

# **PRACTICE EXAM 16: ECYA/EXCEPTIONAL NEEDS SPECIALIST — COMPONENT 1: CONTENT KNOWLEDGE SIMULATION (100 QUESTIONS)**

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*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. IDEA generally makes mediation available to resolve disputes between parents and a district:**

- A. Only after a due process complaint has already been filed
- B. Only if both parties first attend a resolution session
- C. Whether or not a due process complaint has been filed
- D. Only after a court has ordered the parties to mediate

**2. Discussions that occur during an IDEA mediation session are generally:**

- A. Confidential, not usable as evidence in a later hearing
- B. Automatically part of the public hearing record
- C. Required to be shared with the state education agency
- D. Admissible as evidence only if one party requests it

**3. IDEA's stay-put provision is generally understood to protect a student's:**

- A. Specific classroom assignment only, with no flexibility for a comparable alternative
- B. Right to attend only the exact school building named in the IEP

- C. Placement only if the parent specifically requests that exact protection
- D. Educational placement or program type, which can sometimes be maintained through a comparable alternate location

4. IDEA generally requires that an IEP include a statement of the specially designed instruction, including any necessary adaptations, that will be provided:

- A. Only in the single subject area a parent specifically names
- B. In each area of identified educational need
- C. Only in areas tested on the most recent statewide assessment
- D. Only if the student is placed outside the general education classroom

5. Beyond the individuals IDEA specifically requires, such as the parent, a general education teacher, and a special education teacher, the IEP team generally also includes:

- A. Anyone else specifically invited by the parent or the district, at their discretion
- B. Every professional who has ever worked with the student, regardless of relevance
- C. Only individuals holding a doctoral degree
- D. No one beyond the specifically required members under any circumstances

6. A public charter school is generally considered, for IDEA compliance purposes, to be:

- A. Entirely exempt from providing FAPE to students with disabilities
- B. Its own local educational agency, or part of one, and still obligated to provide FAPE
- C. Governed only by its own private internal policies, regardless of IDEA
- D. Required to refer any student needing special education to a different traditional public school

7. Absent a different timeline established by the state, IDEA generally requires that an initial evaluation be completed within:

- A. 10 school days of the referral

- B. One full calendar year of the referral
- C. 5 school days of parental consent
- D. 60 days of receiving parental consent

**8.** The specific amount of a related service a student receives on their IEP is generally determined by:

- A. Whichever amount is easiest for the district's staffing schedule
- B. The district's available budget for that fiscal year
- C. The student's individual need, not solely by district cost-conservation considerations
- D. A fixed amount identical for every student receiving that same related service

**9.** A district may generally NOT require a parent to obtain a prescription for a controlled substance, such as a stimulant medication, as a condition of:

- A. The student attending school or receiving an evaluation
- B. The student being admitted to a private tutoring program
- C. The student joining an extracurricular club
- D. The student receiving a modified diet in the cafeteria

**10.** In addition to mediation and due process complaints, some districts offer families the option of a facilitated IEP meeting, in which:

- A. A hearing officer issues a binding decision instead of the team meeting
- B. A neutral facilitator helps guide discussion and communication during a potentially difficult IEP meeting
- C. The parent is legally required to waive all further dispute rights
- D. The meeting is conducted entirely in writing with no live discussion

**11.** If the parent and district agree in writing to waive the resolution session, the timeline for holding the due process hearing generally:

- A. Is extended significantly beyond the standard timeline
- B. Becomes entirely undefined, with no timeline at all
- C. Requires a brand new due process complaint to be filed
- D. Begins to run immediately, rather than after the standard resolution period

**12.** IDEA eligibility for services generally extends through the school year in which a student turns:

- A. 16, regardless of any other factor
- B. 18, regardless of any other factor
- C. 25, regardless of any other factor
- D. 21, unless state law differs or the student already graduated

**13.** IDEA generally requires each state to establish a goal that children with disabilities participate in state and district-wide assessments, with appropriate accommodations, and to:

- A. Exempt districts from developing any alternate assessment option
- B. Prohibit any child from ever taking an alternate assessment
- C. Develop guidelines for the development and use of appropriate alternate assessments
- D. Require every student with a disability to take only the alternate assessment

**14.** Alongside weapons and illegal drugs, IDEA generally allows a student to be removed to an interim alternative educational setting for up to 45 school days, regardless of whether the behavior was a manifestation of the disability, if the student has:

- A. Received a failing grade in a core subject
- B. Inflicted serious bodily injury upon another person while at school
- C. Missed more than ten days of school that year
- D. Refused to complete a homework assignment

**15.** IDEA's definition of 'evaluation' generally refers to procedures used to determine:

- A. Only whether a child has a disability, with services determined separately at a later, unrelated time
- B. Only the specific related services a child will receive, without addressing disability status
- C. Both whether a child has a disability and the nature and extent of the special education and related services needed
- D. Only a child's academic grade level placement

**16.** If a parent obtains an independent educational evaluation at private expense, IDEA generally requires that the district:

- A. Consider the results of that evaluation in any decision made regarding the provision of FAPE
- B. Ignore the results entirely, since the district did not fund the evaluation
- C. Automatically adopt every recommendation in that evaluation without review
- D. Require the parent to first prove the evaluator's credentials in a due process hearing

**17.** IDEA generally requires that a state make mediation available to resolve disputes, while a parent's actual participation in mediation is generally:

- A. Voluntary on the part of the parent
- B. Mandatory, with no option to decline
- C. Something the district may compel through a court order
- D. Limited only to disputes involving disciplinary removals

**18.** IDEA generally does not mandate that a district use any single, specific curriculum, meaning that:

- A. Every district must adopt an identical, federally approved curriculum
- B. Curriculum choice is entirely unregulated by any standard whatsoever
- C. Only privately published curricula may be used
- D. Districts generally retain discretion over which curriculum to use, provided FAPE standards are still met

**19.** A typo in a student's IEP, such as a misspelled word with no bearing on the substance of the document, is generally understood to be the kind of minor correction that:

- A. Requires reconvening the full IEP team before it may be fixed
- B. May be corrected without necessarily reconvening the full IEP team
- C. Can never be corrected once the IEP is finalized
- D. Automatically invalidates the entire IEP until a new meeting is held

**20.** A family voluntarily relocates to a new school district for reasons unrelated to any pending dispute. IDEA's stay-put provision generally:

- A. Requires the new district to recreate the exact prior classroom setting indefinitely
- B. Prevents the family from ever enrolling their student in the new district
- C. Does not apply to this kind of ordinary, voluntary family relocation, since stay-put addresses the pendency of a dispute
- D. Automatically transfers the case to federal court

**21.** A school establishes a standing family advisory council that meets regularly to provide ongoing input into school-wide special education practices and policies, beyond any single student's individual matters. This structure primarily supports:

- A. Systemic, ongoing family voice in shaping broader school practices, not just individual student decisions
- B. Replacing the need for any individual family's participation in their own child's IEP
- C. A requirement documented in IDEA's discipline provisions
- D. Something that should be avoided as beyond a family's proper role

**22.** A school incorporates simple icons and photographs alongside text in its family communications, benefiting families with limited literacy in any language, not only those needing translation into a different language. This design choice primarily supports:

- A. Replacing the need for translation services entirely
- B. Broader accessibility for families regardless of their specific language or literacy level
- C. A requirement documented only in IDEA's procedural safeguards

D. Something relevant only to families of very young children

**23.** For a family with limited literacy even in their own home language, a school provides key materials as a short audio recording, or a QR code linking to an audio version, in addition to the written translation. This practice primarily supports:

- A. Replacing the written translation entirely
- B. A requirement found only in FERPA
- C. Meaningful access for a family whose limited literacy affects written materials in any language
- D. Something appropriate only for families who cannot speak any language fluently

**24.** A family has two children with different disabilities, and the parents indicate a strong preference for detailed, hands-on involvement with one child's program while preferring lighter, more summary-level updates for the other. Recognizing this difference primarily supports:

- A. Concluding the family favors one child over the other
- B. Assuming the same involvement preference must apply equally to both children
- C. Requiring identical communication approaches for both children regardless of the family's stated preference
- D. Respecting that engagement preferences may genuinely differ between a family's own children

**25.** Rather than requiring a family to independently track down different staff members for different questions, a school designates one consistent case coordinator as the family's primary point of contact. This practice primarily supports:

- A. Preventing the family from ever speaking with any other staff member
- B. A requirement documented in IDEA's discipline provisions
- C. Reducing the family's burden of navigating multiple contacts independently
- D. Replacing the need for the IEP team itself

**26.** A student's parents are separated, and only one parent has historically attended meetings. Absent a stated family preference or legal restriction, a school independently sends meeting invitations and key materials to both parents. This default practice primarily supports:

- A. Violating the attending parent's privacy
- B. Ensuring both parents have an independent opportunity to be informed and involved, absent any indication otherwise
- C. A requirement limited only to parents who are still married
- D. Replacing the need to ask about any specific parent preference at all

**27.** Before finalizing the school calendar for family engagement events, a team checks a general calendar of commonly observed cultural and religious holidays to avoid scheduling conflicts. This general calendar-awareness practice primarily supports:

- A. Guaranteeing every family's specific observance is captured without further checking
- B. A requirement documented in IDEA's discipline provisions
- C. Replacing the value of asking an individual family about a specific event
- D. Reducing avoidable scheduling conflicts with widely observed cultural or religious dates

**28.** A school maintains an updated, standing directory of community-based organizations, including disability-specific and cultural community groups, that families can consult as an ongoing resource. This standing directory primarily supports:

- A. Families having an ongoing resource to draw on, beyond a single one-time referral
- B. Replacing the school's own responsibility to provide services
- C. A requirement documented only in FERPA
- D. Something relevant only during a student's first year of enrollment

**29.** When a district revises the English version of its required procedural safeguards notice, it also promptly updates the corresponding translated versions to match. This practice primarily supports:

- A. Meeting a requirement unique to due process hearings
- B. Ensuring translated families receive accurate, current information rather than an outdated translation
- C. Replacing the need for the English version altogether
- D. Something relevant only to families who do not speak English at all

**30.** With a family's explicit permission, a school sets up a shared distribution list so that several extended family members involved in a child's care all receive routine written communications directly. This practice primarily supports:

- A. Respecting the family's own definition of who is meaningfully involved in the child's life
- B. A requirement documented in IDEA's discipline provisions
- C. Replacing the legal parent's own procedural rights
- D. Something that should never occur regardless of family wishes

**31.** For a brief, routine update, such as confirming a minor schedule change, a school offers families the option of a short text message rather than requiring a phone call or email. This lightweight communication option primarily supports:

- A. Replacing all other communication channels entirely
- B. A requirement found only in FERPA
- C. Reducing the family's ability to ask follow-up questions
- D. Efficient communication matched to the brief, routine nature of the update

**32.** With a family's consent, a school offers to record key portions of an IEP meeting so the family can review the recording afterward, particularly helpful for a family who processes information better by rewatching than by reading notes. This option primarily supports:

- A. Replacing the need for the meeting to occur live at all
- B. A requirement documented in IDEA's procedural safeguards
- C. Accommodating varied ways families process and retain information from a meeting
- D. Something that should never be offered regardless of family preference

**33.** A district sets a consistent target reading level for its family-facing materials and has someone other than the original writer periodically check that materials actually meet that target. This quality-control practice primarily supports:

- A. Guaranteeing every family finds the materials equally easy to understand regardless of literacy level
- B. A requirement documented only in due process proceedings
- C. Consistent accessibility of written materials across the district over time
- D. Replacing the value of translation for non-English-speaking families

**34.** A family asks to take a proposed document home to review before signing, rather than signing during the meeting itself. The most appropriate response generally:

- A. Respects this as a reasonable preference, without assuming it reflects disagreement or resistance
- B. Requires the family to sign immediately regardless of their preference
- C. Treats the request as a refusal to consent
- D. Assumes the family does not trust the school

**35.** A school gives a family new to the special education process a simple visual roadmap showing the general sequence of upcoming steps, from referral through evaluation, eligibility, and the IEP, distinct from a glossary of specific terms. This roadmap primarily supports:

- A. Replacing the need for any further explanation of specific terms
- B. A requirement documented only in FERPA
- C. Guaranteeing the exact same timeline for every family regardless of circumstances
- D. The family's general orientation to the overall process and what generally comes next

**36.** A school invites families to have their child participate in an optional research study or data-collection activity unrelated to required IDEA processes. A family declines this optional participation. The school should:

- A. Deny the family's child access to standard educational services as a consequence
- B. Respect the family's right to decline this optional activity without any impact on standard services
- C. Require the family to provide a detailed justification before the decline is accepted
- D. Automatically enroll the child anyway, since participation is generally assumed

**37.** Rather than waiting for a family to specifically request it, a school proactively offers large-print versions of standard printed meeting materials to every family as a routine, available option. This proactive offering primarily supports:

- A. Wasting resources on families who will never need the option
- B. A requirement documented only in due process proceedings
- C. Replacing individualized accommodations entirely
- D. Reducing the burden of families needing to know to ask

**38.** A district uses a consistent icon and color-coding system across all of its family-facing documents, such as the IEP, report cards, and progress reports, helping families quickly recognize what type of document they are looking at. This design consistency primarily supports:

- A. Replacing the need for families to actually read the document's content
- B. A requirement documented only in FERPA
- C. Families more easily recognizing and navigating different document types at a glance
- D. Something relevant only to families who cannot read at all

**39.** A staff member's own child attends the school where they work, and the staff member's child has an IEP. The school proactively clarifies how this staff member's dual role will be handled respectfully during meetings about their own child. This clarification primarily supports:

- A. Automatically excluding the staff member from any involvement with their own child's education
- B. Thoughtfully managing a legitimate dual-role situation with clear, respectful boundaries
- C. A requirement documented only in FERPA
- D. Treating the staff member differently from every other family without explanation

**40.** Before finalizing an important translated document, a district has a qualified human translator review and proofread the content, rather than relying solely on machine translation software. This quality-control step primarily supports:

- A. Catching errors or nuance machine translation alone might miss in an important document

- B. Replacing the value of machine translation tools entirely in every context
- C. A requirement documented only in due process proceedings
- D. Something unnecessary for any document translated by any method

**41.** A student engages in aggression to escape a difficult task. A team teaches the student to request a break instead, and also ensures the original aggressive behavior no longer results in escaping the task at all. Combining a replacement communication response with withholding the original behavior's consequence reflects:

- A. Functional communication training alone, without any additional component
- B. Response blocking alone
- C. A token economy alone
- D. Functional communication training combined with extinction of the original behavior

**42.** A single-page AAC display contains a small, carefully selected set of frequently needed core words, used consistently across many different activities and contexts throughout the day. This kind of display is generally known as a:

- A. Core board
- B. Fitzgerald key board specifically
- C. Message window
- D. Partner-assisted scanning array

**43.** An instructional approach for students with autism emphasizes physical structure, visual schedules, and organized work systems to build independence and predictability across the school day. This well-known approach is generally known as:

- A. Direct Instruction
- B. Structured teaching (TEACCH)
- C. Reciprocal teaching
- D. The jigsaw method

**44.** Within a structured teaching classroom, a visually organized system clearly shows a student what work is to be done, how much of it, and what happens once it is finished. This specific component is known as a:

- A. Visual schedule specifically
- B. Token economy
- C. Work system
- D. Behavior intervention plan

**45.** To assess a student's social standing among peers, a teacher privately asks classmates to name students they would most like to work with on a group project. This peer-report method of assessing social status is known as:

- A. A functional behavior assessment
- B. Sociometric peer nomination
- C. A social autopsy
- D. Curriculum-based measurement

**46.** A team records the specific time of day and day of week each time a problem behavior occurs, later reviewing the data to see if the behavior clusters around particular times, such as right before lunch. This specific data collection format is known as a:

- A. Running record
- B. Token economy log
- C. Trials-to-criterion count
- D. Scatter plot

**47.** Rather than using a structured checklist, an observer writes a free-form, descriptive account of what happened immediately before, during, and after a behavior, in the observer's own words. This descriptive data collection format is known as:

- A. ABC narrative recording

- B. A scatter plot
- C. Interval recording
- D. Trial-by-trial recording

**48.** A classroom sets aside a quiet, designated area with calming materials where a student can go proactively, before becoming overwhelmed, to help regulate before returning to the group. This kind of proactive environmental support is known as a:

- A. Response cost station
- B. Token economy area
- C. Calm-down corner or safe space
- D. Discrete trial training station

**49.** Before an upcoming transition, a teacher displays a visual timer showing the remaining time counting down, helping a student anticipate and prepare for the change before it happens. This concrete visual support is known as a:

- A. Visual schedule specifically
- B. Visual timer
- C. First-then board
- D. Token economy chart

**50.** During a shared book reading routine, an adult consistently points to relevant symbols on a student's AAC display while reading the story aloud, modeling how the device could describe the story's events. This use of AAC modeling within a specific, natural routine is known as:

- A. Aided AAC input during shared book reading
- B. Partner-assisted scanning
- C. The Fitzgerald key
- D. Total communication

**51.** A student has just eaten a large snack, temporarily reducing how motivating food-based reinforcers will be for the next while. This kind of motivating operation, which temporarily decreases a reinforcer's current value, is known as an:

- A. Establishing operation
- B. Setting event
- C. Extinction burst
- D. Abolishing operation

**52.** A token economy specifies that a student must earn five tokens before being able to exchange them for a chosen backup reinforcer. This specific number of tokens required for exchange is known as the token economy's:

- A. Reinforcement schedule
- B. Response cost
- C. Exchange rate or ratio
- D. Discriminative stimulus

**53.** In discrete trial teaching, a brief pause is generally built in between the end of one teaching trial and the start of the next. This brief pause is known as the:

- A. Inter-trial interval
- B. Time delay
- C. Establishing operation
- D. Response interval

**54.** Rather than training the AAC user directly, a team specifically trains communication partners, such as classroom staff, in strategies like pausing expectantly and waiting for the student to initiate on the device. This partner-focused training approach is known as:

- A. Total communication
- B. The Fitzgerald key

- C. Video self-modeling
- D. AAC partner training

**55.** A student has not had access to a favorite toy for several days, making that toy considerably more motivating as a reinforcer than it would otherwise be. This state of reduced recent access, which increases a reinforcer's current value, is known as:

- A. Satiation
- B. An extinction burst
- C. Deprivation
- D. Habituation

**56.** A structured teaching classroom organizes the physical space with clear visual boundaries, such as labeled areas and furniture arrangement, so a student can visually tell where different activities occur. This specific structured teaching component is known as:

- A. A work system
- B. Physical structure
- C. A visual schedule
- D. A behavior intervention plan

**57.** An AAC display shows a photograph of a familiar scene, such as a playground, with specific hotspots embedded directly within the image representing relevant vocabulary tied to that scene. This organizational approach, contrasted with a traditional grid of separate symbols, is known as a:

- A. Core board
- B. The Fitzgerald key
- C. Partner-assisted scanning array
- D. Visual scene display

**58.** Two reinforcers might be delivered on the exact same schedule, but one involves a larger quantity or more preferred version of an item than the other. This difference in size or preferred quality of a reinforcer is known as its:

- A. Magnitude
- B. Schedule
- C. Function
- D. Topography

**59.** A whole-class game divides students into teams, with each team earning points for following classroom rules, and all teams below a certain point threshold receiving a shared reward at the end. This specific, well-known interdependent group contingency example is known as the:

- A. Token economy
- B. Good Behavior Game
- C. Comic Strip Conversations
- D. Zones of Regulation

**60.** A data sheet lists each individual step of a multi-step task, with a column for recording whether the student completed that specific step independently, with a verbal prompt, or with a physical prompt. This kind of step-by-step data collection tool is known as a:

- A. Scatter plot
- B. ABC narrative record
- C. Task analysis data sheet
- D. Preference assessment record

**61.** Rather than simply saying 'good job,' a teacher tells a student, 'Great job raising your hand before speaking,' specifically naming the exact behavior being reinforced. This specific technique is known as:

- A. Differential reinforcement
- B. A token economy

- C. Behavior-specific praise
- D. Response cost

**62.** A teacher deliberately withholds attention from a student's minor attention-seeking behavior, such as making a silly noise, rather than reacting to it, while still attending normally to appropriate behavior. This specific technique, used for attention-maintained behavior, is known as:

- A. Planned ignoring
- B. Escape extinction
- C. Response blocking
- D. A time-out procedure

**63.** A student learns to identify a red triangle correctly, but when later tested with only the color changed, or only the shape changed, the student fails to respond consistently, suggesting the student had only attended to one narrow feature of the original compound stimulus. This tendency to respond to only a limited part of a stimulus, sometimes observed in autism, is known as:

- A. Stimulus generalization
- B. Stimulus equivalence
- C. Errorless learning
- D. Stimulus overselectivity

**64.** A team looks for ways to help a student construct AAC messages more quickly, such as using abbreviations that expand into full phrases, reducing the number of selections needed per message. This broader category of speed-focused AAC strategies is known as:

- A. Vocabulary organization schemes
- B. Rate enhancement strategies
- C. Symbol systems
- D. Partner-assisted scanning

**65.** Before giving a student a difficult, less-preferred request, a teacher first gives several quick, easy requests the student reliably completes, building momentum before the harder request is introduced. This specific compliance-building technique is known as a:

- A. Task analysis
- B. Preference assessment
- C. High-probability request sequence
- D. Functional analysis

**66.** A team briefly exposes a student to a brand-new, previously untried item for a short period to gauge initial interest, before deciding whether to include it in a more formal preference assessment. This brief, exploratory exposure is known as a:

- A. Reinforcer sampling session
- B. Functional analysis
- C. Free operant preference assessment
- D. Paired-stimulus preference assessment

**67.** A communication partner deliberately asks a student open-ended questions, such as 'What happened at recess?', rather than yes/no questions, to encourage the student to generate more varied and complete AAC output. This specific partner strategy is known as:

- A. Aided language stimulation
- B. Partner-assisted scanning
- C. The Fitzgerald key
- D. Using partner-focused, open-ended questions

**68.** A student's IEP includes both a goal to reduce a specific problem behavior and a separate goal to teach a replacement communication skill, developed together as a coordinated pair. This dual-goal structure primarily supports:

- A. Addressing behavior reduction without ever considering a replacement skill

- B. A requirement documented only in due process proceedings
- C. Replacing the need for a functional behavior assessment
- D. Ensuring a student is taught an appropriate alternative alongside efforts to reduce the problem behavior

**69.** One important behavioral distinction separates a behavior's physical form or appearance from the reason the behavior occurs in the first place. These two concepts are known respectively as a behavior's:

- A. Schedule and its magnitude
- B. Topography and its function
- C. Antecedent and its consequence
- D. Fading and its shaping

**70.** A team makes a desired replacement behavior easier and quicker to perform than the problem behavior it is meant to replace, such as placing a preferred item within easier reach than the effort the problem behavior would otherwise take to access it. This strategy of adjusting the relative physical or cognitive effort required is known as manipulating:

- A. Reinforcer magnitude
- B. The reinforcement schedule
- C. Response effort
- D. The establishing operation

**71.** A study strategy has students Survey a chapter's headings and visuals first, generate Questions from those headings, Read to answer the questions, Recite the answers in their own words, and Review the material afterward. This five-step strategy is known as:

- A. SQ3R
- B. QAR
- C. RAP
- D. SRSD

72. Before reading a new unit, students record what they already Know about a topic and what they Want to know, then after reading, record what they Learned. This three-column graphic organizer is known as a:

- A. Frayer model
- B. K-W-L chart
- C. Story map
- D. Concept map

73. Before reading a text, students respond to a set of statements related to the topic, indicating whether they agree or disagree based on their current understanding, then revisit those same statements after reading to see if their thinking changed. This pre-reading tool is known as an:

- A. Exit ticket
- B. Anticipation guide
- C. Advance organizer
- D. Response card

74. Explicitly teaching students to recognize common organizational patterns in nonfiction text, such as compare/contrast, cause/effect, sequence, and problem/solution, supports comprehension through:

- A. Morphology instruction
- B. Semantic feature analysis
- C. The RAP strategy
- D. Text structure instruction

75. An entire class reads a passage aloud together, in unison, as a way to build fluency in a low-pressure, supported group format. This fluency-building technique is known as:

- A. Choral reading
- B. Reader's theater
- C. Repeated reading

D. Close reading

**76.** Two students take turns reading a passage aloud to each other, with a stronger reader paired alongside a developing reader for mutual support and practice. This fluency-building arrangement is known as:

- A. Choral reading
- B. Reader's theater
- C. Paired or partner reading
- D. Reciprocal teaching

**77.** Students rehearse and perform a short script aloud for an audience, building fluency through repeated, purposeful, expressive reading practice tied to an authentic performance goal. This fluency-building activity is known as:

- A. Reader's theater
- B. Choral reading
- C. A running record
- D. An Informal Reading Inventory

**78.** A classroom observation measures the percentage of an instructional period during which a student is actively engaged in the assigned academic activity, as opposed to off-task or disengaged. This instructional efficiency metric is known as:

- A. Curriculum-based measurement
- B. Aim line
- C. Rate of improvement
- D. Time on task

**79.** As students enter the classroom, a brief, low-stakes activity is already posted for them to begin independently while the teacher takes attendance and settles the class. This routine opening activity is known as a:

- A. Exit ticket
- B. Anchor chart
- C. Do now or bell-ringer activity
- D. Think-pair-share

**80.** A teacher keeps a set of very short, simple, no-prep activities on hand to productively fill a few unplanned minutes, such as while waiting for a fire drill announcement or between two planned activities. These filler activities are generally known as:

- A. Anchor charts
- B. Sponge activities
- C. Exit tickets
- D. Response cards

**81.** A teacher continues teaching while gradually walking closer to a student who has begun to lose focus, without stopping the lesson or directly addressing the student verbally. This subtle behavior management technique is known as:

- A. Response cost
- B. A token economy
- C. Planned ignoring
- D. Proximity control

**82.** A teacher establishes a consistent signal, such as raising a hand or ringing a small chime, that reliably and quickly regains the whole class's attention whenever it is used. This classroom management tool is known as a:

- A. Response card
- B. Signal for attention
- C. Exit ticket
- D. Behavior contract

**83.** A classroom displays a shared visual system, such as a stoplight or color-coded chart, showing the whole class's current overall behavior status at a glance. This whole-class visual behavior tool is known as a:

- A. Token economy specifically for one student
- B. A behavior contract for one student
- C. A whole-class visual behavior chart
- D. An individual self-monitoring checklist

**84.** A teacher demonstrates constant, accurate awareness of everything happening throughout the classroom at all times, even while directly working with one small group. This classic classroom-management construct is known as:

- A. Withitness
- B. The ripple effect
- C. Momentum
- D. Overlapping

**85.** A teacher calmly and specifically redirects one student's off-task behavior, and several nearby students who were also drifting off-task quietly return to focus as a result, without being individually addressed. This spillover effect on nearby students is known as the:

- A. Withitness effect
- B. Ripple effect
- C. Momentum effect
- D. Overlapping effect

**86.** A lesson flows smoothly from one activity to the next without abrupt interruptions, unnecessary stops and starts, or confusing changes in direction. This quality of smooth, well-paced lesson flow is known as:

- A. Momentum and smoothness
- B. Withitness
- C. The ripple effect
- D. Overlapping

**87.** While helping one student individually, a teacher simultaneously and effectively monitors and responds to what the rest of the class is doing, attending to more than one thing at the same time. This ability is known as:

- A. Withitness
- B. The ripple effect
- C. Overlapping
- D. Momentum

**88.** The same core unit content is provided to students at several different reading difficulty levels, so every student can access the same underlying concepts through a text matched to their own current reading level. This differentiation strategy is known as:

- A. Tiered assignments generally
- B. Curriculum overlapping
- C. Universal design for assessment
- D. Leveled text differentiation

**89.** A student struggling to begin a written response is given a partial sentence structure, such as 'One reason this character felt sad was \_\_\_\_,' to support getting started with academic language. This scaffolding tool is known as a:

- A. Sentence frame or starter
- B. Word wall
- C. Anchor chart
- D. Graphic organizer generally

**90.** Small posters with different content or prompts are placed around the room, and small groups of students rotate from poster to poster, discussing and responding to each one before moving to the next. This active-learning technique is known as a:

- A. Jigsaw
- B. Think-pair-share
- C. Gallery walk
- D. Station rotation

**91.** After a student finishes answering a teacher's question, the teacher deliberately pauses again before responding or moving on, rather than immediately reacting. This second pause, distinct from the pause before calling on a student, is known as:

- A. Wait time 1
- B. Wait time 2
- C. Response cost
- D. An extinction burst

**92.** Students practice combining several short, simple sentences into a single, more complex sentence using conjunctions or subordinate clauses, building more sophisticated sentence structure over time. This writing instruction technique is known as:

- A. Sentence frames
- B. The RAP strategy
- C. SQ3R
- D. Sentence combining

**93.** A student with significant physical difficulty writing composes a short story by speaking the content aloud while an adult transcribes the words exactly as spoken. This technique for supporting written composition is known as:

- A. Sentence combining

- B. Dictation or a dictated story
- C. A writing conference
- D. Sentence frames

**94.** A teacher meets briefly, one-on-one, with a student to discuss a piece of writing still in progress, offering targeted feedback and discussing possible next steps for revision. This individualized writing-instruction routine is known as a:

- A. Gallery walk
- B. Sentence combining session
- C. Writing conference
- D. Think-pair-share

**95.** While reading, students are prompted to connect the text to their own personal experiences, to other texts they have read, and to broader events or issues in the world. This category of comprehension strategies is generally known as:

- A. Text structure instruction
- B. Semantic feature analysis
- C. The RAP strategy
- D. Text-to-self, text-to-text, and text-to-world connections

**96.** In an older, now less-recommended oral reading practice, individual students are called on unpredictably, one at a time, to each read a small portion of a text aloud in front of the class, often causing anxiety and providing limited actual reading practice per student. This practice is generally known as:

- A. Popcorn reading, now considered less evidence-supported than other approaches
- B. Choral reading, a well-supported evidence-based practice
- C. Reader's theater, a well-supported evidence-based practice
- D. Repeated reading, a well-supported evidence-based practice

**97.** A well-known model illustrates skilled reading as the product of two major interwoven strands, word recognition and language comprehension, each made up of several smaller sub-skills that develop and strengthen together over time. This model is known as:

- A. The simple view of reading
- B. The Concrete-Representational-Abstract sequence
- C. The gradual release of responsibility model
- D. Scarborough's reading rope

**98.** A foundational reading framework expresses reading comprehension as the product of two multiplied components: decoding ability and language comprehension ability, meaning weakness in either component significantly limits overall reading comprehension. This framework is known as:

- A. The simple view of reading
- B. Scarborough's reading rope
- C. The gradual release of responsibility model
- D. The Concrete-Representational-Abstract sequence

**99.** A cognitive process allows a skilled reader to connect a specific sequence of letters to its pronunciation and meaning so thoroughly that the word is recognized instantly, without needing to sound it out. This process is known as:

- A. Phonemic awareness
- B. Morphology
- C. Orthographic mapping
- D. Semantic feature analysis

**100.** A teacher builds strong word recognition and language comprehension in alignment with the reading rope and the simple view of reading, uses SQ3R and text structure instruction for comprehension, applies Kounin's classroom-management principles to maintain smooth engagement, and scaffolds writing through sentence frames and dictation as needed. This fully integrated approach best reflects:

- A. A single isolated technique disconnected from the broader reading and writing process
- B. A comprehensive, evidence-based integration of reading science, comprehension strategy instruction, classroom management, and writing support
- C. An approach appropriate only for students without any reading difficulty
- D. A design that ignores individual student differences entirely

## Practice Exam 16: Answer Key and Explanations

1. **C** — IDEA generally makes mediation available to resolve disputes between parents and a district whether or not a due process complaint has been filed, offering an earlier, voluntary opportunity to resolve disagreements. This differs from requiring a complaint be filed first, requiring a resolution session first, or requiring a court order.
2. **A** — Discussions during an IDEA mediation session are generally confidential and may not be used as evidence in a later due process hearing or civil proceeding, encouraging candid participation without fear that statements will be used against a party later. This differs from becoming part of the public record, requiring disclosure to the state, or being admissible upon request.
3. **D** — IDEA's stay-put provision is generally understood to protect a student's educational placement or program type, which can sometimes be maintained through a comparable alternate location if the underlying program and services remain substantially the same. This differs from protecting only one specific classroom, only the exact building named, or requiring a specific parent request to apply.
4. **B** — IDEA generally requires that an IEP include a statement of the specially designed instruction, including necessary adaptations, to be provided in each area of the student's identified educational need, not just a single area or setting. This differs from limiting this statement to one parent-named subject, only tested areas, or only students placed outside general education.
5. **A** — Beyond the individuals IDEA specifically requires, the IEP team generally also includes anyone else invited by the parent or the district at their own discretion, such as a specialist with relevant knowledge, rather than every professional who has ever worked with the student. This differs from requiring every past provider's attendance, requiring a doctoral degree, or barring any additional members.
6. **B** — A public charter school is generally considered, for IDEA compliance purposes, to be its own local educational agency or part of one, and remains obligated to provide FAPE to its students with disabilities just as a traditional public school would. This differs from being exempt entirely, governed only by private policy, or required to refer students elsewhere.
7. **D** — Absent a different timeline established by the state, IDEA generally requires that an initial evaluation be completed within 60 days of receiving parental consent, ensuring a timely determination

of a student's eligibility and needs. This differs from a 10-school-day window, a full calendar year, or a 5-school-day window, none of which reflect the standard federal timeline.

**8. C** — The specific amount of a related service on an IEP is generally determined by the student's individual need, meaning it cannot be reduced solely to conserve district financial resources, even though cost is not entirely irrelevant to broader system planning. This differs from basing it on staffing convenience, the budget alone, or a fixed identical amount for every student.

**9. A** — IDEA generally prohibits a district from requiring a parent to obtain a prescription for a controlled substance, such as a stimulant medication, as a condition of the student attending school or receiving an evaluation, protecting the family's own medical decision-making. This differs from private tutoring, extracurricular clubs, or a cafeteria diet, none the specific focus of this protection.

**10. B** — A facilitated IEP meeting offers an additional, informal option in which a neutral facilitator helps guide discussion and communication during a potentially difficult meeting, supporting more constructive dialogue without necessarily involving a formal hearing officer's decision. This differs from a binding hearing officer decision, a required waiver of further rights, or an entirely written meeting with no live discussion.

**11. D** — If the parent and district agree in writing to waive the resolution session, the due process hearing timeline generally begins to run immediately, rather than after the standard resolution period that would otherwise apply, since that step has been mutually skipped. This differs from an extended timeline, an undefined timeline, or requiring an entirely new complaint.

**12. D** — IDEA eligibility generally extends through the school year in which a student turns 21, unless state law establishes a different age range or the student has already graduated with a regular high school diploma, which generally ends eligibility. This differs from a fixed cutoff at 16, 18, or 25 regardless of other factors.

**13. C** — IDEA generally requires each state to establish a goal of full participation of children with disabilities in assessments, with accommodations, and to develop guidelines for appropriate alternate assessments for students who need them. This differs from exempting districts from developing alternate assessments, prohibiting their use, or requiring every student to take only the alternate version.

**14. B** — Alongside weapons and illegal drugs, IDEA generally allows a 45-school-day interim alternative placement, regardless of manifestation determination outcome, when a student has inflicted serious bodily injury upon another person at school, treating this as an independent, serious basis for removal. This differs from a failing grade, missed school days, or a refused homework assignment, none of which meet this threshold.

**15. C** — IDEA's definition of 'evaluation' generally refers to procedures used to determine both whether a child has a disability and the nature and extent of the special education and related services the child needs, addressing both questions within the same evaluative process. This differs from addressing disability status alone, services alone, or only grade level placement.

**16. A** — IDEA generally requires that a district consider the results of a privately-obtained independent educational evaluation in any decision made regarding the provision of FAPE, even though the district did not fund it, ensuring the information is not simply disregarded. This differs from ignoring the results entirely, automatically adopting every recommendation, or requiring a due process hearing to establish credentials first.

**17. A** — IDEA generally requires that a state make mediation available to resolve disputes, while a parent's actual participation in that mediation process is generally voluntary, meaning a parent cannot be forced into mediation even though the state must offer it as an option. This differs from mandatory participation, court-compelled participation, or limiting availability only to disciplinary disputes.

**18. D** — IDEA generally does not mandate a single, specific curriculum, meaning districts generally retain discretion over which curriculum to use, provided the chosen curriculum still allows the district to meet FAPE standards for each student. This differs from requiring an identical federally approved curriculum, being entirely unregulated, or requiring only privately published materials.

**19. B** — A minor, non-substantive clerical correction, such as a misspelled word with no bearing on the IEP's substance, may generally be made without necessarily reconvening the full IEP team, unlike a substantive change to services or goals. This differs from requiring a full team meeting, being uncorrectable, or automatically invalidating the IEP.

**20. C** — IDEA's stay-put provision does not generally apply to an ordinary, voluntary family relocation unrelated to any pending dispute, since stay-put specifically addresses maintaining a placement during the pendency of a disagreement, not routine family moves. This differs from requiring an identical recreated classroom, preventing enrollment in the new district, or automatically transferring a case to federal court.

**21. A** — A standing family advisory council provides systemic, ongoing family voice in shaping broader school-wide special education practices and policies, complementing, rather than replacing, individual families' participation in their own child's specific IEP decisions. This is not an IDEA discipline provision and is not beyond a family's appropriate role in a school community.

**22. B** — Incorporating simple icons and photographs alongside text supports broader accessibility for families regardless of their specific language or literacy level, addressing a barrier that translation alone does not solve for a family with limited literacy in any language, including English. This does not replace translation services, is not an IDEA procedural safeguards requirement, and is relevant across age groups.

**23. C** — Providing an audio recording or QR code linking to audio content, alongside written translation, supports meaningful access for a family whose limited literacy affects written materials regardless of language, addressing a barrier written translation alone cannot solve. This does not replace written translation, is not a FERPA requirement, and applies to families who speak fluently but have limited literacy.

**24. D** — Recognizing that a family may prefer different levels of involvement for their own two children with different disabilities respects that engagement preferences can genuinely differ within the same family, rather than assuming a uniform preference must apply to every child. This does not mean concluding favoritism, assuming uniformity, or requiring identical approaches regardless of the family's actual stated preference.

**25. C** — Designating one consistent case coordinator as a family's primary point of contact reduces the burden of independently navigating multiple staff members for different questions, streamlining communication without preventing contact with other relevant staff when appropriate. This is not an IDEA discipline provision and does not replace the IEP team itself.

**26. B** — Absent a stated preference or legal restriction, independently notifying both separated parents ensures each has an independent opportunity to be informed, rather than assuming one parent will relay information to the other. This does not violate privacy, is not limited to married parents, and does not replace asking about a specific preference.

**27. D** — Checking a general calendar of commonly observed cultural and religious holidays before scheduling family events helps reduce avoidable conflicts with widely observed dates, supporting broader accessibility before any individual family raises a concern. This does not guarantee every family's observance is captured, is not an IDEA discipline provision, and does not replace asking a specific family.

**28. A** — Maintaining a standing, updated directory of community-based organizations gives families an ongoing resource to draw on as needs arise, rather than relying only on a single one-time referral made at one particular moment. This does not replace the school's own service responsibilities, is not a FERPA requirement, and remains relevant throughout a student's enrollment, not only the first year.

**29. B** — Promptly updating translated versions of a procedural safeguards notice alongside the English revision ensures translated families receive accurate, current information, rather than continuing to rely on an outdated translation that no longer matches current rights or procedures. This is not a due process-specific requirement, does not replace the English version, and matters even for families who speak some English.

**30. A** — Setting up a shared distribution list with a family's explicit permission respects the family's own definition of who is meaningfully involved in the child's life, extending routine communication to relevant extended family without displacing anyone's role. This is not an IDEA discipline provision, does not replace the legal parent's rights, and is appropriate when requested.

**31. D** — Offering a short text message for a brief, routine update, such as a minor schedule change, supports efficient communication matched to the update's genuinely low-stakes nature, without requiring a more time-consuming phone call or email for something quick. This does not replace all other channels, is not a FERPA requirement, and does not reduce the family's ability to follow up.

**32. C** — Offering, with consent, to record key portions of a meeting for later review accommodates varied ways families process and retain information, particularly benefiting a family who understands

content better through rewatching than through written notes alone. This does not replace the live meeting itself, is not a specific procedural safeguards requirement, and can be entirely appropriate when families want it.

**33. C** — Setting a consistent target reading level for family materials, and having someone other than the original writer periodically verify that target is met, supports consistent accessibility across the district over time, rather than inconsistent, unchecked writing. This does not guarantee universal ease for every literacy level, is not a due process requirement, and does not replace translation.

**34. A** — Respecting a family's request to take a document home to review before signing, without assuming it reflects disagreement, resistance, or distrust, honors a reasonable and common preference for time to process important information. Requiring immediate signature, treating the request as a refusal, or assuming distrust would each misread a genuinely reasonable request.

**35. D** — A simple visual roadmap of the referral-to-services process supports a family's general orientation to what generally comes next in the overall process, complementing, rather than replacing, a separate glossary that explains specific terms along the way. This is not a FERPA requirement and does not guarantee an identical timeline for every family, since individual circumstances vary.

**36. B** — Families generally have the right to decline an optional research study or data-collection activity that is separate from required IDEA processes, and that decision should have no bearing on the student's access to standard educational services. Denying services as a consequence, requiring justification, or automatically enrolling the child regardless of the decline would each be inappropriate.

**37. D** — Proactively offering large-print materials as a routine option, rather than only upon request, reduces the burden on families of having to know an accommodation exists and ask for it, particularly benefiting a family unaware the option is available. This is not a due process requirement and does not replace further individualized accommodations.

**38. C** — Using a consistent icon and color-coding system across different family-facing document types helps families more easily recognize and navigate what kind of document they are looking at, supporting overall accessibility and reducing confusion across many different communications. This does not replace the need to read the content itself, is not a FERPA requirement, and benefits a broad range of families.

**39. B** — Proactively clarifying how a staff member's dual role, as both employee and parent, will be handled during meetings about their own child manages a legitimate, not uncommon situation with clear, respectful boundaries. This does not mean automatic exclusion, is not a FERPA-specific requirement, and reflects considered practice, not unexplained different treatment.

**40. A** — Having a qualified human translator review and proofread an important translated document helps catch errors or nuance machine translation alone might miss, particularly important for documents with real legal or educational consequences. This does not mean machine translation has no value elsewhere, is not a due process requirement, and is not unnecessary here.

- 41. D** — Teaching a replacement communication response, such as requesting a break, while also ensuring the original aggressive behavior no longer produces escape from the task reflects functional communication training combined with extinction of the original behavior, a common and effective combined package. This differs from functional communication training alone, response blocking alone, and a token economy alone.
- 42. A** — A core board is a single-page AAC display containing a small, carefully selected set of frequently needed core words, used consistently across many different activities and contexts throughout the entire school day, supporting flexible, generative communication. This differs from the Fitzgerald key specifically, a message window, and a partner-assisted scanning array.
- 43. B** — Structured teaching, associated with the TEACCH approach, emphasizes physical structure, visual schedules, and organized work systems to build independence and predictability for students with autism across the entire school day and even beyond it. This differs from Direct Instruction, reciprocal teaching, and the jigsaw method, each a distinct instructional model.
- 44. C** — A work system is a specific structured teaching component that visually organizes what work is to be done, how much of it, and what happens once the work is finished, building independent task completion without relying on constant adult direction. This differs from a visual schedule specifically, a token economy, and a behavior intervention plan.
- 45. B** — Sociometric peer nomination privately asks classmates to identify peers they would most like to work with or spend time with, providing a peer-report method for assessing a student's overall social standing and acceptance within the whole classroom. This differs from a functional behavior assessment, a social autopsy, and curriculum-based measurement.
- 46. D** — A scatter plot records the specific time of day and day of week each occurrence of a problem behavior happens, allowing a team to detect temporal patterns, such as clustering right before lunch, that may point toward a contributing factor. This differs from a running record, a token economy log, and a trials-to-criterion count.
- 47. A** — ABC narrative recording has an observer write a free-form, descriptive account, in their own words, of what happened immediately before, during, and after a behavior, capturing rich contextual detail that a structured checklist might miss. This differs from a scatter plot, interval recording, and trial-by-trial recording, each a more structured format.
- 48. C** — A calm-down corner or safe space is a quiet, designated area with calming materials that a student can proactively use before becoming overwhelmed, functioning as an antecedent environmental strategy that supports self-regulation rather than only responding after a behavior has already escalated. This differs from a response cost station, a token economy area, and a discrete trial training station.
- 49. B** — A visual timer displays remaining time counting down before an upcoming transition, giving a student a concrete, visual way to anticipate and prepare for the change before it actually happens, distinct from a broader visual schedule showing a full sequence of activities. This differs from a visual schedule specifically, a first-then board, and a token economy chart.

**50. A** — Aided AAC input during shared book reading has an adult consistently model AAC device use, pointing to relevant symbols while reading a story aloud, embedding AAC modeling within a specific, natural, motivating shared routine rather than an isolated drill. This differs from partner-assisted scanning, the Fitzgerald key, and total communication.

**51. D** — An abolishing operation is a motivating operation that temporarily decreases the current value or effectiveness of a reinforcer, such as food becoming less motivating right after a large snack, the complementary opposite of an establishing operation, which increases reinforcer value. This differs from a setting event and an extinction burst, each a distinct concept.

**52. C** — The exchange rate, or ratio, of a token economy specifies the specific number of tokens a student must earn before being able to trade them in for a chosen backup reinforcer, a distinct design parameter teams can adjust based on a student's needs. This differs from the reinforcement schedule generally, response cost, and a discriminative stimulus.

**53. A** — The inter-trial interval is the brief pause built into discrete trial teaching between the end of one trial and the start of the next, allowing a clear, consistent trial structure and a brief reset before the next teaching opportunity begins. This differs from time delay, an establishing operation, and a general response interval.

**54. D** — AAC partner training specifically trains communication partners, such as classroom staff, in strategies like pausing expectantly and waiting for the student to initiate, recognizing that a partner's own behavior significantly shapes a student's real, everyday opportunities to communicate meaningfully. This differs from total communication, the Fitzgerald key, and video self-modeling.

**55. C** — Deprivation describes a state of reduced recent access to a reinforcer, such as several days without a favorite toy, which increases that reinforcer's current motivating value, the complementary opposite of satiation, which decreases value through recent excess access. This differs from an extinction burst and habituation, each a distinct concept.

**56. B** — Physical structure is a structured teaching component that organizes the physical classroom space with clear visual boundaries, such as labeled areas and furniture arrangement, so a student can visually tell where different activities occur without relying on constant verbal direction. This differs from a work system, a visual schedule, and a behavior intervention plan.

**57. D** — A visual scene display shows a photograph of a familiar scene with specific vocabulary hotspots embedded directly within the image itself, contrasted with a traditional grid-based, linear symbol display where vocabulary is arranged separately from any contextual scene. This differs from a core board, the Fitzgerald key, and a partner-assisted scanning array.

**58. A** — Reinforcer magnitude refers to the size or preferred quality of a reinforcer, a distinct dimension from its delivery schedule, that can independently affect how motivating and effective that reinforcer actually is for a given student. This differs from the schedule, the function of a behavior, and its topography, or physical form.

**59. B** — The Good Behavior Game is a specific, well-known interdependent group contingency in which teams earn points for following classroom rules, with teams below a certain point threshold receiving a shared reward, motivating mutual peer accountability for behavior. This differs from a general token economy, Comic Strip Conversations, and Zones of Regulation.

**60. C** — A task analysis data sheet lists each individual step of a multi-step task, with columns for recording the level of prompting needed, independent, verbal, or physical, for each specific step, providing detailed data on exactly where a student needs continued support. This differs from a scatter plot, an ABC narrative record, and a preference assessment record.

**61. C** — Behavior-specific praise names the exact desired behavior being reinforced, such as raising a hand before speaking, rather than offering vague general praise, helping a student clearly understand precisely what specific action produced the positive feedback they just received. This differs from differential reinforcement generally, a token economy, and response cost.

**62. A** — Planned ignoring deliberately withholds attention from a minor, attention-maintained behavior, while continuing to attend normally and warmly to any other appropriate behavior shown, removing the specific reinforcer, attention, that is maintaining that particular problem behavior. This differs from escape extinction, which addresses escape-maintained behavior, response blocking, and a time-out procedure.

**63. D** — Stimulus overselectivity describes a tendency, sometimes observed in autism, to respond to only one limited feature of a compound stimulus, such as only color or only shape, rather than the whole stimulus, which can interfere with accurate discrimination and generalization. This differs from stimulus generalization, stimulus equivalence, and errorless learning.

**64. B** — Rate enhancement strategies are a broader category of AAC techniques, including abbreviation expansion, aimed at helping a student construct full messages more quickly by reducing the number of selections needed per message overall. This differs from vocabulary organization schemes, symbol systems, and partner-assisted scanning, each addressing a different AAC design consideration.

**65. C** — A high-probability request sequence gives several quick, easy requests a student reliably completes just before introducing a more difficult, less-preferred request, building compliance momentum that increases the overall likelihood the harder request will also be completed successfully. This differs from a task analysis, a preference assessment, and a functional analysis.

**66. A** — A reinforcer sampling session briefly exposes a student to a brand-new, previously untried item to gauge initial interest, informing whether that item is worth including in a more formal preference assessment later. This differs from a functional analysis, a free operant preference assessment, and a paired-stimulus preference assessment, each a more formal, established procedure.

**67. D** — Deliberately asking open-ended questions, such as 'What happened at recess today at school?', rather than simple yes/no questions, encourages a student to generate more varied, complete AAC output rather than only a single simple selection each and every time. This differs from aided language stimulation, partner-assisted scanning, and the Fitzgerald key.

**68. D** — Pairing a behavior reduction goal with a coordinated replacement communication skill goal ensures a student is taught an appropriate alternative alongside efforts to reduce the problem behavior, rather than focusing on reduction without also building a functional replacement. This is not a due process requirement and does not replace the need for a functional behavior assessment informing both goals.

**69. B** — A behavior's topography refers to its physical form or appearance, such as hand-flapping versus head-shaking, while its function refers to the reason the behavior occurs, such as escape or attention, two genuinely distinct dimensions important to accurate assessment. This differs from a behavior's schedule and magnitude, its antecedent and consequence, and fading and shaping.

**70. C** — Manipulating response effort makes a desired replacement behavior easier and quicker to perform relative to a problem behavior, such as placing a preferred item within easier reach, making the more appropriate behavior the more efficient option for the student. This differs from reinforcer magnitude, the reinforcement schedule, and the establishing operation.

**71. A** — SQ3R is a five-step study strategy in which students Survey a chapter's headings and visuals, generate Questions from those headings, Read to answer the questions, Recite the answers in their own words, and Review the material afterward, structuring active engagement with a text. This differs from QAR, RAP, and SRSD, each a distinct strategy.

**72. B** — A K-W-L chart is a three-column graphic organizer in which students record what they already Know about a topic, what they Want to know, and, after reading, what they Learned, activating prior knowledge and structuring purposeful reading. This differs from the Frayer model, a story map, and a concept map.

**73. B** — An anticipation guide has students respond to topic-related statements before reading, indicating agreement or disagreement based on current understanding, then revisit those same statements afterward to reflect on whether their thinking changed, activating interest and prior knowledge. This differs from an exit ticket, a general advance organizer, and a response card.

**74. D** — Text structure instruction explicitly teaches students to recognize common organizational patterns in nonfiction text, such as compare/contrast, cause/effect, sequence, and problem/solution, helping students better anticipate how information will likely be organized and more easily locate the key ideas. This differs from morphology instruction, semantic feature analysis, and the RAP strategy.

**75. A** — Choral reading has an entire class read a passage aloud together, in unison, building fluency in a low-pressure, supported group format where struggling readers are gently carried along by the whole group's overall pace and expression. This differs from reader's theater, repeated reading of an individual passage, and close reading.

**76. C** — Paired or partner reading has two students, often a stronger reader alongside a developing reader, take turns reading a passage aloud to each other, providing mutual support and practice in a smaller, more individualized format than whole-class choral reading offers. This differs from choral reading, reader's theater, and reciprocal teaching.

**77. A** — Reader's theater has students rehearse and perform a short script aloud for a genuine audience, building fluency through repeated, purposeful, expressive reading practice motivated by an authentic performance goal rather than repetition for its own sake alone. This differs from choral reading, a running record, and an Informal Reading Inventory.

**78. D** — Time on task measures the percentage of an instructional period during which a student is actively engaged in the assigned academic activity, providing a foundational metric of instructional efficiency and overall student engagement over a given observed period. This differs from curriculum-based measurement, an aim line, and rate of improvement.

**79. C** — A do now or bell-ringer activity is a brief, low-stakes task already posted as students enter the classroom, allowing them to begin working independently while the teacher takes attendance and settles the class, maximizing productive use of transition time. This differs from an exit ticket, an anchor chart, and think-pair-share.

**80. B** — Sponge activities are very short, simple, no-prep tasks kept readily on hand to productively fill unplanned transition moments, such as while waiting between two already planned classroom activities each day, absorbing otherwise unstructured time with a low-stakes, genuinely purposeful task instead. This differs from anchor charts, exit tickets, and response cards.

**81. D** — Proximity control has a teacher gradually move physically closer to a student who has begun to lose focus, without stopping the lesson or directly addressing the student verbally, using physical presence alone as a subtle, effective behavior management cue. This differs from response cost, a token economy, and planned ignoring.

**82. B** — A signal for attention is a consistent cue, such as a raised hand or a small chime, that a teacher establishes to reliably and quickly regain the whole class's attention whenever it is used, reducing the need for repeated verbal requests for quiet. This differs from a response card, an exit ticket, and a behavior contract.

**83. C** — A whole-class visual behavior chart, such as a stoplight or color-coded system, displays the entire class's current overall behavior status at a single, quick glance for everyone in the room to see, distinct from an individual token economy, behavior contract, or self-monitoring checklist designed for one student. This differs from each tool.

**84. A** — Withitness, a classic classroom-management construct associated with Kounin, describes a teacher's constant, accurate awareness of everything happening throughout the classroom at all times, even while directly working with one small group, allowing timely response to emerging issues. This differs from the ripple effect, momentum, and overlapping, each a related but distinct Kounin concept.

**85. B** — The ripple effect describes how correcting one student's behavior can influence nearby students' behavior as well, such as several drifting students quietly refocusing without being individually addressed themselves, a spillover benefit of a single, well-handled correction. This differs from withitness, momentum, and overlapping, each a related but distinct Kounin concept.

**86. A** — Momentum and smoothness, a Kounin concept, describes a lesson flowing from one activity to the next without abrupt interruptions, unnecessary stops and starts, or confusing changes in direction, supporting sustained student engagement throughout the lesson. This differs from withitness, the ripple effect, and overlapping, each a related but distinct concept.

**87. C** — Overlapping describes a teacher's ability to attend to two things at the same time, such as helping one student individually while simultaneously and effectively monitoring the rest of the class, a distinct Kounin concept from withitness, which describes overall constant awareness. This differs from the ripple effect and momentum as well.

**88. D** — Leveled text differentiation provides the same core unit content at several different reading difficulty levels, allowing every student in the class to access the same underlying concepts through a text specifically matched to their own current independent reading level. This differs from tiered assignments generally, curriculum overlapping, and universal design for assessment.

**89. A** — A sentence frame or starter provides a partial sentence structure, such as 'One reason this character felt sad was \_\_\_\_,' supporting a struggling student in simply getting started with academic written or verbal language production and expression. This differs from a word wall, an anchor chart, and a graphic organizer generally.

**90. C** — A gallery walk places small posters with different content or prompts around the room, with small groups of students rotating from poster to poster to discuss and respond together before moving on to the very next one, providing an active-learning technique distinct from the jigsaw method, think-pair-share, and station rotation.

**91. B** — Wait time 2 is the deliberate pause after a student finishes answering, before the teacher responds or moves on, distinct from wait time 1, the pause before calling on a student, and research suggests this second pause can also support richer discussion and follow-up thinking. This differs from response cost and an extinction burst.

**92. D** — Sentence combining has students practice combining several short, simple sentences into a single, more complex sentence using conjunctions or subordinate clauses, building more sophisticated sentence structure and considerably stronger overall syntactic maturity in writing skill over time and repeated practice. This differs from sentence frames, the RAP strategy, and SQ3R.

**93. B** — Dictation, or a dictated story, has a student compose content orally while an adult transcribes the words exactly as spoken, allowing a student with significant physical writing difficulty to still generate and share genuinely original written composition entirely independently. This differs from sentence combining, a writing conference, and sentence frames.

**94. C** — A writing conference is a brief, one-on-one meeting between a teacher and a student to discuss a piece of writing still in progress, offering targeted feedback and discussing possible next revision steps in a genuinely individualized, supportive format. This differs from a gallery walk, a sentence combining session, and think-pair-share.

**95. D** — Text-to-self, text-to-text, and text-to-world connections prompt students to connect a text to their own personal experiences, to other texts they have read, and to broader events or issues in the world, deepening comprehension through personally meaningful links. This differs from text structure instruction, semantic feature analysis, and the RAP strategy.

**96. A** — Popcorn reading, calling on individual students unpredictably to read small portions aloud, is now generally considered less evidence-supported than approaches like choral reading, partner reading, or reader's theater, since it often increases anxiety while providing limited practice per student. This contrasts with the better-supported practices named in the other options.

**97. D** — Scarborough's reading rope illustrates skilled reading as the product of two major interwoven strands, word recognition and language comprehension, each made up of several smaller sub-skills, such as phonics and vocabulary, that develop and strengthen together over time. This differs from the simple view of reading, the CRA sequence, and gradual release of responsibility.

**98. A** — The simple view of reading expresses reading comprehension as the product of decoding ability and language comprehension ability multiplied together, meaning a significant weakness in either component will substantially limit overall reading comprehension, regardless of strength in the other. This differs from Scarborough's reading rope, gradual release of responsibility, and the CRA sequence.

**99. C** — Orthographic mapping is the cognitive process by which a skilled reader connects a specific sequence of letters to its pronunciation and meaning so thoroughly that the word becomes instantly recognizable without needing to be sounded out, underlying fluent, automatic word reading. This differs from phonemic awareness, morphology, and semantic feature analysis.

**100. B** — Combining reading-science models like the reading rope and simple view of reading, comprehension strategies like SQ3R, Kounin's classroom-management principles, and writing scaffolds like sentence frames and dictation reflects a comprehensive, evidence-based integration of reading science, comprehension, management, and writing support. This is neither a single isolated technique, an approach only for strong readers, nor one ignoring individual differences.