

PRACTICE EXAM 9: NBPTS EXCEPTIONAL NEEDS SPECIALIST SIMULATION (100 QUESTIONS)

This practice exam contains 100 selected-response questions modeled on the National Board's Early Childhood through Young Adulthood/Exceptional Needs Specialist Component 1 assessment. Domain weighting mirrors the official proportions: Knowledge of Students / Philosophy, History, and Law (20%), Diversity / Family Partnerships (20%), Communication / Social Development and Behavior (30%), and Assessment / Curriculum and Instruction (30%). There is no official published time limit for this certificate area specifically; allow approximately 2 hours for a realistic timed practice session. There is no percentage passing score — see Chapter 1 for how National Board rubric scoring works. Full answer explanations follow the exam.

1. A teacher of an eleven-year-old with a moderate intellectual disability notices the student generalizes a newly taught laundry-sorting skill at school but not yet at home, where the laundry setup differs considerably. This pattern most directly illustrates that:

- A. generalization across settings often requires deliberate practice matched to each setting's specific physical layout rather than occurring automatically
- B. the skill was never genuinely learned in the first place, given its failure to transfer immediately
- C. school and home laundry setups are functionally identical for generalization purposes and should transfer automatically
- D. this pattern indicates the student has an additional, undiagnosed cognitive limitation

2. A teacher explains that a student who is gifted in creative writing but shows age-typical, rather than advanced, skill in mathematical reasoning should not be assumed to be underperforming. This explanation reflects the principle that:

- A. giftedness must be demonstrated equally and uniformly across every academic subject to be genuine
- B. giftedness in one specific domain does not require or predict advancement in every other academic domain simultaneously
- C. age-typical mathematical performance disqualifies a student from creative writing giftedness identification
- D. mathematical reasoning is a more reliable indicator of overall giftedness than creative writing

3. Which best reflects the legal significance of *Timothy W. v. Rochester School District* for students with the most significant support needs?

- A. the case established that students with the most profound disabilities may be excluded from public education if services would not be beneficial
- B. the case applied only to students without any documented cognitive disability
- C. the case eliminated the requirement for any educational benefit standard entirely
- D. the case established that even students with the most profound disabilities are entitled to a public education, rejecting a zero-reject exception

4. A family raising a child with a significant disability explains they understand their child's exceptionality through a developmental framework emphasizing continuous growth over fixed limitation. Standard I calls for the teacher to:

- A. insist the family adopt a framework emphasizing fixed limitation before any further collaboration can proceed
- B. conclude the family is unrealistic about their child's documented challenges
- C. engage genuinely with this developmental framework as a legitimate lens shaping the family's own understanding
- D. treat this developmental framework as incompatible with the school's own assessment and planning process

5. A teacher wants to explain why a twelve-year-old with a significant intellectual disability may show emerging trust-related caution around unfamiliar adults, typically associated with infancy, at a later chronological age than typically developing peers. The best explanation draws on:

- A. Piaget's stages of cognitive development, which address logical reasoning rather than psychosocial trust specifically
- B. Vygotsky's zone of proximal development, which addresses scaffolded skill acquisition rather than trust timing
- C. Erikson's psychosocial stages, applied with an understanding that a student may progress through the same stages at an individually different pace

D. a purely behavioral framework with no connection to any developmental stage theory

6. A teacher advocating for a student's continued access to an inclusive lunch period, despite a proposed schedule change, cites specific documentation showing the student's independent eating skills measurably improved in that setting. This advocacy is most directly grounded in:

A. the least restrictive environment principle, which requires evidence before a more restrictive change can be justified

B. a belief that inclusive settings are always appropriate for every student regardless of any documented evidence

C. a legal requirement that applies only to core academic classes, never to non-academic settings like lunch

D. an assumption that independent eating skill data is irrelevant to any placement decision

7. Which best describes the significance of *Winkelman v. Parma City School District* for parents navigating IDEA disputes?

A. the case established that parents must always hire an attorney to pursue any IDEA-related claim

B. the case eliminated parents' right to participate in due process hearings entirely

C. the case applied only to disputes involving private school placements

D. the case established that parents may represent themselves and their child pro se in IDEA cases without requiring an attorney

8. A teacher of a student with a specific learning disability in reading comprehension notices the student decodes text accurately but struggles considerably to answer inferential questions about the same text. This pattern illustrates that:

A. reading comprehension disabilities always affect decoding accuracy equally

B. a specific learning disability can affect one narrow skill, such as inferential comprehension, without affecting broader decoding accuracy

C. strong decoding accuracy proves the comprehension disability has been misdiagnosed

D. this pattern indicates the student's difficulty is purely motivational rather than a genuine disability

9. A teacher wants to determine whether a student's slow acquisition of a specific community-safety skill reflects a genuine generalization disability or simply an area requiring more real-world practice than other skills for this individual student. Which evidence would most directly support this determination?

- A. comparing the student's performance on this skill against a single same-age peer's performance
- B. assuming any skill requiring extra real-world practice automatically indicates a genuine generalization disability
- C. assuming slow acquisition of any community-safety skill is never significant enough to warrant further evaluation
- D. comparing the student's rate of progress on this skill, given real-world practice, against the student's own rate of progress on other skills

10. A teacher explains that understanding the historical use of institutionalization to remove students with significant disabilities from their communities directly informs why current least restrictive environment analysis begins with the general education setting as the presumed starting point. This connection reflects:

- A. a connection that exists only in theory, with no practical bearing on actual placement decisions
- B. a historical pattern relevant only to students with the mildest support needs
- C. the principle that historical understanding directly shapes present-day placement analysis and its presumed starting point
- D. an outdated concern since institutionalization has no bearing on current placement analysis

11. A teacher wants to understand why a student who is deaf, exposed to a signed system beginning at eighteen months through a private specialist rather than a family-based approach from birth, shows a documented but relatively modest language delay compared to a peer exposed from birth. This comparison most directly illustrates:

- A. that even a moderate delay in beginning full language access can produce a measurable, though not necessarily severe, effect on development
- B. that any delay in signed exposure produces an identical, severe delay regardless of the specific timing
- C. that private specialists are inherently less effective than family-based approaches for any child

D. that this delay reflects an unrelated cognitive limitation rather than a language-access timing difference

12. A teacher explains that ethical practice includes recognizing when discussing a specific student's needs in a public setting, such as a crowded hallway, could inadvertently be overheard by others. The most appropriate response is to:

- A. continue the discussion in the hallway if the conversation seems brief enough to be low-risk
- B. move any substantive discussion of a specific student's needs to a private setting
- C. assume hallway conversations are private enough as long as the student's name is not used
- D. discuss the student's needs publicly only if a colleague specifically initiates the topic there

13. A student's family requests a due process hearing after mediation failed to resolve a disagreement about a proposed disciplinary removal. Which best describes what the manifestation determination review must establish before this removal proceeds beyond ten cumulative days?

- A. whether the behavior was caused by or had a direct relationship to the student's disability
- B. whether the student's family agrees with the proposed disciplinary consequence
- C. whether the behavior violated a specific school rule, regardless of any relationship to disability
- D. whether the student has been disciplined for similar behavior in the past

14. A teacher wants to build a professional philosophy reflecting Standard II's call for ongoing reflection, specifically after a peer observation revealed a pattern in her questioning she had not previously noticed. The most appropriate response is to:

- A. dismiss the peer observation as an isolated, unrepresentative snapshot of her teaching
- B. genuinely reflect on the observed pattern and consider whether a change in practice is warranted
- C. avoid inviting further peer observation to prevent similar uncomfortable revelations
- D. assume the observing peer misunderstood the context of the specific lesson observed

15. A teacher wants to confirm that a proposed increase in a student's occupational therapy minutes is based on documented evidence of increased need, not a general request from the family for more services. Which practice best supports this confirmation?

- A. assuming any request from a family for more services is automatically sufficient justification
- B. assuming occupational therapy minutes should always increase whenever requested regardless of documented need
- C. reviewing the specific documented evidence of increased need cited in the proposal before it is finalized
- D. skipping any review of the proposal's underlying rationale to save time

16. A teacher explains that a district's policy automatically denying extended school year services to every student in a specific disability category, regardless of individual regression risk assessment, would likely violate IDEA's core principle that:

- A. extended school year services are entirely discretionary with no individual determination required
- B. regression risk is irrelevant to extended school year eligibility determinations
- C. blanket denial policies are permissible as long as they apply equally to every student in a category
- D. services must be individually determined based on documented need, not a uniform policy applied regardless of that need

17. A student who is gifted and also has a documented specific learning disability in reading shows advanced verbal reasoning in discussion but requires significant support with grade-level independent reading. Recognizing this twice-exceptional profile most directly supports:

- A. concluding the student cannot genuinely be gifted given the documented reading disability
- B. addressing only the reading disability while withholding gifted enrichment until it fully resolves
- C. providing reading support and accommodations while continuing to engage the student's advanced verbal reasoning through discussion-based enrichment
- D. addressing only the gifted enrichment while ignoring the documented reading disability entirely

18. Which best describes the relationship between Component 1's selected-response items and the constructed-response exercises in terms of overall weighting toward final scoring?

- A. only the selected-response items ever count toward the final Component 1 score

- B. both contribute to the overall Component 1 score, using a weighting formula set by the National Board, not by candidates themselves
- C. only the constructed-response exercises ever count toward the final Component 1 score
- D. the two are scored as entirely separate, unrelated certificates altogether

19. A teacher wants to determine whether a student's difficulty in a specific subject reflects a genuine content-area learning disability or simply a mismatch with a specific seating arrangement affecting visual or auditory access. Which evidence would most directly support this determination?

- A. comparing the student's performance and engagement with the current seating arrangement against performance with a different arrangement for similar content
- B. relying only on performance with the current arrangement without any comparison to another arrangement
- C. assuming any documented difficulty automatically indicates a permanent, content-specific learning disability
- D. assuming any seating mismatch fully explains the difficulty without gathering further evidence

20. A teacher wants to model Standard II's ethical expectation regarding confidentiality when a parent volunteer, unconnected to a specific student's education team, asks about that student's specific accommodations during a field trip. The most appropriate response is to:

- A. share the complete IEP accommodations list, since the volunteer needs full information to help effectively
- B. decline to share any information at all, even general safety-related supervision needs
- C. assume any parent volunteer's question about a student is automatically appropriate to answer in full
- D. share only the general information the volunteer needs to support supervision, without disclosing specific diagnostic or IEP details

21. A teacher notices that a specific national-origin group is overrepresented in a district's autism spectrum disorder category but proportionally represented in its other-health-impairment category. This uneven pattern most directly suggests:

- A. that this uneven pattern reflects no meaningful bias since one category shows proportional representation
- B. that autism spectrum disorder is inherently more common in this group than other-health-impairment
- C. that this pattern is coincidental and requires no further systemic examination whatsoever
- D. a need to examine identification practices specifically within the autism category, since bias may not operate uniformly across categories

22. A family caring for a child with a significant disability explains their support network centers on extended family living in another country, connected through regular video calls providing emotional support and guidance. The most appropriate school response is to:

- A. require the family to identify local support networks as the only recognized structure
- B. recognize this transnational family network as a legitimate part of the family's actual support structure
- C. dismiss transnational family involvement as an inadequate substitute for local, in-person support
- D. treat reliance on a transnational network as evidence of social isolation requiring intervention

23. A teacher wants to evaluate whether a classroom's poetry unit authentically includes disabled poets' own written work, not only poems about disability written by non-disabled poets. Which practice best supports this evaluation?

- A. including only poems about disability regardless of whether the poet is disabled
- B. avoiding any poetry addressing disability to prevent any risk of inauthentic representation
- C. actively including poems written by disabled poets themselves alongside any poems about disability by other poets
- D. assuming any poem addressing disability automatically constitutes authentic representation

24. A school's IEP progress report format uses dense, jargon-heavy language that several families have struggled to interpret without support. Which practice best addresses this gap while remaining practical?

- A. revising the format to include a plain-language summary section alongside the required formal language
- B. accepting that families who struggle with the format will simply miss key information

- C. requiring these families to independently seek outside help interpreting the reports
- D. assuming a brief verbal explanation at pickup fully substitutes for an accessible written format

25. A teacher wants to confirm that a proposed behavioral intervention plan does not rely on assumptions about a student's neighborhood or housing situation rather than individualized functional assessment data. Which practice best supports this confirmation?

- A. assuming any plan developed by a qualified professional is automatically free of this concern
- B. assuming neighborhood or housing situation should be a primary factor driving any behavioral intervention plan
- C. skipping any review of the plan's underlying rationale to save time
- D. reviewing the plan's rationale to ensure it is grounded in the specific student's own assessment data, not a generalization about neighborhood or housing

26. A family requests that staff refer to their child using a specific pronoun reflecting the child's own stated identity, distinct from what some staff have assumed. Honoring this request reflects:

- A. an unreasonable request that exceeds any obligation a school has toward respectful communication
- B. a request relevant only if formally required by a specific written district policy
- C. genuine respect for the student's own identity and the family's supportive stance toward it
- D. a practice that should be declined in favor of whatever staff assumed initially

27. A teacher wants to ensure a student with a significant physical disability has genuinely equitable access to a classroom science fair judging panel role, not merely a token accommodation. Which practice best reflects this goal?

- A. allowing the student to attend the science fair but not to serve as an actual judge
- B. adapting the judging process so the student can genuinely evaluate projects and provide feedback alongside other judges
- C. providing no specific accommodation and allowing the student to manage independently without support
- D. excluding the student from the judging panel and offering an alternative role instead

28. A student's family requests that IEP meeting materials be provided in a specific accessible digital format compatible with a parent's screen-reading software. The most appropriate response is to:

- A. provide meeting materials in the specific accessible digital format the parent's screen-reading software requires
- B. explain that accommodations are only available for the student, not for a parent's own needs
- C. assume standard PDF format is sufficient since the request involves a parent, not the student
- D. decline the request since reformatting requires additional preparation time

29. A teacher wants to determine whether a specific classroom social skills checklist has been validated for students from a specific cultural background with distinct norms around personal space and physical touch. Which practice best supports this determination?

- A. assuming any nationally normed checklist is automatically valid for every cultural population
- B. assuming distinct cultural norms automatically disqualify a student from any social skills checklist
- C. skipping any investigation into the checklist's validity for this specific population to save time
- D. researching the checklist's documented validity evidence for this specific cultural population before using it broadly

30. A family requests continued involvement of a trusted godparent familiar with their specific family history in all IEP meetings, beyond standard interpretation services alone. The most appropriate response is to:

- A. explain that only standard interpretation services are ever available, regardless of family request
- B. accommodate this request wherever feasible, recognizing the godparent's role extends beyond language interpretation into shared family history and trust
- C. assume a godparent's presence is unnecessary once an interpreter is already present
- D. decline the request since it exceeds what is legally required under IDEA's notice provisions

31. A teacher wants to prevent overburdening a family managing significant caregiving demands by handling routine equipment maintenance scheduling directly rather than routing it through the family each time. This practice reflects:

- A. genuine partnership that values family expertise without shifting professional coordination responsibilities onto an already-stretched family
- B. an approach that inappropriately excludes the family from meaningful involvement in maintenance decisions
- C. a practice relevant only for families managing more than one child with a disability
- D. an unnecessary use of staff time that would be better spent on other responsibilities

32. A family whose child has a significant disability explains they prefer email over phone calls due to a parent's work schedule making calls difficult. The most appropriate response is to:

- A. insist on phone calls exclusively, since verbal communication is considered the school's standard practice
- B. assume the family's preference reflects lower engagement with their child's education
- C. adapt primary communication methods to genuinely reflect this family's stated scheduling constraint
- D. limit all communication to in-person meetings only, avoiding both phone calls and email

33. A teacher notices that referrals for a specific accelerated reading program disproportionately exclude students whose families do not speak English as a first language, despite similar documented reading engagement. This pattern most directly suggests:

- A. that families who do not speak English as a first language are less interested in reading generally
- B. that this pattern reflects no meaningful equity concern since program criteria are technically identical
- C. that English proficiency should be treated as a formal eligibility criterion for this program
- D. a need to examine whether program referral criteria themselves rely on English-language-specific measures that disadvantage these families

34. A student's family and school disagree about whether a specific classroom reward structure respects the family's cultural approach to praise and recognition. The most appropriate first step is to:

- A. engage in genuine dialogue to understand the family's specific cultural approach before finalizing any school-based reward structure
- B. proceed with the school's preferred structure regardless of the family's stated cultural concern
- C. adopt the family's home approach entirely without any further professional discussion

D. assume the disagreement reflects the family's resistance to any reward structure at all

35. A teacher wants to verify that a classroom's presentation expectations do not inadvertently penalize a cultural norm, such as avoiding boastful self-promotion, common among some of her students' families. Which practice best supports this verification?

A. assuming any classroom presentation expectation is culturally neutral by default and requires no further review

B. requiring every student to conform to a single self-promotion norm regardless of their own family background

C. reviewing specific presentation expectations against known cultural variation before treating a norm-consistent behavior as a lack of confidence

D. eliminating all presentations entirely to avoid any possible cultural conflict

36. A teacher wants to ensure a student with significant support needs has genuinely equitable access to a multi-day overnight school trip. Which practice best reflects this goal?

A. proceeding with the original plan and arranging for a family member to pick up the student each night

B. planning in advance for the specific medical, personal care, and support needs required for the student to fully participate overnight

C. excluding the student from the overnight trip and providing an unrelated single-day activity instead

D. assuming the trip's overnight nature is an unavoidable barrier requiring no further individualized planning

37. A family requests that school staff avoid a specific phrase commonly used in behavior plans, explaining it carries a stigmatizing connotation within their community. The most appropriate response is to:

A. explain that the phrase is standard professional terminology and should be used regardless of family feedback

B. use alternative language only in the family's presence, reverting to the original phrase otherwise

- C. decline the request since terminology preferences are considered a matter of personal opinion, not policy
- D. honor this request and use alternative, non-stigmatizing language consistently going forward

38. A teacher wants to confirm that a proposed transition goal reflects the student's own stated interests in living independently, not only a family's assumptions about continued family living arrangements. Which practice best supports this confirmation?

- A. creating a structured opportunity for the student to express their own independent-living interests directly and separately from family assumptions
- B. assuming the family's stated expectations automatically and fully represent the student's own interests
- C. assuming the student's interests are irrelevant until they reach legal adulthood
- D. resolving any difference between student and family expectation by deferring entirely to family wishes

39. A student's family requests that a specific fasting observance be accommodated during a classroom snack time falling within a religious observance period. The most appropriate response is to:

- A. insist the student participate in snack time regardless of the family's stated religious observance
- B. adapt snack time expectations so the student can genuinely observe the fasting practice without pressure or exclusion
- C. exclude the student from the classroom entirely during snack time to avoid any conflict
- D. adopt the family's fasting observance as the mandatory standard for the entire class

40. A student and family express a preference for a specific assistive technology brand that differs from a specialist's initial recommendation based on functional feature comparison. The most appropriate resolution involves:

- A. automatically deferring entirely to the specialist's recommendation regardless of student and family preference
- B. automatically deferring entirely to student and family preference regardless of the specialist's feature comparison

- C. genuine collaborative discussion weighing student and family preference alongside the specialist's feature-based recommendation
- D. delaying any technology decision indefinitely until complete, unanimous agreement is reached

41. A student with severe multiple disabilities communicates preference through a specific eye-blink pattern only his mother currently recognizes reliably during evening routines. The most appropriate next step is to:

- A. continue relying solely on the mother to interpret these responses during school hours indefinitely
- B. conclude the responses are not genuinely communicative since only one family member recognizes them
- C. document this response pattern precisely and train school staff to recognize and respond to it consistently during the school day
- D. discourage the responses in favor of requiring the student to use an unfamiliar formal system immediately

42. A functional behavior assessment reveals a student's disruptive behavior occurs consistently right after receiving a low grade on returned work, but never after receiving a high grade. This pattern most directly suggests investigating:

- A. an attention-seeking function unrelated to the content of the returned grade
- B. an emotional or self-esteem-related reaction specific to perceived failure rather than a general escape or attention function
- C. an escape function tied to whatever specific subject the graded work covered
- D. no identifiable function, since the behavior occurs only after a specific type of feedback

43. A teacher wants to teach a student to recognize that a coach benching them for one game reflects a specific, temporary decision rather than a permanent judgment of their overall ability. This instructional goal most directly targets:

- A. theory of mind and interpreting a specific decision within its accurate temporary and situational scope
- B. articulation skills unrelated to interpreting a coach's temporary decision
- C. written expression skills disconnected from real-time situational interpretation

D. fine motor coordination required for adapting physically to reduced playing time

44. A student who is deaf and uses a combination of spoken English and speechreading shows strong comprehension in well-lit, quiet settings but considerably weaker comprehension in a dimly lit room with a speaker positioned in silhouette against a window. A teacher applying sound knowledge would interpret this as:

- A. clear evidence the student's overall language ability is considerably lower than previously assessed
- B. proof that speechreading is an unreliable communication strategy that should be discontinued entirely
- C. an indication the student requires an entirely different communication approach altogether
- D. a reflection of environmental lighting limitations specific to that setting rather than a broader ability concern

45. A teacher wants to select a replacement behavior for a student whose challenging behavior has been identified as serving a function of escaping a specific, overwhelming olfactory experience, such as a strong cafeteria food smell. Which replacement is best matched to this function?

- A. a request for a preferred tangible item unrelated to the olfactory concern
- B. a request for adult attention unrelated to the specific sensory concern
- C. an unrelated activity disconnected from the identified sensory escape function
- D. a taught request to eat in a location with reduced exposure to the specific triggering smell

46. A teacher analyzing video of her own instruction notices she consistently calls on students seated in the front rows considerably more often than students seated toward the back. Applying structured reflective practice, the appropriate next step is to:

- A. conclude front-row students are simply more engaged and therefore appropriately called on more often
- B. eliminate whole-group discussion entirely in favor of only individual written responses
- C. set a specific goal to track and balance call patterns across the whole room, then verify the change through a subsequent recorded lesson
- D. assume the pattern reflects student preference rather than an instructional habit of her own

47. A student's behavior support plan includes both an individualized replacement behavior and explicit instruction in recognizing how one's actions affect a shared classroom composting initiative. This combined approach reflects:

- A. an unnecessary complication that dilutes the focus of an individualized behavior plan
- B. Standard VII's extension beyond individual behavior management into cultivating broader environmental and civic responsibility
- C. an approach relevant only for students without any documented individual behavioral need
- D. a combination that contradicts the individualized nature of behavior intervention planning

48. A teacher collecting ABC data notices a target behavior occurs consistently during transitions requiring the student to put away a preferred item, but rarely during transitions involving non-preferred items. This pattern most directly suggests investigating:

- A. whether the specific demand of relinquishing a preferred item itself, rather than transitioning generally, is the relevant triggering factor
- B. a purely academic explanation entirely disconnected from any social or procedural factor
- C. a sensory explanation unrelated to the specific type of transition requirement involved
- D. no further investigation, since item-specific transitions have no bearing on behavior function

49. A student communicates using a combination of a communication device and a personalized whistle sound to get attention before using the device. A teacher who supports this two-step communication approach is:

- A. creating unnecessary confusion by permitting more than one communication behavior in sequence
- B. undermining the device's effectiveness by allowing a whistle sound to precede its use
- C. violating standard practice, which requires exclusive use of one designated communication behavior
- D. supporting the student's established communication sequence rather than insisting on the device alone without any attention-getting step

50. A teacher wants to verify that a student's newly taught skill of offering a compliment to a peer has generalized beyond the specific classroom activity where it was originally taught. Which evidence would most directly confirm this?

- A. a single successful demonstration during the specific activity where the skill was first taught
- B. the teacher's general impression that the student seems friendlier overall
- C. documented, successful use of peer compliments across multiple different activities and settings beyond the original teaching context
- D. a family report of no observed change in complimenting behavior at home

51. A student who is hard of hearing benefits from a classroom policy of facing the class directly while speaking rather than facing the whiteboard. This environmental and procedural consideration is most directly relevant because:

- A. facing the class preserves visual access to the speaker's face needed for speechreading, which is lost when facing away
- B. this policy has no meaningful bearing on communication access for this population
- C. this consideration matters only for students who use no hearing technology at all
- D. this policy fully substitutes for any hearing technology the student currently uses

52. A teacher wants to determine whether a student's behavior during a specific typing task serves an escape function or reflects a genuine gap in a specific prerequisite keyboarding skill. Which approach best supports this distinction?

- A. assuming escape function without examining the student's actual keyboarding skill level
- B. comparing behavior when the student types content using keyboarding skills at their demonstrated level versus content requiring the specific prerequisite skill
- C. assuming a keyboarding skill gap without examining any behavioral or antecedent data
- D. relying only on the behavior's frequency without considering which specific keyboarding skill is involved

53. A student's visual schedule has been simplified from icons showing every step of a multi-step routine to icons showing only the routine's start and end points, as independence has grown. This documented change reflects:

- A. deliberate, evidence-based fading of a support matched to the student's actual developing independence
- B. an oversight in which support was reduced without any genuine justification
- C. a change unrelated to any consideration of the student's actual skill development
- D. a requirement that every student eventually reach an identical visual support level

54. A teacher wants to teach a student to recognize that a parent's tired tone after a long workday often signals fatigue rather than disappointment in the student specifically. This instructional target most directly addresses:

- A. articulation and speech sound production entirely unrelated to vocal tone interpretation
- B. fine motor skills required for producing a similarly tired vocal tone independently
- C. theory of mind and interpreting a specific vocal tone as reflecting a broader circumstance, not personal judgment
- D. academic vocabulary acquisition entirely disconnected from emotional or social interpretation

55. A student's replacement communication response for an escape-motivated behavior involves activating a switch connected to a recorded 'I need a break' message. For this replacement to succeed long-term, the teacher must:

- A. gradually delay honoring the request over time to build the student's tolerance for waiting
- B. respond promptly and consistently by honoring the break request every time the switch is activated appropriately
- C. require the student to complete additional work before the request is ever honored
- D. reserve honoring the request only for specific subjects the teacher designates

56. A teacher wants to confirm a student's new pencil grip is genuinely being used across every setting requiring writing, not only during handwriting instruction. Which practice best supports this confirmation?

- A. relying on a single informal impression formed during handwriting instruction alone
- B. assuming consistent use without collecting any actual, structured usage data
- C. asking only the handwriting teacher for a general, non-specific impression

D. systematically tracking pencil grip use and its effect across every documented writing-task setting throughout the day

57. A student with significant support needs shows increased engagement when a specific rhythmic clapping pattern is used to signal an upcoming activity change. A teacher who deliberately incorporates this pattern into daily transitions is:

- A. applying individualized, evidence-based instructional planning grounded in direct observation of this student's engagement
- B. relying on an unsupported coincidence with no genuine instructional value
- C. creating an inappropriate dependency that should be actively discouraged over time
- D. engaging in a practice disconnected from sound instructional planning principles

58. A teacher wants to select a replacement behavior for a student whose challenging behavior has been identified as serving an escape function specific to answering questions aloud in front of the whole class. Which replacement best matches this function?

- A. a request for a preferred tangible item unrelated to the whole-class answering situation
- B. a request for adult attention unrelated to the specific answering demand
- C. a taught request to write the answer on a small whiteboard and hold it up instead of speaking aloud
- D. an unrelated sensory activity disconnected from the identified escape function

59. A teacher's constructed-response answer describing a communication-focused collaboration names an occupational therapist and a paraprofessional, explains the specific reasoning for each, and describes concrete steps taken to address a handwriting-related communication barrier affecting written expression. This response most directly demonstrates:

- A. an unnecessarily detailed response exceeding what the exercise actually requires
- B. a response format irrelevant to how these exercises are actually scored
- C. an approach that would score identically to a brief, generic answer naming only roles
- D. the specific, evidence-based reasoning constructed-response exercises are designed to assess

60. A student's progress-monitoring data on an emotion-labeling goal shows no meaningful change over six consecutive data points, despite consistent implementation of the current intervention. The most appropriate response is to:

- A. continue the identical intervention indefinitely since consistent implementation alone should eventually produce change
- B. revisit whether the original assessment correctly identified the student's underlying emotion-labeling need before continuing unchanged
- C. conclude the student is incapable of further growth in emotion labeling under any circumstances
- D. discontinue all data collection since the lack of change already indicates failure

61. A teacher wants to build a student's independent capacity to recognize when a group project decision feels unfair and to voice this concern respectfully, rather than remaining silent or becoming disruptive. This instructional goal most directly reflects:

- A. a goal appropriate only once a student has mastered every other academic skill first
- B. an approach that should be avoided since adults noticing unfairness is generally more reliable
- C. a skill unrelated to the self-determination principles discussed elsewhere in this domain
- D. growing self-advocacy and self-determination rather than continued dependence on adults noticing unfairness

62. A student's teacher notices a challenging behavior varies depending on whether an activity is scored or ungraded, occurring more often with scored activities regardless of the subject. This variation is most useful because it:

- A. proves the behavior has no identifiable function and requires no further assessment
- B. indicates a need for an identical, generic consequence applied regardless of activity type
- C. suggests the function may be tied to evaluative pressure itself rather than the subject content
- D. suggests the behavior is entirely unrelated to any instructional or environmental factor

63. A student who uses a communication device also relies on a specific hand-squeeze to indicate 'yes' during rapid exchanges. A teacher who explicitly teaches peers to recognize both signals is:

- A. supporting genuinely reciprocal peer interaction by helping peers understand the student's full communication repertoire
- B. creating unnecessary complexity that should be simplified to device use alone
- C. undermining the device's role by encouraging attention to the hand-squeeze signal
- D. engaging in a practice unrelated to sound communication support principles

64. A teacher wants to determine whether a student's disruptive behavior during a specific transition serves an escape or a sensory function, given the transition involves both a narrow doorway and dim lighting. Which approach best isolates these factors?

- A. assuming both factors contribute equally without conducting any further comparative observation
- B. systematically varying one factor at a time, such as using a wider alternate doorway while keeping lighting conditions constant
- C. assuming only the lighting matters without examining the doorway width factor separately
- D. relying on a single combined observation without isolating either specific factor

65. A student's IEP goal for self-advocacy specifies that the student will identify a needed accommodation and communicate it to a new bus driver during the first week of a new school year. This goal most directly reflects:

- A. a goal relevant only within the single classroom where the skill was originally taught
- B. building generalizable self-advocacy skill applicable even in unfamiliar, non-classroom circumstances
- C. an approach that should be avoided since bus drivers should identify accommodations independently
- D. a skill disconnected from the broader self-determination principles covered in this domain

66. A teacher analyzing a functional behavior assessment notices a target behavior occurs almost exclusively during indoor recess on rainy days, regardless of the specific indoor activity offered. This pattern most directly suggests investigating:

- A. a purely academic explanation tied to whichever specific indoor activity is offered that day
- B. a sensory explanation entirely unrelated to the indoor, confined setting itself

- C. a possible connection to reduced physical outlet or increased confinement, rather than any specific indoor activity content
- D. no further investigation, since weather-related patterns have no bearing on behavior function

67. A student's replacement communication response for a tangible-access behavior is taught using a specific thumbs-up gesture the student already produces reliably during preferred activities. This design choice reflects:

- A. building the replacement on an already-established motor pattern rather than introducing an unfamiliar new physical movement
- B. an unnecessary limitation that should be avoided in favor of introducing a completely novel gesture
- C. a decision unrelated to the student's likelihood of successfully adopting the new replacement response
- D. a practice appropriate only for students without any prior successful gestural communication

68. A teacher wants to verify that a student's classroom accommodations for a significant learning disability remain appropriate as the student transitions from elementary school to a departmentalized middle school schedule with six different teachers. Which practice best supports this verification?

- A. assuming accommodations will transfer automatically without any proactive communication to all six teachers
- B. waiting for one of the six teachers to ask about accommodations before providing any information
- C. assuming the departmentalized setting requires no additional briefing since accommodations were already documented
- D. proactively briefing all six teachers on specific accommodations and confirming consistent implementation early in the transition

69. A student's teacher wants to reduce reliance on one specific bus monitor to interpret the student's individualized communication cues for substitute bus drivers. Which practice most directly supports broader communication access?

- A. relying exclusively on the regular bus monitor for all cue interpretation during any substitute assignment

- B. documenting the specific meaning of each cue and sharing this documentation with the transportation department for any substitute driver
- C. restricting the student's cue use to interactions with that one bus monitor only
- D. assuming substitute driver understanding will develop naturally without any specific documentation shared

70. A teacher's constructed-response answer addressing a student's communication concern names a school social worker and the student's family, explains the specific reasoning for each, and describes concrete steps taken to gather converging evidence about increased withdrawal following a recent family change. This response most directly demonstrates:

- A. an unnecessarily long response exceeding what the exercise actually requires
- B. a response format irrelevant to how these constructed-response exercises are scored
- C. an approach that would score identically to a brief, generic answer naming only roles
- D. the specific, evidence-based collaborative reasoning these exercises are designed to assess

71. A student's testing accommodation allows use of a talking calculator for a test measuring problem-solving strategy, not basic arithmetic computation. This accommodation is best classified as:

- A. a modification, since any use of a calculator always changes the underlying construct measured
- B. neither an accommodation nor a modification, since calculator use has no bearing on assessment validity
- C. an accommodation, since it changes access without changing the construct the assessment is designed to measure
- D. a practice that automatically invalidates the assessment regardless of the construct being measured

72. A teacher's progress-monitoring data on a sight-word recognition goal shows scores declining slightly across the last three data points, following a period of steady improvement. The most appropriate response is to:

- A. treat this decline as a meaningful signal calling for prompt reconsideration of the current instructional approach
- B. dismiss the decline as ordinary variability requiring no response of any kind

- C. wait until the next scheduled annual review before considering any adjustment
- D. conclude the original goal was inappropriate without first examining the intervention itself

73. A team is selecting an assessment approach for a student with a significant physical disability affecting handwriting speed but not spelling accuracy. Which practice best reflects sound assessment planning?

- A. assuming the student's handwriting speed difficulty also indicates a spelling limitation as well
- B. excluding the student from spelling assessment entirely due to the handwriting speed difficulty
- C. selecting a response accommodation, such as typing, so handwriting speed does not limit demonstrated spelling accuracy
- D. assessing only through handwritten response, regardless of the student's documented physical disability status

74. A student's IEP team is determining an appropriate balance between core academic content and expanded curriculum skills for a student with significant support needs whose family has expressed a strong post-secondary goal of participation in a day program emphasizing community engagement. The most appropriate balance is most likely to:

- A. emphasize traditional academic content considerably regardless of the documented day-program goal
- B. emphasize functional academics and community engagement skills considerably, tied directly to the documented day-program goal
- C. follow a fixed, universal ratio applied identically to every student regardless of individual profile
- D. be determined solely by the student's disability category rather than by individual assessment data

75. A teacher designs an assessment allowing students to demonstrate understanding of a historical figure's significance through a written biography, a dramatic monologue, or an annotated timeline, all addressing identical core content. This design most directly reflects:

- A. Universal Design for Learning principles offering multiple means of action and expression built into initial assessment design
- B. an approach that inappropriately dilutes the rigor of the assessment for every student
- C. a practice relevant only for students with a documented physical disability

D. differentiation applied only after the assessment has already been administered once

76. A speech-language pathologist's assessment finds a student's articulation is age-appropriate, but the student shows significant difficulty sequencing events when retelling a story. This finding should most directly inform:

- A. a broad, unspecified reduction in expectations across every verbal classroom activity
- B. a conclusion that the student has a global speech and language delay
- C. elimination of storytelling activities from instruction entirely and permanently
- D. targeted instruction in narrative sequencing, distinct from articulation-focused intervention

77. A team synthesizing multidisciplinary data notices a school psychologist's finding about working memory capacity may explain a pattern a classroom teacher had attributed only to inattention during multi-step directions. This illustrates:

- A. that psychological findings should always override classroom teacher observations
- B. that classroom teacher observations become unnecessary once psychological data is available
- C. the value of synthesizing findings across disciplines into one coherent picture rather than treating each report separately
- D. that these two types of data are typically unrelated and rarely intersect meaningfully

78. A teacher wants to confirm that a proposed classroom shelving reorganization was driven by genuine assessed student accessibility need rather than general tidiness preference. Which question best supports this check?

- A. is this shelving arrangement more visually organized than the previous one
- B. does this specific shelving arrangement match documented accessibility needs identified through individual student assessment data
- C. is this shelving arrangement the one featured in a popular classroom design resource
- D. did a colleague at another school recommend this shelving arrangement informally

79. A teacher's community-based instruction session at a local pharmacy includes a specific, defined objective tied to a documented medication-management goal on a student's IEP. This planning approach reflects:

- A. an excessive level of planning for what is essentially a recreational errand
- B. a practice relevant only for students pursuing a traditional academic diploma track
- C. an approach that should be replaced entirely by classroom-only simulation of the same skill
- D. genuine, targeted instruction rather than an unstructured outing lacking any defined learning objective

80. A teacher verifying a logically testable assessment item independently works through the underlying reasoning before finalizing the answer key. This practice most directly reflects:

- A. the principle that independent verification catches errors that self-reported confidence might otherwise miss entirely
- B. an unnecessary extra step once an item has been carefully written the first time through
- C. a practice relevant only to items involving explicit numerical calculation specifically
- D. a step that eliminates the need for any further human review of assessment content

81. A teacher reviewing an assessment accommodation request confirms it changes only the room in which a student takes a test, not the content or difficulty of the questions. This verification most directly reflects:

- A. an unnecessary formality once a request has been informally discussed with a colleague
- B. the accommodation-versus-modification distinction central to preserving the validity of the assessment
- C. a distinction relevant only to students receiving services specifically under IDEA
- D. a practice that applies solely to state-mandated standardized assessments exclusively

82. A teacher notices a specific student is never given a chance to be the line leader, without any current, documented evidence justifying this pattern. This most likely reflects:

- A. appropriate practice requiring no further examination or reconsideration whatsoever
- B. a practice explicitly required by Universal Design for Learning principles
- C. a neutral scheduling convenience with no meaningful instructional significance
- D. an unexamined low-expectation default rather than genuine, individualized, evidence-based instructional decision-making

83. A teacher wants to evaluate whether a set of classroom videos authentically represents disabled artists creating visual art, not only disability depicted as the subject of the art itself. Which practice best supports this evaluation?

- A. assuming any art video mentioning disability automatically represents this artist-creator range
- B. avoiding videos depicting disabled artists to simplify classroom material selection
- C. actively seeking materials showing disabled individuals as the artists creating work, not only as the subject matter portrayed
- D. selecting materials based solely on production quality without considering context represented

84. A student's transition assessment identifies both a specific interest in a vocational area and a specific need for continued support with public transportation navigation. A plan addressing only the vocational interest most directly violates the principle that:

- A. curriculum decisions should visibly align with the full range of documented transition assessment findings, not a partial selection
- B. transition assessment findings are aspirational only and need not comprehensively shape curriculum
- C. vocational interests should always take priority over transportation navigation needs in planning
- D. curriculum alignment with transition findings matters only during a student's very final year

85. A teacher is developing an IEP goal following an assessment finding that a student's writing difficulty is specifically tied to weak paragraph transitions, not sentence-level grammar. Which goal best reflects sound use of this finding?

- A. a broad goal such as 'improve writing' without reference to the specific underlying finding
- B. a goal targeting sentence-level grammar, which is unrelated to the specific finding described

- C. a specific, measurable goal targeting paragraph transition skills directly, tied to the exact assessment finding
- D. a generic goal template applied uniformly regardless of this student's specific assessment finding

86. A teacher documents a student's present levels of performance as 'developing strategies for managing frustration during challenging peer interactions' rather than 'always fights with other kids.' This framing reflects:

- A. strength-based documentation that remains accurate while supporting clear, actionable goal-setting
- B. an inaccurate description that minimizes a genuine, documented concern about the student
- C. a phrasing required by law with no substantive difference from a deficit-based description
- D. an approach appropriate only for students without any documented peer-conflict-related need

87. A team relies exclusively on a single classroom behavior chart to determine a student's eligibility for a behavioral support service, without incorporating any standardized measure or family input. This practice raises a concern because:

- A. a classroom behavior chart is never appropriate for any educational decision under any circumstances
- B. a single data source is always sufficient provided the chart was maintained consistently
- C. eligibility decisions related to behavioral support legally require no assessment data whatsoever
- D. eligibility and placement decisions should draw on multiple data sources rather than any single measure considered in isolation

88. A teacher wants to verify that a newly introduced sensory break card is being used consistently to support regulation across every part of the school day, not only during transitions. Which approach best supports this evaluation?

- A. relying on a single informal impression formed during transitions alone
- B. systematically tracking sensory break card use and its effect on regulation across every relevant setting throughout the day
- C. assuming consistent use without collecting any actual, structured usage data
- D. asking only the teacher present during transitions for a general, non-specific impression

89. A student's curriculum includes both grade-level mathematics content and targeted instruction in using a talking calculator to access that content independently. This combination reflects Standard VIII's principle that:

- A. assistive technology training should always replace core academic content for any student who needs it
- B. expanded curriculum skills like assistive technology training can support, rather than replace, genuine access to core academic content
- C. core academic content and expanded curriculum skills must always be taught as entirely separate, unrelated tracks
- D. assistive technology training is relevant only for students without any core academic coursework

90. A teacher wants to ensure a classroom's differentiated mathematics activities reflect genuine individualized evidence rather than an assumption based on a student's standardized test score alone. Which practice best supports this check?

- A. assuming a single standardized test score should determine every subsequent differentiation decision
- B. applying identical differentiation decisions to every student regardless of any individual assessment data
- C. avoiding any differentiation at all to eliminate the risk of a score-based assumption
- D. periodically reviewing whether differentiation decisions are tied to specific, current, individual evidence rather than a single standardized score

91. A teacher collecting progress-monitoring data on a math fact fluency goal wants to distinguish a meaningful upward trend from ordinary day-to-day variability. Which practice best supports this distinction?

- A. reviewing only the single most recent data point without any broader context
- B. relying on general classroom impression rather than any structured, recorded data
- C. graphing the data against the goal line and examining the pattern across several consecutive data points
- D. waiting until the annual review before examining any of the collected data

92. A teacher is writing an IEP goal following an assessment finding that a student's reading difficulty is specifically tied to weak understanding of complex sentence structures, not vocabulary knowledge. Which goal best reflects sound use of this finding?

- A. a specific, measurable goal targeting complex sentence structure understanding directly, tied to the exact assessment finding
- B. a broad goal such as 'improve reading' without reference to the specific underlying finding
- C. a goal targeting vocabulary knowledge, which is unrelated to the specific finding described
- D. a generic goal template applied uniformly regardless of this student's specific assessment finding

93. A student's curriculum plan balances core academic instruction with community-based instruction and self-care skill development, grounded in the student's documented profile and family-informed post-secondary goals. This individualized balance reflects:

- A. an inherently lower-quality educational program compared to a traditional academic-only track
- B. a universal template appropriate for applying to every student with any documented disability
- C. sound, evidence-based curriculum planning appropriately grounded in this specific student's needs and goals
- D. a decision made independently of the student's actual assessed present levels of performance

94. A teacher selecting instructional materials wants to avoid presenting a specific communication board only as a classroom tool, without connecting it to genuine, ongoing use across a student's entire life. Which practice best supports this goal?

- A. presenting the communication board only within the classroom context, disconnected from broader daily life
- B. avoiding any depiction of communication boards entirely to simplify classroom material selection
- C. assuming students will independently connect classroom use to broader daily life without any instruction
- D. showing the communication board's role in ongoing, everyday activities across multiple settings, not only within the classroom

95. A teacher wants to determine whether a student's social studies difficulty reflects a genuine content-area limitation or a language-based barrier, given the student is a recent English learner. Which assessment practice best supports this distinction?

- A. assessing exclusively through English-language written tests regardless of the student's language background
- B. assessing content understanding through methods that minimize dependence on English vocabulary specifically
- C. concluding the difficulty is purely linguistic without any further targeted assessment
- D. concluding the difficulty is purely content-based without considering the student's language background at all

96. A team reviewing a student's resource plan finds the originally assigned adapted utensils no longer match the student's now considerably improved fine motor grasp following recent occupational therapy gains. This finding most directly supports:

- A. the principle that resource fit should be periodically reassessed rather than treated as a permanent decision
- B. the conclusion that the original resource decision was clearly a mistake from the outset
- C. a decision to leave the current adapted utensils unchanged regardless of documented growth
- D. a practice relevant only to human support levels, not physical or material resources

97. A teacher evaluating a classroom's physical environment for a student with significant support needs considers whether the student's designated rest area remains free from foot traffic that could disrupt needed downtime. This consideration is most directly relevant because:

- A. rest area placement has no meaningful bearing on independence for a student with significant support needs
- B. the student's recovery depends entirely on adult supervision regardless of foot traffic patterns
- C. rest area placement matters only for students who also have a documented sensory processing disorder
- D. protected rest space supports the student's ability to genuinely recover and self-regulate without repeated interruption

98. A teacher's assessment plan uses a shared set of comprehension questions both during guided reading, to inform instruction, and again on a unit assessment, to document final mastery. This design illustrates that:

- A. formative and summative assessment must always rely on entirely different content and instruments
- B. summative assessment alone provides sufficient information to guide ongoing instruction
- C. the same content can serve either a formative or summative purpose depending on its timing and how the resulting data is used
- D. formative assessment has no legitimate role once a unit of instruction has begun

99. A teacher reviewing a student's IEP goals notices they reference general 'improved behavior at school' without connecting to any specific functional behavior assessment finding. This disconnect most directly reflects a violation of the principle that:

- A. IEP goals are appropriately written in general terms to allow maximum flexibility in implementation
- B. IEP goals should be specifically and measurably tied to documented assessment findings, not written in general terms
- C. functional behavior assessment findings are relevant only to eligibility, not ongoing goal-writing
- D. goal specificity matters only for academic goals, not behavioral goals specifically

100. A teacher confirms that a proposed classroom accommodation changes only the color contrast of printed materials a student reads, not the underlying content or complexity. This verification most directly reflects:

- A. the accommodation-versus-modification distinction central to preserving the validity of what is being taught and assessed
- B. an unnecessary formality once an accommodation request has been informally discussed
- C. a distinction relevant only to students receiving services under IDEA specifically
- D. a practice that applies solely to state-mandated standardized assessments

Practice Exam 9: Answer Key and Explanations

- 1. A** — Generalization across settings often requires deliberate, planned practice matched to each specific physical layout rather than occurring automatically simply because a skill was learned somewhere else. A student mastering laundry-sorting at school but not yet at a differently arranged home setup has not failed to learn the skill; the new layout requires its own dedicated practice.
- 2. B** — Giftedness is often domain-specific rather than a uniform elevation across every academic area, meaning a student can show genuinely advanced creative writing while performing at an entirely age-typical level in mathematical reasoning. Treating age-typical math performance as underperformance, rather than simply a different domain's typical development, reflects an inaccurate, overly uniform view of giftedness.
- 3. D** — *Timothy W. v. Rochester School District* established that even students with the most profound and multiple disabilities are entitled to a public education, rejecting any argument that a student must first demonstrate capacity to benefit before qualifying. This case reinforced IDEA's zero-reject principle for the full range of disability severity, including the most significant support needs.
- 4. C** — Families bring varying, legitimate frameworks for understanding disability, and a developmental framework emphasizing continuous growth is a genuine, valid perspective, not unrealistic optimism about documented challenges. Standard I calls for engaging respectfully with this framework rather than requiring the family to adopt a different, limitation-centered lens before genuine collaboration can occur.
- 5. C** — Erikson's psychosocial stages describe developmental tasks, including trust versus mistrust, that students generally progress through, though timing can vary considerably for a student with a significant intellectual disability. Recognizing this same underlying stage arriving at an individually appropriate pace reflects sound application of psychosocial theory rather than a purely cognitive or behavioral framework.
- 6. A** — The least restrictive environment principle requires that any move away from a setting be justified by evidence the change serves the student's documented needs, applying to non-academic settings like lunch just as directly as academic ones. Citing specific documentation of measurably improved independent eating skills directly challenges a proposed schedule change by demonstrating the current setting is working.
- 7. D** — *Winkelman v. Parma City School District* established that parents may represent themselves and their child pro se, without requiring an attorney, when pursuing IDEA-related claims in federal court. This decision recognized parents' own independent, enforceable rights under IDEA, not merely rights derivative of their child's, making legal recourse more accessible to families.
- 8. B** — This pattern illustrates that a specific learning disability affecting inferential comprehension specifically can leave broader decoding accuracy entirely intact, since decoding print and drawing inferences from text draw on genuinely distinct cognitive processes. Recognizing this narrow, skill-specific profile prevents a teacher from assuming strong decoding disproves a genuine, documented comprehension disability.

9. D — Comparing a student's own rate of progress on a specific community-safety skill, given real-world practice, against that same student's rate of progress on other skills provides more individually meaningful evidence than comparison to a single peer. This within-student comparison helps distinguish a genuine, disproportionate generalization concern from simply an area requiring more real-world practice.

10. C — Understanding the historical use of institutionalization to remove students with significant disabilities from their communities directly informs why current placement analysis begins with general education as the presumed starting point, requiring justification for any move away from it. This connection between history and present-day analysis is exactly what Standard II's legal knowledge component builds.

11. A — This comparison illustrates that even a moderate delay in beginning full language access, here eighteen months rather than birth, can produce a measurable though not necessarily severe effect on development, since the critical language-access window narrows gradually rather than closing abruptly at any single point. The delay reflects timing, not an inherent limitation in the specialist's approach or the child.

12. B — Moving any substantive discussion of a specific student's needs to a private setting, rather than continuing in a crowded hallway, reflects ethical practice protecting confidentiality even without using a student's name, since context and detail can often reveal identity. Assuming brevity or omitted names make hallway conversations sufficiently private underestimates this genuine risk.

13. A — A manifestation determination review must establish whether the behavior in question was caused by, or had a direct and substantial relationship to, the student's disability, a determination required before disciplinary removal can proceed beyond ten cumulative school days in a year. This specific standard, not general rule violation or prior history, governs the review's substantive question.

14. B — Genuinely reflecting on a pattern revealed through peer observation, and considering whether a change in practice is warranted, exemplifies the reflective, evolving philosophical grounding Standard II describes. Dismissing the observation, avoiding further observation entirely, or assuming the peer misunderstood the context all fall short of this deeper, ongoing reflective standard.

15. C — Reviewing the specific documented evidence of increased need, cited as the basis for a proposed increase in occupational therapy minutes, before it is finalized, ensures the decision reflects genuine assessed need rather than a general family request alone. This review should not be skipped or assumed automatically justified simply because a family requested more services.

16. D — IDEA requires that extended school year eligibility be individually determined based on documented regression risk, meaning a blanket denial policy for an entire disability category, regardless of individual assessment, would likely violate this core individualization principle. Equal application of an inappropriate blanket denial does not make the underlying policy legally sound.

17. C — Recognizing this twice-exceptional profile supports providing reading support and accommodations that directly address the documented disability, while continuing to engage the

student's advanced verbal reasoning through discussion-based enrichment activities, rather than withholding either single, valuable dimension of support until the other one fully and completely resolves first over an extended time.

18. B — Both selected-response items and constructed-response exercises contribute to the overall Component 1 score, though the specific weighting formula combining them is set by the National Board rather than something candidates need to calculate themselves during preparation. Understanding this combined structure helps candidates recognize the value of preparing thoroughly for both formats.

19. A — Comparing a student's performance and engagement with a current seating arrangement against performance with a different arrangement for similar content helps distinguish a seating-related access mismatch from a genuine, ongoing content-area learning disability. This comparative evidence prevents an inaccurate assumption in either direction without first gathering this considerably fuller picture across settings.

20. D — Sharing only the general information a volunteer needs for safe supervision, such as a specific safety consideration, without disclosing full diagnostic or IEP details, reflects a practical, need-to-know balance protecting confidentiality while still supporting safe field trip supervision. Sharing either the complete IEP or nothing at all fails to reflect this appropriate middle ground.

21. D — An uneven pattern, overrepresentation in one category alongside proportional representation in another, suggests bias may not operate uniformly across categories and calls for examining identification practices specifically within the overrepresented category. Assuming the proportional category offsets the concerning one overlooks that each category's screening process may carry distinct sources of bias.

22. B — Family support structures vary meaningfully, and a transnational family network connected through regular video calls is a legitimate, real form of support, not evidence of isolation or an inadequate substitute for local support. Recognizing and genuinely respecting this actual support structure reflects the genuine partnership principle this standard describes throughout this book.

23. C — Actively including poems written by disabled poets themselves, not only poems about disability written by non-disabled poets, distinguishes authentic, first-person representation from a well-intentioned but secondhand portrayal. This distinction between authorship and subject matter reflects a deeper standard of authentic representation than mere topic inclusion alone could ever fully provide.

24. A — Revising the progress report format to include a plain-language summary section alongside the required formal language addresses this comprehension gap in a practical way, without removing any legally required content whatsoever. This approach reflects individualized responsiveness rather than simply accepting a gap or shifting the entire burden onto families themselves.

25. D — Reviewing a behavioral intervention plan's stated rationale to confirm it is grounded in the specific student's own functional assessment data, not a generalization about neighborhood or housing situation, guards against a genuine, well-documented risk of stereotyping in behavior planning, regardless of which specific qualified professional developed the original plan document.

26. C — Honoring a family's request to use a pronoun reflecting the student's own stated identity reflects genuine respect for the student and the family's supportive stance, consistent with the individualized, family-centered communication approach this standard describes. Declining this request in favor of an initial staff assumption fails to reflect this genuine responsiveness to the family's stated preference.

27. B — Adapting the judging process, through accessible scoring materials or supported mobility between project stations, so a student can genuinely evaluate projects and provide feedback alongside other judges reflects genuine, equitable participation rather than a token accommodation like passive attendance. Full, adapted participation is the standard this equity principle calls for.

28. A — Providing meeting materials in the specific accessible digital format a parent's screen-reading software requires reflects the same equity and family partnership principles this domain describes throughout, extending appropriately to a parent's own access needs as well, not only the student's own separately documented needs alone in this entire ongoing process.

29. D — Researching a social skills checklist's documented validity evidence for a specific cultural population, before applying it broadly, reflects sound, equity-conscious assessment selection rather than assuming automatic validity or disqualifying a population without evidence. This population-specific validity principle applies broadly across many different behavioral and academic assessment contexts generally speaking indeed and consistently.

30. B — Accommodating a request for a trusted godparent's presence, recognizing this role extends beyond language interpretation into shared family history and trust a standard interpreter may not offer, reflects genuine responsiveness to family need. Assuming an interpreter alone fully addresses this need understates the fuller relational support this specific request identifies clearly.

31. A — Handling routine equipment maintenance scheduling directly, rather than routing every detail through an already significantly burdened family, reflects genuine partnership that values family expertise without shifting professional coordination responsibilities onto the family unnecessarily. This does not exclude the family from meaningful involvement in actual decisions; it simply avoids adding unnecessary logistical burden.

32. C — Adapting primary communication methods to genuinely reflect a family's stated scheduling constraint, such as a work schedule making phone calls difficult, reflects the same responsiveness to family circumstance discussed throughout this domain. A preference for email does not indicate lower engagement; it reflects a legitimate practical constraint deserving genuine, practical accommodation.

33. D — A pattern in which families whose first language is not English are disproportionately excluded from an accelerated reading program, despite similar documented engagement, suggests examining whether referral criteria themselves rely on English-specific measures disadvantaging these families. This systemic examination reflects the same equity monitoring principle this domain calls for across program referral generally.

34. A — Engaging in genuine dialogue to understand a family's specific cultural approach to praise and recognition, before finalizing a school-based reward structure, reflects the collaborative, culturally responsive approach this domain describes throughout. Proceeding unilaterally with either the school's or the family's approach, without this genuine dialogue, risks a structure that lacks true family buy-in or cultural fit.

35. C — Reviewing specific presentation expectations against known cultural variation, such as norms around avoiding boastful self-promotion, before treating a culturally consistent behavior as a lack of confidence prevents a classroom expectation from unintentionally penalizing a student for genuinely following their own family's cultural norm around modesty, humility, and quiet, understated achievement.

36. B — Planning in advance for the specific medical, personal care, and support needs required for full overnight participation reflects proactive planning for equitable access rather than accepting a nightly pickup arrangement or outright exclusion as an unavoidable outcome. Genuine access requires this kind of deliberate advance planning, not merely a partial workaround.

37. D — Honoring a family's request to avoid a specific phrase carrying stigmatizing connotation within their community, and using alternative language consistently rather than only in their presence, reflects genuine respect for the family's stated concern. Consistency across settings matters considerably for genuine, not performative, responsiveness to this specific, well-founded concern the family raised.

38. A — Creating a structured, separate opportunity for a student to express their own independent-living interests directly, distinct from family assumptions, helps ensure a transition goal reflects the student's genuine voice, particularly when family expectations and student interest may reasonably differ. Assuming family expectations automatically represent the student's view risks overlooking a distinct perspective.

39. B — Adapting snack time expectations so a student can genuinely observe a religious fasting practice without pressure or exclusion reflects genuine cultural and religious responsiveness, distinct from insisting on participation or imposing the observance on the entire class. Individualized accommodation, not confrontation or imposition, reflects the balanced approach this situation calls for.

40. C — Genuine collaborative discussion, weighing student and family preference alongside a specialist's feature-based recommendation, reflects the balanced approach to preference and professional input this domain describes throughout. Automatic deference to either the specialist's comparison or the family's preference alone, without this genuine discussion, fails to reflect the collaborative resolution this disagreement calls for.

41. C — Documenting a student's subtle but genuine eye-blink response pattern precisely, then training school staff to recognize and respond to it consistently during the school day, builds communication access beyond dependence on a single family member. Discouraging an already-functional response, or assuming it is not genuine simply because only the mother currently recognizes it, would undermine real communicative competence.

42. B — A behavior occurring consistently right after a low grade, but never after a high grade, suggests an emotional or self-esteem-related reaction specific to perceived failure, rather than a general escape or attention function unrelated to the specific feedback received. This pattern warrants further investigation into supporting the student's response to disappointing academic feedback.

43. A — Teaching a student to interpret being benched for one game as a specific, temporary decision, rather than a permanent judgment of overall ability, extends theory of mind into accurately interpreting a decision's true scope and duration. This explicitly teachable distinction helps students who tend to overgeneralize a single situational decision into a lasting, global judgment.

44. D — This pattern reflects environmental lighting limitations specific to a dimly lit, backlit setting, rather than a broader language ability concern or an inherent unreliability in speechreading as a strategy. Recognizing this access-based explanation supports targeted environmental fixes, such as repositioning the speaker, rather than an inaccurate assumption about the student's overall ability.

45. D — For an escape function specifically tied to an overwhelming smell, a taught request to eat in a location with reduced exposure to that specific trigger directly addresses the underlying sensory difficulty through a more appropriate channel. A tangible, attention, or unrelated replacement would not match this particular, smell-specific function and would be unlikely to succeed.

46. C — Closing the reflective loop means setting a specific goal, such as consciously tracking and balancing call patterns across the entire room rather than favoring the front rows, and then verifying through a subsequent recorded lesson that this balance was genuinely implemented. Simply noting the pattern without this concrete follow-through falls short of closed-loop reflective practice.

47. B — Combining an individualized replacement behavior with explicit instruction in recognizing one's impact on a shared composting initiative reflects Standard VII's extension beyond individual behavior management into broader environmental and civic responsibility development. This integration reflects the standard's full, connected scope across both dimensions simultaneously and quite meaningfully for this student.

48. A — A behavior occurring consistently during transitions requiring relinquishing a preferred item, but rarely with non-preferred items, suggests the specific demand of giving up something valued, rather than transitioning generally, may be the relevant triggering factor, warranting further, careful investigation into managing this specific type of transition well for this particular student.

49. D — Supporting a student's established two-step sequence, a whistle to gain attention followed by device use to convey the actual message, reflects sound practice honoring the student's own effective communication strategy. This does not create confusion or undermine the device; it reflects a practical sequence many communicators, disabled or not, naturally use to initiate exchange.

50. C — Genuine generalization is confirmed by documented, successful use of peer compliments across multiple different activities and settings beyond the original teaching context, not a single demonstration in the original activity or a general, undocumented impression. This structured, cross-

context evidence directly addresses whether the specific skill has genuinely and durably transferred over time.

51. A — Facing the class directly while speaking preserves visual access to the speaker's face, essential for speechreading, which is entirely lost the moment a teacher turns to face the whiteboard while talking. This simple procedural habit supports genuine access considerably without ever eliminating the ongoing, continued need for the student's hearing technology entirely.

52. B — Comparing behavior when a student types content using keyboarding skills at their demonstrated level versus content requiring a specific, potentially missing prerequisite skill helps distinguish escape from a genuine skill gap. This targeted comparison provides more reliable evidence than assuming either explanation without considering the specific keyboarding skill actually involved.

53. A — Simplifying a visual schedule from every step to only start and end points, in step with documented, developing independence, reflects deliberate, evidence-based fading of a support rather than an unjustified reduction. This planned fading exemplifies sound use of visual supports as a temporary scaffold tied to this specific student's own developing routine mastery.

54. C — Teaching a student to interpret a parent's tired tone as reflecting fatigue from a long workday, rather than personal disappointment, extends theory of mind into distinguishing a broader life circumstance from a targeted personal judgment. This explicitly teachable skill supports more accurate social interpretation, particularly for students who tend to personalize ambiguous emotional cues.

55. B — For a switch-activated break request to succeed long-term, the teacher must respond promptly and consistently by honoring the request each time the switch is activated appropriately, ensuring the replacement is at least as reliable as the original behavior it replaces. Inconsistent or delayed honoring undermines the replacement's effectiveness and risks a return to the original behavior.

56. D — Systematically tracking pencil grip use and its effect across every setting requiring writing provides concrete, reliable evidence of consistent, effective use, rather than relying on an impression from handwriting instruction alone or an unverified, general assumption about consistent use across the rest of the student's entire school day and week.

57. A — Deliberately incorporating a specific rhythmic clapping pattern shown to increase engagement into daily transition routines reflects individualized, evidence-based instructional practice grounded in direct, careful observation of what genuinely supports this particular student, rather than an unsupported coincidence or an inappropriate dependency requiring active, deliberate discouragement over an extended period of time.

58. C — For an escape function specifically tied to answering aloud in front of the whole class, a taught request to write the answer on a small whiteboard and hold it up directly addresses the underlying social-performance difficulty through a more appropriate channel. A tangible, attention, or unrelated replacement would not match this particular, performance-specific function.

59. D — Naming specific individuals, explaining the reasoning for selecting each one, and describing concrete steps addressing a specific handwriting-related barrier demonstrates the specific, evidence-

based depth these exercises are genuinely designed to assess, considerably more effectively than any brief, generic answer naming only vague roles without this same careful, detailed reasoning and evidence.

60. B — A genuine plateau across six consecutive data points, despite consistent implementation, signals a real need to revisit whether the original assessment correctly identified the student's underlying emotion-labeling need, since an intervention mismatched to the actual, genuine underlying need is unlikely to ever succeed regardless of how long it continues unchanged.

61. D — Building a student's independent capacity to recognize unfairness in a group decision and voice the concern respectfully, rather than remaining silent or becoming disruptive, reflects growing self-advocacy and self-determination. This directly connects to the broader self-determination principles emphasized throughout this domain, moving a student toward genuine autonomy in advocating for themselves appropriately.

62. C — Behavior varying based on scored versus ungraded activities, occurring more often when scored regardless of subject, suggests the function may be tied to evaluative pressure itself rather than the specific subject content, information that can directly inform anxiety-reduction strategies for graded work rather than a generic, undifferentiated consequence applied uniformly.

63. A — Explicitly teaching peers to recognize both a student's device output and a hand-squeeze 'yes' signal supports genuinely reciprocal peer interaction by helping peers understand the student's full, authentic communication repertoire during rapid exchanges, rather than creating unnecessary complexity or unintentionally undermining the device's own central communicative role in daily interaction.

64. B — Systematically varying one factor at a time, such as observing behavior at a wider alternate doorway while keeping lighting conditions constant, helps isolate which specific factor most reliably triggers the behavior, providing considerably more precise evidence than a single combined observation unable to distinguish between the two contributing factors involved.

65. B — Specifying that a student will self-advocate with a new bus driver reflects building generalizable self-advocacy skill applicable even in unfamiliar, non-classroom circumstances, extending self-determination well beyond the specific, familiar classroom routine where the skill was originally taught and practiced under far more predictable, comfortable conditions than this brand new one.

66. C — A behavior occurring almost exclusively during indoor recess on rainy days, regardless of the specific activity offered, suggests investigating a possible connection to reduced physical outlet or increased confinement, rather than any specific indoor activity content, warranting further, careful inquiry into providing alternative physical movement options on these particular days.

67. A — Teaching a new replacement request using a thumbs-up gesture the student already produces reliably during preferred activities builds the replacement on an already-established motor pattern, rather than introducing an entirely unfamiliar new physical movement alongside a new communicative meaning, increasing the likelihood the student adopts this replacement successfully and quickly.

68. D — Proactively briefing all six departmentalized teachers on a student's specific accommodations and confirming consistent implementation early in this significant transition, rather than assuming automatic transfer or waiting to be asked, ensures genuine continuity of appropriate support across a meaningful change involving considerably more unfamiliar teaching adults than the elementary setting.

69. B — Documenting the specific meaning of each communication cue and sharing this documentation with the transportation department for any substitute driver, rather than relying on one specific bus monitor as an ongoing interpreter, broadens genuine communication access and reduces an unhealthy dependence on a single staff member for the student's daily transportation safety and communication.

70. D — Naming specific individuals, explaining the reasoning for each selection, and describing concrete steps to gather converging evidence about increased withdrawal following a family change demonstrates the specific, evidence-based collaborative depth these exercises are genuinely designed to assess, considerably more effectively than any brief, generic answer naming only vague, unspecific roles without detail.

71. C — Allowing a talking calculator on a test measuring problem-solving strategy, not basic computation, is a classic accommodation, since it changes access to the computational step without altering the construct being measured. A modification would instead change the underlying content or expectation itself, which this specific tool genuinely does not do in this particular case.

72. A — A decline across three consecutive data points, following a period of previously steady improvement, represents a meaningful signal distinct from ordinary variability and calls for prompt reconsideration of the current instructional approach, rather than waiting for a scheduled review or assuming the original goal itself was the problem without first examining the intervention.

73. C — Selecting a response accommodation, such as typing or dictation, allows a student whose handwriting speed is affected by a physical disability to demonstrate genuine spelling accuracy without that accuracy being obscured by an unrelated speed limitation. This reflects sound, individualized assessment planning rather than conflating two entirely separate constructs together.

74. B — For a student with significant support needs whose family has expressed a community-engagement day-program goal, the appropriate balance most likely emphasizes functional academics and community engagement skills considerably, tied directly to that documented goal, rather than a fixed ratio or an academic emphasis disconnected from this stated family goal entirely.

75. A — Offering multiple means through which students demonstrate understanding of an identical core historical figure's significance reflects Universal Design for Learning principles built directly into an assessment's initial design, reducing the need for individually negotiated accommodations later. This does not dilute rigor, since every option still requires demonstrating the same underlying historical understanding.

76. D — A specific finding of age-appropriate articulation alongside significant difficulty sequencing events in retelling points toward a narrow, narrative-organization deficit rather than a global speech and language delay. This specific evidence should inform targeted sequencing instruction directly, not a

broad reduction in verbal activity expectations across every classroom context generally speaking and consistently.

77. C — Multidisciplinary assessment's value is fully realized only when findings are synthesized into one coherent picture, and a working memory finding reframing a pattern previously attributed only to inattention illustrates exactly this synthesis. Neither data source automatically overrides the other; together they produce a more complete, accurate understanding of the student's actual experience.

78. B — Confirming that a shelving decision matches documented accessibility needs identified through individual student assessment data, rather than visual tidiness, a design resource, or a colleague's informal recommendation, is the genuine, necessary safeguard against decisions driven by aesthetic preference rather than actual, individually assessed student need identified in each specific case.

79. D — Community-based instruction with a specific, defined objective tied directly to a documented medication-management goal reflects genuine, targeted instruction rather than an unstructured errand lacking clear learning objectives, distinguishing purposeful, goal-directed community-based instruction from a simple outing that carries no defined instructional purpose or clearly measurable outcome of any kind whatsoever at all.

80. A — Independent verification, working through an item's underlying reasoning from scratch rather than trusting initial confidence, catches errors that self-reported confidence alone might otherwise miss, including a flawed premise or an incorrectly keyed answer, a principle applying broadly to any logically testable item on this specific exam, not narrowly to calculation alone.

81. B — Verifying that a requested accommodation changes only the testing room, not the content or difficulty of the assessment, directly reflects the accommodation-versus-modification distinction central to preserving assessment validity throughout, a principle applying broadly across classroom-based and formal assessments whenever any team considers any adjustment to testing conditions generally and consistently.

82. D — Consistently withholding line-leader opportunities from a specific student, without current, documented evidence justifying this pattern, reflects an unexamined low-expectation default rather than genuine instructional decision-making. Accomplished teachers periodically examine whether such patterns are truly matched to individual, current evidence or have instead quietly drifted into an unhelpful, unexamined assumption over time.

83. C — Actively seeking materials showing disabled individuals as the artists creating visual work themselves, not only as the subject matter depicted within someone else's art, supports more authentic, comprehensive representation. Assuming any disability-related art video achieves this automatically, or avoiding such content to simplify selection, both fail to reflect the fuller representation this principle calls for.

84. A — Curriculum decisions should visibly align with the full range of documented transition assessment findings, not a partial selection favoring one goal while ignoring another equally documented need, such as public transportation navigation. Addressing only the vocational interest

undermines the coherent, comprehensive planning this standard describes as genuinely essential for successful transition.

85. C — A specific assessment finding isolating difficulty to paragraph transitions, rather than sentence-level grammar, should translate into an equally specific, measurable goal targeting paragraph transitions directly and explicitly. A broad or generic goal, or one targeting the unaffected grammar skill instead, would not reflect genuine, evidence-based use of this precise finding.

86. A — Strength-based documentation describes a genuine, documented need accurately while framing it in terms of what the student is actively building toward, rather than through a purely deficit-focused label. This framing does not minimize a real concern; it presents the same underlying reality in a way that supports clearer, more actionable goal-setting going forward.

87. D — Sound educational decision-making, including eligibility determination, should draw on multiple data sources rather than any single measure considered in isolation, regardless of how consistently a behavior chart was maintained. Triangulating a behavior chart with standardized measures and family input produces a more complete, accurate, and defensible picture of the student's actual behavioral support needs.

88. B — Systematically tracking sensory break card use and its effect on regulation across every relevant setting throughout the day provides concrete, reliable evidence of consistent, effective use, rather than relying on an impression from transitions alone or an unverified, general assumption about use across the rest of the student's entire day.

89. B — Combining grade-level mathematics content with targeted assistive technology training reflects the principle that expanded curriculum skills support, rather than replace, genuine access to core academic content. The two are complementary components of one coherent, individualized plan supporting the same student's genuine access, participation, and ongoing academic progress together, not as rivals.

90. D — Periodically reviewing whether differentiation decisions are tied to specific, current, individual evidence rather than an assumption based on a single standardized score guards against differentiation quietly drifting into a score-based default. This check is distinct from applying identical decisions based on one score or avoiding differentiation altogether entirely out of caution.

91. C — Graphing progress-monitoring data against the goal line and examining the pattern across several consecutive points, rather than a single isolated point or a general impression, makes distinguishing a meaningful upward trend from ordinary variability considerably more reliable, supporting well-timed instructional decisions rather than premature or needlessly delayed changes of any sort.

92. A — A specific assessment finding isolating difficulty to complex sentence structures, rather than vocabulary knowledge, should translate into an equally specific, measurable goal targeting sentence structure directly and explicitly. A broad or generic goal, or one targeting the unaffected vocabulary skill instead, would not reflect genuine, evidence-based use of this precise finding.

93. C — A curriculum balance grounded in a specific student's documented profile, present levels of performance, and family-informed post-secondary goals reflects sound, individualized planning, not a lesser-quality program or a universal template. A different student with different needs and goals would appropriately receive a meaningfully different balance instead of this specific one.

94. D — Showing a communication board's role in ongoing, everyday activities across multiple settings, not only within the classroom, helps students understand the tool as a genuine, lifelong support rather than a classroom-specific device. Assuming students will draw this connection independently, without explicit instruction, often leaves the connection to broader daily life entirely unmade.

95. B — Assessing content understanding through methods that minimize dependence on English vocabulary specifically, such as native-language assessment or visual demonstration formats, helps distinguish a genuine content-area limitation from a language-based barrier clearly. Assuming either explanation without this targeted, careful assessment risks an inaccurate, unsupported conclusion about this specific student's actual understanding.

96. A — A resource well-matched to a student's needs at one point may become poorly matched as fine motor grasp improves through therapy, and periodically reassessing resource fit, including adapted utensils, prevents a once-appropriate decision from persisting by default well past the point of genuine need, without necessarily meaning it was ever mistaken.

97. D — Protecting a designated rest area from foot traffic supports a student with significant support needs in genuinely recovering and self-regulating without repeated interruption, which constant disruption would otherwise undermine. This environmental consideration directly reflects the connection between physical space design and genuine student well-being discussed throughout this domain of the book.

98. C — Formative and summative assessment are distinguished by timing and instructional use, not necessarily by different content. The same comprehension questions can function formatively when used during guided reading to inform instruction, or summatively when used on a unit assessment to document mastery, depending on how the teacher actually uses the data.

99. B — IEP goals should be specifically and measurably tied to documented assessment findings, including functional behavior assessment data, not written in vague, general terms disconnected from actual evidence. A goal referencing only general 'improved behavior at school,' without a clear connection to a specific finding, fails to reflect the assessment-to-goal pipeline this standard describes.

100. A — Verifying that a proposed accommodation changes only color contrast, not underlying content or complexity, directly reflects the accommodation-versus-modification distinction central to preserving validity in both instruction and assessment alike. This principle applies broadly across classroom-based and formal assessments generally, whenever adjusting how a student engages with any given assigned task.