

PRACTICE EXAM 13: 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. The 2004 reauthorization of IDEA aligned certain special education teacher qualification requirements with the federal accountability framework then in place under No Child Left Behind, generally requiring special education teachers of core academic subjects to be:
 - A. Highly qualified in the subject area taught, consistent with federal teacher-quality requirements
 - B. Certified only in special education generally, regardless of subject taught
 - C. Exempt from any certification requirement if teaching a self-contained classroom
 - D. Required to hold a doctoral degree in education

2. Before conducting a reevaluation, IDEA generally requires parental consent, but if a district makes reasonable efforts to obtain consent and the parent fails to respond, the district may:
 - A. Never proceed with the reevaluation under any circumstances
 - B. Proceed with the reevaluation, provided it can document those reasonable efforts
 - C. Automatically terminate the student's eligibility
 - D. Proceed only after a court order

3. IDEA requires that, at the beginning of each school year, a student with a disability:

- A. May go without an active IEP until one is developed later in the fall
- B. Only needs an IEP if the student changed schools that summer
- C. Needs an IEP only if a reevaluation was recently completed
- D. Must have an IEP in effect

4. IDEA requires districts to spend a proportionate share of federal special education funds to provide equitable services to parentally-placed private school children with disabilities residing within the district, even though these students:

- A. Automatically receive a full individual IEP identical to public school students
- B. Are ineligible for any services at all
- C. Do not have an individual entitlement to FAPE the way public school students do
- D. Must first transfer into the public school to qualify

5. Under federal confidentiality regulations, if a parent believes information in their child's education records is inaccurate or misleading, the parent generally has the right to:

- A. Immediately delete the record without district review
- B. Take no action, since records cannot be challenged
- C. Only file a lawsuit to change any record
- D. Request the district amend the record, with a hearing if refused

6. When a school district determines that certain personally identifiable special education records are no longer needed to provide educational services, federal regulations generally require the district to:

- A. Keep every record permanently regardless of need
- B. Inform the parent before destroying it, unless they request to retain it
- C. Destroy the information immediately without informing anyone
- D. Transfer the records to an unrelated state agency automatically

7. To help ensure a fair and unbiased due process hearing, IDEA requires that the hearing officer:

- A. Not be an employee of the agency involved in the student's education
- B. Be selected exclusively by the school district
- C. Be a current classroom teacher at the student's school
- D. Have no legal or educational training whatsoever

8. Before a due process hearing proceeds on a parent's complaint, IDEA generally requires the district to convene a meeting with the parent and relevant IEP team members, giving the parent an opportunity to discuss the complaint and its facts, in an attempt to resolve the dispute. This step is known as a:

- A. Manifestation determination
- B. Mediation session
- C. Resolution session
- D. Independent educational evaluation

9. When a parent challenges a disciplinary decision, such as a manifestation determination outcome, through a due process complaint, IDEA generally requires that this particular type of hearing occur within an expedited timeline of approximately:

- A. 20 school days
- B. 6 months
- C. 2 years
- D. No expedited timeline exists

10. If a hearing officer's decision is appealed to court, and no party requests a change, IDEA's stay-put provision generally requires that the student:

- A. Be immediately placed in whatever setting the appealing party requests
- B. Be removed from school until the appeal concludes
- C. Be homeschooled during the appeal
- D. Remain in the educational placement established by the hearing officer's decision during the appeal

11. A student has a visual impairment, including blindness, that even with correction adversely affects educational performance. Under IDEA, this is classified under the disability category of:

- A. Deaf-blindness
- B. Visual impairment including blindness
- C. Multiple disabilities
- D. Orthopedic impairment

12. IDEA's regulations identify eight specific areas in which a student may show a pattern of strengths and weaknesses relevant to identifying a specific learning disability, including basic reading skill, reading fluency, reading comprehension, written expression, and:

- A. Only social skills and general behavior patterns
- B. Only fine motor coordination skills
- C. Math calculation, math problem solving, oral expression, and listening comprehension
- D. Only artistic and musical ability

13. A parent unilaterally enrolls their child in a private school after concluding the public placement was inappropriate. To obtain tuition reimbursement, the parent generally must show that the public placement was inappropriate, that the private placement was appropriate, and that:

- A. The private school is accredited by the state
- B. The student improved academically at the private school
- C. The equities, such as the parent's cooperation with the district, favor reimbursement
- D. The district agreed to the placement in advance

14. IDEA generally requires that a student's IEP be reviewed and, if necessary, revised:

- A. At least once a year
- B. Only once every three years
- C. Only when a parent formally requests it
- D. Only after a disciplinary incident

15. A required IEP team member's area of the curriculum will not be discussed at an upcoming meeting. IDEA allows that member to be excused from attending if the parent and district agree in writing and, when the member's area will be discussed, the member also:

- A. Never needs to provide any input regardless of the topic
- B. Submits written input into the IEP development before the meeting
- C. Must attend anyway despite any agreement to excuse
- D. Is automatically excused with no conditions at all

16. An agreement among states designed to reduce educational barriers for children of active-duty military families who frequently relocate, addressing issues such as enrollment, placement, and graduation requirements, is known as the:

- A. Individuals with Disabilities Education Act
- B. Family Educational Rights and Privacy Act
- C. Every Student Succeeds Act
- D. Interstate Compact on Educational Opportunity for Military Children

17. For a preschool-age child with a disability, IDEA's least restrictive environment principle generally means that services may appropriately be provided in settings such as:

- A. Only a segregated special education preschool classroom
- B. Only a hospital setting
- C. Only a setting chosen by the district with no other options considered
- D. The child's home, a Head Start program, or another early childhood setting

18. Even when a student with a disability is expelled or removed long-term for a disciplinary violation unrelated to their disability, IDEA generally requires that the student:

- A. Continue receiving FAPE in some alternative setting, to the extent needed to progress toward IEP goals
- B. Receive no further educational services for the remainder of the school year
- C. Lose eligibility for special education entirely
- D. Be re-evaluated before any services can resume, with services withheld until then

19. For disciplinary removals that do not exceed 10 school days in total during a school year, IDEA does not require services to be provided during those days; however, once cumulative removals in that year exceed 10 school days, IDEA generally requires that services:

- A. Never need to be provided regardless of total days removed
- B. Begin on the 11th cumulative day of removal, regardless of the manifestation determination outcome
- C. Only begin if the behavior is found to be a manifestation of the disability
- D. Be provided only in a hospital setting

20. A widely cited two-part legal test for evaluating least restrictive environment compliance asks first whether education in the general education classroom, with supplementary aids and services, can be achieved satisfactorily, and if not, asks second whether the student:

- A. Should be placed in the most restrictive setting available immediately
- B. Should be removed from public education entirely
- C. Has been integrated with nondisabled peers to the maximum extent appropriate
- D. Should be assigned a related service provider with no further review

21. Rather than assuming every family prefers the same method of communication, a school that asks each family whether they prefer phone calls, email, or text messages, and then uses that preferred channel consistently, is practicing:

- A. An unnecessary accommodation with no real benefit
- B. Individualized, family-preferred communication practice
- C. A requirement found nowhere in family-engagement best practice
- D. A method reserved only for families with school-age children

22. Maintaining a simple, ongoing glossary that defines common special education acronyms, such as IEP, FAPE, LRE, and FBA, and sharing it with families as a standing reference resource, primarily supports:

- A. Replacing the need for any further explanation ever
- B. Meeting a requirement found only in FERPA
- C. A one-time use limited strictly to the first meeting
- D. Families' ongoing ability to independently look up unfamiliar terms as they arise

23. A student is raised by two fathers, a foster family, or a legal guardian rather than a traditional two-parent biological household. Best practice treats each of these family structures as:

- A. Less legitimate than a traditional biological family structure
- B. Requiring additional justification before being recognized
- C. Equally legitimate family structures deserving the same respect and partnership as any other family
- D. Irrelevant to how the school engages with the family

24. Under the Every Student Succeeds Act, students in foster care generally have a right to:

- A. Remain in their school of origin when feasible, supporting educational stability during placement changes
- B. Automatically change schools with every foster placement change
- C. Be excluded from general education programming
- D. Have their educational records withheld from their current caregiver

25. Under the McKinney-Vento Homeless Assistance Act, a student experiencing homelessness generally has the right to:

- A. Wait until permanent housing is secured before enrolling in school
- B. Immediate enrollment even without normally required documents, and school-of-origin stability
- C. Be denied enrollment until proof of residency is provided
- D. Attend school only part-time until housing stabilizes

26. A family without reliable transportation is unable to attend evening IEP meetings held only at the school, limiting their participation. Recognizing this as an equity barrier primarily supports:

- A. Considering transportation support, virtual options, or alternate locations to enable genuine family participation
- B. Concluding the family simply does not value participation
- C. Proceeding with meetings regardless, since transportation is the family's sole responsibility
- D. Requiring the family to find their own solution with no district involvement

27. Providing light refreshments and on-site childcare during an evening family engagement event primarily helps to:

- A. Increase the district's legal liability with no corresponding benefit
- B. Meet a requirement found in IDEA's procedural safeguards
- C. Replace the need for the event's actual educational content
- D. Reduce practical participation barriers, such as hunger and childcare needs, that can otherwise keep families away

28. A family's home language is Spanish, but a school assumes every family member reads and writes fluently in Spanish without checking. This assumption risks:

- A. Being entirely accurate for every multilingual family without exception
- B. Having no practical consequence for the family's understanding
- C. Overlooking possible variation in literacy level even within the family's home language
- D. Being required practice under FERPA

29. Recognizing that some families may approach a school meeting with heightened anxiety due to their own past difficult experiences with institutions, and responding by building predictability and a calm, welcoming environment, reflects a:

- A. Diagnostic assessment of the family's mental health
- B. General, trauma-informed awareness applied to family engagement
- C. Requirement limited only to families of students in crisis
- D. Practice unrelated to effective family partnership

30. A teacher asks one family from a particular cultural background to represent 'how that culture views disability' in a staff training. This request risks:

- A. Providing an accurate, universally representative account of an entire culture
- B. Being a routine and appropriate part of family partnership
- C. Tokenizing one family as though they speak for an entire, internally diverse cultural group
- D. Having no bearing on that family's own relationship with the school

31. A school maintains a small collection of books, articles, and resources on disability topics that families can borrow, building general family knowledge and comfort with special education concepts over time. This resource is best described as a:

- A. Family resource lending library
- B. Due process hearing record
- C. Manifestation determination file
- D. Formal psychoeducational evaluation

32. A program pairs an experienced parent of a child with a disability with a family who is newly navigating the special education process, offering peer support and shared lived experience. This type of program is known as a:

- A. Due process mediation program
- B. Related services program
- C. Manifestation determination program
- D. Peer-to-peer parent mentor program

33. A family expresses hesitation to engage with the special education process due to concerns related to their immigration status. The most appropriate professional response is to:

- A. Report the family's status to an outside agency
- B. Reassure the family and continue focusing on the student's educational needs
- C. Deny the family access to special education services
- D. Require proof of citizenship before proceeding with any services

34. An instructional approach that actively incorporates and sustains students' cultural practices, languages, and literacies as an ongoing part of the curriculum itself, rather than merely accommodating them, reflects:

- A. Culturally sustaining pedagogy
- B. Zero reject
- C. Manifestation determination
- D. Universal design for learning

35. A parent disagrees with a specific goal the IEP team has finalized but does not wish to pursue a due process complaint. IDEA generally allows the parent to:

- A. Prevent the IEP from being implemented at all
- B. Have no formal way to document their disagreement
- C. Have their dissenting views and concerns documented within or attached to the IEP
- D. Force the team to adopt the parent's version of the goal automatically

36. General professional awareness that some communities have historically experienced inequitable treatment within educational systems can help a specialist:

- A. Assume every family from such a community shares an identical outlook
- B. Ignore this context entirely when building relationships
- C. Diagnose a family's trust level clinically

D. Approach relationship-building with informed sensitivity, without assuming any individual family's specific views

37. A family member has a sensory sensitivity to fluorescent lighting and background noise, making a typical conference room setting difficult. Adjusting the meeting location or environment to accommodate this need reflects:

- A. An unreasonable request outside the school's obligations
- B. A requirement limited only to accommodating the student, not family members
- C. Responsive accommodation of a family member's own access needs to support their participation
- D. A violation of standard meeting procedure

38. Beyond IDEA's specific interpreter provisions for IEP meetings, Title VI of the Civil Rights Act generally obligates schools receiving federal funds to provide meaningful language access to:

- A. Only students, never their parents or guardians
- B. Limited English proficient parents and guardians across school communications and programs generally
- C. Only families who can demonstrate financial hardship
- D. No one, since Title VI addresses only race, not language

39. Providing a family with a written summary or copy of notes from an IEP meeting afterward primarily supports:

- A. The family's ability to review, remember, and reference what was discussed and decided
- B. Replacing the legally required written IEP document itself
- C. Eliminating the need for the family to have attended the meeting
- D. Satisfying a requirement that applies only to due process hearings

40. A family from a particular cultural background maintains minimal direct eye contact and keeps a formal physical distance during a meeting, differing from the specialist's own cultural norms. The most appropriate interpretation is that this pattern:

- A. Signals disrespect toward the specialist or the process
- B. Indicates disengagement from their child's education
- C. Should be corrected by the specialist during the meeting
- D. May reflect a legitimate cultural communication style rather than disrespect or disengagement

41. An AAC protocol that begins by teaching a student to exchange a single picture for a desired item, then progresses through phases building discrimination between pictures, sentence structure, and eventually commenting, is known as:

- A. Total communication
- B. Aided language stimulation
- C. The Picture Exchange Communication System (PECS)
- D. Partner-assisted scanning

42. An occupational therapy-based intervention approach that uses structured, purposeful physical activities, such as swinging or activities involving deep pressure, aiming to help a student better process and organize sensory information, is known as:

- A. Applied behavior analysis
- B. Sensory integration therapy
- C. Curriculum-based measurement
- D. Functional communication training

43. A student watches an edited video showing only their own successful performance of a target skill, with errors and hesitations removed, to build confidence and reinforce the correct pattern. This strategy is known as:

- A. Video prompting
- B. Total communication
- C. Errorless learning
- D. Video self-modeling

44. A curriculum that explicitly teaches students to distinguish between 'expected' behaviors, which produce comfortable reactions in others in a given context, and 'unexpected' behaviors, which produce uncomfortable reactions, to build social understanding, is most associated with:

- A. The Social Thinking framework
- B. Applied behavior analysis generally
- C. Curriculum-based measurement
- D. The Self-Determined Learning Model of Instruction

45. A structured group of typically developing peers meets regularly to build genuine friendships and social support with a student with exceptional needs, extending beyond a single classroom activity into an ongoing support network. This approach is known as a:

- A. Functional behavior assessment team
- B. Circle of Friends
- C. Manifestation determination panel
- D. IEP team

46. A widely cited framework describes seven defining dimensions of applied behavior analysis, including that interventions must be applied, behavioral, analytic, technological, conceptually systematic, effective, and generalizable. This framework is most associated with:

- A. Baer, Wolf, and Risley
- B. Michael Wehmeyer
- C. Isabel Beck
- D. Ross Greene

47. To determine the specific function of a problem behavior with greater certainty than descriptive observation alone provides, a team systematically and briefly presents different conditions, such as attention, escape, and alone conditions, while directly observing the behavior under each. This more rigorous procedure is known as a:

- A. Descriptive functional behavior assessment only
- B. Manifestation determination
- C. Curriculum-based measurement
- D. Functional analysis

48. A behavioral measurement system that charts a student's daily frequency of correct and incorrect responses on a specialized logarithmic chart, allowing very fine-grained tracking of learning rate over time, is known as:

- A. Curriculum-based measurement generally
- B. Dynamic assessment
- C. Precision teaching, using a Standard Celeration Chart
- D. Norm-referenced testing

49. Presenting many repeated trials of the same skill in quick succession within a single teaching session, rather than spreading practice opportunities out across the day, reflects the use of:

- A. Distributed trials
- B. Massed trials
- C. Incidental teaching
- D. Naturalistic instruction generally

50. A teacher waits for a student to independently show interest in an item during free play, then uses that moment as a naturally motivating opportunity to prompt and reinforce a communication or language target. This ABA-based teaching approach is known as:

- A. Discrete trial training
- B. Massed trials
- C. Incidental teaching
- D. Precision teaching

51. An intervention approach for autism that targets broad, foundational 'pivotal' areas, such as motivation and self-initiation, on the theory that improvement in these pivotal areas produces widespread collateral gains across many other skills, is known as:

- A. Pivotal Response Treatment (PRT)
- B. Discrete trial training
- C. Errorless learning
- D. Total communication

52. For an individual with a progressive condition expected to eventually lose natural speech, proactively recording samples of their own voice and frequently used phrases for future use with a speech-generating device is known as:

- A. Aided language stimulation
- B. Partner-assisted scanning
- C. Total communication
- D. Message banking

53. A student has normal hearing sensitivity on a standard audiogram but has significant difficulty processing and interpreting sounds, especially in noisy environments or when listening to rapid speech. This profile is most consistent with:

- A. A language disorder
- B. An articulation disorder
- C. Central auditory processing disorder (CAPD)
- D. A voice disorder

54. A speech-language pathologist calculates the average number of morphemes a student produces per utterance in a language sample, using this measure to estimate the student's expressive language development level. This measure is known as:

- A. Words correct per minute

- B. A running record score
- C. An aim line
- D. Mean length of utterance (MLU)

55. Learning to ride a bicycle independently is considered especially significant for a student not just because of the skill itself, but because it opens access to new peer activities, environments, and reinforcers previously unavailable. This kind of pivotally important skill is described as a:

- A. Discriminative stimulus
- B. Behavioral cusp
- C. Setting event
- D. Establishing operation

56. A student who slept poorly the previous night is far more likely to engage in problem behavior the next day when given a routine, previously manageable task demand. The poor sleep, though not immediately preceding the behavior, is best understood as a:

- A. Setting event
- B. Discriminative stimulus
- C. Consequence
- D. Response cost procedure

57. A classmate, rather than an adult, is guided to help create a short narrative describing an upcoming class trip from the student's own peer perspective, adding authentic peer language and detail. This reflects the use of:

- A. An adult-authored social story only
- B. A behavior intervention plan
- C. A peer-created social narrative
- D. A functional behavior assessment

58. A short instructional video is paused after each individual step of a multi-step task, giving the student time to perform that step before the video resumes to show the next one. This strategy is known as:

- A. Video self-modeling
- B. Video feedback review
- C. Total communication
- D. Video prompting

59. A structured procedure that begins by having a student comply with several very simple, low-effort requests, gradually and systematically building up to more difficult requests over time, in order to build a general pattern of compliance, is known as:

- A. Response cost
- B. Errorless compliance training
- C. Stimulus fading
- D. Extinction

60. A theoretical framework describes some individuals, particularly some autistic language learners, as acquiring language initially in memorized, multi-word chunks tied to specific situations, gradually breaking those chunks down into more flexible, individual words and grammar over time. This framework is known as:

- A. The Concrete-Representational-Abstract sequence
- B. Applied behavior analysis generally
- C. The Self-Determined Learning Model of Instruction
- D. Gestalt Language Processing

61. An AAC vocabulary display organizes words by grammatical category using a consistent color-coding system, such as nouns in one color and verbs in another, to help a student build grammatically structured sentences. This organizational system is known as the:

- A. Fitzgerald key
- B. Standard Celeration Chart
- C. Zones of Regulation
- D. Concrete-Representational-Abstract sequence

62. Priming, offering choices, and enriching an environment with preferred materials are each examples of a broader category of proactive strategies that modify conditions before behavior occurs to reduce the likelihood of problem behavior. This broader umbrella category is known as:

- A. Consequence-based interventions
- B. Antecedent-based interventions
- C. Manifestation determinations
- D. Response cost procedures

63. A student not only checks off a self-monitoring checklist but also plots their own daily data point on a simple chart, visually tracking their own progress over time. Adding this visual charting component to self-monitoring primarily supports:

- A. Replacing the need for any teacher involvement whatsoever
- B. Meeting a requirement found only in formal FBAs
- C. The student's own motivation and awareness of progress through visual feedback
- D. Eliminating the need for the checklist itself

64. After practicing a new social skill during a structured group session, a student is given a simple related task to complete at home or in another setting before the next session, reinforcing and extending the skill beyond the group itself. This practice reflects:

- A. Social skills homework supporting generalization
- B. A formal functional behavior assessment
- C. A manifestation determination process
- D. A curriculum-based measurement probe

65. An AAC approach that teaches specific, consistent motor movement patterns for accessing vocabulary on a device, building motor automaticity for frequently used words much like typing develops motor memory, is known as:

- A. Partner-assisted scanning
- B. Language Acquisition through Motor Planning (LAMP)
- C. Total communication
- D. Aided language stimulation

66. A specific, criterion-referenced assessment tool commonly used to evaluate language, learning, and social skills milestones in young children with autism or significant language delays, guiding individualized program planning, is known as the:

- A. Concrete-Representational-Abstract sequence
- B. Standard Celeration Chart
- C. Fitzgerald key
- D. VB-MAPP

67. One data collection method records whether a behavior occurred during each of several fixed short time intervals across an observation period, while another method records the outcome of each individual attempt at a skill. These two approaches are known respectively as:

- A. Curriculum-based measurement and dynamic assessment
- B. Norm-referenced and criterion-referenced testing
- C. Interval recording and trial-by-trial recording
- D. Running records and Informal Reading Inventories

68. Explicitly teaching a student strategies to tolerate an unexpected change to a routine, such as a substitute teacher or an altered schedule, rather than only ever practicing skills within a fixed, predictable routine, primarily builds:

- A. Behavioral flexibility and coping with unexpected change

- B. Fine motor precision
- C. Phonological awareness
- D. Curriculum-based measurement skills

69. As a student's newly taught skill becomes more reliable, a teacher gradually and systematically reduces how often reinforcement is delivered for that skill, while still maintaining the behavior at a stable, strong level over time. This gradual reduction process is known as:

- A. Reinforcement schedule thinning
- B. Satiation
- C. An extinction burst
- D. Stimulus fading

70. A student is directly taught that a spoken word and its corresponding written word are the same, and separately taught that the written word and a matching picture are the same. Without any further direct teaching, the student then correctly matches the spoken word directly to the picture. This emergence of an untaught relationship is best explained by:

- A. Errorless learning
- B. Stimulus equivalence
- C. Behavior chain interruption
- D. Differential reinforcement of an alternative behavior

71. Test accommodations are often grouped into four broad categories: presentation, response, setting, and:

- A. Curriculum
- B. Placement
- C. Timing and scheduling
- D. Eligibility

72. Providing a read-aloud accommodation on a test specifically designed to measure a student's own decoding and reading comprehension skill raises a concern that the accommodation may:

- A. Have no effect on what the test measures
- B. Only ever help students without reading difficulties
- C. Improve the validity of the reading score
- D. Introduce construct-irrelevant variance by changing what the test is actually measuring

73. A collection of a student's work samples gathered over time, selected to demonstrate growth, range, and quality of performance across a subject area, is known as a:

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

74. Asking a student to design and carry out a real science experiment, then present the findings, rather than answering multiple-choice questions about scientific method, is an example of:

- A. Norm-referenced testing
- B. Curriculum-based measurement
- C. Performance-based assessment
- D. Dynamic assessment

75. A scoring tool that describes specific, distinct performance levels for each criterion being evaluated, such as clarity, organization, and evidence in an essay, helping ensure consistent scoring across raters, is known as a:

- A. Rubric
- B. Running record
- C. Aim line
- D. Behavior contract

76. A district administers the same standardized assessment to all students three or four times a year to track broad achievement growth over time and compare performance to national norms, distinct from the brief screening used to sort students into MTSS tiers. This broader, periodic assessment is known as an:

- A. Alternate assessment
- B. Interim or benchmark assessment
- C. Manifestation determination
- D. Independent educational evaluation

77. A district creates a shared document specifying which content standards should be taught in which approximate order and timeframe across a school year, helping ensure consistency across classrooms teaching the same grade or course. This planning document is known as a:

- A. Behavior intervention plan
- B. Pacing guide
- C. Present levels statement
- D. Manifestation determination report

78. Teaching students to first identify whether a word problem represents a 'change,' 'group,' or 'compare' situation, and then apply a matched problem-solving structure for that situation type, is known as:

- A. The Concrete-Representational-Abstract sequence
- B. Curriculum-based measurement
- C. Errorless learning
- D. Schema-based instruction

79. A reading comprehension approach in which students take turns leading a discussion using four specific strategies, predicting, questioning, clarifying, and summarizing, applied to a shared text, is known as:

- A. Close reading with text-dependent questions
- B. Running records
- C. Reciprocal teaching
- D. Curriculum-based measurement

80. A teacher reads a passage aloud while verbalizing their own thinking process, such as noticing a confusing word and describing how they figure out its meaning from context, modeling comprehension strategies for students. This technique is known as a:

- A. Think-aloud
- B. Running record
- C. Behavior contract
- D. Manifestation determination

81. A large poster co-created with students during a lesson, summarizing key steps, vocabulary, or strategies, and left displayed in the classroom as an ongoing visual reference students can consult independently, is known as a:

- A. Behavior intervention plan
- B. Social story
- C. Present levels statement
- D. Anchor chart

82. Telling a student 'Your topic sentence clearly states your main idea, but your second paragraph needs one more piece of specific evidence to support it' is an example of:

- A. Vague, general praise
- B. Specific, actionable formative feedback
- C. A formal summative grade
- D. A norm-referenced comparison

83. A young child's ability to instantly recognize the quantity of a small group of objects without counting them one by one, along with understanding that the last number counted represents the total quantity, reflects foundational skills known as:

- A. Number sense components (subitizing and cardinality)
- B. Phonological awareness
- C. Curriculum-based measurement
- D. The Concrete-Representational-Abstract sequence

84. Phonological awareness skills generally develop in a rough hierarchy, progressing from simpler skills such as rhyming and syllable counting toward more complex skills such as:

- A. Reading comprehension of a passage
- B. Written composition and grammar
- C. Blending and segmenting individual sounds (phonemes) within words
- D. Vocabulary tier classification

85. A student rereads the same short passage multiple times, with feedback and support, until reading it accurately, quickly, and with appropriate expression, before moving to a new passage. This fluency-building strategy is known as:

- A. Close reading with text-dependent questions
- B. Repeated reading
- C. Reciprocal teaching
- D. Running records

86. Teaching students to recognize meaningful word parts, such as the prefix 're-' the root 'struct,' and the suffix '-ion,' to help determine the meaning of unfamiliar academic words, is known as vocabulary instruction through:

- A. Morphology
- B. Phonemic awareness

- C. Fluency-building
- D. Articulation therapy

87. A student's present levels statement documents significant reading and organizational difficulties, and the IEP team uses this documentation directly to determine and justify the specific type and intensity of specially designed instruction and services the student will receive. This reflects the principle that present levels should:

- A. Serve only as a formality with no real bearing on services
- B. Be written after services are already decided, for recordkeeping only
- C. Directly drive and justify the services and supports specified elsewhere in the IEP
- D. Be limited strictly to standardized test scores

88. IDEA requires that an IEP specify not just which related services a student will receive, but also each service's:

- A. Cost to the district, disclosed to the parent in detail
- B. Provider's personal credentials and salary
- C. Physical location within the building only, with no other detail
- D. Frequency, duration, and location, along with the projected date services will begin

89. Beyond simply demonstrating regression and slow recoupment over breaks, some states also consider factors such as the degree of the student's impairment, the rate of the student's progress, and the nature of the disability when determining eligibility for:

- A. A manifestation determination
- B. An independent educational evaluation
- C. Extended school year (ESY) services
- D. A due process hearing

90. Before committing to purchase a specific assistive technology device, a team arranges for the student to use that device for several weeks in real settings to determine whether it actually meets the student's needs. This practice is known as an AT:

- A. Evaluation report only, with no hands-on component
- B. Trial period, sometimes supported through a device loan library
- C. Manifestation determination
- D. Independent educational evaluation

91. An IEP specifies that progress toward each annual goal will be reported to parents through brief quarterly narrative summaries paired with a simple graph showing data points over time. This reflects a decision about the goal's:

- A. Present levels statement
- B. Mastery criterion
- C. Related services frequency
- D. Progress reporting format and method

92. Most infants in the United States now have their hearing screened shortly after birth, before leaving the hospital, allowing earlier identification of hearing loss and earlier access to intervention. This widespread practice is known as:

- A. Universal newborn hearing screening
- B. A functional vocational evaluation
- C. Child find for private school students
- D. A manifestation determination

93. A team uses a student's current curriculum-based measurement score, a target end-of-year score, and the number of instructional weeks remaining to calculate exactly how much weekly growth, or rate of improvement, the student needs to reach an ambitious but realistic annual goal. This calculation approach is known as using:

- A. A norm-referenced comparison
- B. An alternate assessment
- C. A manifestation determination formula
- D. Rate of improvement (ROI) for goal-setting

94. An experienced educator observes a teacher implementing a new reading intervention, then provides individualized, ongoing feedback and modeling to help that teacher strengthen their delivery of the intervention over time. This support approach is known as:

- A. A due process hearing
- B. Instructional coaching
- C. A manifestation determination
- D. An independent educational evaluation

95. A team periodically checks whether a reading intervention is actually being delivered exactly as designed, at the intended frequency, duration, and using the specified materials and steps. This ongoing check is known as monitoring:

- A. Treatment or intervention fidelity
- B. Social validity
- C. Construct-irrelevant variance
- D. Reinforcement schedule thinning

96. Before adopting a new intervention broadly, a team surveys teachers, students, and families about whether the intervention's goals, methods, and outcomes are viewed as acceptable, meaningful, and worthwhile. This consideration is known as the intervention's:

- A. Treatment fidelity
- B. Rate of improvement
- C. Social validity
- D. Construct-irrelevant variance

97. For a student in Tier 3 who continues to make insufficient progress despite a validated intervention, a systematic process uses ongoing progress-monitoring and diagnostic data to individualize and intensify that intervention further, rather than simply repeating the same approach unchanged. This systematic process is known as:

- A. Universal screening
- B. A manifestation determination
- C. Data-based individualization (DBI)
- D. An independent educational evaluation

98. A recognized set of research-supported instructional and behavioral practice categories, intended to represent the most essential, foundational skills every special educator should be able to implement, is generally referred to as:

- A. Individualized Family Service Plans
- B. High-leverage practices (HLPs) in special education
- C. Manifestation determinations
- D. Independent educational evaluations

99. A school's Multi-Tiered System of Support addresses both academic skill gaps and behavioral or social-emotional needs within the same integrated tiered framework, rather than operating two entirely separate systems. This integrated approach primarily supports:

- A. Coordinated, comprehensive support that addresses the whole student across both academic and behavioral needs together
- B. Simplifying the system by ignoring behavioral needs entirely
- C. Replacing the need for any individualized special education services
- D. A requirement found only in Section 504, not IDEA

100. A team builds a student's Tier 3 program by selecting a validated, evidence-based intervention, closely monitoring whether it is implemented with fidelity, using ongoing progress-monitoring and diagnostic data to individualize it further as needed, and confirming that teachers and families find the approach acceptable and meaningful. This fully integrated approach best reflects:

- A. A one-time intervention selection with no further review
- B. A fidelity check performed without any data-based individualization
- C. A generic intervention applied without stakeholder input
- D. A comprehensive, fidelity-monitored, data-based individualization process incorporating stakeholder-valued social validity

Practice Exam 13: Answer Key and Explanations

1. **A** — The 2004 IDEA reauthorization aligned special education teacher qualifications with federal accountability requirements then in place, generally requiring teachers of core academic subjects to be highly qualified in that subject area, not simply certified in special education broadly. This did not exempt self-contained classroom teachers from certification, and it did not require a doctoral degree.
2. **B** — If a district makes and documents reasonable efforts to obtain parental consent for a reevaluation and the parent simply fails to respond, IDEA generally allows the district to proceed with the reevaluation without that consent. This differs from never proceeding at all, automatically terminating eligibility, or requiring a court order first.
3. **D** — IDEA requires that an IEP be in effect for each student with a disability at the beginning of every school year, ensuring there is no gap in the student's program. This does not allow a delay until later in the fall, and it applies regardless of whether the student changed schools or recently had a reevaluation.
4. **C** — Parentally-placed private school children with disabilities are entitled to receive a proportionate share of equitable services, funded from federal special education dollars, but unlike public school students, they do not have an individual entitlement to FAPE. This differs from receiving a full public-school-style IEP, from being ineligible entirely, or from needing to transfer schools first.
5. **D** — Federal confidentiality regulations give parents the right to request that a district amend education records they believe are inaccurate or misleading, and if the district refuses, the parent is entitled to a hearing to challenge that refusal. This differs from immediately deleting the record unilaterally, having no recourse, or needing to file a lawsuit first.
6. **B** — When personally identifiable information is no longer needed, federal regulations generally require the district to inform the parent before destroying it, since some records may be needed later, giving the parent an opportunity to request the information be retained. This differs from destroying records without notice, keeping everything permanently, or transferring records elsewhere automatically.

7. A — IDEA requires that a due process hearing officer not be an employee of the state or local educational agency involved in the education or care of the child, protecting the impartiality of the proceeding. This differs from being selected solely by the district, being a current teacher at the student's school, or lacking relevant training.

8. C — A resolution session is a required meeting, convened before a due process hearing proceeds, bringing the parent and relevant IEP team members together to discuss the complaint and attempt resolution without a hearing. This differs from a manifestation determination, mediation, which is voluntary rather than generally required, and an independent educational evaluation.

9. A — IDEA requires an expedited due process hearing, generally occurring within about 20 school days of the complaint being filed, for disputes specifically involving disciplinary matters such as a manifestation determination, recognizing the urgency of these placement decisions. This is far shorter than the 6-month or 2-year timelines for other matters, and an expedited option does exist.

10. D — IDEA's stay-put provision generally extends to the placement set by the hearing officer's decision while that decision is being appealed to court, meaning the student remains in that established placement during the appeal absent an agreement otherwise. This differs from switching to the appealing party's preferred placement, removing the student from school, or defaulting to homeschooling.

11. B — Visual impairment including blindness is its own distinct IDEA disability category, covering an impairment in vision that, even with correction, adversely affects a student's educational performance, ranging from low vision to total blindness. This differs from deaf-blindness, which requires a combined hearing and vision impairment, multiple disabilities, and orthopedic impairment, each defined by entirely different criteria.

12. C — IDEA's regulations identify eight specific areas relevant to identifying a specific learning disability: basic reading skill, reading fluency, reading comprehension, written expression, math calculation, math problem solving, oral expression, and listening comprehension, spanning both literacy and numeracy domains. Social skills, fine motor coordination, and artistic ability are not among these eight specifically defined SLD areas.

13. C — Under the Burlington/Carter framework, a parent seeking tuition reimbursement for a unilateral private placement must generally show the public placement was inappropriate, the private placement was appropriate, and that the equities of the situation, including the parent's cooperation with the district, favor reimbursement. State accreditation, academic improvement alone, or advance district agreement are not, by themselves, the controlling factors.

14. A — IDEA generally requires that each student's IEP be reviewed, and revised as appropriate, at least once a year, known as the annual review, to keep goals and services current with the student's progress and needs. This is distinct from the separate three-year triennial reevaluation, and does not depend solely on a parent request or a disciplinary incident.

15. B — IDEA allows a required IEP team member to be excused from a meeting with written parental and district agreement when that member's curriculum area will not be discussed, and even when the

area will be discussed, the member may be excused if written input is submitted beforehand. This differs from an unconditional excusal, mandatory attendance regardless, or no input requirement.

16. D — The Interstate Compact on Educational Opportunity for Military Children is an agreement among participating states specifically designed to reduce educational barriers, such as enrollment, placement, and graduation requirement inconsistencies, for children of active-duty military families who move frequently. This differs from IDEA, FERPA, and ESSA, each addressing broader educational concerns.

17. D — For preschool-age children, LRE principles generally extend to a range of appropriate early childhood settings, including the child's home, a Head Start program, or another community program, alongside typically developing peers where appropriate, not only a segregated special education classroom. Limiting options to a hospital setting or a single district-chosen option would not reflect this principle.

18. A — Even following an expulsion or long-term disciplinary removal, IDEA generally requires that a student with a disability continue receiving FAPE in some alternative educational setting, sufficient to enable continued progress toward IEP goals, rather than being cut off entirely. This differs from receiving no further services, losing eligibility outright, or having services withheld pending a new evaluation.

19. B — IDEA does not require services during the first 10 cumulative school days of removal in a year, but once removals exceed 10 days, services generally must begin, to the extent needed to progress toward IEP goals, regardless of the manifestation determination outcome. This differs from never requiring services, requiring only a manifestation-linked exception, or limiting services to a hospital setting.

20. C — This two-part LRE test first asks whether education in general education with supplementary aids can be achieved satisfactorily, and if not, whether the student has still been integrated with nondisabled peers to the maximum extent appropriate. This differs from defaulting to the most restrictive setting, removing the student from public education, or assigning a provider without further review.

21. B — Asking each family which communication channel they prefer, phone, email, or text, and then consistently using that channel reflects individualized, family-preferred communication practice, recognizing that families are not a uniform group with identical preferences or needs. This is not an unnecessary accommodation, is a recognized best practice in family engagement, and applies broadly, not only to families with school-age children.

22. D — A standing glossary of common special education acronyms gives families an ongoing, independent reference they can consult whenever an unfamiliar term arises, supporting their understanding well beyond what any single meeting explanation could cover. This is not a one-time-use tool limited to a first meeting, is not a FERPA-specific requirement, and does not replace the need for direct explanation.

23. C — Best practice treats diverse family structures, including two-father households, foster families, and legal guardians, as equally legitimate and deserving of the same respect, partnership, and communication as any other family structure. Treating these structures as less legitimate, requiring extra justification, or as irrelevant would each fail this basic standard of equitable partnership.

24. A — The Every Student Succeeds Act generally protects a foster child's right to remain in their school of origin when feasible and in the student's best interest, supporting educational stability despite disruptive placement changes, and requires transportation to be arranged. This differs from automatically changing schools, exclusion from general education, or withholding records.

25. B — McKinney-Vento generally guarantees a student experiencing homelessness immediate enrollment in school even without normally required documents, such as proof of residency or immunization records, and protects the right to remain in the school of origin when feasible. This differs from delaying enrollment, denying enrollment pending documentation, or limiting attendance to part-time.

26. A — Recognizing transportation as a genuine equity barrier supports proactively considering solutions such as transportation assistance, virtual meeting options, or alternate accessible locations, so the barrier does not silently exclude the family. Concluding the family doesn't value participation, treating transportation as solely the family's problem, or offering no involvement would each overlook this equity consideration.

27. D — Providing food and on-site childcare at a family engagement event reduces practical, everyday barriers, such as hunger, exhaustion after work, or lack of childcare, that can otherwise prevent families from attending even when they want to participate. This is not an IDEA procedural safeguards requirement, and does not replace the event's actual content.

28. C — Assuming uniform literacy in a family's home language overlooks the reality that literacy levels can vary considerably even among fluent speakers of that language, potentially leaving some family members unable to fully access written materials despite speaking the language well. This assumption is not accurate for every family, does carry consequences, and is not a FERPA requirement.

29. B — Recognizing that a family's own past experiences may shape how they approach a school meeting, and responding with predictability, calm communication, and a welcoming environment, reflects a general, trauma-informed awareness applied to family engagement, not a clinical diagnosis. This awareness is broadly relevant, not limited only to families in acute crisis, and is directly related to effective partnership.

30. C — Asking one family to represent an entire cultural group's views risks tokenizing that family, since no single family can speak for the full diversity of perspectives within any cultural group, and the request may create discomfort or an unfair burden. This is not an accurate universal representation and is not routine best practice.

31. A — A family resource lending library is an ongoing collection of accessible books, articles, and materials on disability-related topics that families can borrow over time, building general knowledge and

comfort with special education concepts outside of formal meetings. This differs entirely from a due process hearing record, a manifestation determination file, and a formal psychoeducational evaluation.

32. D — A peer-to-peer parent mentor program pairs an experienced parent of a child with a disability with a newly navigating family, offering peer support, shared lived experience, and practical guidance that complements, rather than replaces, professional support from the school team. This is distinct from due process mediation, related services, and the legal manifestation determination process.

33. B — When a family expresses hesitation rooted in immigration-related fears, the appropriate response is to reassure them, consistent with applicable confidentiality protections around educational records, and continue focusing on the student's educational needs, since immigration status is not a lawful basis for denying services. Reporting the family, denying services, or requiring proof of citizenship would each be inappropriate and unlawful.

34. A — Culturally sustaining pedagogy actively incorporates and sustains students' cultural practices, languages, and literacies as an ongoing, valued part of the curriculum itself, going beyond simply accommodating cultural differences to genuinely centering, perpetuating, and celebrating them across instruction. This differs entirely from the zero reject eligibility principle, manifestation determination, and universal design for learning's instructional access framework.

35. C — IDEA generally allows a parent who disagrees with a specific IEP decision to have their concerns and dissenting views documented within, or attached to, the IEP itself, preserving a clear record without necessarily blocking implementation or forcing an alternate goal. This differs from preventing implementation entirely, having no way to document disagreement, or automatic adoption of the parent's version.

36. D — General awareness of historical inequities some communities have experienced within educational systems can help a specialist approach relationship-building with informed sensitivity, while still recognizing that no single history determines any individual family's specific views or trust level. This awareness should not lead to assuming a uniform outlook, ignoring the context, or making a clinical judgment about trust.

37. C — Adjusting a meeting's location or environment to accommodate a family member's own sensory needs, such as lighting or noise sensitivity, reflects responsive accommodation supporting that family member's genuine ability to participate, extending accessibility principles beyond the student alone. This is not unreasonable, is not limited to student accommodations, and does not violate standard procedure.

38. B — Title VI of the Civil Rights Act generally obligates schools receiving federal funds to provide meaningful language access to limited English proficient parents and guardians across school communications and programs broadly, not solely within IDEA-specific IEP meeting contexts. This obligation is not limited to students only, does not require financial hardship, and does apply under Title VI's national origin protections.

39. A — Providing a family with a written summary after an IEP meeting supports their ability to review, remember, and reference what was discussed and decided, especially given how much information a single meeting can cover. This does not replace the legally required written IEP document, does not eliminate the value of attendance, and is not limited to hearings.

40. D — Differences in eye contact and physical distance during a meeting may reflect legitimate cultural variation in communication style rather than disrespect or disengagement, and interpreting them through only one cultural lens risks misreading a family's genuine investment in their child's education. Assuming disrespect, disengagement, or attempting to correct the family's style would reflect a culturally uninformed misinterpretation.

41. C — The Picture Exchange Communication System, or PECS, is a specific, phased AAC protocol beginning with a simple picture-for-item exchange and progressing systematically through phases building picture discrimination, sentence structure, responding to questions, and eventually spontaneous commenting. This differs from total communication's multi-modality combination, aided language stimulation's partner modeling, and partner-assisted scanning's sequential access method.

42. B — Sensory integration therapy is an occupational therapy-based approach using structured, purposeful physical activities, such as swinging or deep-pressure input, aiming to help a student better process, organize, and adaptively respond to sensory information from their environment. This differs from applied behavior analysis's broader behavioral methodology, curriculum-based measurement's academic tool, and functional communication training's replacement-communication focus.

43. D — Video self-modeling shows a student an edited video of their own successful performance of a target skill, with errors and hesitations removed, allowing the student to see themselves succeeding and reinforcing the correct pattern through self-observation. This differs from video prompting, which pauses a video for the student to complete each step, total communication, and errorless learning.

44. A — The Social Thinking framework explicitly teaches students to distinguish between 'expected' behaviors, which produce comfortable reactions from others in a given context, and 'unexpected' behaviors, which produce uncomfortable reactions, building social understanding and flexible thinking. This differs from applied behavior analysis generally, curriculum-based measurement, and the Self-Determined Learning Model of Instruction.

45. B — A Circle of Friends is a structured, ongoing peer support network of typically developing classmates who meet regularly to build genuine friendship and social connection with a student with exceptional needs, extending well beyond a single planned activity. This differs entirely from a functional behavior assessment team, a manifestation determination panel, and the formal IEP team.

46. A — Baer, Wolf, and Risley's classic framework describes seven defining dimensions of applied behavior analysis, including that interventions be applied, behavioral, analytic, technological, conceptually systematic, effective, and generalizable, establishing foundational quality standards still used to evaluate ABA practice today. This is distinct from Wehmeyer's self-determination model, Beck's vocabulary tiers, and Greene's collaborative problem solving approach.

47. D — A functional analysis systematically and briefly manipulates different environmental conditions, such as attention, escape, and alone conditions, while directly observing the behavior under each, providing more rigorous, experimentally controlled evidence of a behavior's function than descriptive observation alone. This differs from a purely descriptive functional behavior assessment, manifestation determination, and curriculum-based measurement.

48. C — Precision teaching charts a student's daily frequency of correct and incorrect responses on a specialized logarithmic Standard Celeration Chart, allowing very fine-grained, sensitive tracking of learning rate, or celeration, over time, guiding rapid instructional decisions. This differs from curriculum-based measurement generally, dynamic assessment's test-teach-retest format, and norm-referenced testing's peer comparison.

49. B — Massed trials present many repeated practice opportunities of the same skill in quick succession within a single session, useful for building initial fluency, in contrast to distributed trials, which spread the same number of practice opportunities out over time. This differs from incidental teaching and naturalistic instruction, which embed practice within child-initiated interactions.

50. C — Incidental teaching waits for a student to independently initiate interest in an item or activity, then uses that naturally motivating moment to prompt and reinforce a communication or language target, embedding instruction within child-initiated interactions rather than teacher-initiated trials. This differs from discrete trial training's structured trials, massed trials, and precision teaching.

51. A — Pivotal Response Treatment targets broad, foundational 'pivotal' areas of development, such as motivation and self-initiation, based on the premise that improving these pivotal areas produces widespread collateral gains across many other skills, rather than teaching each skill in isolation. This differs from discrete trial training's individual skill-by-skill format, errorless learning, and total communication.

52. D — Message banking proactively records an individual's own voice and frequently used phrases before a progressive condition causes loss of natural speech, so those authentic recordings can later be used with a speech-generating device, preserving a personal, familiar vocal identity for that person and their family. This differs from aided language stimulation, partner-assisted scanning, and total communication.

53. C — Central auditory processing disorder involves difficulty processing and interpreting auditory information within the brain itself, despite normal peripheral hearing sensitivity on a standard audiogram, often showing up as particular difficulty in noisy environments or when listening to rapid speech. This differs from a language disorder affecting language content, an articulation disorder affecting sound production, and a voice disorder.

54. D — Mean length of utterance calculates the average number of morphemes a student produces per utterance across a language sample, providing a widely used measure of expressive language development, particularly useful in early childhood language assessment. This differs from words correct per minute, a running record score, and an aim line.

55. B — A behavioral cusp is a skill whose acquisition is especially significant because it opens access to entirely new environments, peer activities, and reinforcers that were previously unavailable, producing effects that ripple well beyond the skill itself. This differs from a discriminative stimulus, which signals reinforcement availability, a setting event, and an establishing operation.

56. A — A setting event is a broader, often distal contextual factor, such as poor sleep, illness, or a stressful morning, that does not immediately precede a behavior but changes the likelihood that a given antecedent will trigger it, unlike an immediate discriminative stimulus. This differs from a discriminative stimulus, a consequence, and a response cost procedure.

57. C — A peer-created social narrative involves a classmate, rather than only an adult, helping to create a narrative describing an upcoming situation, adding authentic peer language, detail, and perspective that can make the narrative more relatable and effective for the student. This differs from an adult-authored social story alone, a behavior intervention plan, and a functional behavior assessment.

58. D — Video prompting pauses a short instructional video after each individual step of a multi-step task, giving the student time to perform that specific step before the video resumes to demonstrate the next one, breaking a complex task into segmented video-guided steps. This differs from video self-modeling, video feedback review, and total communication.

59. B — Errorless compliance training begins with several very simple, low-effort requests the student reliably completes, then systematically and gradually increases request difficulty over time, building a general, well-reinforced pattern of compliance while minimizing noncompliant responses along the way. This differs from response cost, which removes a reward, stimulus fading, and extinction.

60. D — Gestalt Language Processing describes a pattern, seen in some language learners including some autistic individuals, of initially acquiring language in memorized, situation-specific multi-word chunks, or gestalts, which are gradually broken down into more flexible individual words and grammar over time. This differs from the CRA math sequence, ABA generally, and the SDLMI.

61. A — The Fitzgerald key organizes an AAC vocabulary display by grammatical category using a consistent color-coding system, such as nouns in one color and verbs in another, helping a student navigate the system and build grammatically structured sentences more easily. This differs from the Standard Celeration Chart, Zones of Regulation, and the CRA sequence.

62. B — Antecedent-based interventions are a broad category of proactive strategies, including priming, offering choices, and enriching the environment with preferred materials, that modify conditions before behavior occurs, reducing the likelihood problem behavior arises in the first place at all. This differs from consequence-based interventions, which respond after behavior occurs, manifestation determination, and response cost procedures.

63. C — Having a student plot their own data on a simple chart, in addition to a self-monitoring checklist, adds visual feedback that can further build the student's own motivation and awareness of progress over time, reinforcing self-regulation. This does not replace teacher involvement, is not a formal FBA requirement, and does not eliminate the checklist's value.

64. A — Assigning a simple related task to complete outside the structured group session extends and reinforces a newly practiced social skill into other settings, supporting generalization beyond the group itself, often described as social skills homework. This differs entirely from a formal functional behavior assessment, manifestation determination, and a curriculum-based measurement probe.

65. B — Language Acquisition through Motor Planning, or LAMP, teaches specific, consistent motor movement patterns for accessing vocabulary on an AAC device, building motor automaticity for frequently used words in a manner similar to how typing develops motor memory over practice. This differs from partner-assisted scanning, total communication, and aided language stimulation.

66. D — The Verbal Behavior Milestones Assessment and Placement Program, or VB-MAPP, is a specific, criterion-referenced assessment tool commonly used to evaluate language, learning, and social skills milestones in young children with autism or significant language delays, directly informing individualized program planning. This differs from the CRA sequence, the Standard Celeration Chart, and the Fitzgerald key.

67. C — Interval recording tracks whether a behavior occurred during each of several fixed short time intervals across an observation period, while trial-by-trial recording tracks the outcome of each individual, discrete attempt at a skill, providing two distinct data collection methods suited to different purposes. This pairing is unrelated to CBM and dynamic assessment, norm/criterion-referenced testing, or reading tools.

68. A — Explicitly teaching strategies for tolerating unexpected changes, such as a substitute teacher or altered schedule, builds behavioral flexibility and coping skills that generalize beyond any single fixed, predictable routine, addressing a common area of difficulty for some students with exceptional needs. This is a social-emotional skill area, unrelated to fine motor precision, phonological awareness, or curriculum-based measurement.

69. A — Reinforcement schedule thinning gradually and systematically reduces how frequently reinforcement is delivered for an already well-established behavior, while still maintaining that behavior at a stable, strong level, supporting a more naturalistic, sustainable reinforcement pattern over the long term. This differs from satiation's temporary reduced effectiveness, an extinction burst, and stimulus fading.

70. B — Stimulus equivalence describes how, once a student is taught that stimulus A equals stimulus B, and separately that stimulus B equals stimulus C, an untaught A-C relationship can emerge without direct teaching, as shown by the student spontaneously matching the spoken word to the picture. This differs from errorless learning, behavior chain interruption, and differential reinforcement of an alternative behavior.

71. C — Test accommodations are commonly grouped into four broad categories: presentation, such as large print or read-aloud; response, such as dictating answers; setting, such as a separate room; and timing and scheduling, such as extended time or breaks. Curriculum, placement, and eligibility are separate IEP considerations entirely, not accommodation categories themselves.

72. D — Reading a reading-comprehension test aloud to a student risks introducing construct-irrelevant variance, since the accommodation may change what the test is actually measuring, listening comprehension rather than independent decoding, potentially inflating the score's meaning. This differs from having no effect, only helping students without difficulties, or improving the test's validity.

73. D — A portfolio assessment is a purposefully collected set of a student's work samples gathered over time, selected to demonstrate growth, range, and quality of performance across a subject area, offering a richer picture than a single test score. This differs from a curriculum-based measurement probe, a norm-referenced test, and a running record.

74. C — Performance-based assessment asks a student to complete an authentic, real-world task, such as designing and carrying out a science experiment and presenting findings, directly demonstrating applied skill rather than answering indirect multiple-choice questions about the content. This differs from norm-referenced testing's peer comparison, curriculum-based measurement, and dynamic assessment's test-teach-retest design.

75. A — A rubric is a scoring tool describing specific, distinct performance levels for each criterion being evaluated, such as clarity, organization, and evidence in an essay, helping ensure consistent, transparent scoring across different raters and different scoring occasions. This differs from a running record, a reading assessment tool, an aim line, and a behavior contract.

76. B — An interim or benchmark assessment is a broader, periodic, standardized measure administered to all students several times a year to track achievement growth and compare performance to national norms, distinct in scope and purpose from a brief universal MTSS screening tool. This differs from an alternate assessment, manifestation determination, and an independent educational evaluation.

77. B — A pacing guide specifies which content standards should be taught in what approximate order and timeframe across a school year, helping ensure reasonable consistency across different classrooms teaching the same grade level or course. This differs from a behavior intervention plan, a present levels statement, and a manifestation determination report.

78. D — Schema-based instruction teaches students to first identify the underlying mathematical structure, or schema, of a word problem, such as a 'change,' 'group,' or 'compare' situation, and then apply a matched, previously taught problem-solving approach specific to that schema type. This differs from the Concrete-Representational-Abstract sequence, curriculum-based measurement, and errorless learning.

79. C — Reciprocal teaching structures reading comprehension instruction around four specific strategies, predicting, questioning, clarifying, and summarizing, with students taking turns leading discussion of a shared text using these strategies, gradually building active, self-directed comprehension habits that transfer to independent reading. This differs from close reading with text-dependent questions, running records, and curriculum-based measurement.

80. A — A think-aloud has a teacher verbalize their own internal thinking process while reading, such as noticing a confusing word and describing how they use context to figure out its meaning, modeling

otherwise invisible comprehension strategies for students to internalize. This differs from a running record, a behavior contract, and a manifestation determination.

81. D — An anchor chart is a large, co-created classroom poster summarizing key steps, vocabulary, or strategies from a lesson, left displayed as an ongoing visual reference students can independently consult well after the original lesson has ended. This differs from a behavior intervention plan, a social story, and a present levels statement.

82. B — Specific, actionable formative feedback identifies exactly what a student did well and precisely what concrete next step would improve the work, such as noting a strong topic sentence while specifying exactly what additional evidence is needed, rather than offering vague praise. This differs from vague general praise, a formal summative grade, and a norm-referenced comparison.

83. A — Subitizing, instantly recognizing a small quantity without counting, and cardinality, understanding that the last number counted represents the total quantity, are foundational number sense components essential to early numeracy development, well before formal arithmetic instruction even begins. This differs from phonological awareness, a literacy skill, curriculum-based measurement, and the CRA sequence.

84. C — Phonological awareness skills generally develop along a rough hierarchy, progressing from simpler skills such as rhyming and syllable counting toward more complex phonemic skills such as blending and segmenting individual sounds within words, generally the most demanding level. This differs from reading comprehension of a passage, written composition and grammar, and vocabulary tier classification.

85. B — Repeated reading has a student reread the same short passage multiple times, with feedback and support, until achieving accurate, quick, and expressive reading, before progressing to a new, unpracticed passage, a well-supported strategy for building reading fluency. This differs from close reading with text-dependent questions, reciprocal teaching, and running records.

86. A — Vocabulary instruction through morphology teaches students to recognize meaningful word parts, such as prefixes, roots, and suffixes, helping them determine or reasonably estimate the meaning of unfamiliar academic words by breaking them into recognizable, familiar components. This differs from phonemic awareness, fluency-building instruction, and articulation therapy, targeting sound manipulation, reading speed, and speech production.

87. C — Present levels should directly drive and justify the type, intensity, and focus of the services and supports specified elsewhere in the IEP, ensuring a clear, logical connection between documented needs and the program designed to address them. This is not merely a formality, is not written only after services are already decided, and is not limited to test scores.

88. D — IDEA requires that an IEP specify the frequency, duration, and location of each service, along with the projected beginning date, giving the family and team a clear, concrete picture of exactly what will be provided and when. This does not require disclosing cost or provider salary information, and is not limited to location alone.

89. C — Some states consider additional factors beyond regression and recoupment, such as the degree of impairment, the student's rate of progress, and the nature of the disability, when determining eligibility for extended school year services, recognizing the regression-recoupment standard alone may not capture every student's need. This differs from a manifestation determination, an IEE, and a due process hearing.

90. B — An AT trial period allows a student to actually use a specific device for several weeks in real, everyday settings, often supported by a device loan library, before a team commits to a purchase, helping confirm the device genuinely meets the student's needs in practice. This differs from a report-only evaluation, a manifestation determination, and an independent educational evaluation.

91. D — Specifying that progress will be reported through brief quarterly narrative summaries paired with a simple data graph reflects a decision about the goal's progress reporting format and method, distinct from how often reporting occurs, the mastery criterion, or a related service's frequency. Teams can choose different formats as long as they clearly communicate progress.

92. A — Universal newborn hearing screening tests nearly all infants' hearing shortly after birth, before hospital discharge, allowing much earlier identification of hearing loss and much earlier access to early intervention services than was historically possible before this practice became widespread. This differs from a functional vocational evaluation, private school child find obligations, and a manifestation determination.

93. D — Calculating rate of improvement uses a student's current CBM score, a target end-of-year score, and the remaining instructional weeks to determine exactly how much weekly growth is needed, grounding an annual IEP goal in real, ambitious but realistic data rather than a generic estimate. This differs from a norm-referenced comparison, an alternate assessment, and any manifestation-related calculation.

94. B — Instructional coaching pairs an experienced educator with a teacher implementing a new intervention, providing individualized, ongoing observation, feedback, and modeling to strengthen that teacher's delivery and implementation fidelity over time, supporting more consistent, higher-quality instruction overall. This differs entirely from a due process hearing, manifestation determination, and an independent educational evaluation.

95. A — Monitoring treatment or intervention fidelity checks whether an intervention is actually being delivered exactly as designed, at the intended frequency, duration, and with the specified materials and steps, since even a well-designed intervention will not work if not implemented as intended. This differs from social validity, construct-irrelevant variance, and reinforcement schedule thinning.

96. C — Social validity considers whether an intervention's goals, methods, and outcomes are viewed by relevant stakeholders, such as teachers, students, and families, as acceptable, meaningful, and worthwhile, since an intervention that is technically effective but socially unacceptable is less likely to be sustained. This differs from treatment fidelity, rate of improvement, and construct-irrelevant variance.

97. C — Data-based individualization is a systematic Tier 3 process that uses ongoing progress-monitoring and diagnostic data to individualize and intensify a validated intervention when a student is not responding adequately, rather than simply continuing the same unchanged approach indefinitely. This differs from universal screening, a manifestation determination, and an independent educational evaluation.

98. B — High-leverage practices are a recognized set of research-supported instructional and behavioral practice categories intended to represent the most essential, foundational skills every special educator should be able to implement effectively across a wide range of students and settings. This differs entirely from Individualized Family Service Plans, manifestation determinations, and independent educational evaluations.

99. A — Integrating academic and behavioral supports within one MTSS framework supports coordinated, comprehensive attention to the whole student, since academic and behavioral needs frequently interact and influence one another, rather than being addressed through two disconnected systems. This does not ignore behavioral needs, does not replace individualized special education, and is not unique to Section 504.

100. D — Combining a validated intervention, ongoing fidelity monitoring, data-based individualization using progress and diagnostic data, and confirmed social validity with teachers and families reflects a fully comprehensive, integrated Tier 3 process, not a one-time decision or an unmonitored, generic approach. This integrated cycle is neither a fidelity check in isolation nor an intervention applied without stakeholder input.