

PRACTICE EXAM 14: ECYA/EXCEPTIONAL NEEDS SPECIALIST — COMPONENT 1: CONTENT KNOWLEDGE SIMULATION (100 QUESTIONS)

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

1. Under IDEA, a parent's 'native language' entitled to procedural safeguards protections generally refers to the language normally used by that person, and, for a parent who is deaf or uses Braille, generally also includes:

- A. Only the official language of the state
- B. Only written English, regardless of the parent's actual mode of communication
- C. No accommodation at all beyond standard spoken English
- D. That parent's normal mode of communication, such as sign language or Braille

2. IDEA's definition of an assistive technology device generally excludes:

- A. A simple communication board
- B. A surgically implanted medical device or its replacement
- C. A specialized computer keyboard
- D. A wheelchair modification

3. IDEA's related services definition generally excludes medical services except when those services are provided for:

- A. Diagnostic or evaluation purposes
- B. Ongoing treatment of any medical condition
- C. Cosmetic purposes only
- D. Any purpose a parent requests

4. As part of conducting a reevaluation, a team reviews existing evaluation data already on file, such as prior test results and teacher observations, without collecting any new data. IDEA generally requires that this review of existing data:

- A. Requires a completely new parental consent process identical to an initial evaluation
- B. Cannot occur without first collecting new data
- C. May occur without new parental consent, since only new data collection triggers that requirement
- D. Is prohibited entirely under IDEA

5. A general education teacher administers a routine classroom screening to help decide appropriate instructional groupings for all students, without evaluating any single student for special education eligibility. This kind of screening:

- A. Requires parental consent, identical to a full evaluation
- B. Does not require the parental consent required for a special education evaluation
- C. Automatically qualifies as an initial evaluation
- D. Is prohibited under IDEA

6. In an IDEA due process proceeding, a court has discretion to award reasonable attorneys' fees to:

- A. The school district only, regardless of outcome
- B. Neither party under any circumstances
- C. Whichever party has greater financial resources
- D. The prevailing parent, as part of available relief

7. A due process complaint filed under IDEA must generally include specific required elements, such as the child's name and address, the name of the school the child attends, and:

- A. The parent's employer information
- B. The family's household income
- C. A description of the problem and a proposed resolution
- D. A notarized medical diagnosis

8. IDEA's general two-year statute of limitations for filing a due process complaint may not apply if the parent was prevented from filing earlier because the district specifically:

- A. Misrepresented resolving the problem, or withheld required information
- B. Simply disagreed with the parent's initial informal request
- C. Held the required annual review meeting on time
- D. Provided timely progress reports as required

9. IDEA generally requires that, beginning at least one year before a student reaches the age of majority under state law, the student's IEP include a statement that the student has been informed of:

- A. Their final grade point average
- B. The rights transferring to the student at majority
- C. Their eligibility for a specific college scholarship
- D. Their exemption from all future state testing

10. When developing an IEP, IDEA requires the team to consider certain 'special factors' for particular students, which can include the need for positive behavioral supports, language needs for a student with limited English proficiency, communication needs, and:

- A. The family's preferred vacation schedule
- B. The student's extracurricular sports preferences
- C. The district's annual budget priorities
- D. Whether the student needs assistive technology devices or services

11. For a student who is blind or visually impaired, IDEA generally requires the IEP team to provide instruction in Braille and the use of Braille unless the team determines, after an appropriate evaluation, that:

- A. Braille instruction is not appropriate for that particular student's current and future needs
- B. The student's parents object for financial reasons
- C. The school lacks a Braille-certified teacher, regardless of the student's needs
- D. The student has ever used any print materials at all

12. IDEA requires that an IEP include a statement of how the child's disability affects:

- A. Only the child's standardized test scores
- B. Only the child's attendance record
- C. The child's involvement and progress in the general education curriculum
- D. Only the child's extracurricular eligibility

13. IDEA requires that the local education agency representative on the IEP team be someone who is:

- A. Related to the student by blood or marriage
- B. A current teacher of a different student entirely
- C. Selected at random from district staff
- D. Qualified, knowledgeable about resources, and able to commit agency resources

14. Once an IEP is finalized, IDEA generally requires that each teacher and provider responsible for implementing it:

- A. Never needs to know the IEP's contents at all
- B. Only needs to know the IEP's contents if they ask specifically
- C. Have access to the IEP and be informed of their specific responsibilities for implementing it
- D. Receive only a verbal summary with no written document

15. Before a district may provide special education and related services to a student for the very first time, IDEA generally requires that the district first obtain:

- A. Informed parental consent for the initial provision of services
- B. A court order authorizing services
- C. Approval from the state legislature
- D. A waiver from the student's pediatrician

16. For most IDEA disability categories, eligibility is generally determined by a multidisciplinary team based on evaluation data, rather than requiring:

- A. Any evaluation data whatsoever
- B. A specific outside medical diagnosis in every case
- C. Parental input of any kind
- D. Any documentation at all

17. A student was previously evaluated and found not eligible for special education. If new concerns about the student's progress later arise, IDEA generally:

- A. Permanently bars any further evaluation of that student
- B. Requires the family to wait a full ten years before any new evaluation
- C. Does not bar a new evaluation request if new information or concerns emerge
- D. Requires a court order before any new evaluation may be considered

18. When developing a student's IEP, IDEA requires that the IEP team consider:

- A. Only the opinions of the classroom teacher, excluding all other data
- B. The results of the initial or most recent evaluation of the child
- C. Only standardized test scores from three years prior
- D. Only information the parent volunteers unprompted

19. IDEA's least restrictive environment regulations extend beyond academic instruction to require that a student with a disability also have the opportunity to participate with nondisabled peers in:

- A. Nonacademic activities, such as meals, recess, and clubs
- B. Only state standardized testing
- C. Only the school's graduation ceremony
- D. No additional settings beyond the academic classroom

20. IDEA's prior written notice requirement generally requires that the notice include a description of any other options the IEP team considered and the reasons those other options were rejected, along with:

- A. Nothing further beyond a bare statement that a decision was made
- B. Only the signature of the superintendent
- C. Only a list of the parent's rights, with no explanation of the decision itself
- D. A description of the action proposed or refused and the reasons for that decision

21. A well-known framework identifies six types of family involvement schools can foster, including parenting, communicating, volunteering, learning at home, decision-making, and:

- A. Fundraising exclusively
- B. Attendance monitoring exclusively
- C. Transportation exclusively
- D. Collaborating with the community

22. Under Title I, a school receiving certain federal funds generally must develop, with meaningful family input, a written agreement outlining how the school, families, and students will share responsibility for student learning. This document is known as a:

- A. Due process complaint
- B. Manifestation determination report
- C. School-parent compact
- D. Independent educational evaluation

23. A structured, conversational interview used in early intervention to help a family identify their own everyday routines and priorities, which then inform functional intervention goals, is known as a:

- A. Due process hearing
- B. Routines-Based Interview
- C. Manifestation determination
- D. Independent educational evaluation

24. Rather than translating a family newsletter word-for-word, a school adapts the content, examples, and tone to be culturally meaningful and natural for the target language and community. This practice is known as:

- A. Transcreation
- B. Literal translation
- C. Total communication
- D. Manifestation determination

25. In some cultures, much of the meaning in communication is conveyed through context, relationship, and nonverbal cues rather than explicit spoken words, described as a 'high-context' communication style, while other cultures rely more heavily on explicit, direct verbal statements, described as a:

- A. Total communication style
- B. 'Low-context' communication style
- C. Aided communication style
- D. Naturalistic communication style

26. A teacher works with a family to ensure that a new classroom behavior expectation is compatible with, and reinforces, the family's own household rules and expectations. This collaborative alignment primarily supports:

- A. Undermining the family's authority at home
- B. A requirement found only in a formal BIP
- C. Replacing home rules with school rules entirely
- D. Consistency between home and school that can strengthen the behavior support overall

27. Beyond translating written text into plain language, taking time to walk a family through how to read a specific progress-monitoring graph, explaining what the lines and data points represent, supports:

- A. The family's data literacy and genuine understanding of visual progress information
- B. A requirement unique to due process hearings
- C. Replacing the need for any narrative explanation
- D. Nothing beyond what plain-language text alone already provides

28. A family observes a religious fasting period during certain weeks of the year. Scheduling a classroom reward celebration involving food during that period without checking with the family first risks:

- A. Having no meaningful impact on the family or student
- B. Being required regardless of the family's practices
- C. Disregarding the family's religious observance and creating an avoidable conflict
- D. Violating a specific federal special education law

29. A family shares specific, practical strategies that reliably calm their child during a meltdown at home, information the school team did not previously know. Treating this family input as valuable, first-hand expertise reflects the principle that:

- A. Families are experts on their own child's day-to-day needs and patterns
- B. Only professionals can be considered experts on a child's needs
- C. Family-reported strategies should be disregarded unless independently verified by a clinician
- D. This kind of information is irrelevant to school-based planning

30. Even when a qualified professional interpreter is available, a family requests that a bilingual staff member they already know also be present during a sensitive meeting. Honoring this request primarily supports:

- A. Replacing the interpreter's role entirely with an unqualified substitute
- B. A requirement found only in FERPA
- C. Undermining the interpreter's professional role
- D. The family's comfort and rapport, alongside accurate interpretation

31. A family's home language is written using a non-Latin script, such as Arabic or Amharic. Providing translated materials only in a Romanized transliteration, rather than the family's actual written script, risks:

- A. Being equally accessible to every reader of that language
- B. Failing to provide materials in a format the family can actually and comfortably read
- C. Satisfying every aspect of meaningful language access
- D. Having no bearing on the family's ability to understand the material

32. A framework used to strengthen family engagement identifies specific systemic obstacles, such as inflexible scheduling or complex paperwork, and then intentionally designs practical solutions to address each one. This approach is often described using the framework of:

- A. Zero reject and child find
- B. Manifestation determination
- C. Identifying barriers and building bridges to family engagement
- D. Universal design for learning

33. General professional awareness that a diagnosis may hold different cultural or religious meanings for different families, rather than assuming every family interprets it through the same medical framework, primarily supports:

- A. Diagnosing the family's own belief system clinically

- B. Assuming every family shares an identical interpretation
- C. Dismissing the medical framework entirely in favor of the family's view
- D. Approaching each family's own understanding of the diagnosis with openness and respect

34. A family would like their teenage sibling of the student to attend an upcoming IEP meeting for support. The most appropriate response is generally to:

- A. Welcome the sibling's attendance if the family wishes it, while being mindful of the meeting's content and pacing
- B. Refuse the request outright, since siblings have no role in the process
- C. Require a court order before allowing a sibling to attend
- D. Ask the sibling to lead the meeting in place of the parent

35. A family remains largely silent during a meeting, offering few verbal responses even when directly asked for input. Rather than assuming disengagement, a culturally responsive interpretation considers that this silence may reflect:

- A. Definitive proof the family disagrees with everything discussed
- B. A cultural pattern of respect or deference that does not necessarily indicate disengagement
- C. A legal waiver of the family's procedural rights
- D. Grounds to proceed without any further attempt at engagement

36. A recommended home-reading program requires purchasing a specific paid app and printed materials that a family cannot afford. Recognizing this economic barrier, the team should:

- A. Insist the family find a way to pay regardless of hardship
- B. Simply drop the recommendation with no alternative offered
- C. Identify low-cost or free alternatives achieving a similar purpose
- D. Report the family for noncompliance

37. A school's written family engagement plan is developed collaboratively with input and feedback from families themselves, rather than being written solely by staff and simply distributed afterward. This collaborative development primarily reflects:

- A. An unnecessary extra step with no real benefit
- B. A requirement found only in IDEA's discipline provisions
- C. Genuine family partnership in shaping engagement efforts that affect them
- D. A violation of standard school procedure

38. A family shares a report from their child's own private speech-language therapist and asks that this outside professional's observations be considered alongside the school's own data. The team should:

- A. Refuse to consider any information from outside the school
- B. Consider the outside professional's input alongside the school's own data as part of a complete picture
- C. Automatically adopt the outside provider's recommendations without independent review
- D. Require the family to withdraw from private services before proceeding

39. Sending a family a brief written agenda listing the specific topics to be discussed before an upcoming IEP meeting primarily supports:

- A. Replacing the need for the meeting altogether
- B. A requirement limited only to due process hearings
- C. Reducing the family's ability to raise additional concerns
- D. The family's ability to prepare questions and think through the topics in advance

40. Following an emotionally difficult IEP meeting, a teacher reaches out to the family a few days later with a brief, supportive check-in call, rather than waiting until the next scheduled contact. This follow-up primarily reflects:

- A. Ongoing relationship care that reinforces the family partnership beyond the meeting itself
- B. An unnecessary use of professional time
- C. A formal requirement documented in IDEA's procedural safeguards

D. A replacement for addressing the substantive concerns raised

41. A caregiver and infant repeat the same predictable interactive game, such as peekaboo, many times, with the caregiver pausing at a key moment to let the infant anticipate and eventually initiate the next step. This kind of predictable, repeated interactive routine is known as a:

- A. Discrete trial
- B. Behavior chain
- C. Social story
- D. Joint action routine

42. A broad, naturalistic language teaching approach arranges the environment with motivating materials and uses child-initiated interactions, incidental teaching, and modeling throughout everyday activities to teach language in context. This broader umbrella approach is known as:

- A. Discrete trial training
- B. Milieu teaching
- C. Errorless learning
- D. Precision teaching

43. A teacher waits a fixed, brief period of time, such as three to five seconds, after presenting an instruction before providing any additional prompt, giving the student an opportunity to respond independently first. This specific prompting procedure is known as:

- A. Time delay
- B. Response cost
- C. Stimulus fading
- D. Differential reinforcement

44. One behavior data collection method records only whether a behavior was occurring at a single instant at the end of each interval, while a different method records whether a behavior occurred at any point during the entire interval. These two approaches are known respectively as:

- A. Curriculum-based measurement and dynamic assessment
- B. Trial-by-trial recording and running records
- C. Momentary time sampling and whole-interval recording
- D. Norm-referenced and criterion-referenced testing

45. Before selecting reinforcers for a new behavior plan, a team presents a student with two items at a time across several trials, recording which item the student consistently selects, to identify the student's relative preferences. This method is known as a:

- A. Functional behavior assessment
- B. Manifestation determination
- C. Paired-stimulus preference assessment
- D. Curriculum-based measurement probe

46. Rather than directly presenting items to choose between, a team simply observes which materials a student approaches and engages with independently during unstructured free time, to identify likely reinforcers with minimal interference. This method is known as a:

- A. Paired-stimulus preference assessment
- B. Multiple-stimulus preference assessment
- C. Functional analysis
- D. Free operant preference assessment

47. A student with very limited speech and motor control uses a simple switch-activated device that produces 'yes' or 'no' when pressed, allowing the student to answer direct questions from communication partners. This is an example of:

- A. Total communication
- B. A switch-based yes/no response system
- C. The Fitzgerald key
- D. Aided language stimulation

48. A student with very limited motor control listens as a partner reads aloud a sequence of choices in turn, and the student activates a single switch at the moment the desired choice is announced to make a selection. This access method is known as:

- A. Single-switch auditory scanning
- B. Direct selection
- C. The Fitzgerald key
- D. Total communication

49. The broader construct of a student's overall ability to navigate social situations effectively and appropriately, drawing on judgment, motivation, and awareness, is generally described as social competence, while the specific, teachable behaviors such as greeting a peer or taking turns are generally described as:

- A. Pragmatics only
- B. Theory of mind only
- C. Joint attention only
- D. Discrete social skills

50. A young child who becomes overwhelmed relies on an adult to help calm and organize their emotional state before the child has developed the capacity to manage that state independently. This adult-assisted process is known as:

- A. Self-regulation
- B. Co-regulation
- C. Self-monitoring
- D. Self-instruction

51. A behavior that was previously reinforced at a high, steady rate suddenly appears to decrease noticeably right after the introduction of a new, richer reinforcement schedule for a different, incompatible behavior, even without directly punishing the first behavior. This unexpected shift is an example of a:

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

52. Rather than teaching a skill only in a single therapy room, a team intentionally teaches and practices the same communication target across the classroom, cafeteria, and playground, embedding instruction throughout the student's typical day. This broad approach is known as:

- A. Natural environment training (NET)
- B. Discrete trial training
- C. Precision teaching
- D. Errorless learning

53. A team tracks the number of individual practice attempts a student needs before consistently and independently performing a new skill correctly, using this count as a measure of how efficiently the skill was acquired. This measure is known as:

- A. Words correct per minute
- B. An aim line
- C. A running record score
- D. Trials to criterion

54. As a student's interests and vocabulary needs change over time, a team regularly updates and adds new words directly onto the student's AAC device close to when those words become relevant, rather than only during scheduled formal reviews. This responsive approach to vocabulary management is known as:

- A. The Fitzgerald key
- B. Total communication
- C. Dynamic, 'just in time' vocabulary programming

D. Partner-assisted scanning

55. After a student experiences a confusing or unsuccessful social interaction, an adult calmly reviews the situation with the student afterward, helping identify what happened, what could be done differently, and a plan for a similar situation next time. This after-the-fact reflective strategy is known as a:

- A. Social story written in advance
- B. Social autopsy
- C. Priming session
- D. Video prompting session

56. A teacher incorporates a student's intense personal interest, such as trains, into a specially designed card that explains a behavioral or social expectation using train-related language and imagery the student finds highly motivating. This strategy is known as the:

- A. Power card strategy
- B. Fitzgerald key
- C. Zones of Regulation
- D. Standard Celeration Chart

57. A student reviews a video recording of their own earlier, imperfect attempt at a skill, together with a coach, discussing specifically what went wrong and how to improve, rather than only viewing a polished, error-free performance. This use of video is best described as:

- A. Video self-modeling, in its standard error-free form
- B. Total communication
- C. Errorless learning
- D. Video feedback review of an imperfect performance

58. A team commits to the principle that a student's AAC device will always remain available throughout the day and will never be withheld as a consequence for behavior, regardless of the situation. This commitment reflects an AAC:

- A. Fading procedure
- B. 'No reject' access policy
- C. Preference assessment
- D. Chaining procedure

59. A student who initially needed heavy prompting to complete a task continues to wait for and rely on prompts even after demonstrating the skill independently in the past, rarely attempting the response without cueing. This common pitfall is known as:

- A. Prompt dependency
- B. Stimulus generalization
- C. An extinction burst
- D. Satiation

60. A student is taught a short, memorized phrase, such as 'Can I play too?', to use consistently in a specific recurring social situation, such as approaching a group of peers on the playground. This strategy is known as:

- A. A social autopsy
- B. Priming
- C. Social scripting
- D. Behavior chain interruption

61. As a student becomes more comfortable using a memorized social script, a teacher gradually removes cues and prompts, and eventually encourages the student to vary or paraphrase the wording, supporting more natural, independent language. This gradual removal of script supports is known as:

- A. Priming
- B. A social autopsy
- C. Chaining
- D. Fading scripts

62. A team observes and records a student's behavior directly in the student's actual classroom and home environments, rather than bringing the student into a separate, controlled clinical setting to observe the same behavior. This natural-setting approach to assessment is known as:

- A. An analog assessment setting
- B. A norm-referenced assessment
- C. An in-vivo assessment setting
- D. A dynamic assessment

63. An AAC vocabulary display can be organized in different ways, such as by how often a word is used, alphabetically, or by topic category, each offering a different:

- A. Vocabulary organization scheme suited to different students and purposes
- B. Legal requirement under IDEA
- C. Diagnostic criterion for a specific disability
- D. Progress-monitoring data point

64. A concept describing the gap between what a student can do independently and what they can do with the guidance of a more knowledgeable partner, such as scaffolded support during a communication interaction, is known as the:

- A. Standard Celeration Chart
- B. Zone of proximal development
- C. Fitzgerald key
- D. Concrete-Representational-Abstract sequence

65. A young child talks aloud to themselves while working through a challenging task, such as saying 'put the block here' while building, using this self-directed speech to help guide and regulate their own behavior. Vygotsky described this self-directed speech as:

- A. Echolalia
- B. Total communication
- C. Private speech
- D. Aided language stimulation

66. A student's ability to hold information in mind while working, resist an impulsive response, and flexibly shift between different tasks or ways of thinking are collectively known as:

- A. Adaptive behavior skills
- B. Pragmatic language skills
- C. Phonological awareness skills
- D. Executive function skills

67. A standardized tool assesses a student's daily living, social, and communication skills through caregiver interview or rating, providing information relevant to determining eligibility for an intellectual disability category alongside cognitive testing. This kind of tool measures:

- A. Adaptive behavior
- B. Phonological awareness
- C. Curriculum-based academic skills
- D. Behavior function specifically

68. After teaching a specific skill in one setting, a team tests whether the student can also perform that same skill in a new, previously untaught setting or with new materials, to directly check whether generalization has actually occurred. This check is known as a:

- A. Preference assessment
- B. Generalization probe
- C. Functional analysis
- D. Precision teaching chart

69. Rather than teaching a skill using only one example, a teacher deliberately teaches the same skill using several different examples, materials, and settings from the very start, to build in generalization proactively. This teaching approach is known as:

- A. Discrete trial training using a single exemplar
- B. Errorless learning
- C. Precision teaching
- D. Multiple exemplar training

70. A teacher tells a student that once independent reading practice is finished, the student may then spend time on a favorite, highly preferred drawing activity. Using this more-preferred activity to reinforce completion of a less-preferred one reflects:

- A. Response cost
- B. The Premack principle
- C. An extinction burst
- D. Stimulus equivalence

71. Before teaching a lesson, a teacher breaks a broad content standard down into smaller, specific, observable learning targets that students can understand and that guide daily instruction and assessment. This process is known as:

- A. Curriculum-based measurement
- B. Universal design for learning
- C. Unpacking standards into learning targets
- D. Dynamic assessment

72. Research describes a typical developmental sequence of increasingly sophisticated understanding within a specific content domain, such as how students' understanding of fractions typically develops over time, informing where a given student's current understanding falls. This research-based sequence is known as a:

- A. Learning progression
- B. Scope and sequence document
- C. Pacing guide
- D. Behavior intervention plan

73. A curriculum planning approach has teachers first identify the desired long-term learning results, then determine what evidence would demonstrate that learning, and only then design the specific instructional activities to get there. This planning approach is known as:

- A. Direct Instruction
- B. Backward design (Understanding by Design)
- C. Errorless learning
- D. Precision teaching

74. Designing a test itself from the outset with features such as clear formatting, plain language, and flexible response options, so it is accessible to the broadest range of students without requiring later individual retrofitting, reflects the principle of:

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

75. Beyond simply tracking a numeric curriculum-based measurement score over time, a deeper analysis examines the specific pattern of a student's errors on that measure to identify precisely which skills need targeted instruction. This deeper, error-analysis-driven approach is known as:

- A. Curriculum-based evaluation
- B. Norm-referenced testing
- C. Dynamic assessment
- D. Alternate assessment

76. During a whole-class review, every student simultaneously holds up a card or writes a brief answer on a small board in response to a teacher's question, allowing the teacher to quickly check understanding across the entire class at once. This quick, whole-class formative technique is known as:

- A. A running record
- B. An Informal Reading Inventory
- C. Curriculum-based measurement
- D. Response cards

77. A teacher poses a question, gives students a moment to think individually, then has each student discuss their thinking with a partner before sharing with the larger group. This structured cooperative technique is known as:

- A. Think-pair-share
- B. Reciprocal teaching
- C. Jigsaw
- D. Number talks

78. Each student in a small group becomes an 'expert' on one part of a larger topic, then teaches that part to the rest of the group, so the full topic is only complete once all members share their piece. This cooperative learning structure is known as:

- A. Think-pair-share
- B. The jigsaw method
- C. Reciprocal teaching
- D. Number talks

79. A specific mnemonic strategy teaches students to Read the paragraph, Ask themselves what the main idea and details are, and Put the main idea and details in their own words, to support comprehension of a paragraph. This mnemonic is generally known as the:

- A. CRA strategy

- B. SDLMI strategy
- C. VB-MAPP strategy
- D. RAP strategy

80. A well-known, research-supported writing intervention model explicitly teaches students specific writing strategies along with self-regulation skills, such as goal-setting and self-monitoring, to support planning, drafting, and revising. This model is known as:

- A. Reciprocal teaching
- B. The jigsaw method
- C. Self-Regulated Strategy Development (SRSD)
- D. Direct Instruction

81. A brief, structured daily classroom discussion in which students mentally solve a math problem and then share and compare different valid mental strategies for arriving at the answer, building flexible number sense, is known as a:

- A. Curriculum-based measurement probe
- B. Running record
- C. Number talk
- D. Think-aloud

82. Rather than assigning every student the identical homework, a teacher varies the difficulty, format, or amount of homework based on individual student need and current skill level. This practice is known as:

- A. A behavior intervention plan
- B. A manifestation determination
- C. Curriculum-based measurement
- D. Differentiated homework

83. A team writes a simple five-point scale describing a range of possible outcomes for an IEP goal, from much less than expected to much more than expected, then rates the student's actual progress against that scale at a later point. This progress-monitoring approach is known as:

- A. An aim line
- B. Goal attainment scaling
- C. A running record
- D. Curriculum-based measurement

84. A student working on an individualized functional goal, such as counting money, practices that goal embedded within a general education group activity, such as a class store project, rather than only in a pulled-out setting. This strategy is known as:

- A. Curriculum overlapping
- B. A manifestation determination
- C. Universal screening
- D. A due process hearing

85. A classroom displays an ongoing, organized collection of high-frequency or thematic vocabulary words on the wall, added to throughout the year, that students can reference independently during reading and writing activities. This ongoing visual reference tool is known as a:

- A. Running record
- B. Behavior contract
- C. Present levels statement
- D. Word wall

86. When a student makes an error during guided practice, a teacher immediately and specifically identifies the error, models the correct response, and has the student practice the corrected response before moving on. This immediate, specific correction sequence is known as:

- A. An extinction procedure

- B. An explicit error correction procedure
- C. Response cost
- D. A manifestation determination

87. A teacher first fully demonstrates a new skill while explaining their thinking, then leads students through practicing the skill together step by step, and finally has students perform the skill independently while the teacher checks for accuracy. This specific explicit teaching sequence is known as:

- A. Model-lead-test
- B. Reciprocal teaching
- C. The jigsaw method
- D. Number talks

88. A team establishes in advance that if four consecutive progress-monitoring data points fall below a student's aim line, the team will treat this as a signal to change the current intervention rather than continuing to wait and see. This kind of predetermined guideline is known as a:

- A. Mastery criterion
- B. Present levels statement
- C. Progress-monitoring decision rule
- D. Manifestation determination

89. A specific curriculum-based measurement metric for written expression counts the number of adjacent, correctly sequenced word pairs within a student's writing sample, providing a quantifiable measure of writing quality beyond simply counting total words written. This metric is known as:

- A. Words correct per minute
- B. Mean length of utterance
- C. Correct word sequences
- D. An aim line

90. Explicitly teaching students concrete strategies for approaching a test itself, such as eliminating clearly wrong answer choices or systematically checking completed work before submitting, is known as instruction in:

- A. Curriculum-based measurement
- B. The Concrete-Representational-Abstract sequence
- C. Reciprocal teaching
- D. Explicit test-taking strategies

91. After posing an academic question to the class, a teacher deliberately pauses for at least three seconds before calling on a student, rather than immediately calling on the first hand raised. Research on this instructional pacing practice generally shows that longer pauses tend to:

- A. Reduce the overall quality and length of student responses
- B. Improve the quality, length, and variety of student responses over shorter pauses
- C. Have no measurable effect on student responses
- D. Only matter for students with an IEP

92. A teacher intentionally revisits and briefly practices previously taught skills at spaced intervals throughout the year, rather than only teaching each skill once and moving on permanently. This ongoing practice of returning to earlier content is known as:

- A. Cumulative or spaced review
- B. Massed trials
- C. Errorless learning
- D. Curriculum-based measurement

93. Rather than practicing many problems of the same type in a row before switching to a different type, a teacher mixes different problem types together within the same practice set. This mixed-practice approach is known as:

- A. Blocked practice

- B. Massed trials
- C. Errorless learning
- D. Interleaved practice

94. Research on learning suggests that certain kinds of practice that feel more effortful or challenging in the moment, such as spaced or interleaved practice, actually tend to produce stronger long-term retention than practice that feels easier at the time. This research concept is generally referred to as:

- A. Satiation
- B. Desirable difficulties
- C. An extinction burst
- D. Errorless learning

95. Presenting information using both a verbal explanation and a corresponding visual diagram at the same time, rather than relying on words or images alone, is based on the research principle known as:

- A. Errorless learning
- B. Curriculum-based measurement
- C. Dual coding
- D. Precision teaching

96. Before asking students to solve problems independently, a teacher shows several fully solved example problems, with every step displayed, for students to study and understand first. This instructional technique is known as using:

- A. Worked examples
- B. Response cards
- C. A think-aloud
- D. An anchor chart

97. While solving a problem, a student is prompted to pause periodically and explain, in their own words, why each step makes sense or how it connects to what they already know. This strategy is known as:

- A. Self-explanation
- B. Echoic behavior
- C. Total communication
- D. Video self-modeling

98. Explicitly teaching students to plan their approach before starting a task, monitor their own understanding while working, and evaluate their performance afterward is known as instruction in:

- A. Phonological awareness
- B. Curriculum-based measurement
- C. Metacognitive strategies
- D. The Concrete-Representational-Abstract sequence

99. Within Universal Design for Learning's principle of multiple means of engagement, offering students meaningful choices, connecting content to relevant real-world contexts, and structuring opportunities for peer collaboration are all specific strategies that primarily support:

- A. One fixed access method for every student
- B. Assessment validity specifically
- C. Compliance with FERPA
- D. Student motivation and sustained engagement with learning

100. A teacher builds a unit that includes worked examples and explicit model-lead-test instruction, spaced and interleaved practice over time, self-explanation and metacognitive strategy prompts, and ongoing progress-monitoring with predetermined decision rules for adjusting instruction. This fully integrated instructional design best reflects:

- A. A single isolated technique applied once with no follow-up

- B. A comprehensive, evidence-based instructional design combining explicit teaching, strategic practice, metacognition, and data-driven adjustment
- C. An approach limited only to gifted students
- D. A design that ignores individual student data entirely

Practice Exam 14: Answer Key and Explanations

1. **D** — IDEA's definition of 'native language' generally refers to the language normally used by the person, and for a parent who is deaf or has no written language, it generally extends to that parent's normal mode of communication, such as sign language or Braille. This is not limited to a state's official language, written English, or no accommodation.
2. **B** — IDEA's assistive technology device definition generally excludes a surgically implanted medical device, such as a cochlear implant, or its replacement, distinguishing it from the broader range of tools, such as communication boards, specialized keyboards, or wheelchair modifications, that the definition does cover. This distinction affects which supports a district is responsible for providing and maintaining.
3. **A** — IDEA's related services definition generally excludes medical services from what a district must provide, except when those services are for diagnostic or evaluation purposes relevant to determining a child's disability and educational needs. This differs from ongoing medical treatment generally, cosmetic purposes, or any purpose simply because a parent requests it.
4. **C** — IDEA generally allows a team to review existing evaluation data already on file as part of a reevaluation without obtaining new parental consent, since consent requirements are generally triggered by the collection of new data, not simply reviewing what already exists. This differs from requiring a full new consent process, prohibiting the review, or requiring new data collection first.
5. **B** — A teacher's routine instructional screening, conducted for all students to inform instructional grouping rather than to evaluate a specific student for eligibility, does not require the parental consent that IDEA requires before a formal special education evaluation. This differs from requiring full evaluation-level consent, automatically counting as an initial evaluation, or being prohibited outright.
6. **D** — IDEA generally allows a court, in its discretion, to award reasonable attorneys' fees to a prevailing parent in a due process or related court proceeding, recognizing the practical difficulty many families would otherwise face pursuing their rights. This differs from awarding fees only to the district, to neither party, or based on financial resources.
7. **C** — A due process complaint must generally include specific required elements, including the child's name and address, the school attended, a description of the nature of the problem, and a proposed resolution to the extent known at filing. This differs from requiring employer information, household income, or a notarized medical diagnosis.

8. A — The general two-year statute of limitations for a due process complaint may not apply if the parent's delay resulted from the district specifically misrepresenting that it had resolved the problem, or withholding information it was legally required to provide. This exception does not apply simply because the district disagreed with an informal request, or met other routine obligations.

9. B — IDEA generally requires that, beginning at least one year before a student reaches the age of majority, the IEP include a statement confirming the student has been informed of the procedural rights that will transfer to them at that age, giving advance notice of this significant change. This is unrelated to grade point average, a scholarship, or a testing exemption.

10. D — IDEA requires IEP teams to consider certain 'special factors' as applicable, including behavior interfering with learning, language needs for students with limited English proficiency, communication needs, Braille needs, and whether the student needs assistive technology devices or services. A family's vacation schedule, sports preferences, or the district's budget are not among these required factors.

11. A — IDEA generally establishes a presumption in favor of Braille instruction for a student who is blind or visually impaired, requiring it unless, after an appropriate evaluation of current and future needs, the team determines Braille instruction is not appropriate for that student. Staffing shortages, parental financial objections, or prior print use do not override this presumption.

12. C — IDEA requires that an IEP include a statement of how the child's disability affects their involvement and progress in the general education curriculum, connecting the student's specific needs to their access to grade-level content and expectations. This is broader than standardized test scores alone, attendance alone, or extracurricular eligibility alone.

13. D — IDEA requires that the local education agency representative be someone qualified to provide or supervise specially designed instruction, knowledgeable about available resources, and with authority to commit the agency's resources to implement the IEP as agreed. This differs from being related to the student, teaching an unrelated student, or being selected at random.

14. C — IDEA generally requires that each teacher and provider responsible for implementing a student's IEP have access to the document and be specifically informed of their responsibilities and any accommodations or modifications to be provided, ensuring consistent implementation. This differs from never needing to know the contents, needing to ask specifically, or receiving only a verbal summary.

15. A — IDEA generally requires informed parental consent before the initial provision of special education and related services to a student, a distinct consent requirement separate from, and in addition to, the earlier consent required for the initial evaluation itself. This does not require a court order, state legislative approval, or a pediatrician's waiver to proceed.

16. B — For most IDEA disability categories, eligibility is generally determined by a multidisciplinary team's review of evaluation data, rather than requiring a specific outside medical diagnosis from a physician in every case, though medical information can certainly be considered when relevant. This differs from requiring no evaluation data, no parental input, or no documentation.

17. C — A prior finding of ineligibility does not permanently bar a new evaluation request under IDEA; if new information or concerns about a student's progress later arise, the family or school may request a new evaluation considered on its own merits. This differs from a permanent bar, a mandatory ten-year wait, or requiring a court order first.

18. B — IDEA requires that the IEP team consider the results of the initial or most recent evaluation of the child when developing the IEP, grounding goals and services in current, relevant assessment data. This differs from relying only on a single teacher's opinion, only outdated scores, or only unprompted parent information.

19. A — IDEA's LRE regulations extend beyond academic instruction, requiring that a student with a disability have the opportunity to participate with nondisabled peers in nonacademic and extracurricular services and activities, such as meals, recess, and clubs, to the maximum extent appropriate. This is broader than state testing alone, graduation alone, or no additional settings.

20. D — Prior written notice must describe the action the district proposes or refuses to take, the reasons for that decision, and a description of any other options the team considered along with why those options were rejected, giving the parent a full, transparent picture. A bare statement, a signature alone, or only a rights list would not satisfy this requirement.

21. D — Epstein's widely used framework identifies six types of family involvement schools can intentionally foster: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community, offering a comprehensive structure schools can use to plan family engagement efforts. Fundraising, attendance monitoring, and transportation are not, by themselves, among these six specifically named categories.

22. C — A school-parent compact is a written agreement, required under Title I and developed with meaningful family input, outlining the shared responsibilities of the school, families, and students in supporting student learning and achievement together. This differs entirely from a due process complaint, a manifestation determination report, and an independent educational evaluation.

23. B — A Routines-Based Interview is a structured, conversational tool used, particularly in early intervention, to help a family identify their own everyday routines, priorities, and concerns across the day, which then directly inform functional, family-relevant intervention goals. This differs entirely from a due process hearing, manifestation determination, and an independent educational evaluation.

24. A — Transcreation adapts content, examples, and tone to be culturally meaningful and natural for the target language and community, going beyond a literal, word-for-word translation that might read awkwardly, feel foreign, or entirely miss important cultural nuance. This differs from simple literal translation, total communication, and the unrelated manifestation determination process.

25. B — Hall's framework distinguishes 'high-context' communication cultures, which convey much meaning through context, relationship, and nonverbal cues, from 'low-context' cultures, which rely more heavily on explicit, direct verbal statements, and recognizing this variation can help interpret family

communication accurately. This differs from total, aided, and naturalistic communication approaches used in instruction.

26. D — Aligning a new classroom behavior expectation with a family's existing household rules, developed collaboratively rather than imposed, builds consistency between home and school that can meaningfully strengthen the overall effectiveness of a behavior support effort. This does not undermine family authority, is not limited to formal BIPs, and does not replace home rules.

27. A — Walking a family through how to read a specific progress-monitoring graph, explaining what the lines and data points actually represent, builds the family's data literacy and genuine understanding of visual progress information that plain-language text alone may not fully convey. This is not a due process requirement, does not replace narrative explanation, and adds real value.

28. C — Scheduling a food-based classroom celebration during a family's known religious fasting period, without checking first, risks disregarding that family's religious observance and creating an entirely avoidable conflict or discomfort for the student. This is not without meaningful impact, is not required regardless of practices, and is not itself a federal special education law violation.

29. A — Treating a family's first-hand, practical knowledge of what calms their child as valuable expertise reflects the principle that families are genuine experts on their own child's day-to-day needs and patterns, information a school team often cannot fully access any other way. This does not mean only professionals are experts, that input needs clinical verification, or that it is irrelevant.

30. D — Honoring a family's request to also have a familiar bilingual staff member present, alongside a qualified interpreter, can support the family's comfort and rapport during a sensitive meeting without replacing the interpreter's essential role in ensuring accurate communication. This is not a FERPA-specific requirement and does not undermine the interpreter's role.

31. B — Providing only a Romanized transliteration, rather than a family's actual native written script, risks failing to provide materials in a format the family can actually and comfortably read, since transliteration is often less familiar than a family's true writing system. This is not equally accessible to every reader, does not satisfy language access on its own, and does affect understanding.

32. C — A barriers-and-bridges framework identifies specific systemic obstacles to family engagement, such as inflexible scheduling or complex paperwork, and then intentionally designs practical, targeted solutions, or bridges, to address each identified barrier directly and thoughtfully. This differs from zero reject and child find, the legal manifestation determination process, and universal design for learning.

33. D — Recognizing that a diagnosis may carry different cultural or religious meanings for different families supports approaching each family's own understanding with openness and respect, rather than assuming every family interprets it through the same medical framework a professional might use. This does not mean clinically diagnosing beliefs, assuming a uniform interpretation, or dismissing the medical framework.

34. A — When a family wishes to have a sibling attend an IEP meeting for support, the appropriate response generally welcomes that presence, while being thoughtful about the meeting's content and

pacing given a younger sibling's presence. Refusing outright, requiring a court order, or having the sibling lead the meeting would each be inappropriate.

35. B — A culturally responsive interpretation considers that a family's relative silence during a meeting may reflect a cultural pattern of respect or deference, which does not necessarily indicate disagreement, disinterest, or disengagement from the process. This silence is not definitive proof of disagreement, does not constitute a legal waiver, and is not grounds to stop attempting engagement.

36. C — Recognizing that a recommended paid program poses a genuine economic barrier, the team should identify accessible, low-cost or no-cost alternatives, such as library resources or free materials, that can achieve a similar instructional purpose. Insisting on payment, dropping the recommendation entirely, or reporting the family would each fail to address the real barrier.

37. C — Developing a family engagement plan collaboratively with families, rather than writing it solely by staff and distributing it afterward, reflects genuine family partnership in shaping engagement efforts that directly affect them, increasing the plan's relevance and likelihood of working. This is not an unnecessary step, is not discipline-specific, and does not violate standard procedure.

38. B — A family's right to consult their own outside professionals means the team should genuinely consider that outside input, such as a private therapist's observations, alongside the school's own data as part of a complete, well-informed picture, without dismissing it or adopting it automatically. Refusing to consider it, adopting it uncritically, or requiring withdrawal from private services would each be inappropriate.

39. D — Providing a family a brief written agenda before a meeting supports their ability to prepare questions and think through the topics in advance, entering the meeting more informed and ready to participate meaningfully. This does not replace the meeting, is not limited to due process hearings, and does not reduce the family's ability to raise additional concerns.

40. A — A brief, supportive check-in call after an emotionally difficult meeting reflects ongoing relationship care that reinforces the family partnership beyond the meeting itself, showing the family that their experience mattered. This is not an unnecessary use of time, is not a formal procedural safeguards requirement, and does not substitute for addressing the substantive concerns raised.

41. D — A joint action routine is a predictable, repeated interactive sequence, such as peekaboo, in which a caregiver pauses at a key, anticipated moment, creating a natural opportunity for the infant to eventually anticipate and initiate the next step, building early turn-taking and communication. This differs from a discrete trial, a behavior chain, and a social story.

42. B — Milieu teaching is a broad, naturalistic language teaching approach that arranges the environment with motivating materials and uses child-initiated interactions, incidental teaching, and modeling throughout everyday activities to teach language within meaningful, functional, everyday context. This differs from discrete trial training's structured trials, errorless learning, and precision teaching's charting system.

43. A — A time delay procedure waits a fixed, brief period, such as three to five seconds, after presenting an instruction before providing any additional prompt, giving the student a genuine opportunity to respond independently before any assistance is offered at all. This differs from response cost, stimulus fading, and differential reinforcement.

44. C — Momentary time sampling records only whether a behavior is occurring at a single instant at the end of each interval, while whole-interval recording requires the behavior to occur throughout the entire interval to be scored, providing two efficient alternatives to continuous observation. This pairing is unrelated to CBM and dynamic assessment, trial-by-trial recording and running records, or norm/criterion-referenced testing.

45. C — A paired-stimulus preference assessment presents a student with two items at a time across several trials, recording which item is consistently selected, to systematically identify a student's relative preferences among potential reinforcers before building a behavior plan. This differs from a functional behavior assessment, manifestation determination, and a curriculum-based measurement probe.

46. D — A free operant preference assessment observes which materials a student approaches and engages with independently during unstructured free time, without directly presenting choices, identifying likely reinforcers with minimal interference in a naturalistic context. This differs from a paired-stimulus assessment, a multiple-stimulus assessment, and a functional analysis, which examines behavior function.

47. B — A switch-based yes/no response system uses a simple switch-activated device producing 'yes' or 'no' output, allowing a student with very limited speech and motor control to directly answer questions from communication partners, providing a foundational level of communicative control. This differs from total communication, the Fitzgerald key, and aided language stimulation.

48. A — Single-switch auditory scanning has a partner read aloud a sequence of choices in turn, with the student activating a single switch at the moment the desired option is announced, providing an access method for students with very limited motor control. This differs from direct selection, the Fitzgerald key, and total communication.

49. D — Social competence refers to a student's broader overall ability to navigate social situations effectively, drawing on judgment, motivation, and awareness, while discrete social skills refer to specific, teachable behaviors, such as greeting a peer or taking turns, that contribute to that broader competence. This differs from pragmatics, theory of mind, and joint attention.

50. B — Co-regulation describes the process by which a calm, supportive adult helps organize a young child's overwhelming emotional state before that child has developed the capacity for independent self-regulation, serving as an important, necessary developmental precursor and scaffold for that later independent regulatory skill. This differs from self-regulation, self-monitoring, and self-instruction.

51. C — A behavioral contrast effect occurs when a change in reinforcement conditions for one behavior produces an unexpected, related shift in the rate of a different behavior, even without any direct

consequence applied to that second behavior, reflecting how reinforcement contexts interact. This differs from a setting event, an establishing operation, and a discriminative stimulus.

52. A — Natural environment training intentionally teaches and practices a skill across multiple typical daily environments, such as the classroom, cafeteria, and playground, rather than confining instruction to a single therapy room, supporting broader generalization from the outset. This differs from discrete trial training's more structured format, precision teaching, and errorless learning.

53. D — Trials to criterion counts the number of individual practice attempts a student needs before consistently and independently performing a new skill correctly, serving as a useful measure of how efficiently a skill was acquired and allowing comparison across skills or methods. This differs from words correct per minute, an aim line, and a running record score.

54. C — Dynamic, 'just in time' vocabulary programming regularly updates and adds new words to a student's AAC device close to when those words become relevant to the student's current interests, rather than waiting for scheduled formal reviews, keeping the vocabulary responsive and motivating. This differs from the Fitzgerald key, total communication, and partner-assisted scanning.

55. B — A social autopsy is a reflective strategy conducted after a confusing or unsuccessful social interaction, calmly reviewing what happened, what could be done differently, and building a plan for a similar situation in the future. This differs from a social story, typically prepared in advance, a priming session, and a video prompting session.

56. A — The power card strategy incorporates a student's intense personal interest, such as trains, into a specially designed card explaining a behavioral or social expectation using language and imagery tied to that motivating interest, increasing engagement with the message. This differs from the Fitzgerald key, Zones of Regulation, and the Standard Celeration Chart.

57. D — Video feedback review has a student watch and discuss their own actual, imperfect earlier attempt at a skill together with a coach, specifically identifying what went wrong and how to improve, in contrast to standard video self-modeling, which shows only a polished, error-free performance. This differs from total communication and errorless learning as well.

58. B — A 'no reject' AAC access policy commits to the principle that a student's communication device will always remain available and will never be withheld as a consequence for behavior, recognizing that communication is a fundamental right, not something to be earned or taken away. This differs from a fading procedure, a preference assessment, and a chaining procedure.

59. A — Prompt dependency occurs when a student continues to wait for and rely on prompts even after having demonstrated a skill independently, reflecting a common pitfall in prompting procedures that highlights the importance of systematically fading prompts as soon as appropriate. This differs from stimulus generalization, an extinction burst, and satiation.

60. C — Social scripting teaches a student a short, memorized phrase, such as 'Can I play too?', to use consistently in a specific recurring social situation, providing a reliable, low-effort tool for navigating

that situation while other social skills continue developing. This differs from a social autopsy, priming, and behavior chain interruption.

61. D — Fading scripts gradually removes cues and prompts supporting a memorized social script, and eventually encourages varying or paraphrasing the wording, supporting the student's gradual transition toward more natural, flexible, independent language use rather than permanent script reliance. This differs from priming, a social autopsy, and chaining, which links task steps.

62. C — An in-vivo assessment setting observes and records behavior directly within a student's actual, natural classroom and home environments, in contrast to an analog assessment setting, which brings the student into a separate, controlled clinical environment for more standardized, structured observation. This differs from a norm-referenced assessment and a dynamic assessment.

63. A — AAC vocabulary can be organized using different schemes, such as by frequency of use, alphabetically, or by topic category, each offering advantages suited to different students, ages, and communicative purposes, with teams often selecting or combining schemes based on individual need. This is a design choice, not a legal requirement, a diagnostic criterion, or a data point.

64. B — Vygotsky's zone of proximal development describes the gap between what a student can accomplish independently and what they can accomplish with the guidance of a more knowledgeable partner, providing a theoretical basis for scaffolded support aimed just above a student's current independent level. This differs from the Standard Celeration Chart, the Fitzgerald key, and the CRA sequence.

65. C — Vygotsky described private speech as self-directed speech a young child uses aloud, such as narrating their own actions during a challenging task, to help guide and regulate their own behavior, considered an important developmental precursor to later silent inner speech. This differs from echolalia, total communication, and aided language stimulation.

66. D — Executive function skills collectively include working memory, the ability to hold information in mind while working, inhibition, the ability to resist an impulsive response, and cognitive flexibility, the ability to shift between tasks, all of which influence learning and behavior regulation. This differs from adaptive behavior, pragmatic language, and phonological awareness skills.

67. A — A standardized adaptive behavior assessment tool measures a student's daily living, social, and communication skills, typically through caregiver interview or rating, providing information required alongside cognitive testing to determine eligibility for an intellectual disability category specifically, not other categories. This differs from phonological awareness, curriculum-based academic skills, and a behavior's specific function.

68. B — A generalization probe directly tests whether a student can perform a taught skill in a new, previously untaught setting, with new materials, or with a new person, providing direct evidence of whether generalization has actually occurred rather than simply assuming it will. This differs from a preference assessment, a functional analysis, and a precision teaching chart.

69. D — Multiple exemplar training deliberately teaches a skill using several different examples, materials, and settings from the very start of instruction, proactively building generalization into the teaching process itself rather than hoping it emerges afterward from narrow, single-exemplar practice. This differs from single-exemplar discrete trial training, errorless learning, and precision teaching.

70. B — The Premack principle, sometimes called 'grandma's rule,' uses access to a more-preferred, high-probability activity as reinforcement for completing a less-preferred, lower-probability activity first, leveraging the relative value of different everyday activities themselves as effective reinforcers rather than relying on external, separate rewards. This differs from response cost, an extinction burst, and stimulus equivalence.

71. C — Unpacking standards breaks a broad content standard down into smaller, specific, observable learning targets that are clearly understandable to students and that directly guide daily instruction and assessment, ensuring lessons stay tightly aligned to what the standard actually requires. This differs from curriculum-based measurement, universal design for learning, and dynamic assessment.

72. A — A learning progression describes a research-based, typical developmental sequence of increasingly sophisticated understanding within a specific content domain, such as fractions, helping teachers identify where a student's current understanding falls and what comes next conceptually. This differs from a scope and sequence document or pacing guide, curricular planning tools, and a behavior intervention plan.

73. B — Backward design, associated with the Understanding by Design framework, has teachers first identify the desired long-term learning results, then determine what evidence would demonstrate that learning, and only then design the specific instructional activities and lessons to reach those results. This differs from Direct Instruction, errorless learning, and precision teaching.

74. C — Universal design for assessment applies universal design principles specifically to the test itself, building in clear formatting, plain language, and flexible response options from the outset so the broadest range of students can access the assessment without later retrofitting. This differs from UDL applied to instruction generally, curriculum-based measurement, and dynamic assessment.

75. A — Curriculum-based evaluation goes beyond a simple numeric curriculum-based measurement score to analyze the specific pattern of a student's errors on that measure, identifying precisely which underlying skills need targeted instruction rather than only tracking overall progress numerically over time and across sessions. This differs from norm-referenced testing, dynamic assessment, and alternate assessment.

76. D — Response cards have every student simultaneously hold up a card or write a brief answer in response to a teacher's question, allowing the teacher to quickly check understanding across the entire class at once rather than calling on one student at a time. This differs from a running record, an Informal Reading Inventory, and curriculum-based measurement.

77. A — Think-pair-share structures a discussion by having students first think individually about a question, then discuss their thinking with a partner, and finally share with the larger group, building in

valuable processing time and low-stakes practice before whole-class discussion begins. This differs from reciprocal teaching, the jigsaw method, and number talks.

78. B — The jigsaw method has each student in a small group become an 'expert' on one part of a larger topic, then teach that part to the rest of the group, so the full topic is only assembled once every member has contributed, building both content mastery and interdependence. This differs from think-pair-share, reciprocal teaching, and number talks.

79. D — The RAP strategy is a specific comprehension mnemonic teaching students to Read the paragraph, Ask themselves what the main idea and details are, and Put the information in their own words, giving students a concrete, memorable routine for approaching a paragraph. This differs from the CRA math sequence, the SDLMI model, and the VB-MAPP assessment tool.

80. C — Self-Regulated Strategy Development explicitly teaches students specific writing strategies alongside self-regulation skills, such as goal-setting, self-monitoring, and self-instruction, supporting the planning, drafting, and revising stages of writing together within one single, fully integrated instructional approach designed for struggling writers. This differs from reciprocal teaching, the jigsaw method, and Direct Instruction.

81. C — A number talk is a brief, structured daily discussion in which students mentally solve a math problem and then share and compare different valid mental strategies for reaching the answer, building flexible number sense and mathematical reasoning over time. This differs from a curriculum-based measurement probe, a running record, and a think-aloud.

82. D — Differentiated homework varies the difficulty, format, or amount of homework assigned based on each student's individual need and current skill level, extending differentiation principles beyond the classroom itself into a student's independent practice time at home. This differs entirely from a behavior intervention plan, a manifestation determination, and curriculum-based measurement.

83. B — Goal attainment scaling writes a simple five-point scale describing a range of possible outcomes for a specific goal, from much less than expected to much more than expected, then rates the student's actual progress against that scale, offering a flexible way to capture nuanced progress. This differs from an aim line, a running record, and curriculum-based measurement.

84. A — Curriculum overlapping embeds a student's individualized functional goal, such as counting money, within an ongoing general education group activity, such as a class store project, so the student practices that goal alongside peers rather than only in a pulled-out setting. This differs entirely from a manifestation determination, universal screening, and a due process hearing.

85. D — A word wall is an ongoing, organized classroom display of high-frequency or thematic vocabulary words, added to and referenced consistently throughout the entire school year, giving students an independent visual resource during reading and writing activities. This differs from a running record, a behavior contract, and a present levels statement.

86. B — An explicit error correction procedure immediately and specifically identifies a student's error during guided practice, models the correct response, and has the student practice that corrected response

before moving on, preventing the error from being unintentionally practiced and reinforced further. This differs from an extinction procedure, response cost, and a manifestation determination.

87. A — Model-lead-test is a specific explicit teaching sequence in which a teacher first fully models a skill while explaining their thinking, then leads students through guided practice together, and finally tests students performing the skill independently while checking for accuracy. This differs from reciprocal teaching, the jigsaw method, and number talks.

88. C — A progress-monitoring decision rule, such as a rule stating that four consecutive data points falling below the aim line signal a needed intervention change, establishes in advance exactly when and how a team will respond to ongoing data, rather than relying on inconsistent judgment calls. This differs from a mastery criterion, a present levels statement, and a manifestation determination.

89. C — Correct word sequences is a specific curriculum-based measurement metric for written expression that counts the number of adjacent, correctly sequenced word pairs within a writing sample, capturing both correct word choice and sequencing in a way total word counts do not. This differs from words correct per minute, mean length of utterance, and an aim line.

90. D — Explicit test-taking strategy instruction directly teaches students concrete, transferable strategies for approaching a test itself, such as eliminating clearly wrong answer choices or systematically checking completed work, which can meaningfully support test performance somewhat independent of content knowledge alone. This differs from curriculum-based measurement, the CRA sequence, and reciprocal teaching.

91. B — Research on instructional wait time, associated with Mary Budd Rowe, generally shows that pausing at least three seconds after a question, rather than calling on the first raised hand, tends to improve response quality, length, and variety across a class. This differs from reducing response quality, having no effect, or mattering only for students with an IEP.

92. A — Cumulative, or spaced, review intentionally revisits and briefly practices previously taught skills at spaced intervals throughout the year, rather than teaching each skill only once and moving on permanently, supporting stronger long-term retention than practice concentrated in a single period. This differs from massed trials, errorless learning, and curriculum-based measurement.

93. D — Interleaved practice mixes different problem types together within the same practice set, rather than practicing many problems of the same type in a row before switching, a research-supported approach shown to improve students' ability to distinguish between problem types and select appropriate strategies. This differs from blocked practice, massed trials, and errorless learning.

94. B — Desirable difficulties describes the research finding that certain kinds of practice feeling more effortful in the moment, such as spaced or interleaved practice, actually tend to produce stronger long-term retention than practice that feels easier at the time, such as simple repeated blocked drill. This differs from satiation, an extinction burst, and errorless learning.

95. C — Dual coding is the research principle that presenting information through both verbal explanation and a corresponding visual diagram at the same time strengthens learning and memory more

than relying on words or images alone, since the two forms of information reinforce each other. This differs from errorless learning, curriculum-based measurement, and precision teaching.

96. A — Worked examples are fully solved example problems, with every step displayed, shown to students to study and understand carefully before they attempt to solve similar problems independently, reducing cognitive load during the earliest stages of learning a new procedure. This differs from response cards, a think-aloud, and an anchor chart.

97. A — Self-explanation prompts a student to pause periodically while solving a problem and explain, in their own words, why each individual step makes logical sense or how it connects to prior knowledge already learned, deepening understanding beyond simply completing the steps correctly. This differs from echoic behavior, total communication, and video self-modeling.

98. C — Metacognitive strategy instruction explicitly teaches students to plan their approach before starting a task, monitor their own understanding continuously while working, and carefully evaluate their own performance afterward, building the broader thinking-about-thinking skills that support learning across many different tasks. This differs from phonological awareness, curriculum-based measurement, and the CRA sequence.

99. D — Offering meaningful choices, connecting content to relevant real-world contexts, and structuring peer collaboration opportunities are specific strategies supporting UDL's multiple means of engagement principle, which focuses on sustaining student motivation and active engagement with learning, since engagement itself varies across students. This differs from a single fixed access method, assessment validity, and FERPA compliance.

100. B — Combining worked examples and explicit model-lead-test instruction, spaced and interleaved practice, self-explanation and metacognitive strategy instruction, and ongoing progress-monitoring with predetermined decision rules reflects a comprehensive, evidence-based instructional design integrating explicit teaching, strategic practice, metacognition, and data-driven adjustment. This is neither a single isolated technique, an approach limited to gifted students, nor one ignoring individual data.