

PRACTICE EXAM 6: NBPTS EXCEPTIONAL NEEDS SPECIALIST STUDY SIMULATION (100 QUESTIONS)

This independently authored 100-question study simulation follows the NBPTS Exceptional Needs Specialist selected-response blueprint: 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. The live Component 1 assessment uses approximately 45 selected-response items plus three constructed-response exercises; Exceptional Needs selected-response candidates are allotted 60 minutes. This expanded set is for study, discrimination practice, and pacing rather than a reproduction of official NBPTS items.

1. A fourth-grade student with spina bifida solves grade-level mathematics mentally but completes written work slowly because positioning and hand fatigue vary across the day. Which planning response best reflects accomplished knowledge of the learner?
 - A. Lower mathematics difficulty whenever written output becomes slow or incomplete.
 - B. Require identical handwriting volume so academic expectations remain consistent for everyone.
 - C. Replace mathematics with motor practice until written endurance reaches the class average.
 - D. Maintain the grade-level reasoning target while adjusting positioning, timing, and response methods according to the student's current access needs.

2. A middle-school student with progressive vision loss begins missing information that was previously visible on classroom displays. What should the teacher do first?
 - A. Keep the existing plan because supports should remain stable throughout the school year.
 - B. Reassess how the student currently accesses print, distance information, lighting, and classroom movement, then update supports with the student and specialist team.
 - C. Move all instruction to auditory formats before determining which visual access remains efficient.
 - D. Reduce academic complexity so the student needs to examine less information during lessons.

3. An eighth-grade student with autism writes sophisticated computer programs but becomes overwhelmed by open-ended long-term projects. Which interpretation is most appropriate?

A. Advanced programming proves the student should manage every academic task independently.

B. Difficulty with open-ended projects means the programming ability is probably memorized rather than advanced.

C. The student may show advanced domain-specific strengths alongside executive-function support needs, so challenge and structured planning should occur together.

D. The student should receive only organizational remediation until performance becomes even across domains.

4. A student returning after a brain injury remembers familiar routines but needs much more time to learn new multistep procedures. Which response best reflects knowledge of acquired disability?

A. Compare familiar and novel-task performance, teach new routines explicitly, and adjust pacing as recovery becomes clearer.

B. Assume intact familiar routines mean no disability-related support is needed.

C. Treat slower new learning as refusal because previously learned routines remain available.

D. Permanently lower all expectations because recovery after brain injury is unpredictable.

5. A preschool child with a significant motor disability watches peers closely and laughs at their pretend-play ideas but cannot manipulate most classroom props independently. Which planning priority is strongest?

A. Use only solitary activities that the child can complete without physical assistance.

B. Wait to teach pretend play until the child can handle the same props as peers.

C. Simplify play themes because limited motor control usually indicates limited symbolic understanding.

D. Adapt access so the child can choose roles, direct peers, and participate in pretend play despite motor limitations.

6. A student with an intellectual disability learns a bus routine accurately in classroom simulation but becomes confused when the usual stop is temporarily relocated. What does this pattern most strongly suggest?

- A. The classroom instruction failed because simulated practice never has educational value.
- B. The student needs explicit instruction in recognizing changed cues, asking for help, and adapting the routine across varied real-world conditions.
- C. The student should memorize the original routine more often instead of practicing variations.
- D. Independent travel should be discontinued because unexpected changes cannot be taught safely.

7. A high-school student with a physical disability says adults discuss postsecondary plans around her but rarely ask what she wants. Which teacher priority best supports self-determination?

- A. Ask the family to make final decisions because adults have more experience with postsecondary systems.
- B. Delay student participation until she can independently explain every service and eligibility rule.
- C. Prepare the student to identify preferences, understand options, communicate priorities, and participate meaningfully in decisions about her own transition plan.
- D. Let the student choose goals without information about requirements, supports, or possible consequences.

8. A student with epilepsy is alert and successful most mornings but processes information slowly for a period after some seizures. What is the best instructional interpretation?

- A. Post-seizure slowing shows the student has permanently lost previously mastered skills.
- B. Performance should be considered in relation to current health and recovery conditions, with flexible pacing and documentation rather than assumptions about effort or ability.
- C. The student should receive lower-level work on every day because seizures may occur unpredictably.
- D. Morning success proves any later processing difficulty is behavioral rather than disability related.

9. A school team notices that students with complex support needs are routinely excluded from student government because meetings move quickly. Which action best reflects ethical advocacy?

- A. Identify the participation barriers and work with students to create communication, pacing, and access supports that permit meaningful membership rather than automatic exclusion.
- B. Accept exclusion because extracurricular participation is less important than academic services.
- C. Create a separate student government only for students with disabilities so meetings can move more slowly.
- D. Require students to participate without accommodations so leadership standards remain identical for everyone.

10. During an evaluation, a team proposes using one standardized intelligence score as the primary basis for deciding a student's educational needs. Which response best reflects IDEA evaluation principles?

- A. Use multiple assessment tools and strategies and avoid relying on a single measure as the sole criterion for eligibility or programming decisions.
- B. Use the single score if the test publisher reports strong national norms.
- C. Replace all standardized assessment with teacher opinion so testing cannot bias the decision.
- D. Delay evaluation until the student can complete every test under standard conditions.

11. Parents attend an IEP meeting but are given a completed plan and asked only to sign at the end. What is the strongest concern?

- A. Parents are not allowed to disagree once school staff have drafted goals.
- B. An IEP is valid only when every parent suggestion is adopted exactly as requested.
- C. The process has not provided parents a meaningful opportunity to participate in developing the IEP rather than merely receiving a finished decision.
- D. Schools must complete all IEP decisions before meetings so the meeting stays efficient.

12. Which IEP goal is most consistent with the federal requirement for measurable annual goals?

- A. The student will improve reading comprehension and work harder during literacy instruction.
- B. The student will understand grade-level reading better by the end of the school year.
- C. The student will receive reading support whenever the teacher believes extra help is needed.
- D. Given a grade-level passage, the student will identify the main idea and two supporting details with at least 80% accuracy across three consecutive weekly probes.

13. A 15-year-old student's annual IEP will remain in effect after the student turns 16. Which transition requirement should the team address?

- A. Wait until the student is 18 because federal transition requirements begin only at legal adulthood.
- B. Write only a graduation date because postsecondary goals are developed after high school.
- C. Include appropriate measurable postsecondary goals based on age-appropriate transition assessment and the transition services needed to help the student reach those goals.
- D. Use the family's goals without student assessment because transition planning is primarily an adult responsibility.

14. A student with an IEP is approaching the age of majority under state law. Which federal IDEA requirement is most relevant?

- A. All IDEA rights automatically remain with parents until the student graduates from high school.
- B. The school may transfer rights whenever staff believe the student is ready, regardless of state law.
- C. The student must independently manage every educational decision before any transfer of rights can occur.
- D. Notify the student and parents about rights that will transfer at the age of majority under state law.

15. A student receiving special education is being considered for a disciplinary removal that would constitute a change of placement. When must the manifestation determination occur?

- A. Only after the student has completed the disciplinary removal and returns to school.
- B. Within 10 school days of the decision to change the student's placement because of the code-of-conduct violation.
- C. Within 30 calendar days of the first classroom incident, whether or not placement changes.
- D. Only when the student's parents request the review in writing after receiving final grades.

16. A second-grade student is advancing from grade to grade but shows persistent signs of a disability that may require special education. Which statement about Child Find is accurate?

- A. Child Find can apply to a student advancing from grade to grade when disability and need for special education are suspected.
- B. Child Find applies only after a student has been retained at least once.
- C. Child Find ends once a student earns passing report-card grades in general education.
- D. Child Find applies only to children whose parents have already obtained a private diagnosis.

17. During an IEP review, the team is deciding whether a student needs a text-to-speech system to access grade-level materials. What does IDEA require the team to do?

- A. Consider whether the child needs assistive technology devices and services as part of developing or reviewing the IEP.
- B. Wait for the family to purchase the technology before discussing it at school.
- C. Consider assistive technology only for students with physical or sensory disabilities.
- D. Use assistive technology only after every nontechnology intervention has failed for a full year.

18. Parents consent to an initial evaluation, and the child is found eligible for special education. What additional consent is required before the school initially provides special education and related services?

- A. No further consent is required because consent to the initial evaluation covers all later services.
- B. Only the student's classroom teacher must consent once eligibility has been established.
- C. Consent is required only if the IEP includes a placement outside the neighborhood school.
- D. The public agency must obtain informed parental consent for the initial provision of special education and related services.

19. Parents disagree with a public agency's evaluation and request an independent educational evaluation at public expense. Which statement best reflects IDEA?

- A. The request must be denied unless the parents first obtain a private diagnosis at their own expense.
- B. The school may require parents to wait until the next triennial reevaluation before requesting an IEE.
- C. The public agency must, without unnecessary delay, either provide the IEE at public expense or file for due process to show its evaluation is appropriate.
- D. An IEE at public expense is available only when the student is already placed in a separate special education school.

20. A parent asks to inspect a child's education records. Under FERPA, how quickly must the school generally provide access?

- A. Only at the next scheduled parent-teacher conference, regardless of when the request was made.
- B. Within a reasonable period, but not more than 45 days after the request, unless a shorter period is required by state law.
- C. Within 90 days, because schools may wait until the end of the grading period.
- D. Only after the parent explains why each requested record is relevant to the child's education.

21. A bilingual family says their child communicates more effectively in the home language than in English, but school staff want to evaluate communication only in English for consistency. What is the strongest response?

- A. Use English only because school instruction occurs primarily in English.
- B. Assess communication across the languages and modes the child uses so language difference is not mistaken for disability.
- C. Use the home language only because English performance is never educationally relevant.
- D. Delay assessment until the child demonstrates equal proficiency in both languages.

22. A caregiver communicates comfortably in spoken Arabic but says translated written school notices are difficult to use because of limited literacy. What is the strongest response?

- A. Continue sending translated print because providing the preferred language automatically guarantees access.
- B. Ask the student to explain every notice at home because family members already communicate with one another.
- C. Stop providing detailed information so the caregiver does not have to manage difficult school language.
- D. Ask which oral or visual communication methods are usable, arrange qualified language access, and confirm understanding instead of relying only on translated print.

23. A teacher notices that office referrals for 'defiance' are much higher for one racial group, even though direct observations show similar rates of rule-following across groups. What should the team do next?

- A. Examine how subjective behavior definitions, adult responses, referral routines, and contextual bias may be contributing to the disproportionality before blaming student characteristics.
- B. Assume the referral data prove the group has more serious behavior problems than peers.
- C. Stop collecting discipline data because group comparisons can create uncomfortable conversations.
- D. Apply more severe consequences to the group so referral rates eventually decline through deterrence.

24. A family declines a proposed home practice routine because evenings are devoted to caregiving for an ill relative. Which teacher response best reflects family partnership?

- A. Document the family as noncompliant because the proposed routine is educationally beneficial.
- B. Require the same home practice schedule so expectations remain identical for all families.
- C. Ask about feasible routines and co-design a support that fits the family's priorities while still addressing the student's instructional goal.
- D. Remove the instructional goal because family circumstances make practice outside school difficult.

25. A student from a culture that emphasizes deference to adults rarely contradicts teachers during transition meetings, even when later telling family members she dislikes the proposed plan. What should the team do?

- A. Interpret silence as agreement because the student had an opportunity to speak at the meeting.
- B. Offer multiple respectful ways for the student to express preferences before and during meetings, including private preparation, rating options, or supported communication.
- C. Require the student to debate adults publicly so self-advocacy develops quickly.
- D. Exclude the family from transition planning so cultural expectations cannot influence the student's choices.

26. A student experiencing homelessness frequently changes transportation arrangements and occasionally arrives without school materials. Which response best protects equitable access?

- A. Provide reliable classroom materials and routines while investigating barriers instead of treating missing materials as evidence of low motivation.
- B. Lower academic expectations because inconsistent transportation makes grade-level work unrealistic.
- C. Withhold participation until the student brings the same materials as every classmate.
- D. Assign additional penalties so the student learns to overcome transportation problems independently.

27. A family says a school behavior goal conflicts with how independence and adult support are understood in their household. What is the best next step?

- A. Keep the original goal because school expectations should override family values during special education planning.
- B. Delete all behavior goals whenever a family questions the school's cultural assumptions.
- C. Ask the student to choose between the family perspective and the school perspective without further discussion.
- D. Clarify the educational purpose of the goal, learn the family's perspective, and identify a culturally responsive outcome that still addresses the student's functional need.

28. A rural family cannot attend frequent in-person meetings because of distance and work schedules. Which approach best supports partnership?

- A. Hold meetings without the family because distance makes participation impractical.
- B. Require daytime attendance at school so all families follow the same procedure.
- C. Offer flexible times, phone or video participation, advance materials, and follow-up while preserving the family's full decision-making role.
- D. Limit the family to written comments because remote participation makes collaborative discussion too difficult.

29. A student who uses a wheelchair is invited to a field trip, but the planned lunch location has steps and no accessible entrance. What is the strongest response?

- A. Allow the student to remain on the bus during lunch because the academic portion of the trip is accessible.
- B. Have classmates carry the student and wheelchair up the steps if everyone agrees.

- C. Replace the trip with a worksheet for the student so the class schedule does not need to change.
- D. Change the plan or secure an accessible alternative so the student can participate in the same meaningful trip experience with peers.

30. A family asks why their child is being taught to use an AAC system in addition to emerging speech. Which response is most appropriate?

- A. Explain that AAC can expand reliable communication while speech develops, and involve the family in selecting meaningful vocabulary and routines.
- B. Tell the family AAC replaces speech, so spoken-language goals should stop immediately.
- C. Avoid discussing AAC details because communication systems are primarily a school-based clinical decision.
- D. Ask the family to wait until speech development stops before trying any augmentative communication.

31. A parent reports that their child behaves very differently at home than at school. What should the teacher do with this information?

- A. Decide one setting must be reporting inaccurately because behavior should be consistent everywhere.
- B. Use only school data because teachers are trained observers and family reports are subjective.
- C. Treat the difference as useful data about context and collaborate to identify conditions, expectations, communication supports, and consequences that vary across settings.
- D. Copy the school behavior plan into the home without asking how routines or priorities differ.

32. A newly arrived immigrant family appears hesitant to ask questions during special education meetings. Which teacher action is most likely to improve partnership?

- A. Reduce the amount of information shared so the family is not overwhelmed by school procedures.
- B. Explain roles and procedures in accessible language, invite questions through several formats, and check understanding without assuming silence means agreement or lack of interest.
- C. Wait for the family to ask for help because direct invitations may seem intrusive.
- D. Ask another parent from the same country to explain confidential information after the meeting.

33. A newcomer student rarely volunteers personal family stories during class discussion but demonstrates strong understanding in written work. Before interpreting the reticence as disengagement, what should the teacher do?

- A. Learn from the student and family about participation, privacy, and communication preferences, then provide multiple rigorous ways to contribute without forcing personal disclosure.
- B. Require public family stories so the student becomes accustomed to the classroom's preferred participation style.
- C. Assume the student lacks oral language because written understanding and discussion behavior must match closely.
- D. Excuse the student from all collaborative learning because cultural differences make discussion goals inappropriate.

34. A student in foster care has several adults involved in educational decisions, and staff are unsure whom they may contact about confidential records. What should the teacher do?

- A. Share records with every adult who expresses concern because all are trying to help the student.
- B. Verify the legally authorized educational decision maker and applicable privacy permissions before sharing confidential student information.
- C. Refuse to communicate with anyone outside the school until the student reaches adulthood.
- D. Ask classmates which adult usually attends events and use that person as the default contact.

35. A family prioritizes community employment after graduation, while the school has emphasized only continued academic coursework. How should the transition team respond?

- A. Use the school's academic plan because professionals are responsible for deciding realistic adult outcomes.
- B. Adopt the family's employment goal without assessing the student's interests, strengths, or support needs.
- C. Integrate the student's strengths, preferences, interests, and assessment data with the family's priorities to build coordinated employment, education, and independent-living planning as appropriate.
- D. Postpone employment planning until after graduation because schools should focus only on current coursework.

36. A parent disagrees strongly with a proposed instructional change and the meeting becomes tense. Which teacher response best supports a durable partnership?

- A. End the discussion because disagreement shows the family is unwilling to collaborate productively.
- B. Repeat the school's recommendation until the parent accepts the professional judgment of staff.
- C. Agree immediately with the parent even if the team has not examined whether the proposed change addresses the student's needs.
- D. Restate the shared student goal, summarize the parent's concern accurately, review the evidence together, and identify what additional data or trial could resolve the disagreement.

37. A family has limited internet access, but school communication about services is sent almost entirely through an online portal. What is the most equitable response?

- A. Continue using the portal exclusively because all families were given the same login instructions.
- B. Ask which communication methods are reliable for the family and provide important information through accessible alternatives rather than assuming portal access.
- C. Reduce communication to emergency messages because alternative formats create additional work for staff.
- D. Ask the student to relay all confidential service information verbally to the family at home.

38. An early-intervention family says mealtime is the routine in which they most want help with communication. What is the strongest intervention planning response?

- A. Move the goal to a clinic-like tabletop activity because family routines are too variable for instruction.
- B. Choose a different routine that professionals can control more easily even if the family sees less need there.
- C. Embed communication opportunities and caregiver coaching within mealtime using strategies the family finds realistic and meaningful in that routine.
- D. Provide a written list of techniques but avoid practicing them with the family during actual routines.

39. A student says a classroom example about 'normal families' makes them feel that their household is being treated as unusual. What should the teacher do?

- A. Explain that 'normal' was only a figure of speech and continue using the same examples.
- B. Avoid all discussion of families so differences cannot become visible in the classroom.
- C. Ask the student to publicly describe their family so classmates can understand the difference.
- D. Acknowledge the concern, revise the language and examples to represent varied family structures, and examine other materials for similar hidden assumptions.

40. A student who is deaf says group members often begin speaking before the interpreter is ready. Which collaborative solution is strongest?

- A. Teach the group to use visible turn-taking, pause until interpretation access is available, and position speakers so the student can follow both people and shared materials.
- B. Ask the interpreter to summarize missed discussion after the group activity ends.
- C. Have the student participate only through written responses so peers can speak at their normal pace.
- D. Reduce the student's role in group work because simultaneous visual demands are difficult to manage.

41. A student uses a speech-generating device effectively during structured lessons but rarely initiates messages at lunch. What should the team do next?

- A. Limit device use to instruction because social messages are less important than academic messages.
- B. Require the student to produce a spoken word before peers respond to any device message.
- C. Create motivating reasons to communicate at lunch, model device use there, and coach peers to pause and respond to initiations without taking over the interaction.
- D. Preprogram complete lunch conversations so the student does not need to generate or choose messages.

42. A student who is deafblind consistently reaches toward an object cue before a familiar routine but does not respond to the same object when it is presented quickly by an unfamiliar adult. What should the team investigate?

- A. Whether the student's response to familiar adults proves the object cue has no communicative meaning.

- B. Whether pacing, tactile presentation, partner consistency, and opportunities to explore the cue affect the student's understanding and response.
- C. Whether all object cues should be replaced immediately with spoken labels from unfamiliar partners.
- D. Whether the student should respond within the same brief time limit used for sighted peers.

43. A bilingual AAC user has many school vocabulary words programmed in English but lacks names for foods, relatives, and routines used at home. What is the best next step?

- A. Keep the device in English only because adding home-language vocabulary may confuse language development.
- B. Replace family vocabulary with generic school terms so the system remains standardized across users.
- C. Ask the family to communicate without the device at home because AAC is mainly an educational accommodation.
- D. Collaborate with the student and family to add culturally and linguistically relevant vocabulary and support use of the system across the languages and settings that matter.

44. A student with cerebral palsy answers yes/no questions by eye gaze, but adults often ask several questions without pausing. What partner behavior should be taught first?

- A. Present one question at a time, allow the student's established response interval, and confirm the interpreted answer before moving to the next message.
- B. Repeat the question rapidly until the student responds strongly enough for every adult to notice.
- C. Ask multiple questions together so the student can answer them with one efficient eye movement.
- D. Assume delayed responses are unreliable and let familiar adults answer on the student's behalf.

45. A young child uses gestures, vocalizations, and a few symbols. Adults respond mainly when the child uses speech. What is the strongest communication approach?

- A. Respond consistently to intentional communication across modes while modeling more efficient symbols and words that expand what the child can express.
- B. Ignore gestures and symbols so speech becomes the only successful way to communicate.
- C. Choose one communication mode immediately and discontinue all others to prevent dependence.

D. Require the child to imitate a spoken word before receiving access to preferred activities or help.

46. A student with apraxia of speech knows an answer but needs several seconds to initiate the motor plan for speaking. Which classroom discussion practice is most supportive?

A. Call on the student only for one-word questions so responses can remain fast.

B. Use predictable turn cues and sufficient wait time, with an alternate response option available when speech effort would otherwise block participation.

C. Let classmates answer whenever silence lasts more than two seconds to keep discussion moving.

D. Remove oral participation expectations because motor planning difficulty prevents meaningful contribution.

47. A teacher is introducing new vocabulary to a student who uses AAC. Which strategy best supports expressive language development?

A. Teach the words only through verbal repetition because device modeling can create dependence on visual prompts.

B. Test each new word repeatedly before using it in natural communication so errors are prevented.

C. Keep the device available only after direct instruction so the student focuses first on listening.

D. Model the target words on the student's communication system during meaningful activities without requiring immediate imitation on every trial.

48. A student's communication book contains many nouns but few words for rejecting, asking questions, commenting, or repairing misunderstandings. What should the team prioritize?

A. Add more object labels because nouns are sufficient for most functional communication across settings.

B. Remove rarely used social words so the book remains focused only on requesting tangible items.

C. Add vocabulary that supports a wider range of communicative functions, including core words and personally meaningful fringe vocabulary.

D. Wait until the student masters every current noun before expanding communicative functions.

49. A student's speech-generating device is sent for repair. Which team action best protects communication access?

- A. Wait for the device because temporary systems can interfere with the student's established motor patterns.
- B. Have adults predict needs during the repair period so the student does not need an alternate system.
- C. Limit instruction to yes/no questions because complex communication is not possible without the primary device.
- D. Implement a planned backup communication system immediately and ensure partners know how to support it until the primary device returns.

50. A student accurately understands direct requests but often misreads teasing among peers. Which instruction is strongest?

- A. Teach a rule that all teasing is hostile so the student can avoid uncertain social situations.
- B. Teach the student to examine tone, relationship, context, facial or signed cues, and possible meanings, then practice checking interpretations with trusted peers.
- C. Explain each misunderstanding after it occurs but avoid teaching how to infer meaning independently.
- D. Remove the student from informal peer groups because teasing is too ambiguous for direct instruction.

51. A student frequently changes topics before a partner understands the previous message. What is the most useful pragmatic-language goal?

- A. Teach the student to monitor partner signals, maintain shared topics, and use repair strategies when communication breaks down.
- B. Require the student to discuss only teacher-selected topics so conversation stays controlled.
- C. Eliminate spontaneous conversation until the student can follow a fixed script without errors.
- D. Focus only on increasing vocabulary because topic maintenance is not a communication skill.

52. A classmate often finishes sentences for a student who stutters. What should the teacher teach the peer group?

- A. Finish sentences quickly so the student experiences less speaking time and therefore less stuttering.
- B. Avoid asking the student questions because conversational turns may increase speech disfluency.
- C. Allow speakers to finish their own messages, maintain natural attention, and avoid signaling impatience or guessing words unless the speaker requests help.
- D. Praise fluent speech publicly and ignore messages that contain noticeable stuttering.

53. A student who uses an interpreter struggles to watch a demonstration and the interpreted explanation at the same time. What instructional change is strongest?

- A. Sequence visual information and explanation deliberately, pause at key points, and position the interpreter and materials to reduce competing visual demands.
- B. Ask the interpreter to continue signing while the student looks away so the lesson remains on pace.
- C. Provide the demonstration without explanation because visual learners do not need language support.
- D. Excuse the student from demonstrations and provide a written summary after class instead.

54. A student becomes upset when peers touch the student's AAC device without permission. What class norm is most appropriate?

- A. Allow peers to explore the device freely because shared use will make AAC seem more socially acceptable.
- B. Keep the device with the teacher between lessons so classmates cannot interfere with it.
- C. Let peers program messages for the student as long as the messages are friendly and age appropriate.
- D. Treat the device as the student's voice and personal communication tool, asking permission before touching it except when immediate safety or technical support requires otherwise.

55. A student begins using a new break-request card, but staff sometimes say no even when the card is used exactly as taught. What is the main behavioral concern?

- A. Appropriate communication should be ignored periodically so the student learns that adults control all breaks.
- B. The replacement behavior may not compete with problem behavior if it is less reliable at producing the needed break or assistance.

- C. The card should be removed because requesting a break always reinforces avoidance and prevents learning.
- D. Staff should wait for problem behavior before deciding whether the student's request is legitimate.

56. A student throws materials most often after receiving worksheets with many unfamiliar problems. Which data would best support a functional hypothesis?

- A. Use the student's disability category to decide the function because diagnosis explains why behaviors occur.
- B. Count throwing episodes only and avoid recording task conditions so observers remain objective.
- C. Compare what happens before and after throwing across tasks of different difficulty and examine whether the behavior reliably produces escape, delay, help, or another outcome.
- D. Ask staff to vote on whether the behavior seems attention seeking without collecting direct data.

57. A student shouts during difficult work and then receives lengthy adult reassurance. Which replacement skill is most directly function-matched if the team confirms the behavior seeks adult help?

- A. Teach the student to sit silently regardless of difficulty because help seeking can become dependent behavior.
- B. Teach a brief, efficient way to request help and make appropriate help requests reliably successful before gradually teaching waiting and persistence.
- C. Provide extra free time after quiet work even though the behavior is maintained by adult assistance.
- D. Use a token loss each time shouting occurs without changing how the student can obtain help appropriately.

58. A student's behavior plan includes a token system, but teachers award tokens inconsistently and use different criteria. What should the team address first?

- A. Conclude the student is resistant to reinforcement because behavior has not improved yet.
- B. Increase the size of the reward immediately without checking whether the plan is implemented as written.
- C. Clarify the target behavior, reinforcement criteria, delivery schedule, and staff procedures so implementation is consistent enough for outcome data to be interpretable.

D. Change the target behavior each week so staff can find something easier to reinforce.

59. A student becomes anxious when a preferred activity ends unexpectedly. Which antecedent strategy is most appropriate?

A. End preferred activities without warning more often so the student learns that unpredictability is unavoidable.

B. Avoid all preferred activities because ending them may trigger behavior and reduce instructional time.

C. Provide a consequence after anxiety appears but keep transition cues intentionally vague.

D. Use predictable transition cues, a visible ending routine, and brief practice with gradually varied transitions while teaching an acceptable way to request more time or support.

60. A student asks the same reassurance question dozens of times before a schedule change. Which response best combines communication and behavior support?

A. Provide a clear, accessible schedule answer, teach a limited check-in routine, and reinforce use of the routine while gradually reducing repeated reassurance cycles.

B. Answer the question differently each time so the student learns to tolerate inconsistent information.

C. Ignore every question immediately even if the student has no other reliable way to access schedule information.

D. Cancel all schedule changes because repeated questioning proves the student cannot learn flexibility.

61. A student engages in harmless hand movements while listening and continues to answer questions accurately. Staff propose eliminating the movements because they look unusual. What should the team consider first?

A. Whether the behavior meaningfully interferes with learning, safety, health, communication, or participation before deciding that reduction is educationally necessary.

B. Any repetitive behavior should be targeted because normalization is a central goal of special education.

C. The behavior should be punished if classmates notice it, even when learning remains intact.

D. The student should be removed from group lessons until sitting behavior matches peer appearance.

62. A student is beginning to use a coping routine independently in the classroom but not in the cafeteria. What is the strongest next step?

- A. Teach a completely different coping routine in every setting so skills remain context specific.
- B. Wait for the classroom skill to become perfect before allowing the student to enter the cafeteria.
- C. Practice the same coping routine in the cafeteria with planned cues and reinforcement, then fade supports as the student begins using it under natural conditions.
- D. Assume the student is refusing because a learned skill should automatically transfer across environments.

63. A student is more likely to begin work after choosing the order of two required tasks. What is the best interpretation?

- A. Choice proves the student should be allowed to skip whichever required task is less preferred.
- B. Choice may function as an antecedent support that increases predictability and control while preserving the required academic tasks.
- C. The student is manipulating adults because motivated students should not need control over task order.
- D. Choice should be discontinued once it improves behavior because effective supports create dependence.

64. A student has learned to greet adults but rarely greets same-age peers. Which social-skills instruction is strongest?

- A. Continue practicing only with adults because mastery with one partner should eventually generalize automatically.
- B. Require the student to recite a full scripted conversation before approaching any peer.
- C. Tell peers not to respond until the greeting is perfectly timed and worded.
- D. Arrange repeated authentic peer opportunities, model and prompt the greeting briefly, reinforce natural peer responses, and fade adult support as initiation increases.

65. A student says, 'I need extra time because reading takes me longer,' when a substitute initially denies an accommodation. Which skill is the student demonstrating?

- A. Dependency because the student is asking an adult to change an established classroom rule.
- B. Noncompliance because accommodations should never be discussed during an assignment.
- C. Self-advocacy by identifying an access need and communicating a reasonable support to a new adult.
- D. Avoidance because explaining a disability-related need shows the student wants easier academic work.

66. A student becomes overwhelmed during assemblies and leaves without telling anyone. Which replacement behavior would be most useful to teach?

- A. A brief, socially acceptable way to signal the need for a break and follow an agreed safe exit-and-return routine.
- B. Remaining seated regardless of escalating distress so leaving never contacts reinforcement.
- C. Waiting until distress becomes severe enough for an adult to notice without any signal.
- D. Skipping every future assembly because one difficult setting should be permanently removed.

67. A teacher wants to use differential reinforcement to reduce calling out while increasing hand raising. Which plan best reflects the principle?

- A. Reinforce both calling out and hand raising equally so the student experiences frequent success.
- B. Provide timely reinforcement for the defined hand-raising behavior while minimizing reinforcement that previously followed calling out, consistent with the functional assessment.
- C. Punish every call-out without teaching or reinforcing an alternative way to gain the teacher's attention.
- D. Wait until calling out has stopped completely before acknowledging any appropriate participation.

68. A student's problem behavior sharply increases during the first week after staff stop providing the outcome that previously followed it. What should the team consider?

- A. The increase proves the functional hypothesis was wrong and the intervention should be abandoned immediately.
- B. Staff should intermittently provide the old outcome during severe episodes so escalation becomes less predictable.
- C. The team should add unrelated punishment before checking whether the new plan is being implemented consistently.
- D. An extinction burst may be occurring, so staff should prioritize safety, verify the functional hypothesis, maintain consistent teaching of the replacement response, and monitor data closely.

69. A student rarely speaks in class but communicates comfortably with family and close friends. Before choosing an intervention, what is most important?

- A. Require public speaking daily because repeated exposure alone will show whether the student can talk.
- B. Assume the student lacks language because classroom speech is limited.
- C. Gather information across settings and partners to understand when speech is available, what conditions affect participation, and which alternative communication methods reduce pressure.
- D. Remove all expectations for communication at school because speech differences cannot be addressed instructionally.

70. A student who uses a communication board often points to an approximation because the exact word is unavailable. What should partners do?

- A. Reject approximate selections so the student learns to communicate only with exact vocabulary.
- B. Guess the intended word and move on without confirmation because clarification slows conversation.
- C. Remove rarely used vocabulary to make the board smaller and reduce future approximation.
- D. Acknowledge the message, confirm meaning, and record vocabulary gaps so the system can expand without discouraging communication attempts.

71. A reading assessment shows a student can answer literal questions but misses questions requiring inference from two parts of a passage. What should the teacher do next?

- A. Repeat the entire reading program from the beginning because any comprehension error shows broad failure.
- B. Analyze the student's reasoning on inference items and teach how to connect text evidence across sentences before reassessing with similar but new passages.
- C. Lower all reading materials until the student answers every question correctly without support.
- D. Record only the total score because item-level patterns are too subjective for instructional decisions.

72. A student scores much lower on a timed writing test than on classroom essays completed with the IEP's extended-time accommodation. What should the team examine?

- A. Whether the timed score reflects the intended writing construct or is substantially affected by disability-related speed demands that the accommodation normally addresses.
- B. Use the timed score as the only valid measure because standardized conditions are always more objective.
- C. Ignore all standardized assessments because classroom work is always a better indicator of writing skill.
- D. Remove extended time from classroom writing so the two assessment settings produce comparable scores.

73. A teacher gives brief weekly probes to monitor a student's oral reading fluency. What is the primary purpose of these repeated measures?

- A. To replace all diagnostic assessment with one weekly score because frequent measures are automatically comprehensive.
- B. To assign a new disability category whenever the weekly score falls below the class average.
- C. To estimate the student's rate of growth over time and determine whether current instruction is producing enough progress toward the goal.
- D. To compare the student with unrelated national samples instead of evaluating response to instruction.

74. A teacher records that a student independently completed 27 of 30 steps across several classroom routines. What percentage of observed steps were completed independently?

- A. 90%

- B. 80%
- C. 85%
- D. 95%

75. A student can decode words accurately but reads so slowly that meaning is lost across longer sentences. Which literacy focus is most directly indicated?

- A. Stop decoding instruction because accurate word reading means fluency will develop without practice.
- B. Build accurate, increasingly automatic word reading and connected-text fluency while continuing to check comprehension rather than shifting only to easier texts.
- C. Focus exclusively on comprehension questions and ignore reading rate and phrasing during instruction.
- D. Replace connected text with isolated vocabulary lists so the student never has to coordinate decoding and meaning.

76. A mathematics teacher notices a student consistently subtracts the smaller digit from the larger digit in each column, regardless of place value or regrouping. What is the best instructional response?

- A. Assign more problems using the same algorithm without discussing the pattern in the student's errors.
- B. Teach a shortcut for remembering which digit is larger without connecting the procedure to place value.
- C. Move to multiplication because repeated subtraction errors show the student is not ready for more subtraction instruction.
- D. Use error analysis and concrete or visual place-value representations to address the student's misconception about regrouping and the meaning of the quantities.

77. A student reads 18 correct words per minute at baseline and has a goal of 42 correct words per minute after 12 instructional weeks. What average weekly increase is needed to reach the goal?

- A. 1 correct word per minute each week
- B. 2 correct words per minute each week
- C. 3 correct words per minute each week

D. 4 correct words per minute each week

78. A teacher wants to know whether a student can apply a learned cooking routine in an unfamiliar school kitchen. Which assessment method is most valid?

A. Ask the student to define cooking vocabulary on a written worksheet in the familiar classroom.

B. Have a staff member complete the routine while the student watches and then rate the student's attention.

C. Use only the student's score from the original kitchen because mastery in one setting proves generalization.

D. Observe the student performing the routine in the unfamiliar kitchen with the supports normally available and score the critical steps and adaptations used.

79. A teacher is selecting an assessment for a student with limited spoken language. Which choice best preserves the validity of an academic reasoning measure?

A. Use a response mode the student can access efficiently, such as AAC, selection, or supported written output, when speech production is not part of the construct being measured.

B. Require oral answers because identical response modes are necessary for every student to receive a valid score.

C. Lower the academic difficulty so the student can answer with shorter spoken responses.

D. Have an adult infer the student's answer from behavior rather than providing an established response system.

80. A student's scores improve after the teacher begins delivering an intervention, but fidelity checks show the intervention occurred only about half as often as planned. What should the team conclude?

A. Conclude the intervention is fully validated because any improvement proves the plan works as designed.

B. Stop collecting fidelity data because outcome data are the only information that matters after improvement begins.

C. Interpret the improvement cautiously and improve implementation fidelity before drawing strong conclusions about the intervention's expected effect under the intended dosage.

D. Increase the goal immediately because partial implementation always means the student can tolerate twice the planned dosage.

81. A student completes 18 of 24 independent work opportunities without adult prompting. What percentage of opportunities were independent?

- A. 60%
- B. 70%
- C. 80%
- D. 75%

82. A student consistently answers correctly when the teacher provides a visual model but not when only verbal directions are given. What is the best use of this assessment information?

- A. Remove visual supports immediately because they make the assessment easier than verbal directions.
- B. Use the successful visual condition to support instruction while systematically determining which parts of the model can be faded as the student becomes more independent.
- C. Conclude the student cannot learn the skill independently because support was needed during assessment.
- D. Keep the full visual model permanently without testing whether less support could produce the same success.

83. A teacher wants to compare a student's performance with a clearly defined set of reading skills rather than with other students. Which type of interpretation is most appropriate?

- A. Criterion-referenced interpretation
- B. Norm-referenced interpretation
- C. Percentile-rank interpretation
- D. Age-equivalent interpretation

84. A learner completes eight of ten target steps on three consecutive probes. Which data set also meets a criterion of at least 80% accuracy on three consecutive probes?

- A. 7/10, 9/10, 8/10
- B. 9/10, 6/10, 10/10
- C. 8/10, 9/10, 8/10
- D. 10/10, 8/10, 7/10

85. A teacher is introducing a science concept to a student with significant cognitive disability. Which planning sequence best maintains academic rigor?

- A. Choose a separate life-skills activity before reviewing the science standard so the student remains successful.
- B. Reduce the lesson to passive observation because active science reasoning requires too many adaptations.
- C. Select easier vocabulary as the primary goal even if it replaces the actual scientific idea being taught.
- D. Identify the essential science concept first, then design accessible materials, response modes, examples, and supports that allow the student to engage with that concept meaningfully.

86. A student with low vision can read standard print efficiently at close range but cannot see information projected across the room. Which instructional plan is strongest?

- A. Enlarge every worksheet automatically because low vision requires the same print adaptation for all tasks.
- B. Move the student to a separate room whenever projected information is used during instruction.
- C. Provide reliable access to distance information through an appropriate device or digital copy while preserving the student's efficient near-reading method.
- D. Require the student to copy from a peer's notes after class rather than access the information in real time.

87. A student who is blind is learning a new school route. Which instructional approach best supports orientation and mobility generalization?

- A. Teach landmarks, directional concepts, problem-solving strategies, and route variations in real environments rather than relying only on memorized step counts.

- B. Teach one exact sequence and prevent route variation so the student never encounters unexpected decisions.
- C. Have an adult lead the student physically through every route without discussing environmental information.
- D. Use verbal descriptions in the classroom only until the student can recite every direction from memory.

88. A student solves fraction comparison problems correctly with manipulatives but makes errors when moving directly to symbols. What should instruction emphasize?

- A. Remove manipulatives immediately because correct concrete work proves the student no longer needs representations.
- B. Explicitly connect the concrete model, visual representation, and symbolic notation so the student can explain how each form represents the same quantities.
- C. Continue manipulatives indefinitely without linking them to written fractions so errors do not appear.
- D. Teach a cross-multiplication shortcut first and avoid discussing fraction magnitude or representation.

89. A student reads a 40-word passage and makes 6 word-reading errors. What percentage of the words were read incorrectly?

- A. 10%
- B. 12%
- C. 20%
- D. 15%

90. A student with dysgraphia is asked to demonstrate knowledge of the causes of the Civil War. Which accommodation most directly reduces an output barrier without changing the content target?

- A. Reduce the task to naming one historical figure so the student has less to write.
- B. Allow speech-to-text or another efficient written-production method while scoring the same historical reasoning and evidence expected from peers.
- C. Grade only handwriting neatness because the accommodation should not affect how content is scored.

D. Provide the completed explanation and ask the student to copy it so writing demands become manageable.

91. A teacher is deciding whether to introduce a new assistive technology tool. Which trial plan is strongest?

A. Choose the newest tool available and judge success mainly from whether the student enjoys its appearance.

B. Use the tool for one brief session and adopt it permanently if the student completes any task successfully.

C. Define the access problem, establish baseline performance, teach the tool, collect data on efficiency and independence in relevant tasks, and include student preference in the decision.

D. Require the student to use the tool in every class before determining whether it matches specific access needs.

92. A student's behavior occurred for 12 total minutes during a 30-minute observation. What percentage of the observation involved the behavior?

A. 40%

B. 30%

C. 35%

D. 45%

93. A transition-age student wants paid employment but has little experience explaining accommodations to supervisors. Which instructional activity is most authentic?

A. Teach only the legal vocabulary of disability services without practicing how the student will communicate needs.

B. Have school staff speak to every employer for the student so workplace communication errors are avoided.

C. Practice disclosure and accommodation conversations through role play, then apply the skill with support during real job exploration or work-based learning when appropriate.

D. Delay accommodation discussions until after graduation because workplace self-advocacy is not a school transition skill.

94. A student can prepare a simple meal at school but does not initiate the routine at home unless a parent gives several prompts. What should the team investigate?

- A. Assume the school skill was not learned because independence at home did not appear automatically.
- B. Ask the family to duplicate every classroom feature exactly so no environmental differences remain.
- C. Stop home practice until the student becomes completely independent during all school cooking activities.
- D. Compare cues, materials, expectations, motivation, and prompt patterns across settings, then coordinate a generalization and prompt-fading plan with the family.

95. A co-teaching team routinely has the special educator circulate and help individual students while the general educator delivers every lesson. What should the team examine?

- A. Whether instructional roles can be deliberately varied so both teachers contribute expertise to planning, delivery, grouping, assessment, and responsive instruction.
- B. Keep the current arrangement because co-teaching means one teacher instructs while the other provides assistance.
- C. Have the special educator work only with students who have IEPs so responsibilities remain clearly separated.
- D. Alternate full weeks of instruction so only one teacher needs to plan at a time.

96. A student with significant support needs participates in a general education science lab. Which planning decision best supports active learning?

- A. Assign the student a separate coloring activity because laboratory participation is primarily motor based.
- B. Identify the science reasoning target, then adapt tools, roles, communication, and safety procedures so the student can make observations, choices, or conclusions.
- C. Have a paraprofessional complete every procedure while the student receives credit for being present.
- D. Reduce the science target to following directions so conceptual understanding is no longer required.

97. A teacher graphs weekly progress data and sees four consecutive points below the student's aim line, with implementation fidelity confirmed. What is the strongest next step?

- A. Wait until the annual review because weekly data should not influence instruction during the year.
- B. Lower the goal immediately so the existing data appear closer to the expected trajectory.
- C. Assume the student cannot learn the skill because several points fell below the aim line.
- D. Review the instructional plan and intensify or modify the intervention because the repeated pattern suggests current instruction is not producing the expected rate of growth.

98. A student answers 14 of 20 comprehension questions correctly on one probe and 18 of 20 on the next. By how many percentage points did accuracy increase?

- A. 4 percentage points
- B. 20 percentage points
- C. 10 percentage points
- D. 25 percentage points

99. A teacher uses a dynamic assessment in which prompts and teaching are provided during the task. What information is the teacher primarily trying to obtain?

- A. A norm-referenced rank that can be compared directly with national peers without considering instruction.
- B. A fixed estimate of ability that should remain unchanged regardless of teaching or context.
- C. How the student responds to mediation and which supports help the student learn or solve the task, not merely current independent performance.
- D. A disciplinary consequence score showing whether the student follows directions under pressure.

100. A student uses a calculator accommodation during multistep science problems because arithmetic fluency is not the target. What should the teacher do when assessing the same science reasoning?

- A. Continue the calculator accommodation when it removes an arithmetic barrier without changing the scientific reasoning the assessment is intended to measure.
- B. Remove the calculator during assessment because accommodations should never be used when assigning grades.
- C. Simplify the science reasoning so the student can complete calculations without the accommodation.
- D. Score only the calculator entries because using the tool means the reasoning itself cannot be evaluated.

Practice Exam 6: Answer Key and Explanations

1. **D** — Slow written production may reflect physical access rather than mathematical understanding. Planning should separate the academic target from the motor demands used to show it, then use current performance across times and conditions to select supports. Lowering content or postponing mathematics would confuse disability-related effort with the student's demonstrated reasoning capacity.
2. **B** — Progressive conditions can change access even when academic ability is stable. The teacher needs current functional evidence about print, distance viewing, lighting, fatigue, and mobility before deciding which tools or adaptations are efficient. Automatically preserving old supports or replacing all visual information would ignore the student's changing but potentially useful vision.
3. **C** — Learners can demonstrate pronounced strengths and needs at the same time. Advanced reasoning does not guarantee equally advanced planning, initiation, organization, or flexibility. Effective programming preserves meaningful challenge while explicitly supporting the processes that interfere with performance, rather than withholding enrichment or assuming one area of difficulty defines the student's overall capability.
4. **A** — Acquired brain injury can create uneven profiles in which established knowledge remains stronger than new learning, attention, or memory. Comparing task types helps the team identify the actual pattern and teach compensatory strategies. Neither preserved old skills nor current difficulty with novel procedures justifies a global conclusion about motivation or long-term potential.
5. **D** — Motor limitations can mask social understanding, imagination, and preference when participation depends on manipulating standard materials. Adapted access should let the child influence the shared play rather than merely observe it. Waiting for typical motor performance or reducing symbolic complexity would deny opportunities that current attention and social responses suggest are developmentally meaningful.
6. **B** — Accurate performance in one practiced routine does not guarantee flexible generalization when environmental cues change. Instruction should deliberately vary routes, signs, helpers, and problem situations while maintaining appropriate safety supports. More repetition of the unchanged sequence

may strengthen memorization without teaching the adaptive decision making required when community conditions differ.

7. C — Self-determination involves informed participation, not either adult control or unsupported choice. The student needs accessible information, opportunities to express preferences, and practice evaluating options so her perspective has real influence. Participation can be scaffolded while preserving family collaboration and professional guidance, allowing the learner to develop increasingly effective self-advocacy and decision-making skills.

8. B — Health-related conditions may produce temporary changes in stamina, attention, or processing without changing underlying knowledge. Teachers should document patterns, coordinate with the team, and adjust access during affected periods. Global reductions in expectations or judgments about motivation ignore the difference between what the student knows and the conditions under which performance is currently efficient.

9. A — Advocacy addresses barriers that restrict participation rather than assuming disability itself makes an opportunity inappropriate. Meeting access can often be improved through agendas, communication supports, role preparation, pacing, and partner practices. Separate or unsupported participation may preserve the appearance of equal rules while failing to provide equitable access to authentic leadership experiences.

10. A — IDEA requires evaluation practices to draw on varied tools and strategies rather than using one measure as the sole criterion. A single score can miss context, access barriers, functional performance, and important strengths. Multiple sources should converge on educationally relevant questions while accommodations and test validity are considered carefully. That distinction supports individualized planning.

11. C — IDEA requires schools to take steps to ensure parents have an opportunity to participate in meetings concerning identification, evaluation, placement, and FAPE. Draft materials may support discussion, but presenting a predetermined plan undermines meaningful participation. Collaboration requires listening to concerns, considering information, and making decisions through the team process. That distinction supports individualized planning.

12. D — A measurable annual goal states an observable skill, conditions, performance criterion, and a way to determine progress. Broad intentions such as 'improve' or 'understand' do not specify what evidence will show success. IDEA requires measurable annual goals designed to address disability-related needs and support involvement and progress in the general curriculum.

13. C — Under IDEA, beginning no later than the first IEP in effect when the student turns 16, and updated annually, the IEP must include appropriate measurable postsecondary goals based on age-appropriate transition assessment and needed transition services. Earlier planning is permitted. The student's strengths, preferences, and interests should meaningfully inform the process.

14. D — IDEA addresses transfer of rights at the age of majority as defined by state law and requires notice to the student and parents before that transfer. The rule does not make readiness the trigger, and

states may have procedures for students who cannot provide informed consent. Transition instruction should prepare students for increasing participation before the legal change.

15. B — IDEA requires the local educational agency, parents, and relevant IEP team members to conduct a manifestation determination within 10 school days of a decision to change placement because of a code-of-conduct violation. The review considers whether the conduct was related to the disability or failure to implement the IEP, among required questions.

16. A — IDEA's Child Find duty includes locating, identifying, and evaluating children suspected of having disabilities who may need special education and related services. Federal regulations specifically note that this includes children advancing from grade to grade. Passing grades do not eliminate the need to respond when disability-related educational concerns are present.

17. A — IDEA identifies assistive technology as a special factor the IEP team must consider when developing, reviewing, or revising an IEP. Consideration is individualized and is not limited to a particular disability category. The team should connect a proposed tool to functional and educational access rather than treating technology as a last resort or family responsibility.

18. D — IDEA distinguishes consent for initial evaluation from consent for the initial provision of special education and related services. The public agency must seek informed parental consent before services begin. Consent to evaluate does not itself authorize initial services, and the requirement is not limited to particular placements or disability categories.

19. C — When parents disagree with a public agency evaluation, IDEA provides a right to request an independent educational evaluation at public expense. The agency must respond without unnecessary delay by funding the IEE or filing a due process complaint to defend its evaluation. The right is not conditioned on a private diagnosis or restrictive placement.

20. B — FERPA requires an educational agency or institution to comply with a request to inspect and review education records within a reasonable period, not more than 45 days after receiving the request. State law may require faster access. The right is not limited to conference dates and does not depend on the parent proving relevance first.

21. B — Communication performance depends on language history, proficiency, context, partner, and task. Evaluating only one language can underrepresent what the child knows or misattribute language difference to disability. A fuller profile examines meaningful communication across settings and languages while using qualified personnel and valid methods appropriate to the referral question. That strengthens reciprocal family partnership.

22. D — Language access is not complete when the format itself remains inaccessible. Partnership begins by learning how the caregiver prefers to receive information and then matching interpretation, oral explanation, visuals, or other supports to that preference. Using the student as the routine interpreter can shift adult responsibilities, while reducing information limits informed family participation.

23. A — Disproportionality can be amplified when broad labels such as 'defiance' depend heavily on interpretation. Comparing referral patterns with direct observations and decision points helps teams

locate adult, policy, or context factors that may contribute. Equity work requires examining systems as well as students rather than treating unequal outcomes as self-explanatory evidence of greater misconduct.

24. C — Family partnership requires responsiveness to real routines, resources, responsibilities, and priorities. The educational goal can remain important while the form, timing, or location of practice changes. Co-designing a feasible plan is more likely to sustain participation than treating one suggested routine as mandatory or abandoning the student's learning need altogether.

25. B — Self-advocacy can be expressed differently across cultural and interpersonal contexts. Teams should not equate public disagreement with authentic choice or assume silence means consent. Preparing options in advance, offering private and alternative response formats, and inviting the student to decide how preferences are shared can increase participation without demanding culturally unfamiliar confrontation.

26. A — Access barriers outside school can affect preparedness without indicating weak ability, effort, or family commitment. Providing reliable classroom materials and flexible routines preserves academic opportunity while staff address logistical needs through appropriate supports. Punitive or lowered-expectation responses convert resource instability into an educational disadvantage rather than reducing the barrier that affects participation.

27. D — Goals are stronger when teams understand how desired skills function in the student's actual communities. A family concern may reveal that the school has defined independence too narrowly or chosen a method that conflicts with meaningful values. Collaborative reframing can preserve the underlying educational need while avoiding unnecessary cultural assimilation or abandonment of important support.

28. C — Equity does not require identical logistics when those logistics create different barriers. Flexible participation methods can preserve informed discussion, questions, and shared decisions without reducing the family's role. The team should select communication methods that work reliably for the family rather than equating physical presence at one time and place with meaningful collaboration.

29. D — Participation means more than access to one academic segment while a student is excluded from shared routines and social experiences. Planning should identify barriers early and choose accessible locations or arrangements that preserve dignity and peer membership. Improvised carrying or separate work creates avoidable safety, equity, and belonging concerns instead of solving the environmental barrier.

30. A — Families need accurate information about the purpose of augmentative communication and meaningful influence over how it fits daily life. AAC can provide an effective communication pathway while other speech and language goals continue as appropriate. Family knowledge about routines, vocabulary, preferences, and partners helps the system become useful beyond isolated school activities.

31. C — Behavior is sensitive to context, including task demands, relationships, predictability, sensory conditions, communication access, and consequences. Different patterns across home and school can help identify variables that matter. Family observations should be integrated with direct school data rather than dismissed or treated as a reason to impose one setting's plan on another.

32. B — Families may be learning unfamiliar school systems while also managing language, trust, or cultural differences in interactions with professionals. Explicitly explaining procedures and creating multiple low-pressure ways to ask questions supports informed participation. Silence should not be interpreted as consent, disinterest, or lack of competence, and confidentiality should be protected throughout communication.

33. A — Participation norms can differ across families, cultures, prior schooling, and individual preferences. Strong written understanding is evidence that quiet public behavior should not automatically be equated with disengagement. Gathering perspectives and offering varied response structures preserves rigorous learning while avoiding forced disclosure, stereotyping, or a single culturally preferred definition of participation.

34. B — Complex family and caregiving arrangements require careful attention to legal authority and confidentiality rather than assumptions based on familiarity. Confirming who can make educational decisions and receive protected information supports both partnership and privacy. Helpful intentions do not by themselves authorize disclosure, while refusing all communication can unnecessarily isolate legitimate caregivers and advocates.

35. C — Transition planning should connect school experiences to meaningful adult outcomes rather than assume one pathway fits every learner. Family priorities are important evidence, but they should be considered with the student's own preferences, strengths, interests, and transition assessment. Coordinated planning can include employment preparation alongside continued education and other needed adult-life skills.

36. D — Conflict can become productive when the team makes the disagreement specific and testable. Accurate listening communicates respect, while shared evidence helps separate concerns about goals, methods, or implementation. A time-limited trial or additional data may create common ground. Avoiding conflict, overpowering the family, or agreeing without analysis weakens collaborative decision making.

37. B — Equal access is not achieved by offering the same communication channel when families have different technology access. Reliable alternatives such as phone, paper, text, or scheduled conversations can preserve timely information and participation. The student should not carry responsibility for confidential adult communication, and essential collaboration should not depend on a resource the family cannot consistently use.

38. C — Family-centered early intervention builds intervention around priorities and naturally occurring routines whenever appropriate. Mealtime offers repeated, meaningful communication opportunities and immediate feedback about what is feasible. Coaching within the routine helps caregivers adapt strategies

rather than merely copy professional procedures, increasing the likelihood that communication support becomes useful and sustainable in daily life.

39. D — Inclusive environments are shaped by ordinary language and examples as well as formal policies. Acknowledging the student's experience and broadening representation reduces the message that one family structure is the default. Avoiding the topic or requiring public disclosure places the burden on the student instead of improving the classroom's underlying assumptions.

40. A — Access to interpreted discussion depends partly on how communication partners manage pace, turns, visibility, and shared visual attention. Designing group norms can prevent information loss before it occurs. Post-hoc summaries or reduced participation may provide fragments of content but do not offer equivalent access to the interaction, reasoning, and social exchange occurring in real time.

41. C — Communication competence develops when a system works across purposes, partners, and settings. Lunch provides opportunities for greeting, commenting, requesting, joking, refusing, and repairing misunderstandings. Partner modeling and responsive wait time can make initiation more efficient. Restricting AAC to lessons or requiring speech creates unnecessary barriers to authentic social participation. That supports functional participation and greater independence.

42. B — Tactile communication depends on how information is presented, not only on the object itself. Partner approach, hand placement, exploration time, predictability, and familiarity may influence whether the student recognizes the cue. Systematic comparison helps the team improve access and partner competence instead of attributing inconsistent responses solely to the learner.

43. D — An AAC system should support the user's real communication life rather than only classroom vocabulary. Family language, names, foods, routines, humor, and cultural expressions may be essential for belonging and autonomy. Expanding vocabulary collaboratively respects multilingual identity and increases opportunities for meaningful practice, while school-only programming can sharply restrict communication outside instruction.

44. A — Reliable communication requires partners to respect the motor and processing time built into the student's response mode. One question, adequate wait time, and confirmation reduce accidental interpretations and give the learner control of the exchange. Faster questioning may create apparent inconsistency that reflects partner behavior rather than the student's understanding or intent.

45. A — Multimodal communication can support participation while speech, symbols, gestures, and other forms develop. Adults should recognize meaningful intent and model increasingly efficient forms rather than making communication success depend on one mode. Ignoring effective signals can increase frustration and reduce initiation, while responsive modeling creates more opportunities to build a flexible repertoire.

46. B — Motor-speech planning difficulty can affect response speed without reducing the quality of the student's ideas. Predictable turns and adequate wait time reduce time pressure while preserving authentic participation. Alternate response options provide access when needed without assuming the student

should always avoid speech or contribute only simplified content. That supports functional participation and greater independence.

47. D — Aided language modeling shows how vocabulary can be located and combined on the same system the learner uses. Repeated models in meaningful contexts connect symbols with purposes and language patterns without turning every interaction into a test. Immediate imitation can be useful sometimes, but communication development also requires low-pressure exposure and genuine reasons to use words.

48. C — Communication systems should support more than requesting objects. Words for actions, descriptions, negation, questions, social connection, repair, and self-advocacy allow the learner to participate more fully. Balancing flexible core vocabulary with personally important fringe words expands generative language while preserving access to specific people, places, activities, and interests. That supports functional participation and greater independence.

49. D — Communication cannot depend on one piece of equipment being continuously available. A backup plan preserves the student's ability to request, refuse, comment, ask, socialize, and address safety needs during repair or power loss. Partners need to know the alternate system well enough to make it efficient rather than reducing the learner to passive or binary communication.

50. B — Pragmatic meaning depends on interacting cues rather than a single fixed rule. Explicitly teaching how context, relationship, tone, and nonverbal information shape interpretation can make hidden social reasoning more visible. Practicing repair and clarification gives the student a usable strategy when certainty is impossible, which is more flexible than memorizing one interpretation.

51. A — Successful conversation includes monitoring what a partner understands, maintaining shared topics, and repairing breakdowns. These skills can be taught explicitly through modeling, visual supports, role play, and authentic conversation. Controlling all topics or relying only on scripts may reduce opportunities to practice the flexible social communication needed with varied partners.

52. C — Communication respect means attending to the speaker's message without taking ownership of it. Sentence completion can increase time pressure and reduce autonomy even when intended to help. Peers can learn patient turn-taking, natural eye contact, and responsiveness to content, supporting participation without making fluency the condition for being heard. That supports functional participation and greater independence.

53. A — Visual access can become limited when critical information is presented simultaneously in different locations. Strategic pacing and positioning allow the student to shift attention without losing language or demonstration details. Simply continuing at the same pace or replacing the experience with a summary reduces access to the real-time conceptual and procedural information available to peers.

54. D — AAC access is tied to autonomy, privacy, and authorship. A communication device is not a classroom toy merely because it is interesting to others. Teaching respectful boundaries helps peers understand that the user controls messages and access. Technical support can be provided without normalizing unauthorized touching, programming, or removal of the student's voice.

55. B — A functionally equivalent replacement behavior needs to work efficiently enough to become more useful than the behavior it is replacing. If appropriate requests are unpredictable while escalation reliably produces a break, the environment may strengthen the problem behavior. Endurance and delay tolerance can be taught gradually after the replacement response becomes dependable.

56. C — Functional hypotheses come from repeated relations among antecedents, observable behavior, and consequences. Task difficulty makes escape or help plausible, but the team should test rather than assume that explanation. Comparing conditions and outcomes produces information that can guide prevention, skill teaching, and reinforcement more precisely than labels, frequency counts alone, or staff impressions.

57. B — A replacement behavior is most likely to succeed when it produces the same relevant outcome as the problem behavior with less cost. A clear help request gives the student an efficient alternative and allows adults to reinforce appropriate communication. Unrelated rewards or punishment alone do not teach how to access assistance during genuinely difficult work.

58. C — Intervention effects are difficult to interpret when adults apply different definitions and contingencies. Implementation fidelity is part of the data: the team should make criteria observable, train staff, and verify delivery before judging the student's response. Changing rewards or goals under inconsistent implementation can obscure whether the intervention itself is effective.

59. D — Antecedent supports can reduce uncertainty while instruction builds flexible coping and communication. Predictable cues do not have to become permanent rigidity; they can be faded or varied gradually as tolerance grows. Removing preferred activities or increasing surprise may reduce immediate opportunities but does not teach the student how to navigate endings more independently.

60. A — Repeated reassurance may be maintained by temporary relief from uncertainty. The team can make information reliably accessible while teaching a more efficient checking routine and gradually building tolerance for change. Abruptly withholding all information may escalate uncertainty, whereas eliminating schedule changes prevents practice with the very flexibility the student needs to develop.

61. A — Behavior goals should have educational and social validity, not merely make a learner look more typical. Repetitive movement can coexist with attention and may support regulation. Assessment should determine whether there is actual harm or interference before intervention, protecting dignity and focusing instructional effort on behaviors that restrict meaningful access or participation.

62. C — Generalization often requires deliberate programming when settings differ in noise, people, timing, and demands. Practicing the same functional skill under cafeteria conditions allows the student to contact success where it is needed. Planned cues and reinforcement can then fade as natural signals take over, rather than expecting transfer to occur automatically.

63. B — Offering bounded choice can change how demands are experienced without reducing the learning requirement. Choosing order may increase predictability, autonomy, or readiness, which can reduce avoidance and improve initiation. The team should monitor the effect and teach broader self-

management over time rather than interpreting support needs as manipulation or removing an effective preventive strategy abruptly.

64. D — Social communication should be practiced with the partners and conditions where the skill is expected. Natural peer responses can become meaningful reinforcement when adults arrange opportunities and avoid dominating the exchange. Flexible practice with fading prompts supports generalization better than assuming adult practice will transfer or requiring an elaborate script before real interaction.

65. C — Self-advocacy includes understanding one's own access needs, communicating them, and seeking appropriate support across changing settings and partners. Explaining the purpose of extra time to a substitute is an authentic generalization opportunity. The skill does not lower the learning target; it helps the student use an established access strategy independently when routines change.

66. A — A replacement response should meet the same functional need more safely and predictably. Teaching a break signal and an agreed routine gives the student a way to manage overload without disappearing. The team can also adjust antecedents and build tolerance gradually, while maintaining access to important school experiences whenever participation can be supported.

67. B — Differential reinforcement strengthens a more appropriate response while changing the reinforcement pattern for the behavior being reduced. The alternative should be clear, efficient, and related to the same relevant outcome when possible. Punishment alone does not teach the desired response, while reinforcing both behaviors equally gives little reason for behavior allocation to change.

68. D — Behavior can temporarily increase in frequency, intensity, or variability when a previously reinforced response stops producing its usual outcome. That possibility does not remove the need for safety planning or data review. Inconsistent delivery of the old reinforcer can strengthen persistence, so teams should verify function, fidelity, and replacement-skill support carefully.

69. C — A context-specific speaking pattern cannot be understood from classroom silence alone. Information from family, the student, and other settings can clarify triggers, comfortable communication modes, and situations in which participation changes. Supports should reduce unnecessary pressure while preserving opportunities to communicate, rather than equating speech quantity with language knowledge or forcing performance.

70. D — Communication systems are imperfect, and users need effective repair strategies when vocabulary is missing. Confirming meaning respects the student's authorship while documenting gaps improves future system design. Rejecting approximations can suppress initiative, whereas guessing without confirmation risks speaking for the learner and may conceal important needs, preferences, or novel ideas.

71. B — Assessment becomes instructionally useful when it identifies the process that breaks down, not just the total number correct. Error analysis can reveal whether the student misses relevant evidence, fails to connect ideas, or misunderstands the question. Targeted instruction and another probe then test whether the specific reasoning strategy is improving.

72. A — Assessment validity depends on whether the score represents the skill the team intends to measure. If processing or motor speed depresses performance while extended time allows stronger writing evidence, the team should interpret the timed score cautiously. Neither standardized nor classroom evidence should automatically dominate; multiple relevant measures help clarify the construct.

73. C — Progress-monitoring probes are most useful when they show direction and rate of change under current instruction. One score can fluctuate, so repeated comparable measures help the teacher judge whether the trajectory is adequate, whether implementation should be checked, and whether instruction needs adjustment. They do not replace comprehensive assessment for every educational question.

74. A — The independence percentage is calculated by dividing independently completed steps by total observed steps and multiplying by 100. Here, 27 divided by 30 equals 0.90, or 90 percent. A percentage provides a comparable summary across sessions when the number of opportunities changes, although the team should still examine which specific steps require support.

75. B — Accurate but effortful decoding can consume attention needed to integrate meaning across sentences. Fluency instruction should develop automaticity, phrasing, and appropriate rate while maintaining comprehension as the purpose of reading. Simply lowering text difficulty or practicing isolated words alone may not build the coordinated performance required for increasingly complex connected text.

76. D — The repeated error reveals a rule the student is applying, making it useful diagnostic evidence rather than random inaccuracy. Place-value representations can show why subtraction depends on quantities and regrouping rather than choosing the larger visible digit. Targeting the misconception is more efficient than additional undifferentiated practice or a memorized shortcut that leaves understanding unchanged.

77. B — The student needs to gain 24 correct words per minute because 42 minus 18 equals 24. Dividing that required growth by 12 instructional weeks gives an average increase of 2 correct words per minute per week. The weekly aim line can then be compared with observed progress to judge instructional response.

78. D — Generalization is best assessed in the type of setting where flexible use of the skill is actually required. Direct performance shows whether the student recognizes relevant cues, adapts to differences, and uses supports effectively. Written recall or success in one familiar environment may demonstrate knowledge without showing transfer to a new context.

79. A — When speech is not the target skill, requiring speech can introduce construct-irrelevant barriers and understate academic reasoning. An accessible response mode allows the student to demonstrate the intended knowledge more directly. The accommodation should preserve what the assessment is meant to measure rather than changing the content difficulty or relying on adult guessing.

80. C — Outcome data and implementation data answer different questions. Improvement under inconsistent dosage is encouraging but does not show what would happen if the intervention were

delivered as designed. Checking fidelity helps the team distinguish student response from implementation variation and supports a fair test before changing goals, abandoning methods, or making stronger causal claims.

81. D — Independence is 18 divided by 24, which equals 0.75, or 75 percent. Opportunity-based percentages are useful when the number of chances varies across sessions because they standardize the result. The team should also examine which tasks still require prompting so the percentage informs targeted fading rather than serving as the only decision measure.

82. B — Assessment can reveal not only what a student does independently but which conditions make learning accessible. The visual model provides a starting point for instruction and a hypothesis about support needs. Systematic fading can test whether control transfers to natural cues, avoiding both premature removal and unnecessary permanent dependence on the full support.

83. A — Criterion-referenced interpretation compares performance with specified skills, standards, or mastery criteria rather than with the distribution of a norm group. That makes it useful for determining which objectives are mastered and which require instruction. Norms and percentile ranks answer comparative questions, while age-equivalent scores can be easily overinterpreted as developmental levels.

84. C — A criterion of at least 80 percent on three consecutive ten-opportunity probes requires eight or more correct responses on every one of the three probes. The sequence 8, 9, and 8 meets that requirement each time. Any sequence containing 7 or fewer correct responses includes a probe below the stated mastery criterion.

85. D — Accessible instruction begins by clarifying what understanding matters. Once the essential concept is explicit, the teacher can adapt materials, participation routines, language, and response methods without automatically replacing the academic target. Starting with an easier unrelated task risks creating access to an activity while denying access to the intended disciplinary learning.

86. C — Visual access needs can differ across viewing distance, lighting, contrast, and task. A student who reads near print efficiently may need a different solution for boards or projections. Matching the support to the actual barrier preserves independence and real-time participation rather than applying one universal enlargement strategy or relying on delayed secondhand information.

87. A — Independent travel requires understanding environmental cues and solving problems when conditions change. Landmarks, directionality, sensory information, and route variation help the learner build a flexible mental representation rather than a fragile memorized chain. Real-world practice with appropriate safety support allows strategies to become functional where travel decisions actually occur. That makes the next instructional decision more defensible.

88. B — Representations support transfer when students understand the relationships among them. The teacher should make those links explicit, asking the learner to explain how concrete quantities map to diagrams and symbols. Abruptly removing supports can create a gap, while keeping representations isolated or teaching a shortcut alone may produce procedures without conceptual understanding.

89. D — The error percentage is calculated by dividing 6 errors by 40 total words, which equals 0.15, and multiplying by 100 to obtain 15 percent. This summary can help compare passages of similar difficulty, but instruction should also examine the types of errors because identical percentages can reflect very different decoding patterns.

90. B — An accommodation changes access while preserving the construct being assessed. If the target is historical reasoning, an alternate production method can reduce motor or transcription demands without lowering the complexity of evidence and explanation. Simplifying the content, scoring handwriting instead, or copying an adult response changes what the task measures rather than removing the barrier.

91. C — Assistive technology decisions should connect a clearly defined barrier with observable outcomes and the user's experience. Baseline data and structured trials show whether the tool improves access, speed, accuracy, participation, or independence under real conditions. Novelty, one successful attempt, or blanket use across settings cannot establish an appropriate individual match.

92. A — Duration percentage is 12 minutes divided by the 30-minute observation, which equals 0.40, or 40 percent. Duration can be more informative than frequency when episodes vary greatly in length. The team should define the behavior clearly and use consistent observation periods so changes in the percentage can be interpreted meaningfully across sessions.

93. C — Transition instruction is strongest when classroom preparation leads into authentic adult-life situations. Role play can build language and decision making, but supported application in real employment contexts reveals what the student can use under natural demands. Adult takeover may solve short-term problems while preventing development of the self-advocacy needed after school supports change.

94. D — Different environments may provide different cues, materials, routines, and histories of adult prompting. Comparing those conditions can reveal why initiation changes and which supports should transfer. Generalization planning may include common cues, family-selected routines, and systematic prompt fading, rather than assuming mastery in one setting should automatically produce independent performance everywhere.

95. A — Co-teaching is most powerful when both professionals contribute to instruction rather than establishing a permanent teacher-helper hierarchy. Varied models can support flexible grouping, targeted feedback, parallel instruction, and shared assessment. Role decisions should serve the learning target and students' needs, while preserving both teachers' professional responsibility for the whole class.

96. B — Meaningful inclusion requires access to the intellectual work of the lesson, not mere physical presence. Adapted tools, communication, role design, and safety supports can allow a student to influence the investigation and demonstrate understanding. Adult completion or unrelated activities may look supportive while providing little evidence that the learner engaged with the scientific concept.

97. D — Repeated data below an expected trajectory can signal a need to change instruction when measurement is reliable and implementation has been verified. The point is not to preserve the original

plan or manipulate the goal, but to respond to evidence. Instruction can be intensified, clarified, or changed and then evaluated with continued progress monitoring.

98. B — The first probe is 14 divided by 20, or 70 percent. The second is 18 divided by 20, or 90 percent. The difference is 20 percentage points. Percentage-point change compares the two percentages directly; it is different from saying performance increased by 20 percent relative to the original value. That makes the next instructional decision more defensible.

99. C — Dynamic assessment examines learning processes by observing how performance changes when support, feedback, or teaching is introduced. It can reveal responsiveness, useful prompts, and emerging strategies that a static independent score may not show. The approach is especially informative when the question concerns learning potential or access rather than only current unaided mastery.

100. A — An accommodation should be used consistently when it provides access without changing the construct being measured. If the science target is conceptual reasoning and arithmetic fluency is incidental, a calculator can reduce construct-irrelevant difficulty. Removing the tool or simplifying the science would make assessment results less comparable to the student's actual instructional access.