

PRACTICE EXAM 5: NBPTS EXCEPTIONAL NEEDS SPECIALIST STUDY SIMULATION (100 QUESTIONS)

This independently authored 100-question study simulation follows the NBPTS Exceptional Needs Specialist selected-response blueprint used throughout this study series: approximately 20% Knowledge of Students and Knowledge of Philosophy, History, and Law; 20% Diversity and Family Partnerships; 30% Communication and Social Development and Behavior; and 30% Assessment and Curriculum and Instruction. Questions span early childhood through young adulthood and varied exceptional-needs profiles. Choose the single best answer for each item. This expanded set is for study, discrimination practice, and pacing rather than a reproduction of official NBPTS items.

1. A sixth-grade student with muscular dystrophy participates actively in discussion but becomes exhausted during long written assignments late in the day. Which planning response best reflects knowledge of the learner?

- A. Preserve the academic reasoning goal while adjusting output demands, timing, and access based on the student's stamina and current functional performance.
- B. Reduce the curriculum permanently because fatigue indicates lower academic ability.
- C. Require identical written output at every time of day so expectations remain fair.
- D. Excuse the student from all written expression because fatigue may occur during some tasks.

2. A preschooler with a developmental delay learns new play routines quickly when a familiar peer demonstrates them but struggles when adults give long verbal explanations. What should the teacher infer?

- A. The child should receive only peer instruction because adults are ineffective teachers.
- B. The child lacks receptive language and should not receive verbal information during play.
- C. Peer modeling and concise, observable demonstrations may be stronger learning supports than lengthy verbal directions for this child.
- D. The teacher should increase the length of directions until the child attends to every step.

3. A high-school student with dyslexia earns average grades but demonstrates unusually sophisticated reasoning during oral debates and science projects. What is the most appropriate interpretation?

- A. Average grades rule out advanced ability because gifted learners consistently earn top marks.
- B. The student's literacy difficulty may mask advanced strengths, so planning should examine both the reading disability and possible need for greater academic challenge.
- C. The student should receive only remediation until reading matches grade level in every area.
- D. Oral and project performance should be discounted because written grades are more objective.

4. A student with a chronic health condition has unpredictable absences but demonstrates strong learning when present. Which teacher response best reflects an individualized view of disability?

- A. Lower the student's course expectations because attendance alone predicts academic capacity.
- B. Treat missed work as defiance so the student learns that health issues cannot affect school routines.
- C. Postpone instruction until attendance becomes completely stable so supports do not create inconsistency.
- D. Plan flexible access to instruction and make-up pathways from the student's demonstrated learning needs rather than assuming absence means low ability or low motivation.

5. A middle-school student with autism accurately completes familiar routines but becomes confused when a teacher uses vague phrases such as 'get ready' or 'do what you need to do.' What is the best instructional implication?

- A. Assume the student is intentionally ignoring directions that classmates understand.
- B. Make expectations explicit and observable, then teach the student how broader classroom phrases map onto specific actions and routines.
- C. Remove all independent routines because the student needs adult interpretation throughout the day.
- D. Use more figurative language so the student becomes accustomed to ambiguity through repeated exposure.

6. A student with a hearing loss performs well in quiet one-to-one instruction but misses directions during noisy cooperative activities. Which conclusion is strongest?

- A. Strong one-to-one performance proves the hearing loss has no educational impact.
- B. The student should be removed from cooperative learning because noise cannot be addressed instructionally.
- C. The student needs easier academic content whenever more than one peer is present.
- D. The student's access needs are context dependent, so the team should examine acoustics, visual supports, positioning, and established hearing-access tools during group work.

7. A 19-year-old student in a school-based transition program enjoys art and wants more control over leisure choices, but adults schedule every activity. Which priority best supports development?

- A. Continue adult scheduling because transition programs should eliminate avoidable mistakes.
- B. Offer choices only after the student can explain every possible consequence without assistance.
- C. Teach the student to evaluate options, communicate preferences, make choices, and reflect on outcomes with supports matched to decision complexity.
- D. Remove all adult guidance immediately so choices become completely independent.

8. A student with multiple disabilities smiles, turns toward a preferred activity, and changes breathing when adults present choices, but staff record these responses as 'random.' What should the specialist do first?

- A. Systematically observe whether these responses occur reliably with particular choices and partners before deciding they lack communicative meaning.
- B. Accept staff judgment because subtle responses are too subjective to use instructionally.
- C. Require speech or direct pointing before treating any response as intentional communication.
- D. Choose activities for the student until a standardized test confirms a conventional response mode.

9. An IEP team has developed a new program for a student, but an administrator says the student must remain in the building's existing disability-specific class because no other option is currently staffed. Which principle should guide the placement decision?

- A. Base placement on the student's IEP and individual needs, with the required LRE considerations, rather than fitting the student to a preselected program.

- B. Keep the existing class because staffing availability can determine placement when a disability category is already established.
- C. Choose the most specialized setting first, then revise the IEP so its goals match the available program.
- D. Allow the administrator to determine placement alone because scheduling decisions do not require parent participation.

10. A district evaluation team wants to base eligibility primarily on one cognitive score even though classroom observations, family information, and academic measures show a mixed profile. What is the strongest recommendation?

- A. Use the cognitive score alone because standardized measures always outweigh other educational evidence.
- B. Discard formal testing entirely and rely only on teacher judgment about classroom performance.
- C. Use multiple appropriate tools and sources so no single measure determines eligibility or educational programming.
- D. Repeat the same cognitive test until the result aligns with the team's initial hypothesis.

11. A student's IEP lists an annual goal to 'be more independent in math.' Which revision is most important?

- A. Replace the math goal with a behavior goal because independence cannot be measured academically.
- B. Specify the observable skill, conditions, and measurable performance criteria that will show whether independence has improved.
- C. List every worksheet the teacher will assign so the goal becomes sufficiently detailed.
- D. Remove the goal if the student participates in a general education mathematics class.

12. A teacher posts a screenshot of a student's individualized progress graph in a public professional forum because the student's name is cropped out, but the school, grade, and unique circumstances remain obvious. What is the best response?

- A. Post it because removing the student's name automatically makes any education record public.
- B. Add the disability category so readers understand the graph's educational significance.
- C. Ask another teacher to post it instead so the original teacher is not associated with the disclosure.

D. Use approved privacy procedures and avoid public disclosure when contextual details could still identify the student or reveal protected educational information.

13. A student is one year away from reaching the age of majority under state law. What must the IEP include under the federal IDEA provision concerning transfer of rights?

A. A signed waiver transferring all educational decision-making to the student's family before the student reaches majority.

B. A final adult-services placement selected by the IEP team and guaranteed to begin when school eligibility ends.

C. A declaration that every IDEA right transfers at age 18 in all states regardless of state law.

D. A statement that the student has been informed of any Part B rights that will transfer upon reaching the age of majority.

14. A student with an IEP knowingly possesses illegal drugs at school. Under IDEA's special-circumstances discipline provision, what may school personnel do regardless of whether the behavior is a manifestation of the student's disability?

A. Permanently expel the student without educational services because illegal-drug possession overrides IDEA protections.

B. Place the student in an appropriate interim alternative educational setting for not more than 45 school days.

C. Require the student to remain in the current placement until a manifestation review proves the conduct was unrelated to disability.

D. Automatically remove the student for exactly 45 calendar days without considering the appropriate interim setting or required services.

15. A teacher notices persistent signs of a suspected disability in a student who continues to earn passing grades. Which professional action is most consistent with Child Find?

A. Follow appropriate referral and evaluation procedures rather than treating grade promotion as proof that disability-related needs do not exist.

B. Wait until the student fails a course because Child Find applies only after academic failure.

- C. Require a private medical diagnosis before the school can consider an evaluation.
- D. Delay referral until the family independently submits a written special education request.

16. A team is deciding whether a student needs extended school year services. Which approach is most appropriate?

- A. Provide ESY automatically to every student who receives services in a separate classroom.
- B. Deny ESY whenever the student eventually relearns skills lost over a school break.
- C. Make an individualized decision from relevant evidence about whether ESY is necessary for the student to receive an appropriate education.
- D. Base the decision mainly on whether summer transportation and staffing are easy to arrange.

17. A community therapy provider offers a teacher a referral bonus for every family who enrolls in private services. What is the most ethical response?

- A. Accept the bonus if the provider has a strong reputation and several families are satisfied.
- B. Accept the bonus but disclose it only if a family directly asks about the relationship.
- C. Recommend the provider only to families with private insurance so the school is not financially involved.
- D. Decline the financial incentive and provide families with impartial information through approved professional channels based on educational relevance.

18. A student who uses a power wheelchair is assigned to a laboratory room with narrow pathways that prevent access to several stations. What should the Exceptional Needs Specialist do first?

- A. Keep the student at one fixed station and have peers bring every material to that location.
- B. Replace laboratory participation with written summaries because mobility access is separate from instruction.
- C. Collaborate with staff to redesign the physical setup so the student can reach materials and participate in the same laboratory purposes as peers.
- D. Ask the family to supply an adult who can move equipment whenever the class changes stations.

19. Two students have the same eligibility category, but one needs intensive communication support and the other needs primarily reading intervention. What should guide programming?

- A. Use the category as context, but base services and goals on each student's documented strengths, needs, access, and response.
- B. Assign the same program because eligibility categories are intended to determine uniform services.
- C. Ignore all disability-related knowledge because labels never provide useful professional context.
- D. Predict identical adult outcomes because students with the same category usually develop similarly.

20. During an IEP review, a student continues to miss assignments despite a paper-planner system. A team member says assistive technology should be discussed only after every low-tech strategy has failed. Which response is most accurate under IDEA?

- A. Assistive technology may be considered only for students with sensory or physical disabilities, not organization needs.
- B. The IEP team must consider whether the student needs assistive technology devices and services; that consideration is not conditioned on exhausting every low-tech option first.
- C. The family must purchase and trial a device before the IEP team may discuss assistive technology.
- D. Assistive technology can be added only after a reevaluation changes the student's disability category.

21. A family explains that the student's strongest language is used mostly with grandparents, while school communication occurs in English. How should the teacher use this information?

- A. Treat the full language repertoire as relevant to communication and learning, and collaborate on supports that work across important partners and settings.
- B. Ask the family to use only English so school and home communication become identical.
- C. Ignore the language used with grandparents because school performance is the only educational concern.
- D. Assume use of two languages is causing the student's disability-related communication difficulty.

22. A parent participates actively by email and phone but rarely comes to school because the building triggers anxiety related to a past experience. What is the strongest partnership response?

- A. Require attendance at school before the parent can contribute to IEP decisions.
- B. Assume avoidance means the parent is unwilling to support the student's education.
- C. Make decisions with staff and send the family a summary after implementation begins.
- D. Offer accessible participation methods and continue meaningful two-way decision making rather than treating in-person attendance as the definition of engagement.

23. A teacher wants to include disability history in a social studies unit. Which approach is most equitable?

- A. Use only stories in which nondisabled people rescue or help individuals with disabilities.
- B. Present people with disabilities as diverse historical actors, organizers, workers, creators, and community members rather than only as recipients of care or inspiration.
- C. Avoid disability entirely because discussing it may make students uncomfortable.
- D. Choose one famous person with a disability and treat that experience as representative of all disabled people.

24. A family prioritizes the student's ability to help care for younger siblings after school, while the teacher is focused on independent meal preparation. What should the team do?

- A. Reject the family priority because sibling care is a private matter unrelated to education.
- B. Adopt the family request exactly as stated without considering safety, age, or educational relevance.
- C. Explore the family's priorities and identify overlapping functional skills that can be translated into meaningful, measurable educational goals.
- D. Keep the teacher's original goal because professional priorities should override family routines.

25. A multilingual student's family is concerned that school staff interpret pauses in English conversation as lack of understanding. What is the best teacher response?

- A. Use faster questioning so the student learns to respond at the same speed as monolingual peers.
- B. Evaluate understanding only through spontaneous English speech because other modes are less comparable.
- C. Advise the family to stop using the home language so response time in English improves.

D. Examine performance across languages, tasks, wait times, and response modes before attributing pauses to a language or cognitive deficit.

26. A teacher learns that a family's cultural practice discourages children from openly disagreeing with adults. The student therefore rarely challenges an incorrect teacher statement. What is the best instructional response?

A. Teach respectful ways to question or clarify information while honoring family communication norms and avoiding assumptions about passivity.

B. Require public disagreement because critical thinking always requires direct confrontation with adults.

C. Stop teaching self-advocacy because cultural norms make questioning adults inappropriate.

D. Assume the student lacks critical-thinking skills because disagreement is rarely expressed aloud.

27. A parent brings detailed notes showing that a medication change coincided with lower stamina and slower homework completion. What should the teacher do with this information?

A. Dismiss the notes because only medical professionals may contribute information about school performance.

B. Tell the family to stop the medication because the teacher has observed slower work.

C. Treat the observation as relevant data, compare it with school performance, and coordinate within the educator's professional role.

D. Change the student's disability category immediately because medication effects prove a new condition.

28. A student lives with foster parents, and the school team is unsure who has authority for educational decisions. What is the best first step?

A. Assume the current caregiver automatically has every educational right because the student lives in that home.

B. Clarify the student's legal educational decision-making arrangements through appropriate school procedures while welcoming useful information from caregivers who know the student well.

- C. Exclude caregivers from all discussion until the annual IEP meeting because legal status is complicated.
- D. Share the complete record with any adult who identifies as a relative or caregiver.

29. A teacher plans a family night but discovers that several parents use wheelchairs and the chosen room has steps. What is the most appropriate response?

- A. Keep the room and ask affected parents to send another family member instead.
- B. Offer notes afterward because family events are not part of meaningful school participation.
- C. Move or modify the event so parents can participate with dignity rather than treating physical access as an optional convenience.
- D. Require all parents with mobility disabilities to join only by telephone even if an accessible room is available.

30. A teacher is selecting examples for a financial-literacy unit. Which choice best reflects inclusive curriculum design?

- A. Use varied examples of households, work arrangements, transportation, cultures, and disability-related expenses without asking students to disclose private family circumstances.
- B. Use only a two-parent household example so financial calculations remain consistent.
- C. Ask students from low-income families to explain their budgets so the lesson becomes authentic.
- D. Avoid any real-life context because inclusive instruction should treat family differences as invisible.

31. A family prefers disability-first language for their child, while one staff member insists that person-first language is always required. What should the specialist do?

- A. Require person-first language because one professional convention should override family preference.
- B. Avoid discussing disability at all so no wording preference needs to be considered.
- C. Let each staff member use any term without considering whether the student finds it respectful.
- D. Respect the student's and family's stated preference while helping staff understand that respectful terminology may differ across individuals and communities.

32. A student's parents disagree with each other about whether the student should attend a community-based transition program. What should the teacher do during planning?

- A. Adopt the preference of the parent who speaks most forcefully because consensus is unlikely.
- B. Center the student's assessed preferences and needs, clarify each parent's concerns, and facilitate discussion of options and supports.
- C. Exclude both parents from further transition discussion so the student is not influenced.
- D. Write a generic plan without specific postsecondary direction to avoid disagreement.

33. A recently arrived family nods during meetings but rarely asks questions. Staff assume this means full agreement. What is the strongest response?

- A. Proceed quickly because nodding is a universal sign that the family understands and accepts the plan.
- B. Use plain language, qualified interpretation when needed, and open-ended checks for understanding instead of treating polite agreement signals as proof of informed consent.
- C. Ask the student to explain the meeting at home because the student knows school vocabulary.
- D. Stop providing translated materials because the family's silence shows they do not want detailed information.

34. A teacher wants to use a student's cultural holiday as a classroom example but knows little about how the family observes it. What is the most culturally responsive approach?

- A. Seek accurate family or community guidance and use the example only when it meaningfully supports the learning goal, without expecting the student to represent an entire culture.
- B. Use a generic internet activity and assume customs are the same across all families who name the holiday.
- C. Ask the student to give an unplanned presentation so classmates can learn from an authentic source.
- D. Avoid any cultural connection because mistakes are possible whenever culture enters instruction.

35. A family reports that transportation problems are causing the student to miss an after-school transition program. What is the strongest team response?

- A. Remove the transition goal because reliable transportation is solely a family responsibility.
- B. Penalize the student for absences so participation becomes a stronger priority at home.
- C. Treat transportation as an access barrier to investigate collaboratively rather than interpreting missed participation as lack of commitment.
- D. Continue scheduling the same program without discussing whether another feasible arrangement could meet the goal.

36. A multilingual parent asks to receive progress updates through voice messages because written translated reports are difficult to interpret. What should the teacher do?

- A. Insist on written reports only because identical communication methods are the fairest approach.
- B. Stop sharing detailed progress information because voice messages are too informal for families.
- C. Ask the student to summarize written reports for the parent instead of adjusting school communication.
- D. Use an accessible communication method that supports accurate two-way understanding while still meeting required documentation procedures.

37. A student's family says the child behaves differently with older relatives than with same-age peers because expectations for respect differ by age. How should this information affect behavioral interpretation?

- A. Ignore family observations because school behavior is the only data relevant to educational planning.
- B. Use the family information to examine how context and relationship expectations influence behavior instead of assuming one pattern reveals a fixed trait.
- C. Assume the student is inconsistent on purpose because behavior changes with different people.
- D. Use the family norm as a rule for every student from the same cultural community.

38. A family wants the student to continue using a home communication routine that school staff consider slower than the classroom system. What should the team prioritize?

- A. Compare effectiveness, independence, and cultural or family fit across settings, then coordinate a plan that preserves meaningful communication rather than imposing one system for convenience.

- B. Require the school system at home because efficiency for staff should determine communication method.
- C. Require the home system at school even if it prevents access to academic vocabulary.
- D. Use completely unrelated systems in each setting and avoid coordination so partners do not influence one another.

39. A student wants to discuss a disability-related accommodation privately, but a family member prefers that the teacher explain it in front of the whole class. What is the best first response?

- A. Follow the family preference automatically because students have no role in decisions about personal disclosure.
- B. Describe the student's diagnosis and service history so classmates understand the accommodation fully.
- C. Protect the student's dignity and privacy, clarify what information the student is comfortable sharing, and find an inclusive classroom explanation that does not disclose unnecessary personal details.
- D. Refuse to discuss classroom fairness at all because any general explanation of accommodations violates confidentiality.

40. A parent says school staff contact the family only when problems occur. Which change would most strengthen partnership?

- A. Continue problem-only contact because positive updates reduce the urgency of behavior concerns.
- B. Establish regular two-way communication that includes strengths, successful conditions, progress, concerns, and opportunities for family input before crises develop.
- C. Send only standardized score reports so communication remains objective and emotionally neutral.
- D. Limit family contact to the annual IEP meeting so staff can focus on instruction during the year.

41. A beginning AAC user can request favorite items but rarely comments or asks questions. What should the teacher emphasize next?

- A. Keep instruction focused on requesting because other communicative functions are unnecessary until speech develops.
- B. Remove the device during social activities so peers respond to facial expression instead.

C. Require mastery of every request symbol before allowing the student to use vocabulary for other purposes.

D. Create natural opportunities and model AAC for additional functions such as commenting, questioning, protesting, sharing information, and social connection.

42. A student using eye-gaze AAC frequently selects the wrong item when choices are crowded together, but accuracy improves when fewer choices are displayed at once. What should the team do?

A. Treat display density as an access variable and trial layouts that preserve robust language while improving reliable visual selection.

B. Conclude that the student does not understand the vocabulary because the full display produces errors.

C. Reduce the system permanently to yes/no responses so selection accuracy remains high.

D. Ask partners to guess intended messages whenever the student selects an unexpected item.

43. A student who is deaf follows whole-class discussion until the teacher turns toward the board while speaking. What is the most useful teacher adjustment?

A. Speak louder while facing the board because volume is the main barrier for every deaf student.

B. Provide a summary after class instead of changing real-time access during instruction.

C. Reduce discussion complexity because visual attention demands indicate the content is too difficult.

D. Maintain visual communication access by facing the class when speaking and pacing instruction so the student can see language and visual materials without competing demands.

44. A child who is deafblind anticipates lunch when given a specific object cue but becomes passive when adults move the child without warning. What should staff do?

A. Remove object cues so the child learns to rely on spoken directions like classmates.

B. Increase full physical guidance so transitions occur faster and with fewer delays.

C. Use consistent tactile or object cues, pause for a response, and support active participation in the transition.

D. Change cues frequently so the child does not become dependent on predictable information.

45. A student with selective mutism gives detailed written answers but does not speak during presentations. Which teacher approach best preserves access while supporting growth?

- A. Refuse written responses so speaking becomes the only way to receive credit.
- B. Call on the student without warning because unexpected exposure builds confidence faster.
- C. Assume the student lacks the academic knowledge represented in the written work.
- D. Allow reliable alternative response modes and collaborate on gradual, low-pressure steps toward broader participation rather than forcing public speech.

46. A student with motor-speech difficulties is frequently interrupted because peers assume long pauses mean the student has finished talking. What class instruction is most useful?

- A. Ask the student to shorten every contribution so peers do not need to wait as long.
- B. Teach communication partners to wait for an agreed completion signal and avoid taking a turn until the student indicates the message is finished.
- C. Have an adult repeat the student's partial message before the student finishes.
- D. Limit the student to written communication during group work so turn taking becomes easier for others.

47. A student understands literal directions but often misses sarcasm and implied meanings in peer conversation. Which instructional approach is strongest?

- A. Teach the student to interpret every statement literally because guessing about intent is unsafe.
- B. Correct misunderstandings after they occur but avoid explaining the cues that peers used.
- C. Explicitly teach how tone, context, shared knowledge, and speaker intent can change meaning, then practice interpretation across varied authentic examples.
- D. Remove the student from informal peer interactions because nonliteral language is too unpredictable to teach.

48. A student uses a speech-generating device at school, but staff often keep it on a shelf during physical education because they fear it will be damaged. What should the team address?

- A. Develop safe, practical access so the student has a communication system available during physical education rather than losing a voice in that setting.
- B. Accept device removal because physical safety is always more important than communication access.
- C. Require the student to rely on gestures only during physical activities because communication needs are lower there.
- D. Have the teacher speak for the student during physical education so the device can remain protected.

49. A student yells when independent reading begins, and adults routinely sit beside the student and read difficult words aloud. What function should the team test first?

- A. Whether the behavior is automatically sensory because yelling is a vocal response.
- B. Whether the student's disability category determines the function regardless of classroom consequences.
- C. Whether yelling produces adult assistance or escape from difficult reading demands, since those outcomes reliably follow the behavior.
- D. Whether peer attention is the primary function even though peers do not respond to the yelling.

50. A student becomes disruptive when assignments contain many visually dense problems but works steadily when the same problems are presented in smaller sections. What is the best preventive interpretation?

- A. Task presentation and perceived effort may be relevant antecedents, so chunking can reduce escape pressure while preserving the same academic requirement.
- B. The student needs permanently fewer academic problems because challenging work should be avoided.
- C. Chunking proves the behavior is not related to task escape because the content stayed the same.
- D. The teacher should increase worksheet length so the student learns that disruption will not reduce work.

51. A student rocks quietly during independent reading and continues to complete work accurately. Staff want the behavior eliminated because it looks unusual. What should the team do first?

- A. Target the movement immediately because atypical behavior should always be normalized at school.

- B. Determine whether the movement actually interferes with learning, health, safety, or participation before making behavior reduction a goal.
- C. Assume the behavior has a sensory function and design treatment without collecting additional information.
- D. Remove independent reading until the student can sit completely still for the entire period.

52. A student reliably uses a breathing routine before tests but still refuses to enter the testing room. What should instruction target next?

- A. Remove the breathing strategy because avoidance proves it is ineffective.
- B. Require immediate participation in a full high-stakes test so exposure works quickly.
- C. Excuse the student from all future testing without considering participation or access goals.
- D. Pair the established coping strategy with gradual, supported practice entering and remaining in the testing setting while monitoring distress and success.

53. A student with autism wants to make friends but repeatedly changes the topic to a highly preferred interest without noticing peers' cues. Which instruction is most appropriate?

- A. Ban discussion of the preferred interest because strong interests prevent reciprocal relationships.
- B. Require continuous eye contact because reciprocity depends mainly on gaze behavior.
- C. Teach reciprocal conversation skills such as noticing partner responses, asking related questions, sharing turns, and returning to a preferred topic appropriately.
- D. Tell peers to tolerate unlimited monologues so the student never experiences social correction.

54. A student is teased about using a walker and begins skipping recess. What should the teacher prioritize?

- A. Stop and address the bullying through school procedures while protecting the student's safety, dignity, and access to recess with peers.
- B. Move the student to a separate recess area so classmates cannot make comments about the walker.
- C. Wait until teasing becomes physical before treating it as an access or safety concern.
- D. Ask the student to give peers a public explanation of the disability before adults intervene.

55. A student successfully uses a self-monitoring checklist during resource class but not in general education. What should the team do next?

- A. Conclude the checklist failed because generalization should occur automatically after one setting is mastered.
- B. Keep checklist use limited to resource class so the student does not become dependent on it elsewhere.
- C. Replace the checklist with constant adult prompting in general education because natural settings are more demanding.
- D. Plan supported use of the checklist in general education with relevant cues and gradually fade adult reminders as the student begins initiating it independently.

56. A student asks to work in a quieter location when the classroom becomes noisy and later returns independently. How should the teacher interpret this behavior?

- A. As avoidance that should be denied because students must remain in the same environment as peers.
- B. As a potentially effective self-advocacy and regulation strategy that should be evaluated for its impact on access, learning, and participation.
- C. As proof that the student should be placed in a separate classroom for the entire day.
- D. As evidence that the student cannot participate in collaborative learning under any conditions.

57. A student repeatedly asks, 'Is this right?' after every step of a familiar assignment despite demonstrating the skill independently. Which support is most appropriate?

- A. Answer immediately every time because reassurance prevents mistakes and therefore builds independence.
- B. Refuse all questions without teaching an alternative because reassurance-seeking must stop at once.
- C. Make assignments unpredictable so the student has more opportunities to tolerate uncertainty.
- D. Teach a self-check routine and gradually delay or fade adult reassurance so the student learns to evaluate work before seeking confirmation.

58. A student frequently interrupts peers but responds well when given a visual signal to wait and then a clear turn to speak. What should the teacher do next?

- A. Practice the waiting-and-turn routine across different discussions and gradually fade the visual signal as natural conversational cues gain control.
- B. Keep the visual signal permanent because a successful support should never be faded.
- C. Remove the student from discussion because interruption shows group work is not appropriate.
- D. Require silence for the entire discussion so peers are no longer interrupted.

59. A student uses a scripted phrase to enter peer games successfully but never varies the phrase when circumstances change. What should instruction emphasize?

- A. Eliminate the script immediately because any rehearsed language prevents authentic social interaction.
- B. Keep the successful script as a scaffold while teaching flexible alternatives and helping the student choose language that fits different peers and situations.
- C. Keep the exact phrase unchanged forever so the student never risks a communication error.
- D. Have peers initiate every interaction so the student no longer needs an entry strategy.

60. A student who uses partner-assisted scanning begins selecting 'none of these' frequently. What should the communication team investigate first?

- A. Remove the 'none of these' option because frequent use suggests the student is avoiding communication.
- B. Assume the student does not understand scanning and return permanently to yes/no questions.
- C. Whether the available choices, scanning order, partner pacing, and vocabulary actually allow the student to express the intended message.
- D. Ask partners to guess the missing choice so scanning can proceed without changing the system.

61. A teacher wants to increase hand-raising and uses praise only at the end of the week. The behavior changes very little. What should the teacher consider?

- A. Provide more timely, behavior-specific reinforcement so the connection between the participation response and the positive consequence is clearer.
- B. Increase the delay further because reinforcement works best when separated from the target behavior.

- C. Praise personality traits rather than observable behavior so the student feels more valued.
- D. Stop reinforcing appropriate participation and focus only on consequences for calling out.

62. A student completes classwork only when an adult sits beside the desk. Which intervention most directly addresses prompt dependence?

- A. Maintain constant adult proximity because successful completion proves the support is necessary at full intensity.
- B. Remove the adult completely in one step and allow repeated failure until the student adapts.
- C. Gradually fade adult proximity while transferring control to task materials, visual cues, self-monitoring, and planned check-ins.
- D. Replace the adult with a peer who remains beside the student throughout every assignment.

63. A student's aggressive behavior is rare at school but common during unstructured bus loading. What should the team infer?

- A. The behavior is not an educational concern because it occurs outside the classroom.
- B. The student is choosing to misbehave because classroom behavior proves self-control is always available.
- C. The disability category should determine the behavior plan without observing the bus environment.
- D. The setting may contain relevant antecedents or missing supports, so direct observation during bus loading is needed before generalizing from classroom behavior.

64. A student frequently leaves a difficult task to sharpen a pencil, get water, or ask unrelated questions. What is the most useful initial hypothesis?

- A. Each activity must have a different function because the behaviors look different on the surface.
- B. The behaviors may delay or escape difficult work; test that hypothesis while teaching a direct help or break response.
- C. The behavior is maintained by sensory input because movement is involved in every instance.
- D. The student should lose access to water and classroom materials until task avoidance stops.

65. A student appropriately asks for help but then waits for the adult to complete the entire task. Which teaching change best supports independence?

- A. Define what help will look like, provide only the assistance needed for the next step, and fade that support as the student resumes independent work.
- B. Complete the task for the student whenever help is requested so communication remains strongly reinforced.
- C. Stop responding to help requests because they are now creating dependence.
- D. Require the student to finish without any assistance before the request can be honored again.

66. During a peer-review workshop, a student engages with written feedback left privately on the draft but shuts down when classmates call out errors across the table. What should the teacher infer for instruction?

- A. Increase public correction so the student becomes desensitized to embarrassment more quickly.
- B. Stop giving corrective feedback because any negative reaction means feedback is harmful.
- C. Assume the behavior is maintained by peer attention without collecting additional contextual data.
- D. Use discreet feedback when feasible and explicitly teach the student how to receive, evaluate, and respond to correction across settings.

67. A student with anxiety asks to rehearse an oral response with one peer before speaking to the class. What is the best teacher response?

- A. Refuse the rehearsal because accommodations should never change how a student prepares to participate.
- B. Make one-peer rehearsal the permanent endpoint even if the student's goal includes larger-group speaking.
- C. Use the rehearsal as a scaffold and plan gradual movement toward the broader participation goal while monitoring confidence and distress.
- D. Require immediate whole-class performance because gradual practice reinforces anxiety.

68. A student communicates refusals by turning away and pushing materials, but staff insist that only the AAC device counts as communication. What should the specialist recommend?

- A. Ignore all non-device communication so the student becomes motivated to use AAC consistently.
- B. Honor clear intentional refusals while teaching efficient AAC or other symbolic ways to express the same function across partners and settings.
- C. Prevent refusal by keeping materials in place until the student activates a device message.
- D. Accept only adult interpretations of behavior because student signals are unreliable without speech.

69. A student requests attention by tapping an adult's shoulder, but adults respond more quickly when the student shouts. What should the team change?

- A. Ignore both behaviors so attention is no longer available as a reinforcer.
- B. Punish the tapping because repeated requests can also interrupt instruction.
- C. Make the appropriate attention request more reliable and efficient than shouting, while reducing reinforcement for shouting when it is safe and feasible.
- D. Require the student to wait indefinitely after tapping so delayed gratification develops naturally.

70. A student in a vocational program becomes upset when a supervisor gives rapid multi-step directions. What communication support is most appropriate to try?

- A. Ask the supervisor to give concise steps, confirm understanding, and provide a written or visual sequence that the student can reference independently.
- B. Have the job coach repeat the same rapid directions more loudly so the student hears every detail.
- C. Reduce the student's job duties permanently because multi-step work is not appropriate for learners who need support.
- D. Require the student to memorize all future directions before beginning any vocational task.

71. After beginning a decoding intervention, a teacher needs a sensitive weekly indicator of change in accurate word reading. Which assessment plan would provide the clearest trend?

- A. Administer a full standardized achievement battery every Friday to obtain the most comprehensive score.
- B. Use comparable brief probes repeatedly and graph performance over time against an expected trajectory.

- C. Rely only on the student's opinion of whether reading feels easier from week to week.
- D. Wait for the annual review because short-term progress data should not influence instructional decisions.

72. A student reads 'sign' as /sig-n/ and 'heal' as 'hill' across several passages. What assessment approach would best guide instruction?

- A. Use the overall percentage correct because individual error patterns are not instructionally relevant.
- B. Ask the student to reread the same passage until the incorrect words are memorized.
- C. Administer an unrelated behavior rating scale to determine whether motivation explains the decoding errors.
- D. Conduct an error analysis to identify recurring orthographic, phonological, or morphological patterns rather than relying only on a total reading score.

73. A student boards and rides a nearly empty training bus independently but needs extensive help during a crowded afternoon route. Which assessment would best guide instruction?

- A. Administer a norm-referenced academic test because it predicts travel performance across community environments.
- B. Assume the crowded-route difficulty proves the student never learned the transportation routine.
- C. Use the disability label to predict which environmental factor is causing the breakdown.
- D. Conduct an ecological comparison of crowding, noise, route cues, timing, stop routines, and natural supports across both travel conditions.

74. A teacher collects writing samples from September, November, and January using the same rubric. What is the main advantage of this approach?

- A. It guarantees perfectly objective scoring because more than one writing sample is included.
- B. It provides longitudinal evidence of growth in authentic performance using consistent criteria across time.
- C. It eliminates the need for any direct instruction because student work itself reveals the solution.
- D. It should replace all other assessment methods because portfolios are always more valid than formal measures.

75. A student with severe dysgraphia dictates an essay that is scored for argument quality, organization, and evidence. What kind of change is this?

- A. A modification because any alternative to handwriting automatically lowers the academic standard.
- B. An invalid assessment practice because fair grading requires identical physical response methods.
- C. An accommodation that changes the response mode while preserving the composition construct being assessed.
- D. A curriculum replacement because writing and handwriting are always the same educational construct.

76. A student can identify phonemes in spoken words but has difficulty connecting those sounds to printed letters and reading simple words. What should instruction emphasize?

- A. Explicit, systematic instruction linking phonemes to graphemes and blending those correspondences to read words.
- B. More oral vocabulary discussion without print because sound-symbol connections develop automatically later.
- C. Whole-word memorization of every new word without attention to internal sound structure.
- D. Reading comprehension questions only, because decoding should improve from exposure to connected text.

77. A student decodes accurately but reads word by word with little phrasing, and comprehension declines on longer passages. Which instruction is best matched to the need?

- A. Return primarily to letter-name drills because slow reading indicates missing alphabet knowledge.
- B. Ignore reading rate because accuracy alone guarantees adequate comprehension.
- C. Replace all grade-level text with much easier material so the student never experiences slow reading.
- D. Use supported repeated reading, phrasing practice, and feedback with appropriately challenging text while monitoring both fluency and comprehension.

78. A student understands unfamiliar words better after examining prefixes, roots, and suffixes. What instructional emphasis should the teacher expand?

- A. Morphological analysis that connects meaningful word parts to decoding, spelling, vocabulary, and comprehension across related words.
- B. Memorizing each complete word as an unrelated visual shape so word families are not confused.
- C. Guessing from the first letter and surrounding picture whenever a word is unfamiliar.
- D. Avoiding complex words until the student can define every common one-syllable word automatically.

79. A student can compute $\frac{3}{4} + \frac{1}{4}$ correctly but says $\frac{1}{3} + \frac{1}{4}$ equals $\frac{2}{7}$. What should the teacher target first?

- A. Increase timed drills on adding numerators and denominators so the incorrect procedure becomes faster.
- B. Teach the student to memorize every possible fraction sum without explaining the quantities involved.
- C. Use visual and quantitative representations to teach why unlike denominators describe different-sized parts and must be related before the fractions are combined.
- D. Remove fraction addition from instruction until the student has mastered all whole-number operations.

80. A student can solve two-digit subtraction with base-ten blocks but makes alignment errors when moving to written notation. Which sequence is most supportive?

- A. Remove manipulatives immediately so the student learns to rely on symbols through trial and error.
- B. Bridge from concrete models to drawings or place-value representations and then to abstract notation while explicitly connecting each step.
- C. Keep instruction entirely concrete so the student never needs to use written place-value notation.
- D. Teach a memorized chant for the algorithm without linking it to the quantities represented.

81. A student with significant support needs is learning to activate a switch to request continuation of a preferred activity. Which prompting approach best supports acquisition?

- A. Wait indefinitely for an unprompted response before continuing the preferred activity.

- B. Use full physical assistance on every trial without reducing help after the student begins responding.
- C. Use systematic prompting with an appropriate delay and planned fading so the switch response becomes increasingly independent under the natural cue.
- D. Move the switch and change the cue on every trial so flexibility develops before the response is established.

82. A student can navigate a familiar grocery store but becomes disoriented when shelves are rearranged. What should community instruction emphasize?

- A. Return to one familiar store and prevent any future variation so the learned route stays stable.
- B. Have an adult lead the student through every new store because orientation should not be part of purchasing instruction.
- C. Stop community practice until the student can memorize complete layouts before entering unfamiliar stores.
- D. Teach problem-solving and navigation strategies across varied store layouts rather than rehearsing only one fixed route.

83. A team is considering an electronic organizer for a student who already uses a paper checklist successfully. Which assistive-technology decision process is strongest?

- A. Compare the functional need, task demands, environments, student preference, training burden, and trial performance of both low- and high-tech options before changing tools.
- B. Choose the electronic system automatically because newer technology is always more effective than paper.
- C. Reject the paper checklist because low-tech supports are not considered assistive technology.
- D. Select the device used by another student with the same diagnosis without trialing it in the target routines.

84. A student with low vision can read enlarged print but loses place when scanning complex tables. What information should guide an access plan?

- A. The medical diagnosis alone, because it predicts exact visual access needs for every type of school material.

- B. Functional vision data about scanning, spacing, contrast, magnification, fatigue, and the actual table tasks the student must complete.
- C. The student's general reading grade, because successful passage reading rules out difficulty with tables.
- D. The teacher's preferred format, because staff efficiency should determine how tables are adapted.

85. A student with a visual impairment is choosing among print, braille, and audio for increasingly complex coursework. Which process is most appropriate?

- A. Choose one medium from the eye diagnosis alone because medical categories determine literacy access.
- B. Use the teacher's preferred format so classroom material preparation remains consistent.
- C. Select audio only because listening eliminates the need to develop other literacy media.
- D. Use a learning media assessment and functional information to determine the most efficient primary and secondary literacy media for current and future demands.

86. After several work experiences, a transition-age student says an IEP employment goal in food service no longer fits and expresses sustained interest in graphic design. What should the team do?

- A. Revisit transition assessment with the student and revise goals or services to reflect current preferences, strengths, needs, and realistic options.
- B. Keep the original goal because transition plans should remain unchanged once written.
- C. Remove all postsecondary goals until the student can choose a career without any adult input.
- D. Let the family select a replacement goal without gathering information from the student.

87. At a job site, a student sorts materials accurately but a job coach gives a verbal cue before every item. What should instruction prioritize?

- A. Keep the same prompt before every item because accurate work proves the current support level is optimal.
- B. Remove the coach immediately with no transition plan so independence can be measured under natural conditions.

- C. Fade unnecessary coach prompts while transferring control to natural workplace cues, visual supports, self-monitoring, and ordinary supervisor feedback.
- D. Change job tasks because reliance on prompts proves the student is not suited to the work setting.

88. A student in an alternate academic assessment program is studying weather patterns. Which daily instructional approach is strongest?

- A. Replace science with daily-living instruction because alternate assessment removes the need for academic content.
- B. Teach meaningful grade-aligned weather concepts using accessible communication and response methods rather than limiting instruction to alternate-assessment item formats.
- C. Practice only released test-style items because success on the assessment is the primary curricular goal.
- D. Delay concept instruction until the student can respond without communication or sensory supports.

89. After eight weeks of a decoding intervention delivered exactly as planned, the student's recent curriculum-based probes remain well below the expected growth trajectory. Which response is strongest?

- A. Use the data to intensify or revise instruction purposefully, then continue frequent measurement to determine whether the change improves the student's trajectory.
- B. Continue the same intervention unchanged until the annual review because fidelity has already been established.
- C. Lower the goal immediately so the existing data appear closer to the expected line.
- D. Stop collecting progress data because the student has already shown that the intervention is difficult.

90. A progress graph is flat, but staff records show the intervention was delivered irregularly and important components were often omitted. What should the team conclude first?

- A. The intervention has failed because any flat graph proves the instructional method is unsuitable.
- B. The student's goal is unrealistic because inconsistent delivery cannot influence outcome data.
- C. The disability is too severe for evidence-based intervention because progress has not occurred.

D. Improve implementation fidelity before deciding that the intervention itself is ineffective for the student.

91. A teacher wants to choose between two decoding interventions. Which decision process is strongest?

A. Choose the program with the most engaging graphics because student interest is the strongest evidence of effectiveness.

B. Match the intervention to diagnostic evidence about the student's decoding pattern, consider the research base, implement it with fidelity, and monitor response frequently.

C. Alternate between programs every few lessons so the student receives maximum variety and exposure.

D. Use whichever intervention another teacher prefers even if it targets a different reading skill.

92. A teacher notices that students who use AAC contribute fewer ideas during science discussion than during written or device-based reflection afterward. What is the best reflective next step?

A. Conclude the students do not understand science because real-time discussion is the most valid evidence.

B. Lower the discussion questions so AAC users need less complex language during class.

C. Form a focused hypothesis about wait time, turn-taking, vocabulary access, or partner behavior, change the discussion routine, and collect new participation and learning evidence.

D. Remove discussion from the unit because participation differences prove the format cannot be made accessible.

93. When asked to order 4.8 and 4.35, a student says 4.8 is smaller because 8 is less than 35. Which instructional response best targets the error?

A. Analyze and directly address the place-value misconception using representations that compare tenths and hundredths, then reassess with new decimal pairs.

B. Assign more comparison worksheets without discussing why the answers are wrong.

C. Teach the rule that decimals with more digits are always larger.

D. Return to whole-number addition because decimal comparison errors show broader mathematics weakness.

94. A student can explain the main idea of a passage but rarely cites details that support the explanation. Which instruction is most appropriate?

- A. Reteach the entire passage from the beginning because missing evidence means the main idea was not understood.
- B. Reduce the reading level until the student can answer every question without direct evidence instruction.
- C. Model how to locate relevant evidence, explain why it supports a claim, and practice selecting evidence while preserving the student's demonstrated main-idea skill.
- D. Focus only on reading speed because faster reading automatically improves use of textual evidence.

95. A student completes a mathematics procedure accurately when following a worked example but cannot explain why the steps work. What should instruction emphasize next?

- A. Increase timed practice because faster execution demonstrates deeper mathematical understanding.
- B. Connect the procedure to representations, quantities, and explanation so conceptual understanding develops alongside procedural accuracy.
- C. Provide more worked examples to copy without discussing the quantities or relationships involved.
- D. Move to a lower-level topic because inability to explain a procedure proves the current concept is beyond the student.

96. A student who is blind is academically successful but has difficulty organizing digital files and locating materials independently. Which planning principle is strongest?

- A. Delay organization instruction until after academic requirements are completed because access skills are extracurricular.
- B. Replace academic coursework with independence instruction so all functional needs can be addressed first.
- C. Rely on adult organization because strong academic performance makes independent materials management unnecessary.
- D. Teach disability-specific access and organization skills alongside rigorous academic content rather than assuming strong grades mean these skills will develop incidentally.

97. A student with a visual impairment is preparing to navigate a new school building independently. What is the strongest orientation and mobility instructional plan?

- A. Teach and practice routes, landmarks, safety decisions, and problem-solving strategies in the actual environments where independent travel will occur.
- B. Teach only verbal route descriptions in a classroom until the student can recite every turn perfectly.
- C. Provide permanent adult escorting so the student never encounters navigation mistakes or unexpected changes.
- D. Wait until the student becomes lost in the new building before adding formal travel instruction.

98. A student says, 'I want a job where I fix things,' but cannot name a specific career. What should transition assessment do next?

- A. Write a permanent goal of becoming an auto mechanic because the first general interest should determine the final pathway.
- B. Use interest, preference, strength, and skill information plus real or simulated work experiences to refine possible employment goals and needed preparation.
- C. Choose an occupation from the student's disability category because similar students often enter the same jobs.
- D. Delay career exploration until the final semester because earlier interests are too broad to guide planning.

99. A student performs a new work task accurately but much more slowly than the natural workplace pace. What should instruction address next?

- A. Ignore pace because workplace productivity is never relevant to transition instruction.
- B. Increase speed immediately even if error rates rise sharply during practice.
- C. Maintain accuracy while building fluency gradually under realistic conditions and examining workflow or tool adaptations that can improve efficiency.
- D. Change the career goal because slow initial performance proves the task cannot become functional.

100. A general educator and specialist are planning a grade-level science demonstration for a student with significant motor needs. Which planning sequence is strongest?

- A. Choose a separate life-skills activity before reviewing what the science lesson is intended to teach.
- B. Wait until the demonstration begins and ask a paraprofessional to improvise participation supports.
- C. Assign the student to observe only because active involvement would require adapted equipment and planning.
- D. Identify the essential science reasoning first, then design motor access, materials, roles, and response methods that allow the student to participate actively and show the target learning.

Practice Exam 5: Answer Key and Explanations

1. A - Fatigue can change access without changing the student's underlying reasoning. Accomplished planning separates the target skill from disability-related effort and uses current performance data to decide when pacing, alternate response modes, or rest supports are needed. Lowering content or eliminating writing altogether would confuse access needs with learning potential. This gives the team observable evidence for the next decision.

2. C - The child's response reveals useful information about how instruction becomes accessible. Demonstration can reduce language load while preserving participation in age-appropriate play. The teacher should build from the successful condition, pair it with clear language as appropriate, and observe whether the child begins responding more independently across partners and routines.

3. B - Twice-exceptional learners can show strong reasoning alongside disability-related barriers that suppress conventional performance indicators. A complete profile looks beyond averages and asks whether access difficulties are masking readiness for advanced work. Effective programming can address decoding or fluency needs while also providing challenge that matches demonstrated conceptual strengths. This gives the team observable evidence for the next decision.

4. D - Health conditions can affect attendance, stamina, and access while leaving intellectual ability unchanged. The teacher should distinguish what the student knows from the logistics of receiving instruction and demonstrating learning. Flexible pathways, coordinated communication, and current performance evidence preserve expectations without turning health-related variability into a judgment about effort or competence.

5. B - The difficulty may reflect how language signals a task rather than whether the student can perform the task itself. Explicit cues make the hidden steps visible and can later be faded or generalized. Interpreting confusion as noncompliance or providing permanent adult translation would miss an opportunity to build independent understanding of classroom expectations.

6. D - Functional performance can change with distance, background noise, speaker location, and visual access. Success in one setting does not establish equal access everywhere. Gathering evidence in the difficult context helps the team target environmental and communication supports while maintaining the same academic and social opportunities available during collaborative learning. This gives the team observable evidence for the next decision.

7. C - Self-determination develops through supported experience, not through adult control or abrupt withdrawal of help. Meaningful leisure decisions provide authentic practice with preference, communication, planning, and consequence evaluation. Supports can be adjusted as competence grows so the learner increasingly directs daily life while still receiving information needed for safe, informed choices.

8. A - Subtle behavior can become a reliable access pathway when teams define responses, control presentation conditions, and look for consistent patterns over repeated opportunities. Presuming incompetence may erase meaningful preferences. Systematic observation can identify whether a signal is controllable and interpretable, creating a foundation for more efficient communication and greater participation in decisions.

9. A - Placement is not supposed to be dictated by an existing program or staffing pattern. IDEA requires the placement group, including parents, to make an individualized decision in conformity with least restrictive environment requirements, and the placement must be based on the student's IEP. The available continuum serves the IEP; it does not define the learner's program.

10. C - A comprehensive evaluation asks different tools to answer different questions and integrates information about functioning, development, academics, and context. A single score can be distorted by language, sensory access, task demands, or uneven skills. Using converging evidence improves the validity of both eligibility reasoning and later instructional planning. This gives the team observable evidence for the next decision.

11. B - Annual goals must make progress observable enough for instruction and reporting. A broad aspiration does not tell the team what the student will do, under what conditions, or how success will be judged. Clear criteria allow teachers, students, and families to connect daily instruction with meaningful progress instead of relying on impressions.

12. D - Confidentiality is not protected merely by deleting a name when other details can identify the student. Professional sharing should use school-approved procedures, legitimate educational purposes, and appropriate consent when required. Public examples can often be anonymized more completely or replaced with fabricated data so professional learning does not expose a real learner's record.

13. D - IDEA links transfer-of-rights notice to the age of majority established under state law. Beginning no later than one year before that age, the IEP must state that the student has been informed of any Part B rights that will transfer. The rule does not create one national transfer age or require an adult-services placement.

14. B - IDEA permits an interim alternative educational setting for up to 45 school days in specified special circumstances, including knowing possession or use of illegal drugs at school. This authority applies without regard to whether the behavior is a manifestation, but it does not erase requirements for an appropriate setting, continued educational services, or other procedural protections.

15. A - Child Find responsibilities are not limited to students who have already failed. A learner may advance from grade to grade while still having a disability and needing special education. Documented concerns should trigger appropriate school processes, with strong instruction continuing while the team gathers evidence instead of imposing a failure prerequisite.

16. C - Extended school year cannot be granted or denied through blanket rules tied to disability category, placement, or convenience. The team considers the individual student's educational needs and relevant data. This keeps the decision focused on whether services beyond the normal school year are necessary, rather than on administrative preferences or one categorical assumption.

17. D - A financial reward tied to referrals creates an actual or perceived conflict of interest. Families should be able to trust that recommendations are based on student need and evidence rather than personal benefit. Declining the arrangement protects professional integrity and keeps resource sharing transparent, equitable, and centered on the learner's educational interests.

18. C - Environmental access affects autonomy, participation, peer interaction, and the validity of what the student can demonstrate. Proactive redesign is stronger than creating a permanent dependent role or substituting a different learning experience. The specialist can help the team remove barriers while preserving safety, curricular expectations, and ordinary choices within the classroom.

19. A - Eligibility categories can organize professional knowledge, but they do not describe an individual learner completely. Students within a category may differ markedly in language, academics, sensory access, health, behavior, interests, and independence. Accomplished planning combines disability knowledge with current student-specific evidence rather than allowing a label to become a curriculum.

20. B - IDEA requires the IEP team to consider whether a child needs assistive technology devices and services as a special factor during IEP development and review. The regulation does not make that consideration contingent on exhausting every low-tech option, a particular disability category, or a family purchase. The team should consider the student's actual functional need and educational access.

21. A - Language experience can shape vocabulary, participation, identity, and access across settings. Understanding who communicates with the student, in which language, and for what purposes helps the team avoid misreading difference as deficit. Collaboration can preserve family connection while building the academic and communication skills needed for school participation. This gives the team observable evidence for the next decision.

22. D - Family engagement can take many forms and may be shaped by disability, work, transportation, prior institutional experiences, or other circumstances. The goal is genuine participation, not compliance

with one meeting format. Flexible communication protects the family's role while allowing the team to keep educational planning active, reciprocal, and focused on student needs.

23. B - Representation influences how students understand agency, rights, community membership, and social contribution. A narrow charity or inspiration frame can reproduce stereotypes even when the intent is positive. Multiple perspectives provide a more accurate curriculum and allow disability to be studied as part of history, identity, work, relationships, and civic participation.

24. C - Family priorities can reveal authentic roles, routines, and future expectations that make instruction more meaningful. The team should connect those priorities to educationally relevant skills such as sequencing, communication, safety, planning, or independence. Collaboration does not require automatic agreement; it requires transparent reasoning that respects both family knowledge and professional responsibility.

25. D - Processing and formulation demands can differ across languages and contexts. Waiting, providing visual access, and collecting evidence from multiple modes can reveal knowledge that rapid English conversation hides. Culturally and linguistically responsive assessment avoids making one communication style the standard for competence while still supporting growth in academic English when that is a relevant goal.

26. A - Cultural responsiveness distinguishes the purpose of a skill from one preferred social form. The student may need access to clarification and advocacy without being required to reject family values. Explicit scripts, private questioning options, or written responses can teach the function of respectful disagreement while expanding choice rather than defining one interaction style as universally correct.

27. C - Families often observe patterns outside school that help educators interpret changes in attention, stamina, behavior, or performance. The teacher should neither ignore the information nor make medical decisions. Comparing home and school evidence and communicating through appropriate team channels can support safer, more accurate educational planning while respecting professional boundaries.

28. B - Family structures and legal roles can differ, so schools should not guess about consent or record access. At the same time, daily caregivers may hold valuable information about routines, strengths, and needs. Clarifying authority protects procedural rights while allowing the team to build respectful collaboration with the people who support the student across environments.

29. C - Family partnership includes access to the settings where communication and community participation occur. An avoidable physical barrier can exclude parents from the same opportunities offered to others. Proactive accessibility strengthens trust and shared involvement, whereas substitution or separate participation can unnecessarily reduce autonomy and reinforce the message that some families are peripheral.

30. A - Inclusive examples broaden relevance without turning individual students into representatives of a group or requiring personal disclosure. Financial literacy can remain rigorous while reflecting varied life circumstances. A single assumed household model narrows the curriculum, whereas eliminating

authentic context altogether removes opportunities to connect quantitative reasoning with the diverse decisions families actually make.

31. D - Language around disability can carry personal, cultural, and community meaning. Respectful practice is responsive rather than formulaic. Listening to the student and family supports dignity and agency, while staff can still use accurate professional terminology. Imposing one rule or ignoring preferences can undermine trust and turn language intended to show respect into a source of conflict.

32. B - Family disagreement does not remove the need for transparent, student-centered planning. The teacher can make assessment evidence, program demands, benefits, risks, and supports visible so participants are discussing the same decision. Facilitation should preserve student voice and family participation rather than turning conflict into either adult domination or avoidance of meaningful goals.

33. B - Communication styles and power relationships can influence how families respond in meetings. Meaningful participation requires more than the absence of disagreement. Open-ended questions, accessible explanations, and appropriate language support give families room to clarify concerns and priorities. This reduces the risk that courtesy, uncertainty, or deference will be mistaken for informed agreement.

34. A - Cultural responsiveness depends on specific knowledge rather than broad assumptions. Family or community guidance can improve accuracy and relevance while preserving the student's privacy and choice about personal disclosure. The teacher should connect culture to genuine learning rather than token celebration, stereotyping, or complete avoidance of meaningful identities and experiences.

35. C - Participation can be constrained by logistics that say little about motivation or educational value. The team should identify the goal the program serves and explore feasible ways to provide access, including schedule, location, or transportation supports within applicable procedures. Problem solving preserves expectations without turning a practical barrier into a judgment about the family.

36. D - Accessible family communication is defined by whether information can be understood and discussed, not by one preferred school format. Voice communication may allow questions, clarification, and nuance that written translation does not. The teacher can preserve formal documentation while using additional methods that make partnership genuinely reciprocal and usable for the family.

37. B - Behavior is shaped by context, relationships, expectations, and learned social rules. Family information can help explain why a response occurs with one partner but not another. The team should test these hypotheses in school rather than stereotyping or dismissing home evidence. Better contextual understanding leads to more precise teaching and fewer biased interpretations.

38. A - Communication systems must work for the learner's real relationships and purposes. A method that is efficient in one environment may not fit another, and family familiarity can be a major access factor. Collaborative comparison can identify shared features, vocabulary, or partner strategies while avoiding a false choice between school efficiency and family connection.

39. C - Students benefit when they have increasing control over how personal disability information is discussed. Classmates can learn that people use different tools or supports without receiving private

records or diagnosis details. Balancing family input with student voice and confidentiality preserves belonging while reducing the risk that an accommodation becomes a public identity assignment.

40. B - Partnership is stronger when families receive a balanced picture and have opportunities to contribute before decisions are urgent. Strength-based communication builds trust and can reveal strategies that support success. Problem-only contact may make school communication feel punitive, while infrequent or purely numerical updates provide too little context for shared educational problem solving.

41. D - Communication competence includes more than obtaining objects. Learners need language to influence, connect, share, repair, refuse, and participate academically. Modeling varied functions in authentic interactions expands what the AAC system means to the student. Restricting use to requests can make communication transactional and limit spontaneous language growth and relationships. This gives the team observable evidence for the next decision.

42. A - Selection errors can reflect visual, motor, or perceptual access rather than language comprehension. Feature matching may include spacing, organization, dwell time, calibration, or navigation changes. The goal is not simply fewer symbols; it is efficient access to enough language for flexible communication. Data from structured trials should guide the final display design.

43. D - Communication access depends on how information is presented, not only on the learner's hearing level. Turning away can remove facial, sign, interpreter, or speech-reading cues. Purposeful positioning and pacing preserve real-time participation while keeping the academic demand intact. Later summaries cannot fully replace the opportunity to follow and respond during the lesson.

44. C - Predictable tactile information can support anticipation, communication, concept development, and agency for learners with combined sensory needs. Pausing creates an opportunity for the child to recognize, respond, and initiate. Moving the learner without warning may complete the routine efficiently for adults while reducing understanding and active participation for the student.

45. D - The response mode should not become a barrier to demonstrating content knowledge. Alternative communication can preserve academic access while a coordinated plan addresses speaking goals at an appropriate pace. Forced public performance may increase anxiety, while equating silence with lack of understanding confuses communication conditions with what the student knows.

46. B - Successful communication is partly a partner responsibility. Clear turn-taking signals and adequate wait time preserve authorship and reduce pressure on a slower speaker. Asking the student to make messages less complex or allowing others to complete them shifts the burden to the learner and can reduce both participation and confidence.

47. C - Pragmatic language often depends on information that is not stated directly. Making contextual cues visible allows the learner to reason about meaning rather than memorize one social script. Guided practice across different partners and situations supports flexibility, while exclusion or correction without explanation does not teach how to detect and repair future misunderstandings.

48. A - Communication needs continue during movement, social interaction, safety situations, choice, and instruction. Protecting equipment matters, but the solution should preserve the student's ability to communicate. Mounting, protective cases, portable alternatives, or planned backup systems may reduce risk. Removing access entirely trades equipment safety for reduced autonomy and participation. This gives the team observable evidence for the next decision.

49. C - Behavioral function is inferred from repeated environmental patterns, not from topography or diagnosis. Adult help following yelling makes assistance or escape a plausible hypothesis to test. The team should compare conditions and teach an efficient appropriate help response rather than treating the first hypothesis as certainty or relying on a generic behavior label.

50. A - Antecedent adjustments can change how demanding or predictable a task feels without lowering the learning target. Completing equivalent content in manageable sections provides evidence about conditions that support persistence. The team should continue monitoring rather than claiming certainty from one observation, but the successful change offers a useful, instructionally respectful prevention strategy.

51. B - Behavior goals should have social and educational validity, not merely reflect adult discomfort with difference. A repetitive movement may support regulation and coexist with successful participation. Objective assessment protects dignity and helps the team focus intervention on behaviors that meaningfully restrict safety, access, relationships, or learning rather than appearance alone.

52. D - A coping strategy may reduce arousal without immediately eliminating avoidance. Gradual practice can connect regulation with increasingly difficult participation steps so the learner experiences success. Abrupt exposure may intensify distress, whereas permanent avoidance can narrow access. Instruction should build tolerance systematically while respecting safety and collecting data about the student's response.

53. C - The goal is not to erase an authentic interest but to expand flexibility and awareness of a communication partner. Explicit practice can make turn taking, topic balance, and repair strategies visible. Centering reciprocity rather than conformity preserves the student's interests while building skills that support more satisfying and sustained peer relationships.

54. A - Bullying can restrict participation even when there is no physical injury. The burden should not be placed on the targeted student to withdraw, educate aggressors, or tolerate harassment. Prompt response can address the environment, accountability, and future prevention while supporting the student's voice and continued access to valued school activities.

55. D - Skills do not automatically transfer across teachers, tasks, locations, and levels of stress. Generalization needs deliberate programming. Introducing the same self-management tool where it is needed, then fading prompts, helps transfer control to the learner and natural cues. Permanent adult reminders would change the source of dependence rather than build independent use.

56. B - Recognizing a barrier and requesting an appropriate adjustment can reflect growing self-awareness and independence. The teacher should consider whether the strategy supports sustained

learning without unnecessarily limiting other opportunities. Data can guide when and how the quiet option is used, preserving both regulation and meaningful participation in the broader classroom community.

57. D - Frequent reassurance can become an external cue that replaces the learner's own checking. A visible strategy gives the student something concrete to do before asking an adult and creates a basis for systematic fading. Abrupt refusal may increase distress, while constant reassurance can maintain dependence even when the underlying academic skill is already present.

58. A - The successful support identifies a teachable participation routine. Generalization requires practice with varied topics, partners, and group sizes so the student learns to recognize ordinary turn-taking cues. Planned fading protects success while reducing dependence. Exclusion or total silence removes opportunities to build the specific social-communication skill that is emerging. This gives the team observable evidence for the next decision.

59. B - Scripts can reduce cognitive load and create successful entry into interaction, especially during early learning. The next step is expansion, not abrupt removal or permanent rigidity. Modeling variations and practicing them in natural contexts helps the learner keep the underlying social purpose while becoming more flexible and responsive to different partners.

60. C - Frequent rejection can be informative communication. It may indicate missing vocabulary, poor category organization, excessive partner speed, or an intended message outside the presented set. Treating 'none' as error would suppress valuable feedback. Systematic observation can refine the access method and expand choices so the student has greater authorship over messages.

61. A - Reinforcement is easier to learn from when it closely follows a clearly defined behavior and identifies what was successful. Delayed general praise may be too weak or ambiguous to compete with immediate peer attention or other consequences. The teacher can then thin reinforcement gradually after the desired participation pattern becomes stable.

62. C - A prompt should help establish successful responding and then become less necessary as natural or self-managed cues take control. Permanent proximity can become the signal to work, while abrupt removal can produce failure. Moving the dependence to a peer does not increase independence; the support must be intentionally faded and replaced.

63. D - Behavior can vary dramatically with crowding, waiting, sensory input, social demands, unclear cues, and available adult support. School success shows the student can regulate under some conditions, not that difficulties elsewhere are intentional. Context-specific observation can reveal prevention and skill-teaching opportunities that classroom data alone would miss. This gives the team observable evidence for the next decision.

64. B - Different behaviors can serve the same function when they reliably produce a similar outcome. The common pattern is leaving or delaying difficult work, which makes escape a reasonable hypothesis rather than a conclusion. Direct data and an efficient replacement response allow the team to support participation without punishing ordinary needs or guessing from topography.

65. A - Functional communication should improve access without becoming a route to adult takeover. A graded help response can reinforce appropriate requesting while keeping the learner actively engaged in the task. Planned fading teaches persistence and self-efficacy. Ignoring requests or completing the work entirely would either weaken communication or maintain dependence. This gives the team observable evidence for the next decision.

66. D - The observed difference suggests that feedback context matters. Private correction can preserve dignity and reduce unnecessary escalation while the teacher continues to teach an important self-regulation and repair skill. Avoiding feedback sacrifices learning, whereas forcing a more provocative context or assigning a behavioral function prematurely may intensify the problem. This gives the team observable evidence for the next decision.

67. C - A manageable rehearsal can reduce cognitive and emotional load while preserving the intended communication goal. Scaffolding becomes limiting only if it is never adjusted toward greater independence. Gradual exposure paired with successful regulation gives the student repeated evidence of competence, unlike abrupt high-pressure demands or permanent avoidance of the target setting.

68. B - Communication is multimodal, and intentional behavior can carry meaning before or alongside symbolic language. Responding to a clear refusal protects agency and reduces frustration. At the same time, teaching a broadly understood symbolic response can make the message more efficient and portable. Withholding acknowledgment can turn communication instruction into compliance training.

69. C - Differential reinforcement works when the appropriate behavior has a better payoff than the problem response. If shouting receives faster attention, the environment unintentionally teaches shouting. Adults can acknowledge the acceptable request promptly, then systematically teach waiting as needed. The replacement should remain practical enough to compete with the established behavior.

70. A - Workplace communication can be adapted without removing the essential job task. Concise language and a durable visual sequence reduce memory and processing load while increasing independence from constant adult prompting. The team can later fade support or expand complexity as performance improves. Lowering the job goal would address the wrong barrier.

71. B - Progress monitoring requires measures that are sensitive to change and practical for repeated use. Comparable probes show current level, growth rate, and response to instruction. Comprehensive batteries answer different questions and are too burdensome for weekly decisions. Student perception is valuable context, but it does not replace direct performance evidence.

72. D - Diagnostic error analysis turns mistakes into information about the strategy the learner is using. Repeated patterns can point to specific features that need explicit instruction, such as vowel teams, morphemes, or orthographic conventions. A total score may show difficulty but cannot identify the instructional mechanism that should be taught next.

73. D - Ecological assessment examines how a learner's skills interact with real environmental demands. Crowding, noise, route cues, time pressure, stop announcements, or differences in natural supports can alter performance even when core travel skills are present. Comparing conditions directly identifies what

requires instruction or adaptation and supports deliberate generalization to the setting where independence is needed.

74. B - Repeated work samples can show changes in organization, elaboration, mechanics, strategy use, and independence that a single testing session may miss. Consistent criteria make comparisons more interpretable. Portfolios still require careful scoring and may need to be combined with other evidence when decisions involve skills not well represented in the collected products.

75. C - Assessment validity depends on matching access conditions to the intended construct. If the goal is composition rather than handwriting speed, dictation can remove an irrelevant motor or transcription barrier without lowering the reasoning requirement. A modification changes what the student is expected to learn or demonstrate, which is not necessary in this situation.

76. A - The student demonstrates phonemic awareness but needs stronger mapping between speech sounds and written symbols. Explicit phonics instruction makes those relationships visible and provides a reliable decoding process. Vocabulary and comprehension remain important, but they cannot substitute for teaching the alphabetic code when print-to-sound connections are the identified barrier. This gives the team observable evidence for the next decision.

77. D - Accurate but laborious reading can consume attention needed for constructing meaning. Guided repeated reading and phrase-level practice can increase automaticity and prosody while keeping comprehension central. Beginning alphabet work targets an earlier skill, and permanently simplifying text reduces access to age-appropriate vocabulary, knowledge, and the complex reading demands the student must learn to manage.

78. A - Morphemes carry meaning and recur across many academic words, making them efficient units for advanced word learning. Teaching roots and affixes helps students decode longer forms, infer meaning, and notice relationships among words. Whole-word memorization or guessing provides weaker transfer, especially as texts contain increasingly technical and morphologically complex vocabulary.

79. C - The consistent error reveals a conceptual rule: adding numerator to numerator and denominator to denominator. Representations can make part size and equivalence visible so a common-denominator procedure has meaning. More practice with the incorrect rule may strengthen the misconception, while rote memorization or curriculum removal does not build transferable fractional reasoning.

80. B - The learner appears to understand the quantities but needs support connecting that understanding to symbolic representation. A concrete-representational-abstract bridge makes the relationship among models, place value, and notation explicit. Abruptly removing models can create a gap, while staying permanently concrete or using rote steps limits flexible mathematical application. This gives the team observable evidence for the next decision.

81. C - Systematic prompting can create successful contact between the response and its meaningful outcome while reducing repeated errors. Time delay and fading help transfer control from adult

assistance to the natural communication opportunity. No prompting may produce few learning trials, whereas permanent full assistance can create dependence and mask what the student can initiate.

82. D - Generalization requires more than repeating one exact routine. Changing layouts create authentic opportunities to use landmarks, aisle signs, asking for assistance, route planning, and recovery from mistakes. Structured practice with gradual fading helps the learner adapt a known skill to natural variability instead of remaining dependent on a memorized environmental sequence.

83. A - Assistive technology should be feature matched to the learner and task, not selected for novelty or diagnosis. A simple tool may be more efficient, portable, or independent for one student, while technology may add useful functions for another. Structured comparison prevents unnecessary complexity and keeps the decision focused on participation and performance.

84. B - Visual access can vary with complexity even when print size is adequate. Tables require scanning, locating intersections, tracking rows and columns, and managing visual clutter. Functional information from authentic tasks can guide enlargement, spacing, digital navigation, or alternative formats. Diagnosis and general reading success cannot specify those task-specific access needs.

85. D - Literacy media decisions require evidence about efficiency, comprehension, writing, sensory access, fatigue, and future tasks. A learning media assessment considers how the student actually acquires and uses information across contexts. Diagnosis, convenience, or one preferred format may contribute information but cannot determine the full literacy system needed for independence. This gives the team observable evidence for the next decision.

86. A - Transition planning is an ongoing, student-centered process rather than a one-time adult prediction. Interests and understanding can change as learners gain experience. Updated assessment helps the team compare options and identify needed instruction or supports. Revising a mismatched goal strengthens ownership while keeping planning grounded in evidence rather than preference alone.

87. C - Accurate supported performance is an important starting point, but employment independence depends on which cues control the behavior. Systematic fading preserves accuracy while reducing artificial adult control. Natural materials, workflow, supervisors, and self-management can become the signals for action. Abrupt withdrawal risks failure, whereas permanent prompting can limit workplace integration and autonomy.

88. B - Participation in alternate assessment does not turn test preparation into the curriculum. Students still need rich opportunities to learn academic concepts through supports matched to communication, sensory, and motor needs. Instruction can also address individualized priorities, but narrowing the year to test formats reduces transferable learning and may underestimate what the learner can understand.

89. A - When implementation is sound and the response remains inadequate, progress data should trigger instructional problem solving. Teams can examine intensity, grouping, dosage, access, and method, then test a focused change. Waiting wastes instructional time, while lowering the target before addressing instruction can conceal a mismatch between the learner's needs and the current intervention.

90. D - Outcome data are difficult to interpret when the planned intervention was not actually delivered. Dosage, sequence, instructional components, and support consistency can determine whether a method has a fair test. Correcting fidelity and continuing measurement separates an implementation problem from a true lack of student response and prevents premature changes in goals.

91. B - Intervention selection should begin with the specific mechanism of difficulty and an approach designed to teach that skill. Evidence of effectiveness matters, but so do implementation quality and student response. Rapid switching makes results hard to interpret, while aesthetics or colleague preference cannot substitute for a diagnostic match to the learner's needs.

92. C - Disaggregated evidence can reveal barriers that overall achievement data hide. Strong later reflections suggest the issue may be real-time communication access rather than conceptual understanding. A focused instructional change followed by new data turns reflection into disciplined inquiry. Lowering cognitive demand or abandoning discussion would avoid investigating the conditions needed for equitable participation.

93. A - The pattern shows the student is applying whole-number length reasoning to decimal notation. Visual models and place-value language can make magnitude relationships explicit and support a more accurate comparison strategy. More unguided practice may strengthen the misconception, while a false shortcut or unrelated remediation would not address the specific conceptual error revealed by the work.

94. C - Formative assessment has already identified a relative strength and a specific gap. Targeting evidence selection is more efficient than reteaching what the student can do. Modeling and guided practice make the reasoning visible, while lowering text complexity or focusing on rate addresses different constructs and may leave the actual comprehension skill unchanged.

95. B - Procedural accuracy can coexist with fragile understanding. Representations and explanation help the student connect symbols and steps to mathematical relationships, supporting flexible use in unfamiliar problems. More repetition may improve speed without meaning, while lowering content abandons an important opportunity to strengthen the conceptual foundation that makes procedures durable and adaptable.

96. D - Students with visual impairments may need explicit instruction in skills peers often learn through incidental observation. Technology, organization, sensory efficiency, self-advocacy, and mobility can become increasingly important as environments grow complex. Strong academic performance should be preserved while disability-specific instruction builds the independent access needed to sustain that success. This gives the team observable evidence for the next decision.

97. A - Orientation and mobility skills are functional when they operate under authentic sensory, spatial, social, and time demands. Real-setting instruction provides opportunities to recognize landmarks, recover from mistakes, ask for information, and adapt when routes change. Permanent escorting or classroom-only rehearsal can conceal the problem-solving skills needed for independent travel. This gives the team observable evidence for the next decision.

98. B - Transition assessment turns broad preferences into increasingly informed choices. Hands-on experiences can help the student discover which tasks, environments, training demands, and supports fit best. The goal is not to lock in the first idea or let disability labels choose a pathway, but to build enough evidence for meaningful postsecondary planning.

99. C - Functional competence often includes both accuracy and efficiency. Once a learner understands the task, instruction can build fluency while preserving quality and safety. Layout, tools, sequencing, and natural cues may also affect speed. Current slowness is a teaching target, not automatic evidence that the student lacks potential for the work.

100. D - Starting with the learning target helps teachers distinguish essential science thinking from flexible ways of handling materials and expressing evidence. Advance planning can preserve rigor while removing unnecessary motor barriers. Separate substitute work, passive observation, or last-minute improvisation can reduce participation and make it difficult to know what the student actually learned.