

PRACTICE EXAM 21: 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. IDEA's definition of an assistive technology device generally includes low-tech items, such as a pencil grip or a simple slant board, meaning the definition is:
 - A. Limited strictly to electronic or battery-powered devices
 - B. Limited strictly to devices costing over a certain dollar amount
 - C. Limited strictly to devices requiring professional installation
 - D. Broad enough to include simple, low-tech tools, not only electronic devices

2. IDEA generally defines 'transition services' as a coordinated set of activities for a student, designed within a results-oriented process, focused on:
 - A. Improving academic and functional achievement to facilitate movement from school to post-school activities
 - B. Only preparing a student for a single specific job
 - C. Only addressing a student's high school graduation requirements
 - D. Only addressing a student's social skills development

3. IDEA's definition of transition services generally includes instruction, related services, community experiences, and the development of employment and other post-school adult living objectives, and, if appropriate:

- A. A specific college acceptance letter
- B. Daily living skills and a functional vocational evaluation
- C. A signed employment contract
- D. A specific dollar amount of savings

4. Beyond the required teachers and parent, IDEA generally requires that the IEP team also include, at least one:

- A. Member of the local chamber of commerce
- B. Retired teacher with no current connection to the student
- C. Individual who can interpret the instructional implications of evaluation results
- D. Member selected entirely at random from the community

5. If a parent cannot attend an IEP meeting in person, IDEA generally requires that the district:

- A. Use other methods to ensure participation, such as individual or conference telephone calls
- B. Simply proceed with the meeting and finalize the IEP without any parent input
- C. Cancel the meeting permanently with no rescheduling
- D. Require the parent to submit written comments only, with no live discussion option

6. IDEA's procedural safeguards are generally understood to require not merely that a parent be invited to an IEP meeting, but that the parent have:

- A. Final, unilateral authority over every decision made
- B. No actual influence on the outcome
- C. Only the right to observe silently
- D. A meaningful opportunity to genuinely participate in the decisions being made

7. IDEA generally gives a parent the right to receive:

- A. Only a summary description of the IEP over the phone
- B. A copy of the IEP at no cost to the parent
- C. A copy of the IEP only if the parent pays a printing fee

D. Access to the IEP only by visiting the school in person to view it

8. Separate from an IDEA due process complaint or state complaint, a parent may also file a complaint alleging discrimination based on disability with:

- A. Only the local police department
- B. Only a private attorney's office
- C. The Office for Civil Rights (OCR)
- D. Only the student's own classroom teacher

9. Unlike an IEP, which is governed by IDEA's specific procedural safeguards, a Section 504 plan is generally governed by Section 504's own distinct procedural protections, enforced by:

- A. The same due process hearing system used for IDEA disputes
- B. No enforcement mechanism at all
- C. The Office for Civil Rights (OCR)
- D. Only a state's mediation program

10. When transportation is provided as a related service under IDEA, it generally includes travel to and from school and between schools, travel in and around school buildings, and:

- A. Any specialized equipment required, such as a wheelchair lift
- B. A specific make and model of vehicle chosen by the parent
- C. Transportation to any location the family requests for any purpose
- D. Free transportation for the student's entire extended family

11. IDEA's exclusion of a surgically implanted medical device, such as a cochlear implant, from the definition of an assistive technology device generally does NOT exclude:

- A. The device itself, which remains excluded regardless of any other factor
- B. The surgery required to implant the device
- C. Ongoing medical monitoring of the implanted device
- D. The routine maintenance, programming, or replacement of an external component of that device

12. IDEA generally requires that a student's IEP be written in a:

- A. Highly technical, legal format understandable primarily to attorneys
- B. Language and form understandable to the general public
- C. Format that requires a specialized decoder to read
- D. Single sentence summarizing the entire program

13. IDEA generally gives a parent the right to receive a copy of:

- A. The evaluation report and the documentation of eligibility determination
- B. Only a verbal summary of the evaluation results
- C. The evaluation report only if a due process complaint has already been filed
- D. Only the final IEP, with no separate evaluation report

14. When a district has difficulty obtaining a parent's participation or consent, IDEA generally expects the district to:

- A. Give up after a single unsuccessful attempt
- B. Document its reasonable efforts, such as detailed records of phone calls, letters, and visits
- C. Immediately proceed to court without further attempts
- D. Assume consent has been given after 24 hours of silence

15. IDEA generally requires that states have a policy addressing the rights of children with disabilities who are in adult correctional facilities, meaning that:

- A. IDEA rights automatically and completely disappear upon incarceration
- B. Only students who have not yet turned 18 have any rights at all
- C. Certain rights continue to apply, subject to specific exceptions and modifications
- D. Correctional facilities are entirely exempt from any IDEA obligations

16. For a highly mobile or homeless child with a disability, IDEA generally expects that child find efforts occur with:

- A. No particular urgency, since mobility makes tracking impractical
- B. A full year's delay before any evaluation may begin
- C. Lower priority than for a permanently housed child
- D. Reasonable promptness, recognizing the added challenge of frequent moves

17. When a parent's privately-obtained independent educational evaluation reaches different conclusions than the district's own evaluation, IDEA generally requires the team to:

- A. Automatically adopt the district's evaluation over the private one in every case
- B. Consider both evaluations, without automatically favoring either one
- C. Automatically adopt the private evaluation over the district's in every case
- D. Disregard both evaluations and start over with a third one

18. IDEA generally requires that the state educational agency (SEA) maintain general supervisory authority over:

- A. Ensuring all local educational agencies and other public agencies comply with IDEA requirements
- B. Only the curriculum content taught in every classroom
- C. Only the specific salaries paid to special education teachers
- D. Only the design of school building architecture

19. If a parent revokes consent for special education services in writing, that revocation generally:

- A. Automatically restores the student's prior services after 30 days
- B. Requires the district to immediately expel the student
- C. Is not retroactive, so it does not undo actions already taken
- D. Automatically transfers the student to a private school

20. Before releasing a student's personally identifiable information to officials of a participating agency involved in providing transition services, IDEA generally requires:

- A. No consent at all, since transition planning is assumed to require broad information sharing
- B. Only verbal permission, with no written documentation needed
- C. Consent from the student alone, regardless of the parent's own rights
- D. Parental consent, or the student's own consent if rights have transferred

21. A school uses a simple color-coded marker, such as a red flag for urgent and a green flag for routine, at the top of written communications sent to families, helping them quickly gauge how urgently a message needs their attention. This practice primarily supports:

- A. Replacing the need to read the actual content of the message
- B. A requirement documented in IDEA's discipline provisions
- C. Something that should be avoided as overly simplistic
- D. Families quickly triaging their attention across multiple incoming communications

22. At a family's very first meeting, a teacher asks how the family would like to be addressed, such as by a formal title or a first name, and consistently uses that preference afterward. This practice primarily reflects:

- A. An unnecessary formality with no real impact
- B. A requirement documented in FERPA
- C. Personalized respect for how the family wishes to be addressed
- D. Something that should be assumed rather than asked

23. Before an upcoming meeting, a teacher briefly explains to the family who will be attending and what each person's role is, so the family knows what to expect. This preparation primarily supports:

- A. Replacing the need for the meeting agenda itself
- B. Helping the family feel more prepared and less uncertain about the meeting
- C. A requirement documented only in due process proceedings
- D. Something relevant only to a family's very first meeting ever

24. After a brief phone call with a family discussing a minor update, a teacher follows up with a short written email summarizing what was discussed. This follow-up practice primarily supports:

- A. Giving the family a written reference they can look back on later
- B. Replacing the need for the phone call itself
- C. A requirement documented only in FERPA
- D. Something appropriate only for lengthy, formal phone conversations

25. Before a meeting where new IEP goals will be finalized, a teacher shares the draft goal wording with the family in advance, inviting them to suggest edits ahead of time rather than only reacting during the meeting itself. This practice primarily supports:

- A. Replacing the family's actual participation in the meeting
- B. A requirement documented in IDEA's discipline provisions
- C. More genuine, collaborative input into the goals before they are finalized
- D. Guaranteeing the family will have no further comments during the meeting

26. A family requests that an upcoming meeting be postponed by a few days so they have more time to prepare and gather their thoughts. The appropriate response generally:

- A. Denies the request, since meetings must occur exactly as originally scheduled
- B. Reasonably accommodates the request, recognizing the family's need for adequate preparation time
- C. Treats the request as a sign the family is trying to avoid the meeting entirely
- D. Requires a formal written justification before considering the request

27. When scheduling an upcoming meeting, a school lets the family know roughly how long the meeting is expected to last, so the family can plan around work or childcare needs. This practice primarily supports:

- A. Replacing the value of a written agenda
- B. A requirement documented only in due process proceedings
- C. Guaranteeing the meeting will never run even a few minutes over
- D. The family's practical ability to plan their schedule around the meeting

28. A school plans to serve food at an evening family event and checks in advance whether any attending families observe specific religious dietary practices, such as keeping kosher or halal, so appropriate options can be included. This practice primarily supports:

- A. Genuine inclusion of families with religious dietary practices in a shared community event
- B. A requirement documented in IDEA's discipline provisions
- C. Replacing the need to ask about any other dietary need, such as an allergy
- D. Something relevant only if every single attending family shares the same dietary practice

29. A family whose home language is not English requests a translated copy of their child's actual IEP document, not just the general procedural safeguards notice. Honoring this request primarily supports:

- A. The family's ability to fully understand the specific program actually written for their own child
- B. Replacing the English version of the IEP as the official document
- C. A requirement limited only to the initial IEP, not later revisions
- D. Something that should be denied, since only procedural notices require translation

30. Beyond translating major narrative documents, a school also proactively translates commonly needed routine forms, such as a field trip permission slip, into a family's home language. This practice primarily supports:

- A. Replacing the need to translate any other document
- B. A requirement documented only in FERPA
- C. Full, practical access to everyday school paperwork, not just major formal documents
- D. Something relevant only to families who cannot speak any English

31. A family indicates that a specific family member, who is not the child's legal parent, is more comfortable communicating in English and prefers to be the point of contact. A school honors this communication preference while clarifying that:

- A. That family member automatically gains the legal parent's procedural rights under IDEA

- B. This preference is about communication convenience and does not change who legally holds procedural rights
- C. The legal parent no longer needs to be informed of anything
- D. This arrangement is not permitted under any circumstances

32. Along with information about warning signs to watch for, a school also gives a family a short list of positive signs of progress they might notice at home, such as increased independence in a specific routine. This balanced approach primarily supports:

- A. Discouraging the family from ever raising a concern
- B. A requirement documented only in due process proceedings
- C. Replacing the value of formal progress reports
- D. Helping the family recognize positive change, not only potential problems

33. A written progress report ends with a brief note inviting the family to reach out with any questions, along with the best way to contact the teacher. This closing addition primarily supports:

- A. Replacing the need for the report's actual data
- B. Making it easy and clear for the family to follow up if they have questions
- C. A requirement documented only in FERPA
- D. Something unnecessary if the report is otherwise clearly written

34. Materials distributed to families, such as brochures and website images, are reviewed to ensure they depict a genuinely diverse range of family compositions and backgrounds, rather than showing only one type of family repeatedly. This review practice primarily supports:

- A. Being purely a cosmetic concern with no substantive impact
- B. A requirement documented only in due process proceedings
- C. Families more readily seeing themselves reflected and welcomed in school materials
- D. Something relevant only to families from a specific background

35. A family shares a specific calming strategy they have already successfully used at home for years, and a teacher incorporates and builds on that existing strategy rather than replacing it with an entirely different school-based approach. This response primarily reflects:

- A. An unwillingness to try anything new
- B. A requirement documented in IDEA's procedural safeguards
- C. Undermining the school's own professional expertise
- D. Validating and building on a family's own already-effective home strategy

36. For a family unfamiliar with a specific classroom setting being considered for their child, a teacher provides a short, simple description of what a typical day generally looks like in that setting. This description primarily supports:

- A. Helping the family form a concrete, realistic picture of the setting before deciding
- B. Replacing the value of an actual classroom visit
- C. A requirement documented only in due process proceedings
- D. Something relevant only for a placement decision already finalized

37. At the start of a conversation about a student, a teacher first shares something specific and positive about the student before moving into an area of concern. This sequencing choice primarily supports:

- A. Establishing a constructive, balanced tone before addressing a difficult topic B. Avoiding the concern being raised at all
- C. A requirement documented in IDEA's procedural safeguards
- D. Something that should never be done, since it might soften an urgent message

38. A family primarily uses a specific messaging app common within their cultural community, rather than standard school email or phone calls, and the school accommodates this preference when feasible. This flexibility primarily supports:

- A. Replacing all other official communication channels entirely
- B. A requirement documented only in FERPA
- C. Reaching a family through a channel they will actually see and use
- D. Something appropriate only for extremely urgent messages

39. After a group information session for several families, a school offers anyone who wants it a brief individual conversation afterward, for families who felt uncomfortable asking a question in front of others. This additional option primarily supports:

- A. Replacing the value of the group session itself
- B. A requirement documented only in due process proceedings
- C. Discouraging families from asking questions in the group setting
- D. Gives less-comfortable-speaking families a genuine avenue to ask questions

40. Before ending a meeting, a teacher briefly recaps what was decided and asks the family to confirm they share the same understanding, catching any miscommunication before everyone leaves. This closing practice primarily supports:

- A. Replacing the need for any written follow-up documentation
- B. Catching and resolving any miscommunication about decisions before the meeting ends
- C. A requirement documented only in FERPA
- D. Something unnecessary if the meeting went smoothly overall

41. One AAC device's screen changes to display new, relevant vocabulary options after a student makes a selection, while a different, simpler AAC tool consists of a single, unchanging page of symbols. These two types of displays are known respectively as:

- A. Dynamic and static displays
- B. Aided and unaided displays
- C. Topography-based and selection-based displays
- D. Partner-dependent and independent displays

42. Similar to a literacy word wall, a classroom posts a visible display of frequently used core AAC vocabulary words on the wall, reinforcing and modeling that vocabulary for all students throughout the day. This classroom display is generally known as a:

- A. Token board
- B. Communication passport

- C. Core board specifically carried by the student
- D. AAC core word wall

43. One student's disruptive behavior spreads to several nearby peers, who begin engaging in similar disruptive behavior themselves, without any specific corrective action from an adult occurring in between. This spreading of behavior among peers is known as:

- A. The ripple effect
- B. Behavioral contagion
- C. Behavioral momentum
- D. A behavioral cusp

44. A general philosophy for selecting AAC supports begins by considering natural gestures and vocalizations first, then moves to low-tech options, and only introduces high-tech solutions if simpler approaches prove insufficient for the student's needs. This selection philosophy is known as a:

- A. Total communication approach
- B. Aided language stimulation approach
- C. Least-to-most restrictive AAC intervention hierarchy
- D. Partner-dependent AAC approach

45. For a student with the most significant communication needs, a document lists specific idiosyncratic behaviors, such as a particular hand movement, along with their individual meaning, such as 'more,' to help unfamiliar adults correctly interpret the student's signals. This kind of document is generally known as a:

- A. Communication dictionary
- B. Communication passport
- C. Behavior intervention plan
- D. Present levels statement

46. For a student with a significant cognitive disability, a team targets pre-reading skills such as print awareness and appropriate book handling, recognizing these as important foundational skills in their own right. These foundational pre-reading skills are generally known as:

- A. Phonological awareness skills specifically
- B. Morphology skills
- C. Orthographic mapping skills
- D. Emergent literacy skills

47. Before a student encounters a genuinely challenging real-world social situation, a team has the student practice the desired response in a simulated, low-stakes version of that situation first. This practice technique is known as:

- A. A social autopsy
- B. Errorless compliance training
- C. Behavior rehearsal
- D. Priming

48. Before introducing any intervention, a team collects data on a target behavior for several days to establish how frequently it occurs under existing conditions, providing a comparison point for later data. This initial data-collection phase is known as the:

- A. Intervention phase
- B. Baseline phase
- C. Maintenance phase
- D. Generalization phase

49. A single-subject research design alternates between a baseline phase and an intervention phase multiple times, observing whether the target behavior reliably changes each time the intervention is introduced or withdrawn. This specific design is known as an:

- A. Multiple baseline design
- B. A-B-A-B, or reversal, design

- C. Descriptive design
- D. Indirect design

50. A single-subject research design introduces the same intervention to different behaviors, settings, or people at staggered points in time, rather than withdrawing and reintroducing the same intervention repeatedly for one behavior. This specific design is known as a:

- A. Reversal design
- B. Descriptive design
- C. Indirect design
- D. Multiple baseline design

51. A team examines a behavioral data graph, looking at the overall level of the data, the direction it is trending, and how much the data points vary, to judge whether an intervention appears effective, rather than relying solely on a statistical test. This approach to interpreting graphed data is known as:

- A. A functional analysis
- B. A scatter plot
- C. Visual analysis
- D. A reinforcer hierarchy

52. Placed in typical developmental order, prelinguistic communication generally precedes the onset of intentional communication, which in turn generally precedes:

- A. The holophrastic stage
- B. The telegraphic stage, where short multi-word phrases appear
- C. Figurative language understanding
- D. Symbolic play

53. Around 6 to 10 months of age, an infant begins producing repetitive consonant-vowel syllable combinations, such as 'bababa,' considered an important precursor to producing first words. This early vocal milestone is known as:

- A. Canonical babbling
- B. The holophrastic stage
- C. The telegraphic stage
- D. Echolalia

54. One type of early babbling repeats the exact same syllable, such as 'baba,' while a later type combines different syllables together, such as 'badaga.' These two types of babbling are known respectively as:

- A. Canonical and non-canonical babbling
- B. Intentional and prelinguistic babbling
- C. Reduplicated and variegated babbling
- D. Protoimperative and protodeclarative babbling

55. An AAC symbol that looks very similar to the actual object or concept it represents is easy for a new user to guess, while a more abstract symbol requires the user to learn an arbitrary association. This property of how visually guessable a symbol is is known as its:

- A. Rate enhancement
- B. Motor planning consistency
- C. Vocabulary organization scheme
- D. Iconicity

56. A highly iconic AAC symbol that is easily guessable is described as being on one end of a spectrum, while a highly abstract, arbitrary symbol requiring learned association is described as being on the other end. These two ends of the iconicity spectrum are known respectively as:

- A. Aided and unaided
- B. Transparent and opaque
- C. Dynamic and static
- D. Topography-based and selection-based

57. A trained classmate is paired with a student for ongoing, informal social and academic support throughout the school day, distinct from a larger group structure or a broader peer-mediated intervention program generally. This one-on-one ongoing pairing is generally known as a:

- A. Circle of Friends
- B. Peer-mediated intervention generally
- C. Social skills group
- D. Peer buddy system

58. A student trained to respond to a red circle is later tested with an orange circle, a stimulus somewhat similar to the original, and responds correctly more often than when tested with a stimulus that looks very different, such as a blue square. This pattern, where response likelihood decreases as similarity to the original training stimulus decreases, is known as a:

- A. Stimulus generalization gradient
- B. Reinforcer hierarchy
- C. Prompt hierarchy
- D. Token economy

59. A student can complete a multiplication fact accurately, but does so very slowly, taking far longer than a typically developing peer to arrive at the same correct answer. A team targets not just accuracy but also the speed of a functional, efficient response. This combined goal of accuracy and efficient rate is known as targeting:

- A. Generalization
- B. Behavioral fluency
- C. Maintenance
- D. Acquisition

60. A student who primarily uses a high-tech, battery-powered AAC device also keeps a simple, lowtech picture card readily available in case the device loses power or malfunctions. This reliable low-tech option kept in reserve is known as a:

- A. Core board specifically for daily use

- B. Token board
- C. Backup communication system
- D. Communication passport

61. A student attempts to communicate something, but the listener does not understand. The student is taught specific strategies, such as repeating the message or trying a different word, to address this kind of misunderstanding when it occurs. This category of pragmatic skill is known as a:

- A. Referential communication strategy
- B. Presupposition strategy
- C. Topic maintenance strategy
- D. Communication breakdown and repair strategy

62. A foundational pragmatic skill involves a student waiting for their conversational partner to finish speaking before responding, and then allowing the partner an opportunity to respond in turn, rather than talking over others or dominating the exchange. This foundational conversational skill is known as:

- A. Topic initiation
- B. Turn-taking
- C. Referential communication
- D. Presupposition

63. A student can begin a conversation topic appropriately, but struggles to stay on that same topic for more than one or two exchanges before drifting to something unrelated. The specific pragmatic skill being targeted here is:

- A. Topic initiation
- B. Turn-taking
- C. Topic maintenance
- D. Referential communication

64. A student can maintain a conversation topic once it is underway, but has significant difficulty appropriately starting a brand-new conversation topic on their own. The specific pragmatic skill being targeted here is:

- A. Topic initiation
- B. Topic maintenance
- C. Presupposition
- D. Referential communication

65. A student explaining a story to a classmate who was present for the same event over-explains basic details the classmate already knows, rather than adjusting the explanation based on what the listener likely already understands. The pragmatic skill being targeted here is:

- A. Turn-taking
- B. Topic initiation
- C. Referential communication
- D. Presupposition

66. Over the phone, without being able to point or show anything, a student must describe an object clearly enough that a listener who cannot see it can correctly identify or recreate it. This specific pragmatic skill is known as:

- A. Topic maintenance
- B. Referential communication
- C. Presupposition
- D. Turn-taking

67. Two students sit on opposite sides of a physical divider, and one student describes an arrangement of objects for the other to replicate without seeing it, providing a structured activity for practicing precise, clear description. This specific structured activity is known as a:

- A. Barrier game or barrier task
- B. Social autopsy
- C. Communication temptation
- D. Reinforcer sampling session

68. A student struggles to understand when a speaker says, 'Oh, great, just what I needed,' in a tone signaling the opposite of the literal words spoken. Understanding this kind of nonliteral language, which relies heavily on tone and social context, generally requires a strong grasp of:

- A. Phonological awareness
- B. Morphology
- C. Theory of mind
- D. Orthographic mapping

69. While reading a story, a student concludes that a character must be upset, even though the text never directly states the character's emotion, based on details describing the character's actions and the situation. This skill of drawing unstated conclusions from available information is known as:

- A. Text structure instruction
- B. Semantic feature analysis
- C. Elaborative interrogation
- D. Inferencing

70. A team designs a communication intervention that includes a properly selected AAC system considering iconicity and display type, explicit teaching of pragmatic skills such as turn-taking and topic maintenance, and single-subject data collection with visual analysis to monitor progress. This fully integrated approach best reflects:

- A. A comprehensive, evidence-based communication intervention integrating AAC design, pragmatic skill instruction, and rigorous progress monitoring
- B. A single isolated AAC feature disconnected from actual communication goals
- C. An approach appropriate only for students with the mildest communication needs
- D. A design that ignores individual student differences entirely

71. A visual math tool displays numbers in sequential order along a straight line, helping students visualize magnitude, compare values, and understand operations like addition as movement to the right. This specific tool is known as a:

- A. Ten-frame
- B. Base-ten block set
- C. Number line
- D. Bar model

72. A visual math tool displays a two-row, five-column grid, with students filling in dots or counters to represent a specific number and its relationship to ten. This specific early-numeracy tool is known as a:

- A. Number line
- B. Ten-frame
- C. Base-ten block set
- D. Array model

73. A specific set of physical manipulatives includes small individual unit cubes, longer rods representing groups of ten, and flat squares representing groups of one hundred, helping students concretely understand place value. This manipulative set is known as:

- A. Base-ten blocks
- B. A ten-frame
- C. A bar model
- D. Fact family cards

74. A visual math model shows two smaller quantities combining to form one larger total quantity, helping students understand the relationship underlying addition and subtraction. This specific model is known as a:

- A. Ten-frame
- B. Array model
- C. Part-part-whole model
- D. Area model

75. A visual math model uses a rectangular bar divided into labeled sections to represent the parts and whole of a word problem, helping students set up and solve problems involving comparison or combination. This specific model is known as a:

- A. Ten-frame
- B. Bar model, or tape diagram
- C. Array model
- D. Fact family

76. A specific teaching strategy groups related basic math facts together, such as $4+5=9$, $5+4=9$, $9-4=5$, and $9-5=4$, helping students see the connections between addition and subtraction facts that share the same three numbers. This strategy is known as teaching:

- A. Base-ten blocks
- B. The area model
- C. The array model
- D. Fact families

77. A visual math model arranges objects into equal rows and columns, helping students understand multiplication as a specific number of equal groups. This specific model is known as an:

- A. Array model
- B. Area model
- C. Ten-frame
- D. Bar model

78. A visual math model breaks larger numbers into place-value parts and uses a grid to multiply each part separately before adding the partial results together, helping students multiply multi-digit numbers. This specific model is known as the:

- A. Array model
- B. Area model
- C. Part-part-whole model
- D. Ten-frame

79. A well-known writing assessment and instruction framework evaluates a piece of writing across specific dimensions, including ideas, organization, voice, word choice, sentence fluency, and conventions. This framework is known as the:

- A. RAP strategy
- B. Six traits of reading
- C. SQ3R strategy
- D. Six traits of writing

80. A specific classroom structure for teaching writing generally includes a short whole-class minilesson, an extended period of independent writing time with individual teacher support, and a closing time for students to share their work. This structure is known as:

- A. Reciprocal teaching
- B. The jigsaw method
- C. Writer's workshop
- D. Station rotation

81. Published books or excerpts are used specifically as models for students to study and emulate a particular writing technique, such as a strong opening sentence or vivid descriptive language. These published works used for this purpose are known as:

- A. Anchor charts
- B. Graphic organizers
- C. Advance organizers
- D. Mentor texts

82. A student with significant physical disabilities cannot independently complete every step of a cooking activity, but is supported in meaningfully holding the bowl while a peer stirs, allowing genuine participation in the shared activity despite not completing every step alone. This principle is known as:

- A. Partial participation

- B. Natural supports
- C. Dignity of risk
- D. Presumption of competence

83. Rather than relying only on paid, specialized support staff, a team also considers existing, naturally occurring resources, such as a coworker's willingness to help a new employee learn a task. This broader category of support is known as:

- A. Person-centered planning
- B. Least dangerous assumption
- C. Natural supports
- D. Universal design for learning

84. Even when it cannot be definitively proven, adults consistently communicate around and about a student as though that student is capable of learning and understanding, guiding respectful interaction and instruction. This guiding principle is known as:

- A. Dignity of risk
- B. Presumption of competence
- C. Natural supports
- D. Partial participation

85. A young adult with a disability is supported in trying a new activity that carries some reasonable risk of failure or difficulty, rather than being overprotected from ever attempting it. This principle, recognizing the value of allowing reasonable risk as part of growth, is known as:

- A. Presumption of competence
- B. Natural supports
- C. Partial participation
- D. Dignity of risk

86. Rather than requiring a student with a significant cognitive disability to first 'prove readiness' before receiving literacy instruction, a team assumes every student is a capable reader and communicator and provides literacy instruction accordingly from the start. This guiding assumption is known as applying:

- A. Structured literacy instruction specifically
- B. Universal precautions to literacy instruction
- C. Systematic synthetic phonics specifically
- D. Multisensory instruction specifically

87. A student who struggles significantly with decoding uses software that reads printed digital text aloud, supporting access to written content despite the decoding difficulty. This specific assistive technology tool is known as:

- A. Speech-to-text software
- B. A graphic organizer
- C. Text-to-speech software
- D. A word wall

88. A student who struggles significantly with the physical or motor aspects of writing uses software that converts spoken words into typed text, supporting written expression despite that difficulty. This specific assistive technology tool is known as:

- A. Speech-to-text software
- B. Text-to-speech software
- C. A graphic organizer
- D. A word wall

89. A student uses an electronic version of a textbook that includes built-in features such as adjustable font size and embedded read-aloud audio, supporting access to the content in a format tailored to the student's needs. This category of accessible material is known as:

- A. A leveled text specifically
- B. A digital textbook with built-in accessibility features
- C. A mentor text
- D. An anchor chart

90. In a co-taught classroom, each teacher runs a different small-group station, and students rotate through both teachers' stations over the course of the lesson. This specific co-teaching model is known as:

- A. Station teaching
- B. One teach, one observe
- C. Alternative teaching
- D. Team teaching

91. In a co-taught classroom, one teacher leads instruction for the whole class while the other teacher systematically observes and collects specific data on student engagement or understanding. This specific co-teaching model is known as:

- A. Station teaching
- B. Alternative teaching
- C. One teach, one observe
- D. Team teaching

92. In a co-taught classroom, one teacher works with a small group of students needing additional, more intensive support, while the other teacher simultaneously teaches the larger remaining group. This specific co-teaching model is known as:

- A. Station teaching
- B. One teach, one observe
- C. Team teaching
- D. Alternative teaching

93. In a co-taught classroom, both teachers jointly lead instruction simultaneously, sharing responsibility for delivering the same lesson content to the whole class together. This specific co-teaching model is known as:

- A. Station teaching

- B. Alternative teaching
- C. Team teaching
- D. One teach, one observe

94. Beyond choosing a specific co-teaching model, effective co-teaching also generally requires that the two teachers have dedicated, protected time built into their schedules to plan lessons together in advance. This structural, scheduling-based support is known as:

- A. A co-teaching model itself
- B. Co-planning time
- C. A pacing guide
- D. A test blueprint

95. Students watch a short instructional video introducing new content at home, then use class time the next day for application, practice, and discussion with teacher support, rather than the reverse traditional order. This instructional delivery model is known as a:

- A. Flipped classroom
- B. Blended learning model generally
- C. Station rotation model
- D. Writer's workshop model

96. A broader instructional approach deliberately combines structured online or digital learning with traditional face-to-face teaching, of which a flipped classroom is one specific example. This broader category is known as:

- A. Station rotation specifically
- B. Universal design for learning
- C. Differentiated instruction generally
- D. Blended learning

97. Rather than advancing students based on time spent in a course or a fixed school-year calendar, a system allows students to advance to new content only once they have demonstrated mastery of the current skill or standard. This grading and progression philosophy is known as:

- A. Norm-referenced grading
- B. Formative grading specifically
- C. Competency-based, or mastery-based, education
- D. Alternate assessment grading

98. A student who believes their abilities can be developed and improved through effort and practice is more likely to persist through a challenging task than a student who believes their abilities are fixed and unchangeable. This belief in the malleability of one's own abilities is known as having a:

- A. Fixed mindset
- B. Growth mindset
- C. High self-efficacy specifically
- D. Strong self-esteem specifically

99. A student believes they are specifically capable of successfully completing a particular upcoming math test, based on their own judgment of their preparation and ability for that specific task. This belief in one's own capability for a specific task is known as:

- A. Growth mindset
- B. General self-esteem
- C. A fixed mindset
- D. Self-efficacy

100. A school implements co-teaching models with genuine co-planning time, uses flipped or blended learning delivery, adopts competency-based progression, and explicitly fosters growth mindset and self-efficacy through instructional feedback, while grounding all of this in presumption of competence and dignity of risk for students with significant disabilities. This fully integrated approach best reflects:

- A. A comprehensive system integrating teaching structures, delivery models, and motivational principles
- B. A system that ignores individual student needs entirely
- C. An approach appropriate only for students without disabilities
- D. A single isolated technique disconnected from actual classroom practice

Practice Exam 21: Answer Key and Explanations

1. **D** — IDEA's assistive technology device definition is broad enough to include simple, low-tech tools, such as a pencil grip or a slant board, not only electronic or battery-powered devices. This differs from being limited strictly to electronic devices, devices above a certain cost, or devices requiring professional installation. This distinction affects which supports a district is expected to consider and provide.
2. **A** — IDEA generally defines transition services as a coordinated set of activities designed within a results-oriented process, focused on improving a student's academic and functional achievement to facilitate movement from school to post-school activities. This differs from being limited to one specific job, graduation requirements alone, or social skills alone. This framing shapes the intended outcomes.
3. **B** — IDEA's definition of transition services generally includes instruction, related services, community experiences, and post-school adult living objectives, and, if appropriate, also includes daily living skills and a functional vocational evaluation as additional components. This differs from requiring a college acceptance letter, a signed employment contract, or a specific savings amount.
4. **C** — Beyond the required teachers and parent, IDEA generally requires that the IEP team include an individual who can interpret the instructional implications of evaluation results, ensuring the team can translate assessment data into meaningful instructional planning. This differs from requiring a chamber of commerce member, an unconnected retired teacher, or a randomly selected community member.
5. **A** — If a parent cannot attend an IEP meeting in person, IDEA generally requires the district to use other methods to ensure participation, such as individual or conference telephone calls, rather than simply proceeding without any parent input. This differs from canceling the meeting permanently or limiting the parent only to written comments with no live discussion option.
6. **D** — IDEA's procedural safeguards are generally understood to require a meaningful opportunity for the parent to genuinely participate in the decisions being made, not merely being invited to attend as a formality. This differs from giving the parent final unilateral authority, no actual influence at all, or only a silent observer role.
7. **B** — IDEA generally gives a parent the right to receive a copy of their child's IEP at no cost, ensuring the family has their own reference copy of this important document without a financial barrier. This differs from only a phone summary, a required printing fee, or requiring an in-person school visit to simply view it.
8. **C** — Separate from an IDEA due process complaint or IDEA state complaint, a parent may also file a complaint alleging disability discrimination with the Office for Civil Rights, a distinct federal enforcement mechanism generally associated with Section 504 and the ADA. This differs from a police department, a private attorney's office, or the student's own teacher.

- 9. C** — Unlike an IEP, governed by IDEA's specific procedural safeguards, a Section 504 plan is generally governed by Section 504's own distinct procedural protections, enforced by the Office for Civil Rights rather than the IDEA due process hearing system. This differs from using the same IDEA hearing system, having no enforcement mechanism, or relying only on a state mediation program.
- 10. A** — Transportation provided as a related service under IDEA generally includes travel to and from school, travel between schools, travel in and around school buildings, and any specialized equipment required, such as a wheelchair lift, to make that travel possible. This differs from a parent-chosen vehicle model, transportation for any purpose the family requests, or free transportation for extended family.
- 11. D** — IDEA's exclusion of a surgically implanted medical device, such as a cochlear implant, from the assistive technology device definition generally does not exclude routine maintenance, programming, or replacement of an external component, such as an external speech processor. This differs from the implanted device itself, the surgery, or ongoing medical monitoring.
- 12. B** — IDEA generally requires that a student's IEP be written in language and a form understandable to the general public, not in a highly technical, legalistic format understandable primarily to attorneys or specialists. This differs from requiring a specialized decoder, or reducing the entire program to a single sentence. This affects how accessible the document is meant to be.
- 13. A** — IDEA generally gives a parent the right to receive a copy of the evaluation report and the documentation of the eligibility determination, ensuring the family has the underlying data and reasoning behind the eligibility decision, not just the resulting IEP. This differs from only a verbal summary, requiring a due process complaint first, or providing only the final IEP.
- 14. B** — When a district has difficulty obtaining a parent's participation or consent, IDEA generally expects the district to document its reasonable efforts, such as detailed records of phone calls, letters, and visits, demonstrating a genuine, sustained attempt rather than a single try. This differs from giving up after one attempt, going straight to court, or assuming consent after a brief silence.
- 15. C** — IDEA generally requires that states have a policy addressing the rights of children with disabilities in adult correctional facilities, under which certain rights continue to apply, subject to specific exceptions and modifications recognized for this particular setting. This differs from rights automatically disappearing entirely, applying only under age 18, or complete exemption for correctional facilities.
- 16. D** — For a highly mobile or homeless child with a disability, IDEA generally expects child find efforts to occur with reasonable promptness, recognizing the added challenge frequent moves can create for consistent identification and continuity of services. This differs from no particular urgency, a full year's delay, or treating this child as lower priority.
- 17. B** — When a privately-obtained independent educational evaluation reaches different conclusions than the district's own evaluation, IDEA generally requires the team to genuinely consider both evaluations, without automatically favoring either one simply because of who conducted it. This

differs from automatically favoring the district's evaluation, automatically favoring the private one, or disregarding both entirely.

18. A — IDEA generally requires that the state educational agency maintain general supervisory authority ensuring all local educational agencies and other public agencies within the state comply with IDEA's requirements, providing a state-level oversight function. This differs from overseeing curriculum content specifically, teacher salaries, or school building architecture. This oversight function operates above the level of any single school or classroom.

19. C — When a parent revokes consent for special education services in writing, that revocation is generally not retroactive, meaning it does not undo or invalidate any actions already properly taken while consent was in effect, though services generally stop going forward. This differs from automatically restoring services after 30 days, requiring expulsion, or automatically transferring the student to a private school.

20. D — Before releasing a student's personally identifiable information to officials of a participating agency involved in transition services, IDEA generally requires parental consent, or the student's own consent once procedural rights have transferred at the age of majority. This differs from requiring no consent, only verbal permission, or consent from the student regardless of whose rights apply.

21. D — A simple color-coded urgency marker on written communications helps families quickly triage their attention across multiple incoming messages, distinguishing something needing immediate attention from a routine update. This does not replace reading the actual content, is not an IDEA discipline provision, and is a genuinely useful, not overly simplistic, communication tool.

22. C — Asking a family how they would like to be addressed, and consistently honoring that preference, reflects personalized respect for how the family wishes to be addressed rather than assuming a default based on the staff member's own habits. This is not an unnecessary formality, is not a FERPA requirement, and should genuinely be asked rather than assumed.

23. B — Explaining who will be attending an upcoming meeting and each person's role helps the family feel more prepared and less uncertain about what to expect, complementing rather than replacing a separate agenda of topics to be discussed. This is not a due process-specific requirement and can be valuable for any meeting, not only a family's very first one.

24. A — Following up a brief phone call with a short written email summary gives the family a written reference to look back on later, since verbal information from a call alone is easy to forget or misremember. This does not replace the value of the call itself, is not a FERPA requirement, and is useful even for brief, informal calls.

25. C — Sharing draft goal wording in advance, inviting edits before the meeting, supports more genuine, collaborative input into the goals while they can still be shaped, rather than only reacting to finished language during the meeting. This does not replace the family's participation, is not an IDEA discipline provision, and does not preclude further comments during the meeting.

- 26. B** — A family's request to postpone an upcoming meeting by a few days to prepare should generally be reasonably accommodated, recognizing that adequate preparation time supports more genuine participation rather than a rushed, underprepared discussion. Denying the request outright, assuming avoidance, or requiring formal written justification for a simple scheduling request would each be an inappropriate response.
- 27. D** — Letting a family know roughly how long a meeting is expected to last supports their practical ability to plan their schedule, such as arranging childcare or work coverage, around that commitment. This does not replace a written agenda, is not a due process-specific requirement, and does not guarantee the meeting will never run slightly over.
- 28. A** — Checking in advance whether attending families observe specific religious dietary practices, such as keeping kosher or halal, and including appropriate options supports genuine inclusion of those families in a shared community event. This is not an IDEA discipline provision, does not replace separately asking about other needs like allergies, and matters even if only one family observes a given practice.
- 29. A** — Providing a translated copy of a student's actual IEP document, beyond the general procedural safeguards notice, supports the family's ability to fully understand the specific program written for their own child, not just their general legal rights. This does not replace the official English version, is not limited to the initial IEP, and should not be denied when requested.
- 30. C** — Proactively translating commonly needed routine forms, such as a field trip permission slip, supports full, practical access to everyday school paperwork, not only major formal documents like an IEP or evaluation report. This does not replace translating other documents as needed, is not a FERPA requirement, and matters even for families with some English proficiency.
- 31. B** — Honoring a family's preference for a more English-comfortable family member as the communication point of contact, while clarifying that this is about convenience and does not change who legally holds procedural rights, respects the family's preference without confusing legal responsibility. This differs from that member gaining legal rights, the parent no longer needing information, or the arrangement being impermissible.
- 32. D** — Providing a family a short list of positive signs of progress to watch for, alongside information about warning signs, helps the family recognize positive change happening at home, not only potential problems, offering a more balanced picture. This does not discourage raising concerns, is not a due process-specific requirement, and does not replace formal progress reports.
- 33. B** — Ending a written progress report with an invitation for questions and clear contact information makes it easy for a family to follow up if anything is unclear, rather than leaving them unsure how or whether to ask. This does not replace the report's actual data, is not a FERPA requirement, and remains valuable even for a clearly written report.
- 34. C** — Ensuring materials depict a genuinely diverse range of family compositions and backgrounds, rather than repeatedly showing only one type of family, helps a broader range of families more readily

see themselves reflected and welcomed in school materials. This is not purely cosmetic, is not a due process-specific requirement, and is relevant to families across many different backgrounds, not just one.

35. D — Incorporating and building on a family's own already-effective home strategy, rather than replacing it with an unrelated school-based approach, validates the family's expertise and existing success rather than dismissing what already works. This is not an unwillingness to try anything new, is not a procedural safeguards requirement, and does not undermine professional expertise.

36. A — Providing a short description of what a typical day looks like in a specific classroom setting helps a family form a concrete, realistic picture of that setting before deciding, complementing rather than replacing an actual visit if one is possible. This is not a due process-specific requirement and is most useful before, not after, a placement decision is finalized.

37. A — Sharing something specific and positive about a student before addressing a concern establishes a constructive, balanced tone for the conversation, without necessarily avoiding or softening the substance of a genuinely important concern. This is not a procedural safeguards requirement and, when done genuinely, does not undermine the seriousness of an urgent message.

38. C — Accommodating a family's preferred messaging platform, when feasible, supports actually reaching that family through a channel they will genuinely see and use, rather than relying solely on official channels the family may not check as regularly. This does not replace all other official channels entirely, is not a FERPA requirement, and is appropriate for routine as well as urgent messages.

39. D — Offering a brief individual conversation after a group session gives families who are less comfortable speaking up in front of others a genuine additional avenue to ask their questions, without discouraging or replacing the value of the group session itself. This is not a due process-specific requirement and supports, rather than discourages, family questions overall.

40. B — Briefly recapping decisions and confirming shared understanding before a meeting ends helps catch and resolve any miscommunication while everyone is still present, rather than discovering a misunderstanding only afterward. This does not replace the value of written follow-up documentation, is not a FERPA requirement, and remains worthwhile even when a meeting seems to have gone smoothly.

41. A — A dynamic display AAC device changes its screen to show new, relevant vocabulary options after a selection is made, while a static display consists of a single, unchanging page of symbols, a categorization based on the display's own behavior rather than access method. This differs from aided/unaided, topography-based/selection-based, and partner-dependent/independent categorizations.

42. D — An AAC core word wall posts a visible display of frequently used core AAC vocabulary on the classroom wall, similar to a literacy word wall, reinforcing that vocabulary for all students throughout the day rather than being carried by one student. This differs from a token board, a communication passport, and a core board carried by a student.

- 43. B** — Behavioral contagion describes one student's behavior spreading to nearby peers, who begin engaging in similar behavior themselves, without any specific corrective action from an adult occurring in between, distinct from the ripple effect, which specifically involves a correction spreading positively to nearby students. This differs from behavioral momentum and a behavioral cusp.
- 44. C** — A least-to-most restrictive AAC intervention hierarchy begins by considering natural gestures and vocalizations first, then moves to low-tech options, and only introduces high-tech solutions if simpler approaches prove insufficient, reflecting a general philosophy for AAC selection. This differs from a total communication approach, an aided language stimulation approach, and a partner-dependent AAC approach.
- 45. A** — A communication dictionary lists a specific student's idiosyncratic behaviors, such as a particular hand movement, along with their individual meaning, such as 'more,' helping unfamiliar adults correctly interpret that student's unique communicative signals. This differs from a communication passport, which is broader, a behavior intervention plan, and a present levels statement.
- 46. D** — Emergent literacy skills, such as print awareness and appropriate book handling, are foundational pre-reading skills targeted for a student with a significant cognitive disability, recognized as important developmental building blocks in their own right, distinct from later, more specific phonological or orthographic skills. This differs from phonological awareness specifically, morphology, and orthographic mapping.
- 47. C** — Behavior rehearsal has a student practice a desired response in a simulated, low-stakes version of a challenging situation before encountering the real, higher-stakes version, building confidence and skill in a safer context first. This differs from a social autopsy, errorless compliance training, and priming. It reduces the pressure of a first genuine attempt.
- 48. B** — The baseline phase collects data on a target behavior for several days before any intervention is introduced, establishing how frequently the behavior occurs under existing conditions and providing an essential comparison point for judging the intervention's later effects. This differs from the intervention phase, the maintenance phase, and the generalization phase.
- 49. B** — An A-B-A-B, or reversal, design alternates between baseline and intervention phases multiple times, observing whether the target behavior reliably changes each time the intervention is introduced or withdrawn, helping demonstrate a genuine functional relationship between the intervention and the behavior. This differs from a multiple baseline design, a descriptive design, and an indirect design.
- 50. D** — A multiple baseline design introduces the same intervention to different behaviors, settings, or people at staggered points in time, demonstrating a functional relationship without needing to withdraw and reintroduce the intervention for a single behavior. This differs from a reversal design, a descriptive design, and an indirect design used elsewhere.
- 51. C** — Visual analysis examines a behavioral data graph's overall level, trend, and variability across phases to judge whether an intervention appears effective, a common approach in single-subject

research not relying solely on formal statistical testing. This differs from a functional analysis, a scatter plot, and a reinforcer hierarchy used for other purposes.

52. A — In typical developmental order, prelinguistic communication generally precedes the onset of intentional communication, which in turn generally precedes the holophrastic stage, a single word used to convey a larger idea, before the later telegraphic stage of short multi-word phrases. This differs from the telegraphic stage occurring earlier, figurative language, or symbolic play as the next milestone.

53. A — Canonical babbling describes an infant producing repetitive consonant-vowel syllable combinations, such as 'bababa,' typically emerging around 6 to 10 months of age and considered an important vocal precursor to producing recognizable first words. This differs from the holophrastic stage, the telegraphic stage, and echolalia, each occurring at a different developmental point or reflecting a different process.

54. C — Reduplicated babbling repeats the exact same syllable, such as 'baba,' typically emerging earlier, while variegated babbling combines different syllables together, such as 'badaga,' typically emerging somewhat later as babbling grows more complex and varied. This differs from canonical and non-canonical babbling, intentional and prelinguistic communication, and protoimperative and protodeclarative pointing.

55. D — Iconicity describes how visually similar an AAC symbol is to the object or concept it represents, affecting how easily a new user can guess its meaning versus needing to learn an arbitrary, memorized association. This differs from rate enhancement, motor planning consistency, and a vocabulary organization scheme used for other design choices.

56. B — A transparent AAC symbol is highly iconic and easily guessable, while an opaque symbol is highly abstract and arbitrary, requiring a learned association rather than an intuitive visual guess, representing the two ends of the iconicity spectrum. This differs from aided and unaided, dynamic and static, and topography-based and selection-based categorizations.

57. D — A peer buddy system pairs a trained classmate with a student for ongoing, informal social and academic support throughout the school day, a specific one-on-one ongoing pairing distinct from a larger group structure like Circle of Friends or a broader peer-mediated intervention program generally. This differs from a social skills group as well.

58. A — A stimulus generalization gradient describes the pattern in which a trained response is more likely to occur with a new stimulus that closely resembles the original training stimulus, and progressively less likely as the new stimulus becomes less similar to the original. This differs from a reinforcer hierarchy, a prompt hierarchy, and a token economy.

59. B — Behavioral fluency targets not just the accuracy of a response but also its efficient rate or speed, recognizing that a student who is accurate but very slow may still struggle to functionally use a skill in real time. This differs from generalization, maintenance, and acquisition, each addressing a different dimension of skill development.

- 60. C** — A backup communication system is a simple, reliable low-tech option, such as a basic picture card, kept readily available in case a student's primary high-tech AAC device loses power or malfunctions, ensuring communication is never entirely unavailable. This differs from a core board used for daily primary use, a token board, and a communication passport.
- 61. D** — A communication breakdown and repair strategy teaches a student specific techniques, such as repeating a message or trying a different word, to address a misunderstanding when a listener does not understand an initial communication attempt. This differs from a referential communication strategy, a presupposition strategy, and a topic maintenance strategy.
- 62. B** — Turn-taking is a foundational conversational pragmatic skill involving waiting for a partner to finish speaking before responding, and then allowing the partner an opportunity to respond in turn, supporting balanced, reciprocal exchange rather than one person dominating. This differs from topic initiation, referential communication, and presupposition. This reciprocal exchange is foundational to virtually every later, more complex conversational skill.
- 63. C** — Topic maintenance is the specific pragmatic skill of staying on the same conversational topic across multiple exchanges, a distinct skill from beginning a topic in the first place, often specifically targeted for students who tend to drift to unrelated topics quickly. This differs from topic initiation, turntaking, and referential communication.
- 64. A** — Topic initiation is the specific pragmatic skill of appropriately starting a brand-new conversation topic, a distinct skill from maintaining a topic once it is already underway, often targeted separately for students who specifically struggle with this particular initiating step early on. This differs from topic maintenance, presupposition, and referential communication.
- 65. D** — Presupposition is the pragmatic skill of adjusting what information is included in an explanation based on what the listener already knows or has experienced, avoiding unnecessary overexplanation of details a listener is already aware of. This differs from turn-taking, topic initiation, and referential communication. This adjustment reflects genuine awareness of what a specific listener does or does not already know.
- 66. B** — Referential communication is the pragmatic skill of describing something clearly enough for a listener who cannot see it, such as over the phone, to correctly identify or recreate it, relying entirely on verbal description without visual support. This differs from topic maintenance, presupposition, and turntaking. This skill is often specifically assessed using structured tasks that remove visual support entirely.
- 67. A** — A barrier game, or barrier task, has two students separated by a physical divider, with one student describing an arrangement of objects for the other to replicate without seeing it, providing a structured activity specifically for practicing precise referential communication skills. This differs from a social autopsy, a communication temptation, and a reinforcer sampling session.
- 68. C** — Understanding sarcasm, where the literal words spoken signal the opposite of the speaker's actual meaning through tone and context, generally requires a strong grasp of theory of mind, since the

listener must interpret the speaker's actual underlying intent rather than the literal words alone. This differs from phonological awareness, morphology, and orthographic mapping.

69. D — Inferencing is the skill of drawing conclusions not explicitly stated in a text or conversation, such as concluding a character is upset based on described actions and context rather than an explicitly stated emotion, a foundational comprehension and language skill. This differs from text structure instruction, semantic feature analysis, and elaborative interrogation.

70. A — Combining a properly selected AAC system considering iconicity and display type, explicit pragmatic skill instruction such as turn-taking and topic maintenance, and rigorous single-subject data collection with visual analysis reflects a comprehensive, evidence-based communication intervention integrating design, instruction, and monitoring. This is neither a single isolated AAC feature, an approach only for the mildest needs, nor one ignoring individual differences.

71. C — A number line displays numbers in sequential order along a straight line, helping students visualize magnitude, compare values, and understand operations like addition as a specific kind of movement along that line. This differs from a ten-frame, a base-ten block set, and a bar model, each a distinct visual math tool.

72. B — A ten-frame displays a two-row, five-column grid, with students filling in dots or counters to represent a specific number, building an intuitive visual sense of that number's relationship to ten, a foundational early-numeracy benchmark. This differs from a number line, a base-ten block set, and an array model used differently.

73. A — Base-ten blocks include small individual unit cubes, longer rods representing groups of ten, and flat squares representing groups of one hundred, helping students concretely understand place value by physically manipulating quantities grouped by ten. This differs from a ten-frame, a bar model, and fact family cards. This concrete manipulation helps students move gradually toward more abstract placevalue understanding.

74. C — A part-part-whole model visually shows two smaller quantities combining to form one larger total quantity, helping students understand the underlying relationship between addition, which combines the parts, and subtraction, which finds a missing part. This differs from a ten-frame, an array model, and an area model. This relationship underlies much of early arithmetic reasoning before formal algorithms are introduced.

75. B — A bar model, or tape diagram, uses a rectangular bar divided into labeled sections to represent the parts and whole of a word problem, helping students visually set up and solve problems involving comparison or combination before performing the calculation. This differs from a ten-frame, an array model, and a fact family.

76. D — Fact families group related basic math facts together, such as $4+5=9$, $5+4=9$, $9-4=5$, and $9-5=4$, helping students see the underlying connections between addition and subtraction facts that share the same three numbers. This differs from base-ten blocks, the area model, and the array model. This strategy reduces the number of isolated facts a student must memorize separately.

- 77. A** — An array model arranges objects into equal rows and columns, helping students understand multiplication as representing a specific number of equal groups, directly visualizing the multiplication relationship itself. This differs from the area model, which uses place-value decomposition within a grid, a ten-frame, and a bar model. This visual representation directly mirrors the repeated-groups structure that multiplication represents.
- 78. B** — The area model breaks larger numbers into place-value parts and uses a grid to multiply each part separately before adding the partial results together, helping students multiply multi-digit numbers by decomposing the problem into simpler pieces. This differs from the array model, the part-part-whole model, and a ten-frame. This decomposition strategy connects directly to place-value understanding developed with base-ten blocks.
- 79. D** — The six traits of writing is a well-known framework evaluating a piece of writing across specific dimensions, including ideas, organization, voice, word choice, sentence fluency, and conventions, providing a shared vocabulary for both instruction and assessment of writing. This differs from the RAP strategy, a reading-specific traits framework, and SQ3R.
- 80. C** — Writer's workshop is a specific classroom structure for teaching writing generally including a short whole-class mini-lesson, an extended period of independent writing time with individual teacher support, and a closing time for students to share their work with peers. This differs from reciprocal teaching, the jigsaw method, and station rotation.
- 81. D** — Mentor texts are published books or excerpts used specifically as models for students to study and emulate a particular writing technique, such as a strong opening sentence or vivid descriptive language, learning craft from real published examples. This differs from anchor charts, graphic organizers, and advance organizers used for other purposes.
- 82. A** — Partial participation recognizes that a student with significant disabilities can meaningfully participate in an activity, such as holding a bowl while a peer stirs, even without independently completing every single step of that activity alone. This differs from natural supports, dignity of risk, and presumption of competence, each a related but distinct inclusion principle.
- 83. C** — Natural supports are existing, naturally occurring resources and relationships, such as a coworker's willingness to help, used alongside or instead of only paid, specialized support staff, particularly relevant in inclusive workplace and community settings. This differs from person-centered planning, the least dangerous assumption, and universal design for learning. These informal resources often continue well after formal school-based services have ended.
- 84. B** — Presumption of competence guides adults to consistently communicate around and about a student as though that student is capable of learning and understanding, even when this cannot be definitively proven, shaping respectful interaction and ambitious instruction. This differs from dignity of risk, natural supports, and partial participation. This principle shapes tone, vocabulary, and expectations even without definitive proof of understanding.

- 85. D** — Dignity of risk recognizes that individuals with disabilities have the right to try new activities that carry some reasonable risk of failure or difficulty, rather than being overprotected from ever attempting them, valuing growth and autonomy over guaranteed safety. This differs from presumption of competence, natural supports, and partial participation.
- 86. B** — Applying universal precautions to literacy instruction assumes every student, regardless of significant disability, is a capable reader and communicator, and provides literacy instruction accordingly from the start, rather than requiring a student to first 'prove readiness.' This differs from structured literacy instruction, systematic synthetic phonics, and multisensory instruction, each a specific instructional method rather than this underlying guiding assumption.
- 87. C** — Text-to-speech software reads printed digital text aloud, supporting a student who struggles significantly with decoding in accessing written content despite that specific difficulty, functioning as a reading-access assistive technology tool designed for that student's needs. This differs from speech-to-text software, which supports writing instead, a graphic organizer, and a word wall.
- 88. A** — Speech-to-text software converts spoken words into typed text, supporting a student who struggles significantly with the physical or motor aspects of writing in producing written expression despite that particular ongoing difficulty they consistently face. This differs from text-to-speech software, which supports reading instead, a graphic organizer, and a word wall.
- 89. B** — A digital or electronic textbook with built-in accessibility features, such as adjustable font size and embedded read-aloud audio, supports content access in a format tailored to a student's specific needs, distinct from a simple leveled paper text. This differs from a leveled text specifically, a mentor text, and an anchor chart.
- 90. A** — Station teaching has each teacher run a different small-group station within a co-taught classroom, with students rotating through both teachers' stations over the course of the lesson, dividing instructional responsibility by station rather than by student group need. This differs from one teach one observe, alternative teaching, and team teaching.
- 91. C** — One teach, one observe has one teacher lead instruction for the whole class while the other systematically observes and collects specific data on student engagement or understanding, a model focused squarely on gathering useful information rather than dividing instructional delivery. This differs from station teaching, alternative teaching, and team teaching.
- 92. D** — Alternative teaching has one teacher work with a small group of students needing additional, more intensive support, while the other teacher simultaneously teaches the larger remaining group, allowing targeted small-group instruction without pulling students entirely out of the classroom. This differs from station teaching, one teach one observe, and team teaching.
- 93. C** — Team teaching has both teachers jointly lead instruction simultaneously, sharing responsibility for delivering the same lesson content to the whole class together, rather than dividing students into separate groups or having one teacher observe. This differs from station teaching,

alternative teaching, and one teach one observe. This model requires substantial shared planning time to coordinate a single unified lesson.

94. B — Co-planning time is dedicated, protected time built into two co-teachers' schedules specifically to plan lessons together in advance, a structural, scheduling-based support distinct from any particular co-teaching model itself, without which even a well-chosen model may not function effectively. This differs from a co-teaching model, a pacing guide, and a test blueprint.

95. A — A flipped classroom has students watch a short instructional video introducing new content at home, then use class time the next day for application, practice, and discussion with teacher support, reversing the traditional order of lecture-then-homework. This differs from blended learning generally, a broader category, station rotation, and writer's workshop.

96. D — Blended learning is a broader instructional approach deliberately combining structured online or digital learning with traditional face-to-face teaching, of which a flipped classroom is one specific example among several possible models. This differs from station rotation specifically, universal design for learning, and differentiated instruction generally. This combination reflects a deliberate blend of digital and face-to-face instructional time.

97. C — Competency-based, or mastery-based, education allows students to advance to new content only once they have demonstrated genuine mastery of the current skill or standard, rather than advancing based simply on time spent in a course or a fixed calendar. This differs from norm-referenced grading, formative grading specifically, and alternate assessment grading.

98. B — A growth mindset, a concept associated with Carol Dweck, is the belief that one's own abilities can be developed and improved through effort and practice, generally associated with greater persistence through challenging tasks than a fixed mindset, which views abilities as unchangeable. This differs from a fixed mindset, and from self-efficacy or self-esteem specifically, which are related but distinct constructs.

99. D — Self-efficacy, a concept associated with Albert Bandura, is a person's belief in their own capability to successfully complete a specific task, such as an upcoming test, distinct from growth mindset's broader belief about whether abilities can develop, and distinct from general self-esteem, a broader sense of overall self-worth. This differs from a fixed mindset as well.

100. A — Combining co-teaching with genuine co-planning time, flipped or blended delivery, competency-based progression, growth mindset and self-efficacy feedback, and a foundation of presumption of competence and dignity of risk reflects a comprehensive, grounded system integrating collaboration, flexible delivery, and motivational and inclusion principles. This is neither a system ignoring needs nor a single technique.