (DRO)
C. Differential reinforcement of an alternative behavior
D. Noncontingent reinforcement

65. A teacher provides a student brief attention on a fixed time schedule throughout the period, regardless of whether the student is engaging in the problem behavior at that moment, to reduce the motivation for attention-seeking behavior. This procedure is known as:

A. Response cost
B. Extinction
C. Shaping
D. Noncontingent reinforcement (NCR)

66. A student who typically escapes a task demand by engaging in problem behavior is instead required to continue the task even when the problem behavior occurs, so the behavior no longer successfully produces escape. This procedure is known as:

A. Noncontingent reinforcement
B. Escape extinction
C. Response cost
D. Stimulus fading

67. A teacher has a student complete ten minutes of physical activity before a demanding academic task, observing that this reduces problem behavior during the task that follows. This strategy is best described as:

A. A consequence-based intervention
B. A token economy
C. An antecedent exercise strategy
D. A manifestation determination

68. A student appears to seek out intense movement and touch input throughout the day, in contrast to a classmate who appears distressed by ordinary classroom noise and textures. Recognizing this range of sensory response differences among students supports:

A. Awareness that can inform thoughtful environmental and instructional accommodations

B. A basis for formally diagnosing a specific sensory processing disorder

C. A reason to treat all students identically regardless of sensory response

D. An unrelated, irrelevant classroom consideration

69. An approach to addressing challenging behavior that assumes a student behaves poorly when a specific skill or capacity is lacking, and works collaboratively with the student to identify and solve the underlying unmet expectation together, rather than relying primarily on rewards and consequences, reflects:

A. A traditional token economy model

B. A collaborative problem solving (CPS) approach

C. Standard applied behavior analysis reinforcement procedures only

D. A manifestation determination process

70. After a conflict between two students, a facilitated process brings both students together in a structured conversation to understand the impact of the conflict, repair harm, and restore the relationship, rather than assigning a purely punitive consequence. This approach is known as:

A. Restorative practices (restorative circles)

B. Response cost

C. A behavior intervention plan

D. A manifestation determination review

71. Within a Multi-Tiered System of Support, a student receiving small-group intervention three times a week moves to daily, more intensive, individualized intervention after continued lack of progress. This shift reflects movement from:

A. Tier 3 down to Tier 1

B. Tier 1 to Tier 2 only

C. General education to special education automatically

D. Tier 2 to the more intensive Tier 3

72. Comparing a student's oral reading fluency score, in words read correctly per minute, against established grade-level benchmark norms helps a team determine whether the student's fluency is:

A. Eligible for an alternate assessment automatically
B. Irrelevant to any instructional decision
C. Within, above, or below the typical grade-level range
D. Sufficient to exit special education immediately

73. A highly structured, scripted curriculum model that specifies precise teacher wording, a fast instructional pace, frequent choral student responses, and systematic error correction, often used for foundational reading or math skills, is known as:

A. Universal design for learning
B. Response to intervention broadly
C. Errorless learning specifically
D. Direct Instruction (DI)

74. A structured arrangement in which a higher-performing or same-age student is trained to deliver practice, feedback, and reinforcement to a classmate on a specific academic skill is known as:

A. Peer tutoring
B. Co-teaching
C. Universal design for learning
D. A related service

75. Regrouping students for instruction based on their current skill level for a specific topic, with membership changing as students' skills change over time, rather than keeping students in one fixed group all year, reflects:

A. Fixed ability grouping
B. Total task presentation
C. Flexible, skill-based grouping

D. A token economy

76. A teacher listens to a student read aloud from an unfamiliar passage, marking each word read correctly, substituted, or skipped, to calculate an accuracy rate and analyze error patterns. This assessment procedure is known as a:

A. Curriculum-based measurement probe only
B. Running record
C. Dynamic assessment
D. Norm-referenced test

77. A set of graded passages and comprehension questions, administered individually to determine a student's independent, instructional, and frustration reading levels across increasing difficulty, is known as an:

A. Alternate assessment
B. IEP present levels statement
C. Informal Reading Inventory (IRI)
D. Manifestation determination

78. Instruction that guides students through generating ideas, creating a rough draft, revising content, editing for mechanics, and finally sharing a polished piece follows the instructional stages of the:

A. Writing process (prewriting, drafting, revising, editing, publishing)
B. Concrete-Representational-Abstract sequence
C. Gradual release of responsibility model
D. Task analysis sequence for a single motor skill

79. Teaching students specific strategies, such as using known facts to derive unknown ones (for example, using 5+5 to solve 5+6), rather than relying only on timed drill and memorization, to build math fact fluency reflects:

A. Rote memorization as the sole approach
B. Strategy-based instruction for building math fact fluency
C. Curriculum-based measurement exclusively
D. Errorless learning exclusively

80. An IEP annual goal states that a student will independently complete a task correctly '4 out of 5 trials across 3 consecutive sessions.' This specific language represents the goal's:

A. Present levels statement
B. Related services description
C. Placement decision
D. The goal's mastery criterion

81. One curriculum-based measurement probe asks a student to solve straightforward addition and subtraction problems, while a separate probe asks the student to solve word problems, interpret graphs, and apply math concepts to novel situations. These two probes assess, respectively:

A. Reading fluency and reading comprehension
B. Math computation and math concepts/applications
C. Written expression and spelling
D. Behavior function and behavior intensity

82. A framework classifies vocabulary words into three tiers: everyday words most students already know, high-utility academic words appearing across many contexts and worth explicit instructional focus, and rare, domain-specific words. This framework is most associated with the work of:

A. Lev Vygotsky
B. Michael Wehmeyer
C. Isabel Beck
D. B.F. Skinner

83. An instructional strategy involving multiple, focused readings of a complex text paired with questions that can only be answered by returning to specific evidence within that text, rather than relying on prior knowledge alone, is known as:

A. A running record
B. An Informal Reading Inventory
C. Curriculum-based measurement
D. Close reading with text-dependent questions

84. An explicit approach that teaches students to blend individual letter sounds together to decode words, following a carefully sequenced order from simpler to more complex sound-letter patterns, is known as:

A. Systematic synthetic phonics
B. Whole language instruction
C. Dynamic assessment
D. Curriculum-based measurement

85. An instructional approach for students with dyslexia that simultaneously engages visual, auditory, kinesthetic, and tactile pathways, such as tracing a letter while saying its sound aloud, is known as a:

A. Curriculum-based measurement approach
B. Dynamic assessment approach
C. Multisensory instructional approach (such as Orton-Gillingham)
D. Universal screening approach

86. A student has significant, unexpected difficulty with accurate and fluent word recognition and decoding despite adequate instruction and average or above-average cognitive ability, with particular difficulty manipulating individual sounds in words. This profile is most consistent with:

A. Dyscalculia
B. Dyslexia

C. Dysgraphia
D. An intellectual disability

87. A student has persistent, significant difficulty with number sense, magnitude comparison, and basic arithmetic fact retrieval, despite adequate instruction and typical performance in other academic areas. This profile is most consistent with:

A. Dyscalculia
B. Dyslexia
C. Dysgraphia
D. Apraxia of speech

88. A student has significant difficulty with legible letter formation, spacing, and the physical act of handwriting, along with challenges organizing written composition, despite adequate fine motor instruction and typical performance in reading and math. This profile is most consistent with:

A. Dyslexia
B. Dyscalculia
C. Apraxia of speech
D. Dysgraphia

89. IDEA's definition of transition services describes a coordinated set of activities that may include instruction, related services, community experiences, and the development of employment and other post-school adult living objectives, along with which additional two components, when appropriate for the student?

A. A single mandatory career selected by age 14 and a fixed graduation date
B. Only academic instruction and nothing else
C. Acquisition of daily living skills and, if needed, a functional vocational evaluation
D. A due process hearing and a manifestation determination

90. Under the Workforce Innovation and Opportunity Act (WIOA), specific early transition services, such as job exploration counseling and work-based learning experiences, made available to students with disabilities who are potentially eligible for vocational rehabilitation, are known as:

A. Related services under IDEA
B. Pre-Employment Transition Services (Pre-ETS)
C. Extended school year services
D. Supplementary aids and services

91. A student spends a day observing an employee perform their job duties in a real workplace, without performing the tasks themselves, to explore a potential career interest. This transition activity is known as:

A. Job shadowing
B. Supported employment
C. A functional vocational evaluation
D. Community-based instruction generally

92. A student uses a simple checklist to track whether they have completed each step of an independent assignment before turning it in, building consistency in completing multi-step academic work. This strategy is best described as:

A. Academic self-monitoring
B. A functional behavior assessment
C. A manifestation determination
D. Errorless learning

93. A student demonstrates advanced reasoning and creativity in science while also having a documented specific learning disability in written expression. This combination of giftedness and a disability is best described as the student being:

A. Ineligible for special education because giftedness rules out a disability

B. Ineligible for gifted programming because a disability rules out giftedness

C. Simply average, since the two areas cancel each other out

D. Twice-exceptional (2e)

94. A team reviews multiple consistent data points showing a student has closed the gap with grade-level peers and no longer needs specially designed instruction to access the general curriculum. This data pattern would most appropriately support:

A. Ignoring the data and continuing services unchanged indefinitely

B. Immediately reducing services without any team discussion

C. Adding additional unrelated services instead

D. Considering, through the IEP team, whether special education is still needed

95. A student with a disability is denied the opportunity to try out for an after-school club solely because of their disability, even though reasonable accommodations could allow meaningful participation. Under IDEA and Section 504, this denial:

A. Is permissible since extracurricular activities are not covered by either law

B. Is permissible as long as academic classes remain accessible

C. Generally violates the student's right to an equal opportunity to participate in extracurricular activities

D. Is only a concern if the student is also receiving related services

96. A student's disability prevents meaningful participation in the standard physical education curriculum, so the IEP specifies a modified physical education program tailored to the student's abilities. This specially designed program is known as:

A. Extended school year services

B. Adapted physical education

C. Related services generally

D. A behavior intervention plan

97. Determining the specific assistive technology a student needs typically involves a team with expertise spanning the student's communication, motor, sensory, and academic needs, rather than a decision made unilaterally by a single individual. This reflects the principle that AT evaluation should be:

A. Conducted solely by the classroom teacher alone
B. A collaborative, multidisciplinary process
C. Skipped entirely if the student already owns a personal device
D. Limited strictly to speech-generating devices only

98. A student's present levels describe academic difficulties in reading as well as functional difficulties with organization and social interaction. IDEA requires that the resulting annual goals:

A. Address only the academic area, since functional needs are optional
B. Address only the functional area, since academics are covered elsewhere
C. Address each area of need identified in the present levels, both academic and functional
D. Address whichever single area the parent prioritizes, ignoring the rest

99. A team combines universal MTSS screening and tiered support, systematic evidence-based literacy and numeracy instruction, individually matched assistive technology, and coordinated transition planning into one unified, ongoing program built around a specific student's documented needs and goals. This integrated approach best reflects:

A. Comprehensive, individualized special education programming that spans academic support, technology access, and long-term transition planning together
B. A collection of unrelated services with no coordinated relationship to one another
C. A program limited only to the elementary grades
D. An approach that applies identically to every student regardless of need

100. A district implements a student's IEP with a slightly different accommodation than what is actually written in the document, believing it works just as well. Under IDEA, the district:

A. May substitute any accommodation it believes is equally effective without amending the IEP

B. Never needs to follow the written IEP exactly

C. May implement a different accommodation as long as the parent is informed afterward

D. Must implement the IEP as written, unless and until it is properly amended through the IEP process

Practice Exam 12: Answer Key and Explanations

1. A — IDEA requires that a student with an IEP transferring to a new district within the same state receive comparable services, in consultation with the parents, until the new district adopts the prior IEP or develops a new one. Leaving the student without services, limiting services to what the district already offers, or excluding parents would violate this requirement.

2. B — IDEA treats a series of shorter removals totaling more than 10 school days in a year, showing a pattern of similar behavior and duration, as a change of placement triggering the same manifestation determination review required for a single removal beyond 10 days. This does not depend on any single removal exceeding 10 days, and does not automatically justify expulsion.

3. C — Compensatory education is an equitable remedy a hearing officer or court may order when a district is found to have denied FAPE, requiring additional services beyond the current IEP to make up for what the student should have received. This differs from extended school year services, addressing regression over breaks, and from related services, IEP components rather than a remedy.

4. D — Other Health Impairment covers students with limited strength, vitality, or alertness due to chronic or acute health conditions, such as ADHD, that adversely affect educational performance, making it the category typically used here. Specific learning disability involves an unexpected achievement gap, emotional disturbance involves specific behavioral criteria, and intellectual disability involves broadly subaverage functioning, none matching this scenario as closely.

5. C — The Response to Intervention model identifies a specific learning disability by documenting a student's inadequate response to increasingly intensive, evidence-based interventions delivered and monitored over time, rather than relying on a gap between ability and achievement scores. This differs from the traditional severe discrepancy model, and is unrelated to the zero reject principle or the disciplinary manifestation determination process.

6. A — Deaf-blindness is its own distinct IDEA category, defined by concurrent hearing and visual impairments whose combination causes such severe needs that the student cannot be served in a program designed for only one impairment. Classifying the student under hearing impairment alone, visual impairment alone, or multiple disabilities generally would fail to reflect this specific, combined definition.

7. B — Traumatic brain injury is defined under IDEA as an acquired injury to the brain caused by an external physical force, resulting in impairments not present before the injury, distinguishing it from

congenital or degenerative conditions. Intellectual disability, other health impairment, and emotional disturbance are separate categories with different criteria, not characterized by this sudden, externally caused onset.

8. D — IDEA's emotional disturbance definition requires characteristics be exhibited over a long period and to a marked degree, meaning the impact must be chronic and significantly affect educational performance, not a brief or situational reaction to a stressor. A single day's reaction, an unrelated criterion, or an isolated conflict would not meet this threshold.

9. C — Multiple disabilities is the IDEA category for concomitant impairments, such as intellectual disability combined with orthopedic impairment, whose combination causes such severe needs that the student cannot be served in a program for only one impairment. This is distinct from deaf-blindness, combined hearing and vision impairments, and from other health impairment or specific learning disability, different criteria.

10. A — Orthopedic impairment is the IDEA category for a severe physical impairment adversely affecting educational performance, arising from a congenital anomaly, disease, or another cause such as cerebral palsy. This differs from other health impairment, covering chronic conditions affecting strength, multiple disabilities, combined impairments, and traumatic brain injury, an acquired injury from external force.

11. D — IDEA's SLD definition includes an exclusionary clause: the learning problem must not be primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage. This ensures SLD captures an unexpected, processing-based difficulty rather than one better explained by another condition or by instructional method, a teacher change, or interest level.

12. B — A tiered system such as MTSS or RTI operates within general education as a pre-referral process identifying students who may need more support and informing, but not replacing, a formal evaluation when warranted. It is not itself special education, does not substitute for a formal evaluation, and is not equivalent to an IEP.

13. A — IDEA allows a parent to revoke consent for special education services at any time, in writing, generally requiring the district to stop services once revocation is received, though the district must first give prior written notice. The district may not simply continue services against the parent's wishes, require a hearing to honor a revocation, or delay until the next review.

14. C — IDEA generally requires that, at the age of majority under state law, procedural rights transfer from parent to student, absent a determination that the student lacks capacity to provide informed consent, at which point a state substitute decision-making process may apply. These rights do not remain solely with the parent, transfer to the district, or simply disappear.

15. B — IDEA permits a parent and district to agree to IEP changes after the annual meeting through a written amendment, without necessarily reconvening the entire team in person, streamlining minor mid-

year adjustments. This does not require an entirely new annual meeting or a due process hearing, and IEPs are not frozen mid-year.

16. D — IDEA defines 'hearing impairment' broadly as an impairment in hearing, permanent or fluctuating, that adversely affects educational performance, while reserving 'deafness' for the more severe subset where a student cannot process linguistic information through hearing even with amplification. Hearing impairment is not identical to deafness, not limited to total loss, and not restricted to sign-language users.

17. C — Speech or language impairment is its own distinct IDEA disability category, covering communication disorders such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a student's educational performance. This is a separate category from other health impairment, autism, and intellectual disability, each defined by entirely different criteria unrelated to communication disorders specifically.

18. B — IDEA defines intellectual disability as significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, both manifested during the developmental period, generally childhood or adolescence, distinguishing it from impairments acquired later in adulthood. This definition does not limit onset to adulthood, restrict it to the first year of life, or allow onset at any age with no requirement.

19. A — IDEA's autism category requires not just the clinical developmental features but that the resulting disability adversely affects educational performance such that the student needs specially designed instruction, since a diagnosis alone does not automatically confer IDEA eligibility. Limiting the impact to friendships or home functioning, or assuming diagnosis alone is sufficient, misses this required adverse-educational-impact threshold central to eligibility.

20. D — Developmental delay is an optional IDEA category states may adopt for young children, generally ages 3 through 9, allowing eligibility based on a documented delay in physical, cognitive, communication, social-emotional, or adaptive development without assigning a specific categorical disability label at a young age. This differs from intellectual disability, multiple disabilities, and other health impairment, each requiring specific categorical criteria.

21. B — IDEA requires parents receive a full copy of the procedural safeguards notice, in understandable language, at specific points including initial referral, each due process complaint, each reevaluation, and upon request. This is not limited to a single initial occasion, does not depend on hiring an attorney, and is not confined to a hearing.

22. D — Wraparound, interagency team planning brings together representatives from multiple systems, such as school, mental health, and family services, to build one unified, coordinated support plan around a student and family with complex, cross-system needs, rather than each system planning in isolation. This differs from manifestation determination's disciplinary purpose, the zero reject eligibility principle, and universal design for learning's instructional framework.

23. C — Because individuals and families vary in preferring person-first language, such as 'a person with autism,' or identity-first language, such as 'an autistic person,' best practice is to ask and consistently honor that stated preference rather than applying one fixed rule. Defaulting to a single style regardless of preference, or avoiding reference to the disability, would fail to respect that choice.

24. A — IDEA generally gives parents the right to invite individuals who have knowledge or special expertise regarding the child to the IEP meeting, at the parent's discretion, which can include a trained educational advocate as well as an attorney. This right is not limited to immediate family members, does not require prior district permission, and is not restricted to attorneys alone.

25. A — Recognizing that siblings often have their own distinct needs and experiences related to a brother or sister's disability reflects a broader family-systems awareness extending beyond the identified student, informing sensitive, family-centered communication. This does not create an IDEA service mandate for siblings, require their IEP attendance, or fall outside a professional's relevant scope.

26. B — For a family new to special education, the specialist should walk through each step, referral, evaluation, eligibility, IEP development, in plain language, checking for genuine understanding rather than assuming prior familiarity. Handing over only a written packet, waiting passively for questions, or assuming terminology knowledge would leave gaps in understanding.

27. C — When a family's culture places meaningful decision-making authority with grandparents or elders, best practice respects and includes that family's own structure in the discussion, rather than imposing an external, single-decision-maker model. Directing communication only to the parent, silencing the elders, or requiring the family to restructure would disregard their legitimate cultural practice.

28. D — Providing IEP-related materials in an accessible format, such as large print or audio, for a parent with a visual impairment supports that parent's meaningful, independent access to information about their child's program, extending family partnership principles. This is not merely an optional courtesy, is not limited to the student's access needs, and is unrelated to any building safety code.

29. C — Acknowledging a family's prior negative experience with schools, rather than dismissing or ignoring it, and then intentionally rebuilding trust through consistent transparency and reliable follow-through, validates the family's history while working toward a genuinely different, collaborative relationship. Dismissing the comment, avoiding it entirely, or characterizing the family as overly sensitive would risk reinforcing the wariness expressed.

30. D — Recognizing that family engagement outreach has historically and inadvertently centered on mothers, improving the practice means actively and directly extending outreach, invitations, and communication to include fathers and other male caregivers as genuine partners in a student's education. Continuing the existing pattern, further excluding fathers, or assuming lower interest without evidence would perpetuate an inequitable practice.

31. A — For a family unfamiliar with the U.S. special education system, the appropriate initial step is a patient, foundational orientation explaining how the system works, in the family's preferred language,

before moving into more technical discussions. Assuming existing familiarity, referring the matter to an unrelated agency, or launching directly into technical detail without groundwork would leave the family without needed context.

32. B — A cultural broker, or liaison, helps bridge communication and cultural understanding between a family and the school team, going beyond simple language interpretation to also help each side understand the other's expectations, norms, and concerns. This role is distinct from a special education teacher's instructional role, a related service provider's therapeutic role, and a hearing officer's legal role.

33. C — Assuming a family's cultural background, income level, or degree of involvement based solely on a surface-level marker like a last name or address reflects an unfounded assumption not grounded in any actual, individualized information about that specific family. This is neither evidence-based, a required evaluation component, nor a best practice recommended in IDEA, and risks introducing bias.

34. A — Asking a family what activities or praise are genuinely meaningful within their culture and household, and incorporating that input into a behavior support plan, builds a plan around reinforcers the student finds authentically motivating, increasing the plan's likely success. This is not an unnecessary delay, is not limited to students receiving related services, and does not violate the BIP process.

35. B — IDEA generally allows a parent to consent to some special education and related services while declining others, meaning a family may accept speech-language services while declining occupational therapy without forfeiting the rest of the child's program. This is not an all-or-nothing package, does not require a court order, and does not cause the family to lose every other service.

36. D — Documenting a family's own observations, priorities, and concerns within the present levels section reflects genuine family input treated as a valued, integrated part of understanding the whole student, not a rare optional add-on or duplicative filler. Present levels are not limited strictly to standardized test scores; a rich statement draws on multiple sources, including the family's firsthand perspective.

37. B — A district should generally provide a requested sign language interpreter for a parent who is deaf so the parent can meaningfully participate in the IEP meeting, extending the same participation principle that applies to the student. Declining because the request is for the parent, charging a fee, or substituting written notes would undermine that participation.

38. C — Opening an IEP meeting by genuinely highlighting a student's specific recent successes and strengths, before discussing continued areas of need, reflects a balanced, strengths-affirming approach to family communication that can help families feel seen and hopeful, not just focused on deficits. This is not unprofessional, is not limited to annual reviews, and does not violate any required meeting format.

39. D — Meaningful family communication access extends beyond formal IEP paperwork to routine communications, such as newsletters, which should also be provided in a language and format the family can genuinely understand, not reserved only for legally mandated documents. Limiting translation to formal paperwork, requiring a legal request first, or providing only a withheld-detail summary would fall short of this principle.

40. A — Family involvement can take many legitimate forms, including consistent at-home engagement such as reviewing homework and reinforcing routines, and should not be equated only with frequent in-person attendance, which some families cannot manage due to work constraints. Characterizing this as low investment, escalating to a welfare referral, or dismissing at-home engagement as irrelevant would misread genuine involvement.

41. B — Aided AAC refers to systems requiring an external tool beyond the body, such as a picture board or speech-generating device, distinguishing it from unaided AAC, such as sign language or gestures, which rely solely on the body. This differs from total communication, which combines multiple modalities, and partner-assisted scanning, a specific access method.

42. A — A discriminative stimulus, or Sd, is a cue in whose presence a response has reliably been reinforced in the past, so the stimulus comes to control when the response occurs, shown here by the hand-raise only occurring with the cue. This differs from an establishing operation, which affects reinforcer value, a consequence, which follows behavior, and an extinction burst.

43. C — Negative reinforcement increases a behavior by removing or avoiding an aversive condition following that behavior, as shown here by the student being excused from a second disliked task after completing the first, which increases future completion. This differs from positive reinforcement, which adds a desired item, and from positive or negative punishment, both intended to decrease, not increase, a behavior.

44. D — Satiation occurs when repeated or excessive access to a reinforcer temporarily reduces its effectiveness, as shown by the student no longer responding to a snack just eaten in large amount. This differs from stimulus fading, which gradually reduces prompts, an extinction burst, a temporary behavior increase, and response generalization, a skill spreading to new responses.

45. B — An establishing operation, or motivating operation, is a condition, such as deprivation from a preferred item, that temporarily increases a reinforcer's effectiveness and the likelihood of behavior that has previously produced it. This differs from an extinction burst, a discriminative stimulus, which signals when reinforcement is available, and a response cost procedure, which removes a reward.

46. C — A behavior that persists even in isolation, without an apparent social consequence such as attention, escape from a demand, or access to a tangible item, is typically categorized as automatically reinforced, meaning the behavior itself produces an internal sensory consequence that maintains it. This differs from attention-maintained, escape-maintained, and tangibly reinforced behavior, all of which depend on another person's response.

47. A — A behavior contract is a written agreement, typically signed by the student, teacher, and sometimes a parent, specifying exactly which behaviors are expected and the reinforcement that will follow, making expectations and consequences explicit and mutually understood. This differs from a social story's narrative format, a functional behavior assessment's analytic process, and the legal manifestation determination process.

48. D — An interdependent group contingency ties a shared reward to the group's performance as a whole, so every student's outcome depends on the group meeting the goal together, unlike an independent group contingency, where each student earns reinforcement based only on their own performance. This differs from a behavior contract and a single-student token economy.

49. A — Self-instruction, or verbal self-guidance, teaches a student to use their own self-directed verbal statements, spoken aloud or silently, to guide themselves step by step through a task without ongoing adult prompting, building independence and self-management. This differs from echoic behavior, which repeats another's speech, total communication, which combines modalities, and partner-assisted scanning, an AAC access method.

50. D — Comic Strip Conversations use simple drawings, speech bubbles, and thought bubbles, created collaboratively with the student, to visually break down and clarify a specific past or upcoming social interaction, making others' thoughts and feelings more concrete and understandable. This differs from a social story's written narrative, a visual schedule's daily sequence, and a token economy's reinforcement system.

51. C — AAC device abandonment often results from a poor initial fit between the device and the student's motor abilities, cognitive level, and needed vocabulary, underscoring why thorough, individualized assessment before selection matters so much. This is not evidence AAC never works, not a successful transition to speech, and not inevitable when selection is done carefully.

52. B — Using a nonverbal or language-reduced assessment format for a student with very limited language helps produce a more valid measure of the student's actual cognitive ability, since it minimizes the risk that limited language skills, rather than genuine cognitive functioning, depress the score. This approach does not measure speech articulation, family socioeconomic status, or a behavior's function.

53. A — Selective mutism involves a consistent failure to speak in specific settings, such as school, despite speaking normally at home and having otherwise normal language ability, distinguishing it from ordinary shyness, which does not involve a total absence of speech in specific settings. This differs from a language disorder, affecting language ability, and apraxia of speech, a motor planning disorder.

54. D — Apraxia of speech is a motor planning disorder involving difficulty coordinating the precise, sequential movements needed to produce sounds and words consistently, despite intact language knowledge and no muscle weakness. This differs from a language disorder affecting content, a voice disorder affecting vocal quality, and a fluency disorder affecting speech flow.

55. B — Eye-gaze technology tracks where a student's eyes focus on a screen to allow symbol selection and speech output, providing access for students with very limited voluntary movement who cannot reliably use touch selection or manual scanning. This differs from partner-assisted scanning, requiring a communication partner, direct touch selection, and total communication, combining multiple modalities.

56. C — Behavior skills training combines instruction, modeling, rehearsal, and specific feedback in a repeated cycle to teach a new skill to staff, students, or others, continuing the practice-feedback loop until the skill is performed accurately and consistently. This differs from errorless learning's error-

prevention focus, discrete trial training's structured trial format, and functional communication training's replacement-communication purpose.

57. C — Michael Wehmeyer's functional model of self-determined behavior identifies autonomy, self-regulation, psychological empowerment, and self-realization as the core essential characteristics that together constitute self-determined action, widely used to guide self-determination instruction in special education. This model is distinct from Skinner's behaviorist framework, Vygotsky's sociocultural theory, and Piaget's stages of cognitive development.

58. B — Professional guidance generally holds that physical restraint or seclusion should be reserved for imminent danger, used only as a last resort after less restrictive interventions have failed, applied for the briefest time necessary, and documented per policy. It should never be a routine first response, a response to teacher frustration, or a planned part of a schedule.

59. D — Deliberately pausing several seconds after a question, resisting the urge to fill the silence or answer for the student, gives genuine time to process and initiate a response, a strategy known as wait time. This differs from echoic prompting, modeling a response to repeat, and from token economies or response cost, unrelated reinforcement procedures.

60. A — Aided language stimulation involves a communication partner modeling a student's own AAC system throughout natural interactions, pointing to symbols while speaking, so the student regularly sees the system used expressively by others, not only for their own output. This differs from partner-assisted scanning's sequential access, total communication's multi-modality combination, and functional communication training's replacement focus.

61. D — Stimulus generalization occurs when a learned response transfers to new settings, people, or materials, as shown by requesting 'more' at home after learning it at school, while response generalization occurs when new, functionally equivalent responses emerge, as shown by using 'again' to serve the same requesting function. This scenario shows both types occurring together, not just one or neither.

62. A — Behavior chain interruption deliberately pauses a highly familiar, predictable routine partway through, creating a natural, motivating opportunity for the student to communicate a request for the sequence to continue, embedding communication practice within everyday activities. This differs from extinction, which withholds reinforcement, response cost, which removes an existing reward, and shaping, which builds new skills through approximations.

63. C — Differential reinforcement of low rates reinforces a reduction in behavior frequency below a specified, gradually decreasing threshold, rather than requiring complete elimination at once, useful for behaviors acceptable at a low rate. This differs from DRA, reinforcing an alternative behavior, DRO, reinforcing complete absence, and noncontingent reinforcement, delivered independent of behavior.

64. B — Differential reinforcement of zero rates, sometimes called omission training, reinforces the complete absence of a problem behavior during a specified interval, requiring zero occurrences rather

than a reduced rate. This differs from DRL, allowing a reduced but nonzero rate, DRA, reinforcing an alternative behavior, and noncontingent reinforcement, delivered regardless of behavior.

65. D — Noncontingent reinforcement delivers a reinforcer, such as brief attention, on a fixed or variable schedule independent of behavior at that moment, reducing the motivating value of a problem behavior previously used to obtain that reinforcer. This differs from response cost, removing a reward contingent on behavior, extinction, withholding reinforcement, and shaping, building new skills.

66. B — Escape extinction withholds the escape from a task demand that previously reinforced a problem behavior, requiring the student to continue the task despite the behavior occurring, so the behavior no longer produces escape. This differs from noncontingent reinforcement, delivered independent of behavior, response cost, removing a reward, and stimulus fading, gradually changing a prompt.

67. C — An antecedent exercise strategy uses physical activity delivered before a demanding task as a proactive, preventive intervention, reducing arousal or behavioral difficulty during the task that follows by addressing conditions before problem behavior has a chance to occur. This differs from a consequence-based intervention, which responds after behavior occurs, a token economy, and the unrelated manifestation determination process.

68. A — Recognizing that students differ meaningfully in how they seek or avoid sensory input supports professional awareness that can inform thoughtful environmental and instructional accommodations, such as seating, noise levels, or movement breaks, without requiring a formal diagnosis. This awareness is not itself a diagnostic tool, does not justify identical treatment for every student, and is a genuinely relevant consideration.

69. B — A collaborative problem solving approach, associated with Ross Greene, reframes challenging behavior as reflecting a lagging skill or unmet expectation rather than poor motivation, and works collaboratively with the student to solve the underlying problem, rather than relying primarily on reward-and-consequence systems. This differs from a traditional token economy, standard ABA reinforcement alone, and manifestation determination.

70. A — Restorative practices, such as a restorative circle, bring those involved in a conflict together in a facilitated, structured conversation aimed at understanding impact, repairing harm, and restoring relationships, offering an alternative to a purely punitive disciplinary response. This differs from response cost, a specific reinforcement-removal procedure, a behavior intervention plan, and the legal manifestation determination process.

71. D — Within MTSS, Tier 2 typically involves small-group intervention several times a week, while Tier 3 involves more intensive, often daily, individualized intervention for students not progressing at Tier 2, so this shift reflects movement from Tier 2 to Tier 3. This is not moving to Tier 1, staying within Tier 1 and 2, or an automatic move into special education.

72. C — Comparing a student's words-correct-per-minute fluency score against established grade-level benchmark norms helps a team determine whether that student's current fluency falls within, above, or

below the typical range for their grade, informing instructional decisions and support intensity. This comparison does not by itself determine alternate assessment eligibility or trigger automatic special education exit, which depend on other criteria.

73. D — Direct Instruction, often capitalized to distinguish it from generic direct or explicit teaching, refers to a highly structured, scripted curriculum model specifying precise teacher wording, a brisk pace, frequent choral responses, and systematic error correction, commonly used for foundational reading and math skills. This differs from the broader UDL framework, the general RTI framework, and errorless learning's narrower prompt-fading focus.

74. A — Peer tutoring is a structured arrangement in which a trained peer, cross-age or same-age, delivers practice, feedback, and reinforcement to a classmate on a specific skill, extending instructional time beyond what a teacher alone can provide. This differs from co-teaching, involving two credentialed teachers, UDL's design framework, and a related service from a specialized provider.

75. C — Flexible, skill-based grouping regroups students for instruction based on their current performance on a specific skill, with membership shifting over time as skills change, rather than locking students into one fixed group all year. This differs from fixed ability grouping's static assignment, total task presentation, and a token economy's reinforcement system.

76. B — A running record involves listening to a student read aloud from a passage while marking each word as correct, substituted, omitted, or self-corrected, allowing a teacher to calculate an accuracy rate and analyze specific error patterns to guide instruction. This has its own distinct recording format, and differs from dynamic assessment's test-teach-retest design and a norm-referenced test's peer comparison.

77. C — An Informal Reading Inventory uses a series of graded passages and comprehension questions, administered individually, to determine a student's independent, instructional, and frustration reading levels across increasing levels of text difficulty, guiding appropriate text selection and instruction. This differs from an alternate assessment, an IEP present levels statement, and the unrelated legal manifestation determination process.

78. A — The writing process breaks writing instruction into the recognized stages of prewriting, drafting, revising, editing, and publishing, guiding students systematically from initial idea generation through a final polished piece. This differs from the Concrete-Representational-Abstract sequence used for math concepts, the gradual release of responsibility model for skill transfer, and task analysis for a single motor or self-help skill.

79. B — Strategy-based instruction for math fact fluency teaches students specific, generalizable strategies, such as using a known fact to derive a related unknown fact, building both fluency and genuine number sense, rather than relying solely on rote memorization or timed drill alone. This differs from curriculum-based measurement, an assessment tool, and errorless learning, a distinct prompting procedure.

80. D — Language such as '4 out of 5 trials across 3 consecutive sessions' specifies the goal's mastery criterion, defining precisely how consistently and under what conditions the student must perform the

skill before it is considered achieved, a required measurable component of every annual goal. This is distinct from the present levels statement, a related services description, or a placement decision.

81. B — Curriculum-based measurement in math typically includes separate probe types: computation probes assessing straightforward calculation skills, and concepts/applications probes assessing word problems, graph interpretation, and applying math concepts to novel situations, providing a fuller picture of math skill. This pairing is unrelated to reading fluency and comprehension, written expression and spelling, or behavior-related measures.

82. C — Isabel Beck's three-tier vocabulary framework classifies words into Tier 1 everyday words students already know, Tier 2 high-utility academic words appearing across many contexts and the top priority for explicit instruction, and Tier 3 rare, domain-specific words, guiding word selection for instructional time. This framework is unrelated to Vygotsky's theory, Wehmeyer's model, or Skinner's behaviorism.

83. D — Close reading with text-dependent questions involves multiple, focused readings of a complex text paired with questions requiring students to return to specific textual evidence, rather than relying on background knowledge alone, building deep comprehension of that text. This differs from a running record and an Informal Reading Inventory, both assessment tools, and curriculum-based measurement, a progress tool.

84. A — Systematic synthetic phonics explicitly teaches students to blend individual letter sounds together to decode words, following a carefully sequenced, cumulative order from simpler to more complex sound-letter patterns, a well-supported evidence-based approach to foundational reading instruction. This differs from whole language instruction's more incidental, meaning-focused approach, dynamic assessment, and curriculum-based measurement.

85. C — A multisensory instructional approach, such as Orton-Gillingham, simultaneously engages visual, auditory, kinesthetic, and tactile pathways, for example having a student trace a letter while saying its sound aloud, reinforcing learning for students with dyslexia through multiple sensory channels at once. This differs from curriculum-based measurement and dynamic assessment, both assessment tools, and universal screening, a benchmark process.

86. B — Dyslexia is characterized by significant, unexpected difficulty with accurate and fluent word recognition and decoding, typically rooted in a phonological processing deficit, occurring despite adequate instruction and average or above-average general cognitive ability. This differs from dyscalculia, involving number sense and math, dysgraphia, involving writing, and intellectual disability, involving broadly subaverage cognitive functioning.

87. A — Dyscalculia is characterized by persistent, significant difficulty with core number sense, magnitude comparison, and basic arithmetic fact retrieval, occurring despite adequate instruction and typical performance in other academic areas such as reading. This differs from dyslexia, which involves word-level reading and decoding, dysgraphia, which involves writing, and apraxia of speech, a motor speech planning disorder.

88. D — Dysgraphia is characterized by significant difficulty with the physical and compositional aspects of writing, such as legible letter formation, spacing, and organizing written expression, occurring despite adequate instruction and typical performance in reading and math. This differs from dyslexia, a reading-decoding disorder, dyscalculia, a math disorder, and apraxia of speech, a spoken-language motor planning disorder.

89. C — IDEA's transition services definition describes a coordinated set of activities including instruction, related services, community experiences, employment and post-school adult living objectives, and, when appropriate, daily living skills acquisition and a functional vocational evaluation. It does not require selecting a fixed career by age 14, limit activities to academics, or involve a due process hearing.

90. B — Pre-Employment Transition Services, or Pre-ETS, are specific early transition activities, such as job exploration counseling, work-based learning experiences, and self-advocacy instruction, made available under WIOA to students with disabilities potentially eligible for vocational rehabilitation, often coordinated between schools and the state VR agency. This differs from IDEA-defined related services, extended school year services, and supplementary aids and services.

91. A — Job shadowing allows a student to observe an employee performing actual job duties in a real workplace, without performing the tasks themselves, providing low-stakes career exploration and realistic exposure to a field of interest. This differs from supported employment, which involves actually working with ongoing support, a functional vocational evaluation, and general community-based instruction covering broader skills.

92. A — Academic self-monitoring uses a simple tool, such as a completion checklist, to help a student track their own progress through the steps of independent academic work, building consistency, accuracy, and independence in completing multi-step assignments. This differs from a functional behavior assessment's analytic purpose, the legal manifestation determination process, and errorless learning's distinct prompting procedure.

93. D — A student who demonstrates giftedness while also having a documented disability is described as twice-exceptional, or 2e, remaining eligible for both appropriately challenging gifted programming and special education services simultaneously, since neither exceptionality cancels out the other. Assuming giftedness rules out disability eligibility, a disability rules out gifted eligibility, or the two average out would misunderstand this profile.

94. D — Consistent, multiple data points showing a student has closed the gap with peers and no longer needs specially designed instruction can appropriately prompt the IEP team to consider, through its normal process, whether the student may be ready to exit special education, rather than ignoring the data. This differs from continuing services unchanged, or reducing services without team discussion.

95. C — Both IDEA and Section 504 generally extend to nonacademic and extracurricular activities, meaning a student with a disability has a right to an equal opportunity to participate in activities such as after-school clubs, with accommodations, rather than being excluded because of the disability. This is not limited to academic classes and does not depend on related services.

96. B — Adapted physical education is a specially designed physical education program tailored to a student's specific abilities and needs when the standard PE curriculum is not appropriate, and it is considered part of special education itself, required when a student's IEP team determines it is needed. This differs from extended school year services, related services generally, and a behavior intervention plan.

97. B — Because assistive technology needs can span communication, motor, sensory, and academic domains, a thorough AT evaluation is best conducted as a collaborative, multidisciplinary process drawing on relevant expertise, rather than a decision made unilaterally by a single individual such as the teacher. This should not be skipped because a student owns a personal device, nor limited only to speech-generating devices.

98. C — IDEA requires that annual goals address each area of need documented in the present levels, meaning both the academic reading difficulty and the functional organization and social needs here should each be addressed by corresponding goals. Addressing only one area while ignoring clearly documented other needs would leave the IEP incomplete.

99. A — Combining tiered MTSS support, systematic evidence-based instruction, individually matched assistive technology, and coordinated transition planning into one unified program reflects truly comprehensive, individualized programming, in which academic support, technology access, and transition planning work together around a student's documented needs and goals. This is neither a collection of unrelated services, a program limited to elementary grades, nor one-size-fits-all.

100. D — IDEA requires that an IEP be implemented as written once finalized, since the document represents the team's agreed program; if a different approach seems warranted, it must be addressed through a proper amendment, not substituted unilaterally. Substituting an accommodation on the district's own belief, informing the parent afterward, or treating the IEP as optional would bypass this requirement.