

PRACTICE EXAM 15: 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. Before a student has been determined eligible for special education, IDEA disciplinary protections may still apply if the school district is found to have had knowledge that the student had a disability prior to the behavior that led to disciplinary action. This is known as the:

- A. Zero reject principle
- B. Basis of knowledge standard
- C. Child find obligation
- D. Manifestation determination requirement

2. A district is generally NOT considered to have had 'basis of knowledge' of a student's disability for disciplinary purposes if the district had already conducted an evaluation and determined the student was not eligible, or if:

- A. The parent had refused consent for an evaluation or special education services
- B. The student had ever received a poor grade in any subject
- C. The student had ever been absent from school
- D. The parent had ever attended a single school event

3. IDEA requires that assessment materials and procedures used to evaluate a student be validated for:

- A. Use in any context regardless of purpose
- B. General classroom entertainment purposes only
- C. The specific purpose for which they are being used
- D. Only use by the student's parent

4. When determining whether a student is eligible for special education, or in determining an appropriate educational program, IDEA generally requires that a team:

- A. Rely on a single standardized test score as the sole determining factor
- B. Use only teacher opinion, disregarding any test data
- C. Use only parent-reported information
- D. Not use any single measure or assessment as the sole criterion for the decision

5. Eligibility for extended school year (ESY) services under IDEA is generally available to:

- A. Only students with autism
- B. Only students with an intellectual disability
- C. Only students identified before age 10
- D. Any student meeting the applicable standard, regardless of category

6. Once transition services become a focus of a student's IEP, IDEA generally requires that:

- A. Only the parent may represent the student's interests at all future meetings
- B. The student be invited to attend the IEP meeting where transition services will be discussed
- C. The student's attendance is prohibited until age 18
- D. A separate transition-only meeting be held without any other IEP team members

7. A parent believes a family friend with relevant professional expertise could meaningfully contribute to the IEP team's discussion. IDEA generally allows the parent to:

- A. Invite that individual to participate as a member of the IEP team
- B. Never bring any outside individual to an IEP meeting
- C. Only bring a licensed attorney, and no one else
- D. Bring the individual only if the district first approves the request in writing

8. When necessary for a student with a disability to benefit from special education, IDEA generally requires that a district provide, as a related service:

- A. Only services provided by a licensed physician
- B. Only services the parent personally funds
- C. Transportation to and from school and between schools, when needed
- D. Only services available at no cost to any other student in the district

9. Once a due process hearing officer issues a decision, that decision is generally:

- A. Automatically reviewed by the state legislature before taking effect
- B. Final and binding on the parties unless properly appealed
- C. Advisory only, with no binding effect on either party
- D. Valid for one school year only, regardless of appeal

10. IDEA's definition of 'parent,' for purposes of exercising procedural rights on behalf of a student, generally includes a biological or adoptive parent, as well as:

- A. Only a court-appointed attorney
- B. Only a sibling over the age of 18
- C. Only a licensed therapist
- D. A foster parent or guardian acting as parent

11. IDEA's procedural safeguards generally require that meetings such as IEP meetings and resolution sessions be scheduled at:

- A. A mutually agreed upon time and place convenient to the parents
- B. A time and place chosen solely by the district's convenience
- C. A time set only during standard business hours regardless of parent availability
- D. A location that must always be the district's central office

12. During the pendency of a due process proceeding, IDEA's stay-put provision generally means that a student remains in:

- A. Whichever placement the parent currently prefers, regardless of prior agreement
- B. Whichever placement the district currently prefers, regardless of prior agreement
- C. The placement reflected in the last agreed-upon IEP, unless the parties agree otherwise
- D. No placement at all until the proceeding concludes

13. A parent unilaterally withdraws their child from public school to homeschool, without any district involvement in that decision. This withdrawal generally:

- A. Permanently ends the district's obligation to ever locate that student again
- B. Automatically transfers all IDEA obligations to the parent
- C. Has no relevance to any future district obligations
- D. Does not eliminate the district's ongoing child find obligation toward that student

14. IDEA generally allows school personnel some case-by-case discretion when determining whether to order a change in placement for a student with a disability who violates a code of student conduct, meaning that:

- A. Similar violations do not automatically require an identical disciplinary response for every student
- B. Every violation must always result in the exact same consequence, without exception
- C. No discretion is permitted under any circumstances
- D. Only the student's parent may decide the consequence

15. IDEA's definition of assistive technology services, distinct from the definition of an assistive technology device itself, generally includes evaluating a student's technology needs, acquiring an appropriate device, and:

- A. Nothing further beyond the initial purchase
- B. Only repairing the device if it breaks
- C. Training the student, family, and relevant staff in the device's use
- D. Only replacing the device annually regardless of need

16. IDEA defines 'supplementary aids and services' as the aids, services, and other supports that are provided in general education classes or other education-related settings to enable a student with a disability to:

- A. Avoid general education entirely
- B. Be educated alongside nondisabled peers appropriately
- C. Receive a modified diploma only
- D. Skip standardized testing requirements

17. IDEA's prior written notice requirement generally obligates a district to provide that notice to parents:

- A. Only after the proposed action has already been fully implemented
- B. Only if the parent specifically requests it in writing first
- C. A reasonable time before the district proposes to initiate or change the identification, evaluation, or placement of the student
- D. Only once per school year regardless of how many actions are proposed

18. A student's IEP requires a specific health procedure during the school day that can be safely and appropriately performed by a trained school nurse or other qualified school personnel rather than exclusively by a physician. Under IDEA, this kind of health service is generally considered:

- A. A related service the district may be required to provide

- B. Always classified as an excluded medical service regardless of who performs it
- C. Something families must always arrange and pay for privately
- D. Something schools are never permitted to provide under any circumstances

19. When conducting an assistive technology evaluation, best practice generally recommends that the evaluation occur:

- A. Only in a separate clinical office unrelated to the student's daily life
- B. Only using materials the student has never previously encountered
- C. Without any input from the student's classroom teacher
- D. In the student's customary environment, such as the classroom, where the technology will actually be used

20. IDEA's stay-put protection generally begins to apply:

- A. Only after a hearing officer has issued a final written decision
- B. At the point a due process complaint notice is filed, not only after a hearing decision
- C. Only after a state-level appeal has concluded
- D. Only once a court has issued an injunction

21. After each family engagement event, a school sends a brief survey asking families what worked well and what could improve, using the responses to refine future events. This ongoing feedback practice primarily supports:

- A. Meeting a requirement found only in IDEA's discipline provisions
- B. Replacing the need for any future engagement events
- C. A one-time formality with no real influence on practice
- D. Continuous, family-informed improvement of engagement efforts over time

22. A school continues brief, periodic check-ins with families over summer break for students receiving ESY services or transitioning to a new grade, rather than pausing all communication until the new school year begins. This practice primarily reflects:

- A. A requirement unique to due process proceedings
- B. Recognizing that family communication needs can continue beyond the traditional school calendar
- C. An unnecessary use of staff time during a break
- D. Replacing the need for a proper start-of-year meeting

23. A school offers families the choice of meeting in person, by phone, or by video call, based on the family's own circumstances and preference, rather than requiring one fixed format for everyone. This flexibility primarily supports:

- A. Removing a modality-based barrier that could otherwise prevent full family participation
- B. A requirement found only in FERPA
- C. Reducing the overall quality of family engagement
- D. Replacing the value of in-person interaction entirely

24. A school provides training to front-office and administrative staff, not only classroom teachers, in welcoming, respectful communication practices with families. This broader training primarily supports:

- A. An unnecessary expansion of training resources
- B. A requirement limited only to special education teachers
- C. Consistent, welcoming family experiences across every point of contact with the school
- D. Replacing the need for any teacher-level family engagement training

25. Rather than seating school staff on one side of a table and the family on the other, a team arranges chairs around a shared table or in a circle for an IEP meeting. This physical arrangement primarily supports:

- A. Reducing an adversarial 'us versus them' dynamic and supporting genuine collaboration
- B. A requirement documented in IDEA's procedural safeguards
- C. Replacing the substantive content of the meeting itself
- D. Having no real effect on how a meeting feels to a family

26. A staff member consistently uses a student's preferred nickname, which the family has shared, rather than only the student's formal legal name on file. This small practice primarily reflects:

- A. A violation of official recordkeeping requirements
- B. Personalized respect for how the family and student actually refer to the child
- C. A requirement found only in FERPA
- D. Something that should never occur in a formal school setting

27. A family enrolls their child in a new district partway through the school year. Beyond the standard beginning-of-year materials, the school also provides this family a separate orientation packet tailored to a family joining mid-year. This practice primarily supports:

- A. Replacing the need for any further communication with the family
- B. A requirement limited only to families of students with an existing IEP
- C. Meeting this family's actual informational needs at the point they are actually joining the school
- D. An unnecessary duplication of existing materials

28. A school allows families to submit written questions or concerns ahead of a meeting, in addition to the option of raising them verbally during the meeting itself. This option primarily supports:

- A. Replacing the meeting altogether
- B. A requirement limited only to due process complaints
- C. Reducing the family's ability to raise anything new during the meeting
- D. Families who are less comfortable speaking up in real time having a genuine avenue to participate

29. A family speaks a language less commonly encountered in the district, for which no staff interpreter is readily available. The school arranges interpretation through a phone or video interpretation service to ensure meaningful communication. This practice primarily supports:

- A. Treating less commonly spoken languages as lower priority
- B. A requirement found only for the most common languages in a district
- C. Replacing the value of an in-person interpreter in every case

D. Meaningful language access even for families speaking less common, low-incidence languages

30. As part of discussing possible service options, a team invites a family to visit and observe the actual classroom setting being considered for their child. This opportunity primarily supports:

- A. Replacing the family's right to review written program details
- B. The family making a more informed decision based on direct, firsthand observation
- C. A requirement found only in due process proceedings
- D. Satisfying an assessment validity requirement

31. Before a family's very first IEP meeting, the team shares a brief welcome video introducing the key team members and generally explaining what to expect. This practice primarily supports:

- A. Replacing the actual meeting entirely
- B. A requirement documented in FERPA
- C. Reducing first-meeting anxiety by previewing what to expect
- D. Satisfying the district's prior written notice obligation

32. A school specifically tracks which families have not yet responded to or engaged with any outreach, then proactively follows up with those families rather than relying only on families to reach out first. This systematic tracking practice primarily supports:

- A. Identifying and reaching underengaged families rather than only responding to those who already reach out
- B. A requirement limited only to families of students receiving related services
- C. Replacing the need for any individualized outreach
- D. Something that should be avoided as overly intrusive

33. A family shares that they would like the school to direct routine communications primarily to one specific parent, without further explanation. The most appropriate response is generally to:

- A. Insist on knowing the family's reasons before honoring the request
- B. Respect the stated preference and direct routine communications accordingly
- C. Ignore the request and continue contacting both parents equally regardless
- D. Require a formal legal document before honoring the preference

34. A translated family newsletter uses the same dense, education-specific terminology as the original English version, without simplifying the underlying concepts. This approach risks:

- A. Being fully accessible simply because the language was translated
- B. Meeting every aspect of meaningful language access on its own
- C. Having no bearing on the family's actual understanding
- D. Leaving the family with materials that are linguistically translated but still conceptually inaccessible

35. A family communicates fluently in spoken English during meetings, leading a teacher to assume the family can also easily read and understand complex written English documents. This assumption risks conflating:

- A. Cultural competence with cultural humility
- B. Equity with equality
- C. Spoken fluency with written literacy, which differ
- D. Formative assessment with summative assessment

36. Before moving into the formal agenda, a teacher spends a few minutes in warm, informal conversation with a family at the start of their very first meeting. This brief practice primarily supports:

- A. Building initial rapport and comfort before diving into more formal content
- B. A requirement documented in IDEA's procedural safeguards
- C. Wasting valuable meeting time that should be spent on the agenda
- D. Replacing the need for the formal agenda items altogether

37. Before a formal meeting where a significant new concern about a student will be presented, a teacher gives the family a brief heads-up call so the concern is not a total surprise in the room. This practice reflects a general principle sometimes described as:

- A. Zero reject
- B. Manifestation determination
- C. Cultural reciprocity
- D. A 'no surprises' approach to family communication

38. For a minor scheduling update that does not require a full IEP team discussion, a teacher offers the family a brief phone call instead of requiring an in-person meeting. This flexible option primarily supports:

- A. Replacing the need for any future in-person meetings
- B. A requirement found only in FERPA
- C. Efficient, proportionate communication matched to the significance of the update
- D. Avoiding meaningful family engagement altogether

39. After explaining a complex evaluation result to a family through an interpreter, a teacher asks the family to summarize back, in their own words, what they understood. This check primarily supports:

- A. Confirming actual comprehension rather than assuming that delivering information equals understanding it
- B. Testing the interpreter's competence rather than the family's understanding
- C. A requirement documented in IDEA's procedural safeguards
- D. Replacing the need for written follow-up materials

40. A family speaks openly about their child's academic progress but becomes noticeably quieter when a specific behavioral concern is raised in the same meeting. Recognizing that a family's comfort can vary by topic, even within a single meeting, primarily supports:

- A. Concluding the family disagrees with everything related to behavior

- B. Responding with sensitivity to the specific topic rather than assuming uniform comfort across all topics
- C. Ending the meeting immediately once discomfort is noticed
- D. Avoiding behavioral topics with that family going forward entirely

41. A student is simultaneously offered two different work areas, each associated with a different, ongoing rate of reinforcement, allowing the student's choice between them to be observed and studied. This arrangement, involving two or more reinforcement schedules available at the same time, is known as:

- A. A fixed ratio schedule
- B. Differential reinforcement of alternative behavior
- C. Response cost
- D. Concurrent schedules of reinforcement

42. A student engages in a repetitive hand-flapping behavior believed to provide sensory stimulation. A team provides an alternative activity, such as holding a vibrating toy, that produces a similar sensory experience in a more functional way. This intervention approach is based on the:

- A. Premack principle
- B. Matched stimulation hypothesis
- C. Behavioral contrast effect
- D. Extinction burst concept

43. When a previously reinforced behavior stops producing reinforcement, a student's behavior may temporarily become more varied and unpredictable, as if 'trying out' different responses before the behavior decreases. This temporary increase in response variability during extinction is known as:

- A. Extinction-induced behavioral variability
- B. An extinction burst
- C. Resurgence
- D. Stimulus generalization

44. A student had previously used tantrums to gain attention, but was successfully taught a replacement behavior of asking politely instead. When the polite asking behavior is no longer reinforced, the earlier tantrum behavior may reappear, even though it had not occurred for some time. This reappearance of an older, previously reinforced behavior is known as:

- A. An extinction burst
- B. Stimulus control transfer
- C. Resurgence
- D. The renewal effect

45. A behavior successfully reduced through intervention in the classroom unexpectedly reappears when the student is in a different setting, such as the cafeteria, where the intervention was never directly implemented. This setting-related reappearance of a previously reduced behavior is known as:

- A. Resurgence
- B. An extinction burst
- C. Stimulus equivalence
- D. The renewal effect

46. Rather than teaching each step of a multi-step task one at a time in sequence, a teacher has the student attempt to complete the entire task from start to finish during every practice trial, providing assistance as needed at whichever step the student struggles with. This chaining approach is known as:

- A. Backward chaining
- B. Total task presentation
- C. Forward chaining
- D. Errorless learning

47. While teaching a new motor skill, a teacher provides full physical guidance at the start of a single trial, then very gradually reduces the amount of physical assistance provided within that same trial as the student begins to complete the movement more independently. This within-trial fading of physical assistance is known as:

- A. Graduated guidance
- B. Time delay
- C. Stimulus fading
- D. Errorless compliance training

48. A student begins to engage in a behavior that poses an immediate safety risk, such as attempting to run into traffic. A staff member physically intervenes to prevent the behavior from being completed, without otherwise attempting to teach a new skill in that moment. This safety-focused intervention is known as:

- A. Response cost
- B. Response blocking
- C. Differential reinforcement
- D. Extinction

49. A classroom uses a red card to signal that reinforcement is currently unavailable for a specific response, and a green card to signal that reinforcement is currently available for that same response, systematically alternating between the two conditions. This arrangement of alternating, signaled reinforcement conditions is known as a:

- A. Fixed interval schedule
- B. Token economy
- C. Multiple schedule
- D. Differential reinforcement of low rates

50. A student receives a sticker for completing a worksheet, an artificial reward unrelated to the task itself, while in a different context a student who cleans up spilled juice is naturally rewarded by having a clean, dry table again. These two examples illustrate the distinction between:

- A. Positive and negative reinforcement
- B. Fixed and variable reinforcement schedules
- C. Primary and secondary reinforcers
- D. Contrived and natural reinforcers

51. A young child who has been taught to imitate several specific modeled actions begins spontaneously imitating entirely new, never-before-taught modeled actions without additional direct training on each new one. This broader imitative repertoire, extending beyond specifically taught examples, is known as:

- A. Echolalia
- B. Total communication
- C. Generalized imitation
- D. Errorless learning

52. A teacher initially uses a strong, artificial verbal prompt to help a student respond correctly, then gradually shifts control of the correct response so that the student eventually responds appropriately to the natural, relevant stimulus in the environment without needing the original prompt at all. This process of shifting control from an artificial prompt to the natural stimulus is known as:

- A. Stimulus control transfer
- B. Behavioral momentum
- C. Response generalization
- D. Satiation

53. A student communicates using formal manual signs, produced entirely with the hands and body without any external device or physical aid. This modality is best classified as:

- A. Aided AAC
- B. Total communication specifically
- C. A high-tech AAC system
- D. Unaided AAC

54. A student uses a dedicated electronic device that produces spoken output when the student selects symbols or types a message. This category of AAC device is generally known as a:

- A. The Fitzgerald key
- B. A partner-assisted scanning system
- C. A voice output communication aid (VOCA)
- D. An unaided communication system

55. When designing an AAC system, a team considers whether to use realistic photographs, simplified line drawings, or an abstract symbol set such as Blissymbols to represent vocabulary. This design decision concerns the AAC system's:

- A. Symbol system
- B. Access method
- C. Vocabulary organization scheme
- D. Message window size

56. A teacher deliberately gives a student an activity with a missing piece, such as a puzzle without the final piece, to naturally motivate the student to request the missing item. This deliberate setup of a motivating situation to prompt spontaneous communication is known as using:

- A. Behavior chain interruption
- B. Communication temptations
- C. Errorless compliance training
- D. A social autopsy

57. A teacher begins by providing the most intrusive, full physical prompt for a new skill, then systematically reduces to less intrusive prompts, such as a partial physical prompt, then a gesture, as the student demonstrates increasing independence. This prompting sequence, moving from most to least intrusive, is known as:

- A. Least-to-most prompting
- B. Time delay
- C. Graduated guidance
- D. Most-to-least prompting

58. A teacher provides the controlling prompt at the exact same time as the instruction during every teaching trial, then periodically conducts a separate probe trial with no prompt at all to check whether the student can respond independently. This specific prompting procedure is known as:

- A. Least-to-most prompting
- B. Most-to-least prompting
- C. Simultaneous prompting
- D. Graduated guidance

59. A foundational behavioral framework describes how an antecedent sets the occasion for a behavior, which is then followed by a consequence that influences whether the behavior is more or less likely to occur again. This foundational three-part framework is known as the:

- A. Three-term contingency
- B. Establishing operation
- C. Behavioral cusp
- D. Setting event

60. A student initially reacts strongly to a new classroom sound, such as a ticking clock, but over repeated exposure without any other consequence, the student's reaction to that sound gradually decreases. This decreased responsiveness to a repeated sensory stimulus over time is known as:

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

61. As a student begins typing a message on an AAC device, the device automatically suggests likely whole words based on the letters typed so far, allowing the student to select a suggested word rather than typing every letter. This specific AAC technology feature is known as:

- A. The Fitzgerald key

- B. Word prediction
- C. Partner-assisted scanning
- D. Aided language stimulation

62. A team selects an AAC device with a larger message display window and larger button spacing to accommodate a student's visual and fine motor needs. This decision primarily concerns the device's:

- A. Symbol system
- B. Vocabulary organization scheme
- C. Physical display and access design
- D. Word prediction feature

63. One behavioral teaching process builds an entirely new behavior through reinforcing successive, closer approximations toward a target response, while a different process links together several already-existing individual behaviors into one smooth sequence. These two processes are known respectively as:

- A. Fading and prompting
- B. Shaping and chaining
- C. Extinction and satiation
- D. Priming and generalization

64. A team asks a caregiver to complete a rating scale describing which items or activities the student seems to enjoy at home, rather than directly presenting the student with items to choose between in person. This caregiver-report approach to identifying potential reinforcers is known as an:

- A. In-vivo preference assessment
- B. Paired-stimulus preference assessment
- C. Free operant preference assessment
- D. Indirect preference assessment

65. A team periodically rotates and updates the backup reinforcer menu available in a token economy, adding new preferred items and retiring ones the student no longer finds motivating. This ongoing rotation primarily helps to:

- A. Eliminate the need for tokens altogether
- B. Satisfy a requirement documented in IDEA
- C. Prevent the reinforcers from losing their effectiveness through repeated, unchanging exposure
- D. Replace the need for any preference assessment

66. Rather than relying only on adults to demonstrate AAC device use, a team also trains classmates to model appropriate device use during natural peer interactions throughout the school day. This peer-involvement strategy is known as:

- A. Total communication
- B. Peer-mediated AAC modeling
- C. Partner-assisted scanning
- D. Aided language stimulation performed only by adults

67. During a practice session, a teacher deliberately mixes several already-mastered, easy tasks in among newer, more difficult tasks, rather than presenting all the difficult tasks consecutively. This deliberate mixing of task difficulty within a session is known as:

- A. Massed trials
- B. Errorless learning
- C. Response generalization
- D. Task interspersal

68. Rather than showing a student a video of themselves or an adult performing a target skill, a team shows a video of a similarly aged classmate successfully performing that same skill. This specific video modeling variant is known as:

- A. Peer video modeling

- B. Video self-modeling
- C. Video feedback review
- D. Video prompting

69. A widely referenced set of foundational principles asserts that every individual, regardless of the severity of their disability, has basic rights related to communication, including the right to request desired objects and the right to refuse or reject an offer. This foundational framework is known as the:

- A. Zero reject principle
- B. Least dangerous assumption
- C. Social validity framework
- D. Communication bill of rights

70. A systematic framework organizes different prompt types, such as full physical, partial physical, gestural, and verbal, into a structured order used consistently when planning how prompts will be introduced or faded across a teaching program. This organizing framework is known as a:

- A. Standard Celeration Chart
- B. Functional behavior assessment
- C. Prompt hierarchy
- D. Behavior intervention plan

71. Presenting the same core content through text, an oral explanation, and a visual diagram, rather than through only one format, reflects Universal Design for Learning's principle of multiple means of:

- A. Engagement
- B. Representation
- C. Action and expression
- D. Assessment

72. A graphic organizer divides a rectangle into four sections labeled definition, characteristics, examples, and non-examples, with the target vocabulary word placed in the center. This specific vocabulary tool is known as a:

- A. Frayer model
- B. Concept map
- C. Story map
- D. Advance organizer

73. A grid lists several related concepts down one side and several relevant features across the top, with students marking whether each feature applies to each concept, helping compare and contrast related terms. This specific vocabulary and comprehension tool is known as:

- A. The Frayer model
- B. A concept map
- C. An advance organizer
- D. Semantic feature analysis

74. A teacher presents students with several labeled examples and non-examples of a concept, without initially naming the concept, and guides students to induce the defining rule or attributes themselves through comparison. This instructional model is known as:

- A. Concept attainment
- B. Direct Instruction
- C. Reciprocal teaching
- D. The jigsaw method

75. Before beginning a new science unit, a teacher spends a few minutes introducing and briefly explaining a handful of key vocabulary words students will encounter throughout the unit. This practice of pre-teaching vocabulary ahead of the content is known as:

- A. Morphology instruction

- B. Semantic feature analysis
- C. Frontloading vocabulary
- D. Word wall instruction

76. A strategy categorizes reading comprehension questions into types such as 'Right There,' where the answer is directly stated in the text, and 'On My Own,' where the answer draws entirely on the reader's own background knowledge. This categorization strategy is known as:

- A. Reciprocal teaching
- B. Question-Answer Relationship (QAR)
- C. The RAP strategy
- D. Close reading

77. A graphic organizer prompts students to identify a story's setting, main characters, the central problem, key events, and the resolution, building an understanding of narrative structure. This tool is known as a:

- A. Frayer model
- B. Semantic feature analysis grid
- C. Story map
- D. Advance organizer

78. A note-taking format divides a page into a narrow column for key questions or cues, a wider column for detailed notes, and a summary section at the bottom, organizing information for later review and self-testing. This specific note-taking method is known as the:

- A. RAP strategy
- B. QAR strategy
- C. Frayer model
- D. Cornell note-taking method

79. A structured tool, such as a unit organizer, helps a teacher and students visually map out how a unit's key concepts, vocabulary, and questions relate to each other and to the broader course, supporting students with organizational or processing challenges. This kind of structured planning tool is known as a:

- A. Story map
- B. Content enhancement routine
- C. Concept attainment activity
- D. Advance organizer

80. To help a student remember that the Spanish word 'gato' means cat, a teacher pairs it with the acoustically similar English word 'gate' and an image of a cat sitting on a gate. This specific memory strategy is known as the:

- A. Mnemonic keyword method
- B. Peg-word system
- C. Chunking strategy
- D. Advance organizer

81. A student memorizes a set rhyme associating each number with a specific rhyming word and image, such as 'one is a bun,' then attaches new information to be remembered to each numbered peg word in order. This specific memory system is known as the:

- A. Peg-word mnemonic system
- B. Mnemonic keyword method
- C. Chunking strategy
- D. Concept attainment model

82. Rather than presenting a long string of ten individual digits all at once, a teacher breaks the string into smaller groups of three or four digits at a time to make the information easier to hold in working memory. This strategy of breaking information into smaller, manageable groups is known as:

- A. Interleaving
- B. Spaced review
- C. Desirable difficulties
- D. Chunking

83. Before introducing a new, more detailed lesson on a topic, a teacher first presents a brief, general overview of the topic to activate students' relevant prior knowledge and provide a conceptual framework for the new information. This brief preview presented before new content is known as an:

- A. Exit ticket
- B. Advance organizer
- C. Anchor chart
- D. Response card

84. Students create a visual diagram showing several related concepts connected by labeled lines describing the specific relationship between each pair, such as 'causes' or 'is a type of.' This visual representation of relationships between concepts is known as:

- A. A story map
- B. A Frayer model
- C. Concept mapping
- D. An advance organizer

85. While reading a science text, students are regularly prompted to pause and ask themselves 'why' a described phenomenon happens or 'why' a stated fact would be true, actively connecting new information to what they already know. This specific evidence-based learning strategy is known as:

- A. Retrieval practice
- B. Chunking
- C. Elaborative interrogation
- D. Interleaving

86. Rather than simply rereading notes before a test, a student closes their notes and actively tries to recall and write down as much of the content as they can remember from memory. Research on this specific study strategy, sometimes called the testing effect, generally shows that it:

- A. Is generally less effective for long-term retention than rereading
- B. Has no measurable effect on long-term retention compared to rereading
- C. Only works for students with strong prior academic performance
- D. Generally strengthens long-term retention more effectively than rereading alone

87. Research on instructional feedback generally suggests that, for supporting a student's immediate correction of a straightforward skill error, feedback provided:

- A. Should always be delayed by at least a full week regardless of the task
- B. Soon after the error tends to be more effective than significantly delayed feedback
- C. Has no meaningful relationship to timing at all
- D. Should only ever be delivered in written form, never verbally

88. A curriculum-based measurement format has a student silently read a passage in which every seventh word has been replaced with three word choices, and the student circles the word that correctly completes the sentence, providing a quick measure of reading comprehension. This specific CBM format is known as a:

- A. Maze passage
- B. Running record
- C. Informal Reading Inventory
- D. Oral reading fluency probe

89. A kindergarten teacher administers brief, timed curriculum-based measures assessing how quickly a student can name letters shown on a page, and separately, how many individual sounds a student can correctly segment from spoken words. These specific measures are examples of:

- A. CBM early literacy measures

- B. CBM written expression measures
- C. CBM math computation measures
- D. Alternate assessment measures

90. Allowing students to demonstrate their understanding of a novel through a written essay, an oral presentation, or a visual project, rather than requiring only one fixed response format for everyone, reflects Universal Design for Learning's principle of multiple means of:

- A. Representation
- B. Engagement
- C. Assessment validity
- D. Action and expression

91. A classroom offers a mix of traditional desks, a standing work area, and a soft seating area, allowing students to choose a physical work setup that suits their needs. This physical classroom design choice, aligned with UDL principles, is known as:

- A. Universal design for assessment
- B. Flexible seating
- C. Curriculum overlapping
- D. Response cost

92. Rather than requiring every student to write a traditional essay to demonstrate understanding of a novel, a teacher offers a choice among writing an essay, creating a short video, or building a diorama, each assessing the same underlying learning goal. This practice is known as offering:

- A. Differentiated homework
- B. A pacing guide
- C. Academic choice boards for demonstrating mastery
- D. A curriculum-based evaluation

93. All students in a class work toward the same underlying learning goal, but the specific tasks assigned vary in complexity based on each student's current readiness level. This practice of varying task complexity while keeping the goal constant is known as:

- A. Curriculum overlapping
- B. Differentiated homework specifically
- C. Tiered assignments
- D. Universal screening

94. A classroom is divided into several small groups that rotate through different activity areas, such as a teacher-led station, an independent practice station, and a technology station, over the course of a lesson. This instructional delivery model is known as:

- A. Station rotation
- B. The jigsaw method
- C. Reciprocal teaching
- D. Think-pair-share

95. At the end of a lesson, a teacher has each student quickly write down one thing they learned and one question they still have, submitting it before leaving class. This brief, end-of-lesson formative check is known as an:

- A. Anchor chart
- B. Advance organizer
- C. Aim line
- D. Exit ticket

96. Rather than only calling on students who volunteer by raising their hand, a teacher randomly calls on students throughout a discussion, regardless of whether a hand is raised. This questioning technique, compared to only calling on volunteers, is generally intended to:

- A. Reduce overall student participation across the class

- B. Support more equitable participation than relying only on volunteers
- C. Replace the need for wait time entirely
- D. Only be used for students with an IEP

97. Before finalizing a unit test, a teacher creates a document mapping each planned test item to the specific content standard and cognitive level it is intended to measure, ensuring the test adequately covers the intended content in appropriate proportion. This planning document is known as a:

- A. Test blueprint or table of specifications
- B. Rubric
- C. Present levels statement
- D. Pacing guide

98. A classic educational framework categorizes questions and tasks by increasing cognitive complexity, from simply remembering facts, to understanding and applying them, up through analyzing, evaluating, and creating new work. This widely used framework is known as:

- A. Webb's Depth of Knowledge
- B. Bloom's Taxonomy
- C. The CRA sequence
- D. The SDLMI

99. A complementary framework to Bloom's Taxonomy categorizes tasks by the depth of thinking genuinely required to complete them, distinguishing, for example, a task requiring simple recall from one requiring strategic thinking or extended, complex reasoning. This framework is known as:

- A. The CRA sequence
- B. Universal design for assessment
- C. A test blueprint
- D. Webb's Depth of Knowledge (DOK)

100. A teacher designs a unit using retrieval practice and spaced review for lasting retention, offers content and response formats aligned with UDL's multiple means of representation and action and expression, and writes test items mapped to both Bloom's Taxonomy and Webb's DOK levels using a formal blueprint. This fully integrated approach best reflects:

- A. A single isolated technique with no connection to assessment
- B. An approach that ignores cognitive rigor entirely
- C. A comprehensive design integrating evidence-based learning strategies, UDL principles, and rigor-aligned assessment planning
- D. A design limited only to students without disabilities

Practice Exam 15: Answer Key and Explanations

1. B — IDEA's basis of knowledge standard extends certain disciplinary protections to a student not yet found eligible for special education if the district is shown to have had knowledge of a suspected disability before the behavior leading to discipline occurred. This differs from the zero reject principle, the general child find obligation, and the manifestation determination requirement, each a distinct concept.

2. A — A district generally is not considered to have had basis of knowledge if it had already evaluated the student and found them ineligible, or if the parent had refused consent for evaluation or services, since these responses foreclose actual knowledge. A poor grade, an absence, or attending one event does not establish or negate basis of knowledge.

3. C — IDEA requires that assessment materials and procedures be validated specifically for the purpose for which they are being used, such as a tool validated for identifying a reading disability actually being used for that purpose rather than a different, unvalidated one. This differs from validity for any purpose generally, an entertainment purpose, or use limited to the parent.

4. D — IDEA generally requires that no single measure or assessment be used as the sole criterion for determining eligibility or an appropriate educational program, requiring a team to draw on multiple sources of information instead. This differs from relying on one standardized score alone, only teacher opinion, or only parent-reported information.

5. D — ESY eligibility under IDEA is generally available to any student who meets the applicable standard, such as significant regression and slow recoupment, regardless of the student's specific disability category, rather than being restricted to particular categories like autism or intellectual disability. This is not limited by a specific age of identification either.

6. B — IDEA generally requires that once transition services become a purpose of an IEP meeting, the student be invited to attend that meeting, recognizing the student's own central role in shaping their transition goals. This differs from excluding the student in favor of only the parent, prohibiting student attendance until age 18, or requiring a separate meeting without the usual team.

7. A — IDEA generally allows a parent to invite an individual with knowledge or special expertise regarding the child, at the parent's discretion, to join the IEP team, without district pre-approval or limiting the invitation to an attorney. This differs from never allowing an outside individual, restricting it to attorneys, or requiring prior written approval.

8. C — IDEA generally includes transportation as a related service when necessary for a student with a disability to benefit from special education, such as transportation to and from school or between school and another service site. This differs from requiring only physician-provided services, parent-funded services, or services available to every other student in the district.

9. B — A due process hearing officer's decision is generally final and binding on the parties involved unless one party properly appeals the decision to the next available level, such as a state review or court proceeding. This differs from automatic legislative review, a purely advisory decision with no binding effect, or an automatic one-year expiration regardless of appeal.

10. D — IDEA's definition of 'parent' generally includes a biological or adoptive parent, along with a foster parent, a guardian, or another person acting in the place of a parent, such as a grandparent raising the child, broadening who may exercise procedural rights. This differs from limiting the definition only to an attorney, a sibling, or a licensed therapist.

11. A — IDEA's procedural safeguards generally require that meetings be scheduled at a mutually agreed upon time and place that is convenient for the parents, recognizing that meaningful participation depends on genuinely accessible scheduling and location. This differs from scheduling based solely on district convenience, standard business hours regardless of parent availability, or a fixed central-office location.

12. C — IDEA's stay-put provision generally means a student remains in the placement reflected in the last agreed-upon IEP during the pendency of a dispute, rather than automatically shifting to whatever placement either party currently prefers. This differs from defaulting to the parent's current preference, the district's current preference, or having no placement at all during the proceeding.

13. D — A parent's unilateral withdrawal of a student from public school does not eliminate the district's ongoing child find obligation, which generally continues to apply to children with disabilities residing within the district regardless of current enrollment status. This differs from permanently ending the obligation, transferring all IDEA duties to the parent, or having no future relevance at all.

14. A — IDEA generally allows school personnel some case-by-case discretion in disciplinary decisions for students with disabilities, meaning similar violations do not automatically require an identical response for every student, since individual circumstances can reasonably be considered. This differs

from requiring an identical consequence every time, permitting no discretion at all, or leaving the decision solely to the parent.

15. C — IDEA's assistive technology services definition, distinct from the device definition itself, generally includes evaluating a student's technology needs, acquiring an appropriate device, and training the student, family, and relevant staff in how to use it effectively. This is broader than only the initial purchase, only repairs, or only annual replacement regardless of actual need.

16. B — IDEA defines 'supplementary aids and services' as the aids, services, and supports provided in general education and other settings to enable a student with a disability to be educated alongside nondisabled children to the maximum extent appropriate, directly supporting LRE principles. This differs from avoiding general education, a modified diploma, or skipping testing requirements.

17. C — IDEA's prior written notice requirement generally obligates a district to provide notice a reasonable time before it proposes to initiate or change the identification, evaluation, educational placement, or provision of FAPE, giving parents genuine advance notice rather than after-the-fact information. This differs from notice only after implementation, only upon parent request, or a once-per-year limit.

18. A — A health service safely performed by a trained school nurse or other qualified school personnel, rather than requiring a physician specifically, is generally considered a related service a district may be required to provide, distinct from the narrower medical-services exclusion. This differs from always excluding it as medical, requiring private family arrangement, or barring schools from providing it.

19. D — Best practice generally recommends that an assistive technology evaluation occur in the student's customary environment, such as the classroom, since observing the student's actual needs and the technology's use in that natural context yields more accurate, functional recommendations. This differs from a separate clinical setting, unfamiliar materials only, or excluding teacher input.

20. B — IDEA's stay-put protection generally begins to apply at the point a due process complaint notice is filed, maintaining the student's current educational placement throughout the proceeding rather than only kicking in after a hearing officer's decision is issued. This differs from beginning only after a final decision, only after a state appeal, or only after a court injunction.

21. D — Collecting brief feedback after family engagement events and using it to refine future events supports continuous, family-informed improvement of engagement practices over time, rather than repeating the same approach regardless of what families actually found helpful. This is not an IDEA discipline requirement, does not replace future events, and is not a mere formality when genuinely acted upon.

22. B — Continuing brief, periodic communication with families over summer break, rather than pausing entirely until the new school year, reflects recognizing that family communication needs, especially around ESY services or grade transitions, can continue beyond the traditional school calendar. This is not a due process requirement, is not an unnecessary use of time, and does not replace a proper start-of-year meeting.

23. A — Offering families a choice of in-person, phone, or video meeting formats, based on their own circumstances and preference, removes a modality-based barrier that could otherwise prevent full participation for families facing transportation, scheduling, or other constraints. This is not a FERPA requirement, does not reduce engagement quality, and does not eliminate the value of in-person meetings where genuinely preferred.

24. C — Training front-office and administrative staff, in addition to classroom teachers, in welcoming communication practices supports consistent, respectful family experiences across every point of contact with the school, since a family's first interaction is often with front-office staff rather than a teacher. This is not unnecessary, is not limited to special education teachers, and does not replace teacher-level training.

25. A — Arranging seating around a shared table or in a circle, rather than staff facing the family across a divide, reduces an adversarial 'us versus them' dynamic and supports a more collaborative meeting atmosphere. This is not an IDEA procedural safeguards requirement, does not replace the meeting's substantive content, and can meaningfully affect how a meeting feels.

26. B — Consistently using a student's preferred nickname, shared by the family, rather than only the formal legal name, reflects personalized respect for how the family actually refers to the child, supporting everyday rapport. This does not violate recordkeeping requirements, since official documents can still use the legal name, is not a FERPA requirement, and is appropriate informally.

27. C — Providing a separate orientation packet tailored to a family joining mid-year meets that family's actual informational needs at the point they are joining, rather than assuming standard beginning-of-year materials suffice for a family arriving later. This does not replace further communication, is not limited to families with an existing IEP, and is not mere duplication.

28. D — Allowing families to submit written questions ahead of a meeting gives those less comfortable speaking up in real time a genuine additional avenue to participate meaningfully, without replacing verbal discussion during the meeting itself. This does not replace the meeting, is not limited to due process complaints, and does not reduce the family's ability to raise new concerns live.

29. D — Arranging phone or video interpretation for a less commonly encountered language ensures meaningful access even when no in-person staff interpreter for that language is readily available, extending equitable communication access broadly. This does not treat less common languages as lower priority, is not limited to the most common languages, and does not claim to replace in-person interpretation when genuinely available.

30. B — Inviting a family to visit and observe an actual classroom setting supports a more informed decision based on direct, firsthand observation, rather than relying only on a written description. This does not replace the family's right to review written program details, is not a due process requirement, and is unrelated to assessment validity.

31. C — Sharing a brief welcome video introducing key team members before a family's first meeting helps reduce first-meeting anxiety by giving the family a clearer sense of what is coming, supporting a

comfortable start. This does not replace the actual meeting, is not a FERPA requirement, and does not satisfy the separate prior written notice obligation.

32. A — Systematically tracking which families have not yet engaged and proactively following up helps identify and reach underengaged families, rather than an approach that only responds to families who happen to reach out first, supporting more equitable engagement overall. This is not limited to related-services families, does not replace individualized outreach, and is not inherently intrusive when done respectfully.

33. B — When a family states a preference for routine communications to go primarily to one specific parent, the appropriate response generally respects that stated preference without requiring the family to justify it, directing routine communications accordingly. Insisting on an explanation, ignoring the request, or requiring formal legal documentation for a simple communication preference would each be inappropriate.

34. D — Translating dense, education-specific terminology without also simplifying the underlying concepts risks leaving a family with materials that are linguistically translated but still conceptually inaccessible, since translation alone does not address jargon-driven complexity. Being in the family's language does not automatically make it fully accessible, does not satisfy meaningful access on its own, and does affect understanding.

35. C — Assuming that fluent spoken English automatically means comfortable understanding of complex written English documents risks conflating spoken language fluency with written literacy, which are related but genuinely separate skills that can develop at different rates for different individuals. This differs from confusing cultural competence with cultural humility, equity with equality, or formative with summative assessment.

36. A — Spending a few minutes in warm, informal conversation at the start of a first meeting builds initial rapport and comfort before moving into more formal, unfamiliar content, supporting a collaborative tone for the rest of the meeting. This is not a procedural safeguards requirement, is not wasted time when purposeful, and does not replace the formal agenda.

37. D — Giving a family a brief heads-up before a significant new concern is formally presented at a meeting reflects a 'no surprises' approach to family communication, respecting the family's ability to process difficult information without being blindsided in the room itself. This differs entirely from zero reject, manifestation determination, and cultural reciprocity, each a distinct concept.

38. C — Offering a brief phone call for a minor scheduling update, rather than requiring a full in-person meeting, supports efficient, proportionate communication matched to the actual significance of the update, reserving in-person meetings for matters that genuinely warrant them. This does not replace future in-person meetings when needed, is not a FERPA requirement, and does not avoid meaningful engagement.

39. A — Asking a family to summarize back what they understood after a complex explanation confirms actual comprehension, rather than simply assuming that delivering information through an

interpreter automatically equals genuine understanding on the family's part. This is not primarily about testing the interpreter, is not a specific procedural safeguards requirement, and does not replace the value of written follow-up materials.

40. B — Recognizing that a family's comfort discussing one topic, such as academics, may genuinely differ from their comfort discussing another, such as behavior, within the very same meeting supports responding with sensitivity to that specific topic rather than assuming uniform comfort across every topic. This does not mean assuming disagreement, ending the meeting immediately, or avoiding the topic entirely going forward.

41. D — Concurrent schedules of reinforcement involve two or more reinforcement schedules available to a student at the same time, allowing researchers or teams to observe how the student allocates behavior and choice between the simultaneously available options. This differs from a single fixed ratio schedule, differential reinforcement of alternative behavior, and response cost.

42. B — The matched stimulation hypothesis proposes that providing an alternative activity producing a similar sensory experience to an automatically reinforced behavior, such as a vibrating toy in place of hand-flapping, can more effectively compete with and reduce that behavior than an unrelated alternative would. This differs from the Premack principle, the behavioral contrast effect, and the extinction burst concept.

43. A — Extinction-induced behavioral variability describes a temporary increase in the variety and unpredictability of a student's responses once a previously reinforced behavior stops producing reinforcement, distinct from an extinction burst, which describes a temporary increase in the rate or intensity of that same specific behavior. This also differs from resurgence and stimulus generalization.

44. C — Resurgence describes the reappearance of an older, previously reinforced behavior, such as tantrums, when a more recently taught replacement behavior, such as polite asking, is no longer being reinforced, highlighting a common relapse risk in behavior intervention. This differs from an extinction burst, stimulus control transfer, and the renewal effect, a related but distinct setting-based relapse phenomenon.

45. D — The renewal effect describes a previously reduced behavior unexpectedly reappearing in a different setting where the intervention was never directly implemented, highlighting the importance of generalizing an intervention's effects across relevant settings rather than only the original training context. This differs from resurgence, an extinction burst, and stimulus equivalence, each a distinct related phenomenon.

46. B — Total task presentation has the student attempt the entire multi-step task from start to finish during every practice trial, with assistance provided at whichever step is needed, rather than isolating and teaching one step at a time as in backward or forward chaining. This differs from backward chaining, forward chaining, and errorless learning.

47. A — Graduated guidance provides full physical assistance at the start of a trial and very gradually reduces that physical assistance within the same trial as the student begins completing the movement

more independently, allowing moment-to-moment adjustment of support. This differs from time delay, stimulus fading, which changes a different type of prompt, and errorless compliance training.

48. B — Response blocking physically intervenes to prevent an unsafe or interfering behavior from being completed, such as stepping in front of a student attempting to run into traffic, prioritizing immediate safety rather than teaching a new skill in that moment. This differs from response cost, differential reinforcement, and extinction, each addressing behavior change over time rather than an immediate safety risk.

49. C — A multiple schedule uses distinct discriminative stimuli, such as a red versus green card, to signal which of two or more alternating reinforcement conditions is currently in effect for a specific response, helping a student discriminate when reinforcement is and is not available. This differs from a fixed interval schedule, a token economy, and differential reinforcement of low rates.

50. D — A sticker for completing a worksheet is a contrived reinforcer, artificially arranged and unrelated to the task itself, while a clean, dry table resulting from cleaning up a spill is a natural reinforcer, a direct and logical outcome of the behavior itself. This differs from positive and negative reinforcement, fixed and variable schedules, and primary and secondary reinforcers.

51. C — Generalized imitation describes a broader imitative repertoire in which a child, after being taught to imitate several specific modeled actions, begins spontaneously imitating entirely new, untaught modeled actions without requiring any additional direct training on each new example encountered later on. This differs from echolalia, total communication, and errorless learning.

52. A — Stimulus control transfer describes the process of shifting control of a correct response from an artificial, added prompt to the natural, relevant stimulus in the environment, so the student eventually responds appropriately without needing the original prompt at all. This differs from behavioral momentum, response generalization, and satiation, each a distinct behavioral concept.

53. D — Manual sign language, produced entirely with the hands and body without requiring any external device or physical aid, is classified as unaided AAC, in contrast to aided AAC, which requires some external tool such as a picture board or speech-generating device. This differs from total communication specifically and from any high-tech AAC system by definition.

54. C — A voice output communication aid, or VOCA, is a dedicated electronic device that produces spoken output when a student selects symbols or types a message, representing a specific category of aided, high-tech AAC device. This differs from the Fitzgerald key, a partner-assisted scanning system, and an unaided communication system, which requires no external device.

55. A — Choosing among realistic photographs, simplified line drawings, or an abstract symbol set such as Blissymbols to represent vocabulary concerns an AAC system's symbol system specifically, a distinct design consideration from how a student physically accesses the device, how vocabulary is organized, or the size of the message display window itself.

56. B — Communication temptations deliberately set up motivating situations, such as providing an activity with an obviously missing piece, to naturally prompt a student to spontaneously request or

comment, rather than directly instructing the student to communicate at all. This differs from behavior chain interruption, errorless compliance training, and a social autopsy.

57. D — Most-to-least prompting begins with the most intrusive prompt, such as full physical guidance, and systematically reduces to less intrusive prompts as the student demonstrates increasing independence, the reverse sequence of least-to-most prompting, which starts with minimal assistance and increases only as needed. This differs from time delay and graduated guidance, each a distinct related procedure.

58. C — Simultaneous prompting provides the controlling prompt at the exact same time as the instruction during every teaching trial, then periodically uses a separate no-prompt probe trial to check for independent responding, distinguishing it from prompt hierarchies that vary prompt level across trials. This differs from least-to-most prompting, most-to-least prompting, and graduated guidance.

59. A — The three-term contingency is a foundational framework describing how an antecedent sets the occasion for a behavior, which is then followed by a consequence influencing that behavior's future likelihood, underlying most ABA assessment and intervention. This differs from an establishing operation, a behavioral cusp, and a setting event, each a more specific concept.

60. A — Habituation describes a gradual decrease in responsiveness to a repeated sensory stimulus, such as a ticking clock, over time and without any other consequence involved, a perceptual process distinct from satiation, which involves a temporary reduction in a reinforcer's effectiveness due to recent access. This also differs from an extinction burst and stimulus generalization.

61. B — Word prediction is a specific AAC technology feature that automatically suggests likely whole words as a student types, based on the letters entered so far, allowing the student to select a suggested word and construct messages more quickly and efficiently. This differs from the Fitzgerald key, partner-assisted scanning, and aided language stimulation.

62. C — Selecting a larger message display window and larger button spacing to accommodate a student's visual and fine motor needs concerns the AAC device's physical display and access design specifically, a distinct consideration from the symbolic representation system used, how the vocabulary itself is fully organized, or a separate word prediction feature.

63. B — Shaping builds an entirely new behavior through reinforcing successive, closer approximations toward a target response the student cannot yet perform, while chaining links together several already-existing individual behaviors into one smooth, sequenced response, addressing different starting points. This pairing differs from fading and prompting, extinction and satiation, and priming and generalization.

64. D — An indirect preference assessment gathers information about a student's likely preferences through caregiver report or a rating scale, rather than directly presenting the student with items to choose between in person, offering a useful starting point when direct assessment is not immediately practical. This differs from an in-vivo, paired-stimulus, or free operant preference assessment, each a direct method.

65. C — Periodically rotating and updating a token economy's backup reinforcer menu helps prevent those reinforcers from losing effectiveness due to repeated, unchanging exposure, a phenomenon related to satiation, keeping the overall system motivating over time. This does not eliminate the need for tokens, is not an IDEA-specific requirement, and does not replace the value of periodic preference assessment.

66. B — Peer-mediated AAC modeling trains classmates, not only adults, to model appropriate AAC device use during natural peer interactions throughout the school day, providing additional, socially relevant modeling opportunities that adults alone typically cannot offer as effectively. This differs from total communication, partner-assisted scanning, and aided language stimulation limited only to adults.

67. D — Task interspersal deliberately mixes already-mastered, easy tasks in among newer, more difficult tasks within the very same practice session, helping maintain a student's motivation and overall success rate rather than presenting only difficult tasks consecutively, one right after the other. This differs from massed trials, errorless learning, and response generalization.

68. A — Peer video modeling shows a student a video of a similarly aged classmate successfully performing a target skill, rather than a video of the student themselves or an adult, potentially increasing relatability and motivation for some students. This differs from video self-modeling, video feedback review, which reviews an imperfect attempt, and video prompting, which pauses for step-by-step completion.

69. D — A communication bill of rights is a widely referenced set of principles asserting that every individual, regardless of disability severity, has basic communication rights, including the right to request objects and the right to refuse an offer, guiding respectful AAC practice. This differs from the zero reject principle, the least dangerous assumption, and social validity.

70. C — A prompt hierarchy organizes different prompt types, such as full physical, partial physical, gestural, and verbal prompts, into a structured order used consistently when planning how prompts will be introduced through most-to-least procedures or faded through least-to-most procedures across a teaching program. This differs from a Standard Celeration Chart, a functional behavior assessment, and a behavior intervention plan.

71. B — Presenting the same core content through multiple formats, such as text, an oral explanation, and a visual diagram, reflects UDL's multiple means of representation principle, which addresses how information itself is presented to accommodate varied perceptual and learning needs. This differs from multiple means of engagement, action and expression, and a general assessment principle.

72. A — The Frayer model is a specific graphic organizer dividing a vocabulary word's exploration into four sections, definition, characteristics, examples, and non-examples, with the target word placed in the center, building a well-rounded understanding of the concept. This differs from a more general concept map, a story map, and an advance organizer.

73. D — Semantic feature analysis uses a grid listing related concepts alongside relevant features, with students marking whether each feature applies to each concept, helping students systematically compare

and contrast related terms and deepen conceptual understanding of how they differ. This differs from the Frayer model, a general concept map, and an advance organizer.

74. A — Concept attainment presents students with labeled examples and non-examples of a concept, without initially naming it, guiding students to induce the concept's defining rule or attributes themselves through comparison and reasoning, an inductive rather than a directly explained approach. This differs from Direct Instruction, reciprocal teaching, and the jigsaw method.

75. C — Frontloading vocabulary pre-teaches a handful of key words before a new unit begins, giving students a foundational familiarity with terms they will encounter throughout the unit rather than encountering entirely unfamiliar vocabulary for the first time within the content itself. This differs from morphology instruction, semantic feature analysis, and general word wall instruction.

76. B — The Question-Answer Relationship, or QAR, strategy categorizes comprehension questions into types, such as 'Right There,' where the answer is directly stated in the text, and 'On My Own,' where the answer draws on background knowledge, helping students recognize where and how to find an answer. This differs from reciprocal teaching, the RAP strategy, and close reading.

77. C — A story map is a graphic organizer prompting students to identify a story's setting, main characters, central problem, key events, and resolution, building an explicit understanding of narrative structure that directly supports comprehension of fictional texts. This differs from the Frayer model, a semantic feature analysis grid, and an advance organizer.

78. D — The Cornell note-taking method divides a page into a narrow cue column, a wider detailed-notes column, and a bottom summary section, organizing information in a structured format that supports later review, active self-testing, and stronger long-term retention. This differs from the RAP strategy, the QAR strategy, and the Frayer model.

79. B — A content enhancement routine, such as a unit organizer, is a structured tool helping a teacher and students visually map how a unit's key concepts, vocabulary, and questions relate to each other and the broader course, particularly supporting students with organizational challenges. This differs from a story map, a concept attainment activity, and a simpler advance organizer.

80. A — The mnemonic keyword method pairs new vocabulary with an acoustically similar familiar word, or keyword, and an interactive image connecting the two, such as pairing 'gato' with 'gate' and an image of a cat on a gate, to support memory of unfamiliar vocabulary. This differs from the peg-word system, a chunking strategy, and an advance organizer.

81. A — The peg-word mnemonic system uses a memorized rhyme associating each number with a rhyming word and image, such as 'one is a bun,' then attaches new information to be remembered to each numbered peg word in sequence, supporting ordered recall of a list. This differs from the mnemonic keyword method, a chunking strategy, and the concept attainment model.

82. D — Chunking breaks a long string of information, such as ten individual digits, into smaller, more manageable groups, making the information considerably easier to hold and process within working

memory's genuinely limited capacity. This differs from interleaving, which mixes problem types, spaced review, and desirable difficulties, each a distinct learning-science concept.

83. B — An advance organizer, a concept associated with Ausubel, presents a brief, general overview of a topic before more detailed new content is introduced, activating students' relevant prior knowledge and providing a conceptual framework that helps new information be more meaningfully connected and retained. This differs from an exit ticket, an anchor chart, and a response card.

84. C — Concept mapping visually represents relationships between several related concepts using labeled connecting lines describing the specific relationship, such as 'causes' or 'is a type of,' helping students see and organize how ideas relate to one another. This differs from a story map, a Frayer model, and a simpler advance organizer.

85. C — Elaborative interrogation prompts students to pause while reading and ask themselves 'why' a described phenomenon or fact would be true, actively connecting new information to prior knowledge and meaningfully deepening understanding well beyond passive reading alone. This differs from retrieval practice, chunking, and interleaving, each a distinct evidence-based learning strategy.

86. D — Research on retrieval practice, sometimes called the testing effect, generally shows that actively recalling information from memory strengthens long-term retention more effectively than simply rereading notes, even though rereading often feels more comfortable and familiar in the moment. This differs from being less effective, having no measurable effect, or only working for high-performing students specifically.

87. B — Research on instructional feedback generally suggests that, for a straightforward skill error, feedback provided soon after tends to support more effective, immediate correction than significantly delayed feedback, though delayed feedback can help in other, more complex contexts. This differs from always delaying a full week, having no relationship to timing, or requiring only written feedback.

88. A — A maze passage is a CBM format in which every seventh word in a passage is replaced with three choices, and the student silently selects the word completing each sentence, providing a quick measure of reading comprehension distinct from oral fluency. This differs from a running record, an Informal Reading Inventory, and an oral reading fluency probe.

89. A — Brief, timed measures assessing letter-naming speed and phoneme segmentation ability are specific CBM early literacy measures, designed to screen and monitor foundational pre-reading skills in young children well before formal reading fluency can even be assessed. This differs from CBM written expression measures, CBM math computation measures, and alternate assessment measures.

90. D — Allowing students to demonstrate understanding through varied formats, such as a written essay, an oral presentation, or a visual project, reflects UDL's multiple means of action and expression principle, which addresses how students demonstrate what they know rather than how content is presented to them. This differs from multiple means of representation, engagement, and a general assessment validity principle.

91. B — Flexible seating offers a mix of physical work setups, such as traditional desks, standing areas, and soft seating, allowing students to choose an arrangement that suits their individual needs, reflecting UDL-aligned attention to the physical learning environment itself. This differs from universal design for assessment, curriculum overlapping, and response cost.

92. C — Offering students a choice among several formats, such as an essay, a video, or a diorama, each assessing the same underlying learning goal, reflects an academic choice board for demonstrating mastery, giving students varied but equally valid ways to show what they know. This differs from differentiated homework, a pacing guide, and a curriculum-based evaluation.

93. C — Tiered assignments keep the same underlying learning goal constant for all students while varying the specific task's complexity based on each student's current readiness level, allowing every student to work toward the same objective at an appropriately challenging level. This differs from curriculum overlapping, differentiated homework specifically, and universal screening.

94. A — Station rotation divides a classroom into several small groups that rotate through different activity areas, such as a teacher-led station, independent practice, and a technology station, over the course of a lesson, allowing varied instructional modes within one class period. This differs from the jigsaw method, reciprocal teaching, and think-pair-share.

95. D — An exit ticket is a brief, end-of-lesson formative check, such as having each student quickly write one thing learned and one remaining question before leaving class, giving a teacher fast insight into that day's understanding across the whole class. This differs from an anchor chart, an advance organizer, and an aim line.

96. B — Randomly calling on students throughout a discussion, rather than relying only on volunteers, is generally intended to support more equitable participation, since relying only on volunteers can result in the same small group answering repeatedly. This does not reduce overall participation, does not replace the value of wait time, and is not limited to students with an IEP.

97. A — A test blueprint, or table of specifications, maps each planned test item to the specific content standard and cognitive level it is intended to measure, helping ensure a test adequately and proportionately covers the intended content before it is finalized and administered. This differs from a rubric, a present levels statement, and a pacing guide.

98. B — Bloom's Taxonomy is a classic educational framework categorizing questions and tasks by increasing cognitive complexity, ranging from simply remembering facts through understanding, applying, analyzing, evaluating, and ultimately creating new work, widely used to guide question and task design. This differs from Webb's Depth of Knowledge, the CRA sequence, and the SDLMI.

99. D — Webb's Depth of Knowledge is a framework complementary to Bloom's Taxonomy, categorizing tasks by the depth of thinking genuinely required to complete them, distinguishing simple recall from strategic thinking or extended, complex reasoning, sometimes used alongside Bloom's for a fuller picture of rigor. This differs from the CRA sequence, universal design for assessment, and a test blueprint.

100. C — Combining retrieval practice and spaced review, UDL's representation and action/expression principles, and assessment items mapped to Bloom's Taxonomy and Webb's DOK through a formal blueprint reflects a comprehensive design integrating evidence-based strategies, UDL, and rigor-aligned assessment planning. This is neither a single isolated technique disconnected from assessment, nor one ignoring rigor, nor limited only to students without disabilities.