

PRACTICE EXAM 7: NBPTS EXCEPTIONAL NEEDS SPECIALIST STUDY SIMULATION (100 QUESTIONS)

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

1. A ninth-grade student who is deaf follows complex laboratory procedures accurately when directions are signed or captioned but misses information during rapid uncaptioned teacher talk. Which interpretation is strongest?

- A. Successful laboratory work means communication access no longer needs to be considered during instruction.
- B. The student needs simpler science because missed oral directions show weak conceptual understanding.
- C. The student should rely on classmates to repeat every direction rather than receive direct access.
- D. The student's content understanding may be stronger than performance in inaccessible spoken conditions, so planning should address communication access before lowering science expectations.

2. A kindergarten child with a significant speech-motor disability uses eye gaze, facial expression, and partner-assisted choices to communicate detailed preferences. What should the teacher assume when planning instruction?

- A. Cognitive tasks should be postponed because limited speech usually signals limited reasoning.
- B. The child already demonstrates intentional communication, so instruction should expand efficient expressive options while preserving opportunities for age-appropriate thinking and choice.
- C. Adults should make most choices so communication demands do not interfere with participation.
- D. The child is not communicating until spoken words emerge consistently across settings.

3. A student with chronic migraine completes demanding reading early in the day but has markedly slower processing after symptoms intensify. Which planning response best reflects knowledge of the learner?

- A. Use current symptom and performance patterns to adjust timing, pacing, and response demands while maintaining the essential reading goal.
- B. Keep identical pacing throughout the day because variable performance is too subjective to plan around.
- C. Lower the reading level permanently because symptom-related slowing predicts lower long-term achievement.
- D. Excuse the student from reading whenever symptoms are possible so frustration is prevented.

4. A student with autism remembers detailed facts from lectures but has difficulty deciding which information is most important for an open-note exam. What is the best interpretation?

- A. The student should receive only simplified material until organization becomes fully independent.
- B. Detailed recall proves the student should independently organize all academic information without support.
- C. Strong memory can coexist with difficulty prioritizing, organizing, and applying information, so instruction should preserve content challenge while teaching those executive processes explicitly.
- D. Difficulty prioritizing means the remembered facts are not meaningful knowledge and should be disregarded.

5. A 16-year-old student with cerebral palsy uses extensive physical assistance but independently directs personal-care routines and makes informed decisions about school activities. Which planning principle is most important?

- A. The student should perform every physical step without assistance before being allowed to direct others.
- B. Choice should be limited to leisure activities because personal-care decisions are primarily adult responsibilities.
- C. Adults should make routine decisions because needing physical help means independent choice is unrealistic.

D. Physical dependence should not be mistaken for decision-making dependence; supports should preserve the student's control, preferences, and opportunities to direct assistance.

6. A young child with deafblindness explores objects longer when an adult uses consistent tactile cues before presenting them. What should the teacher infer?

A. Predictable tactile cues can support anticipation, shared attention, and concept development, so they should be embedded consistently within meaningful routines.

B. The child should receive mostly verbal explanations so tactile dependence does not develop.

C. Tactile cues should be changed frequently so the child learns to tolerate unpredictability.

D. Object exploration should be delayed until the child responds reliably to visual classroom symbols.

7. An eleventh-grade student with a learning disability performs well in structured assignments but becomes stuck when a project requires setting deadlines and sequencing many steps. Which response is strongest?

A. Delay long-term projects until the student can plan independently without any external supports.

B. Teach project planning through explicit milestones, external organization tools, and gradual fading while keeping the original academic complexity.

C. Reduce the project to a much easier topic because planning difficulty indicates the content is too advanced.

D. Complete the schedule for the student throughout the year so academic products remain on time.

8. A student with a progressive neuromuscular condition asks to continue participating in advanced art despite increasing fatigue during setup and cleanup. What should the team prioritize?

A. Remove all hands-on art activities so fatigue can never occur during the school day.

B. Require independent setup and cleanup before allowing the student to remain in the advanced class.

C. Preserve access to the student's chosen advanced art goals while adapting material handling, workspace organization, timing, and assistance as functional needs change.

D. Move the student to a basic art class because physical assistance is incompatible with advanced coursework.

9. A school replaces a disability-awareness lesson that portrays disabled people mainly as recipients of charity. Which revision best reflects a contemporary inclusive philosophy?

- A. Include disabled people's perspectives, rights, contributions, barriers, and self-advocacy rather than presenting disability primarily through pity or dependence.
- B. Focus on inspirational stories in which disability is overcome through extraordinary personal effort.
- C. Avoid disability history because discussing barriers may make nondisabled students uncomfortable.
- D. Present medical diagnoses as the main explanation for every limitation students with disabilities experience.

10. During an initial special-education evaluation, a multilingual student is given only an English-language cognitive measure even though the student has limited English proficiency. Which concern is most important?

- A. The family should select the disability category before additional assessments are administered.
- B. English testing is sufficient because special-education eligibility should use one common language for all students.
- C. The evaluation must use appropriate, nondiscriminatory methods and gather information in ways that help distinguish disability-related needs from language acquisition or cultural factors.
- D. The team should postpone all evaluation until the student becomes fully proficient in academic English.

11. An IEP team is selecting annual goals for a student who receives grade-level instruction with supports. Which goal-writing principle is strongest?

- A. Goals should describe services the school will provide rather than what the student is expected to accomplish.
- B. Goals should be measurable, connected to the student's disability-related educational needs, and designed to support progress in the general curriculum or other appropriate educational priorities.
- C. Only academic goals are permitted because communication, behavior, and functional needs belong outside the IEP.
- D. Every goal should duplicate the same grade-level standard word for word without individualization.

12. A parent gives consent for an initial evaluation but later asks whether that automatically authorizes the school to begin special-education services. Which response is accurate?

- A. Evaluation consent automatically authorizes any special-education placement the school later recommends.
- B. No parent consent is needed for initial services once the team determines that a disability exists.
- C. Consent for initial services is required only when the student will leave the general-education classroom.
- D. Consent to evaluate is separate from consent for the initial provision of special-education and related services; the required consent process must occur before services begin.

13. A student with an IEP is suspended repeatedly for behavior, and the removals are approaching a change in placement under IDEA discipline rules. What should the team ensure?

- A. The school may change placement permanently through discipline without involving the IEP team or reviewing disability-related factors.
- B. The school follows IDEA's discipline protections, including the required manifestation-determination process when the legal threshold for a disciplinary change of placement is reached.
- C. An IEP prevents the school from using any disciplinary removal under any circumstances.
- D. Disability protections end whenever the behavior also violates the school's code of conduct.

14. A teacher wants to email a student's evaluation report to a personal account so it can be read at home. Which action is most appropriate?

- A. Remove the student's name but keep all other identifying details and send the report normally.
- B. Forward the report to several colleagues' personal accounts so planning can occur more quickly.
- C. Email the report if the personal account uses a strong password and two-factor authentication.
- D. Use only school-approved secure systems and follow district procedures for accessing and transmitting education records rather than sending the report to a personal account.

15. A district chooses a new digital textbook that cannot be navigated with a keyboard or screen reader. What is the strongest advocacy response from an Exceptional Needs Specialist?

- A. Document the access barriers and work through procurement and instructional channels to obtain remediation or an accessible alternative before inaccessible use becomes routine.
- B. Create individual workarounds indefinitely because accessibility decisions belong only to technology staff.
- C. Ask students who use assistive technology to study different content that is easier to access.
- D. Wait until a family files a formal complaint before identifying the digital access problem.

16. A general-education teacher says a student should move to a separate class because the student needs frequent visual supports and adapted response methods. Which question should the IEP team examine first?

- A. Whether scheduling the supports in general education would require staff to change established routines.
- B. Whether the separate class has more disability-specific materials available on its shelves.
- C. Whether the student can be educated satisfactorily with nondisabled peers when appropriate supplementary aids, services, and supports are provided.
- D. Whether most students with the same eligibility label attend a separate classroom in the district.

17. A student with ADHD and exceptional verbal reasoning receives average grades because long written tasks are often incomplete. What is the best interpretation?

- A. Advanced verbal reasoning means executive-function supports should be removed to encourage independence.
- B. The student should receive only remediation until written productivity matches the class average.
- C. The student's advanced reasoning and executive-function needs should both be examined; average grades may conceal a twice-exceptional profile that requires challenge and support.
- D. Average grades rule out advanced ability because gifted students consistently earn the highest marks.

18. A middle-school student who acquired a spinal cord injury returns to school with unchanged academic skills but new mobility, fatigue, and self-care needs. Which planning stance is strongest?

- A. Reassess access and participation demands across the school day while preserving academic expectations that remain appropriate to the student's demonstrated knowledge and skills.

- B. Lower all academic expectations because a major physical injury usually changes cognitive ability as well.
- C. Use the student's pre-injury schedule without changes because academic skills have remained stable.
- D. Move the student to home instruction permanently so mobility and self-care needs do not affect school routines.

19. A teacher is offered expensive event tickets by a private tutoring company after referring several families. What is the most ethical response?

- A. Refer only families with private insurance so the financial relationship does not involve public funds.
- B. Accept the tickets if the company has produced strong results for some students.
- C. Accept the tickets but disclose the relationship only if a family asks directly.
- D. Decline the incentive and ensure any information shared with families about outside services is impartial, educationally relevant, and consistent with school policy.

20. A student asks why disability history is rarely included when the class studies civil-rights movements. Which response best reflects the professional role of an Exceptional Needs Specialist?

- A. Use only stories about individual perseverance so legal and collective advocacy do not become political.
- B. Support accurate inclusion of disability rights, self-advocacy, policy change, and disabled people's leadership as part of the broader history of access and citizenship.
- C. Avoid the topic because historical discrimination is unrelated to current educational practice.
- D. Explain that disability is mainly a medical topic and therefore belongs only in health classes.

21. A family uses Somali at home, while the student uses English and picture-supported communication at school. What is the strongest partnership response?

- A. Ask the family to use only English so all adults provide the same language input.
- B. Use the school communication system without family input because home communication is outside educational planning.
- C. Learn how the student communicates across languages and partners, then plan supports that respect the family's language practices and allow meaningful communication at home and school.

D. Assume multilingual exposure is causing the student's communication disability and should be reduced.

22. A parent works overnight shifts and consistently misses 8:00 a.m. meetings but responds quickly to messages and requests evening calls. What should the school do?

A. Make decisions without the parent until the family can attend during the school's normal meeting hours.

B. Offer workable meeting times or remote participation methods so the parent can engage meaningfully in planning and decision making.

C. Continue scheduling only morning meetings because school convenience should determine participation procedures.

D. Treat missed in-person meetings as evidence that the parent is uninterested in the student's education.

23. A student rarely hugs school staff, and one teacher describes the behavior as emotionally distant. The family explains that physical affection with nonrelatives is uncommon in their cultural community. What should the team do?

A. Document reduced attachment because cultural practices should not influence behavioral interpretation.

B. Avoid teaching any social expectations because cultural differences make school norms inappropriate to discuss.

C. Require affectionate greetings so the student learns the school's preferred social behavior.

D. Reconsider the interpretation and identify observable school participation needs without treating the family's norms around touch as a deficit.

24. A rural family cannot regularly travel two hours to school for transition meetings but has reliable internet access. Which response best supports partnership?

A. Use accessible virtual participation when appropriate, share materials in advance, and structure the meeting so the student and family can contribute fully from a distance.

B. Postpone transition planning until the family can attend in person because remote participation is less meaningful.

- C. Make school-based decisions first and send the family a summary so travel is unnecessary.
- D. Ask the family to delegate all transition choices to school staff because location barriers are difficult to solve.

25. A family says the student's older cousin successfully uses a visual schedule at home and asks whether a similar approach could be tried at school. What is the best teacher response?

- A. Tell the family to implement the strategy only at home because instructional decisions should remain school based.
- B. Reject the idea because strategies developed outside school are not professionally valid.
- C. Use the cousin's exact schedule immediately without checking whether the student's tasks and cues differ.
- D. Explore the family's observation, identify what features appear helpful, and collaboratively test a school version while collecting data on the student's response.

26. A newly arrived family is unfamiliar with the term IEP and remains quiet during meetings despite frequent invitations to ask questions. What should the team do?

- A. Assume silence means agreement and move through required decisions as efficiently as possible.
- B. Ask the family to read district manuals independently before participating in future meetings.
- C. Explain the process and terminology in accessible language, check understanding in multiple ways, and explicitly invite the family's priorities before asking for decisions.
- D. Continue using technical language so the family becomes accustomed to professional special-education vocabulary.

27. A family requests that the student not be described publicly by a disability label during class introductions. What is the strongest response?

- A. Respect the student's and family's privacy preferences, discuss what information is actually necessary for participation, and avoid unnecessary disclosure to peers.
- B. Explain the label to classmates because peers need diagnostic information before they can be supportive.
- C. Ignore the request because educational records may be shared freely within any classroom activity.

D. Remove all disability-related supports so peers will not notice that the student receives accommodations.

28. A parent is uncomfortable with a proposed speech-generating device because the family worries it will reduce spoken language. What should the team do first?

A. Tell the parent that speech will definitely improve if the device is used every day.

B. Listen to the concern, explain the evidence and rationale, demonstrate the device, and collaboratively set goals for monitoring speech and communication participation.

C. Implement the device without discussion because professionals decide which communication systems are educationally necessary.

D. Abandon AAC immediately because family concern means the approach cannot be considered at school.

29. A student from a close-knit extended family says major transition decisions are usually discussed with grandparents and an aunt, not only parents. What should the teacher do?

A. Invite every relative without asking because larger meetings always improve cultural responsiveness.

B. Let relatives make the final plan even when the student expresses different postschool preferences.

C. Limit participation to school staff and parents because extended family perspectives are never educationally relevant.

D. Ask the student and family whom they want involved and, with appropriate consent, include important support people in ways that preserve the student's own voice.

30. A family has limited transportation and cannot afford repeated community practice trips that a transition plan assumes will occur on weekends. What is the strongest response?

A. Rework the plan so essential instruction can occur through school-supported or realistically available community opportunities rather than depending on resources the family does not have.

B. Keep the plan unchanged because transition practice is ultimately a family responsibility outside school hours.

C. Lower the transition goal because limited family finances indicate the student is unlikely to achieve community independence.

D. Ask the family to borrow transportation from relatives before the school considers any alternative practice arrangement.

31. A student's family describes disability primarily through a spiritual framework, while school staff use medical and educational terminology. How should the teacher respond?

A. Adopt the family's explanation as the sole basis for school programming even when educational data suggest additional needs.

B. Correct the family because professional terminology is the only valid way to understand disability.

C. Seek to understand the family's meaning system, communicate respectfully about school-based needs and supports, and identify shared goals without requiring the family to adopt the school's explanatory framework.

D. Avoid discussing educational needs because different belief systems make collaboration impossible.

32. A parent asks for all progress information to be delivered by text message because written reports are difficult to understand. What is the best response?

A. Send simplified scores without explanation so the parent receives the same amount of information more quickly.

B. Discuss accessible communication options and provide understandable progress information through a format that supports meaningful two-way exchange while still meeting school documentation requirements.

C. Ask another family member to interpret all school reports rather than adapting communication with the parent directly.

D. Use only formal written reports because changing communication format would make the information less professional.

33. A teacher notices that a student speaks more freely in small groups with same-language peers than during English-only whole-class discussions. What is the strongest interpretation?

A. The student should be required to speak only English so the teacher can obtain comparable participation data.

B. Quiet whole-class behavior proves the student lacks the academic vocabulary needed for grade-level work.

- C. Participation may be shaped by language load and social context, so the teacher should gather evidence across settings before attributing quietness to disability or lack of knowledge.
- D. Same-language peer interaction should be reduced because it prevents the student from practicing school communication.

34. A family strongly values independence but defines it as knowing when to seek help from relatives and community members. How should transition instruction respond?

- A. Ignore the family's definition because transition standards require one universal model of adult independence.
- B. Broaden independence goals to include self-direction, appropriate help seeking, and effective use of natural supports in ways that respect the family's perspective.
- C. Teach that true independence requires completing every adult task without assistance from other people.
- D. Remove self-advocacy goals because family interdependence makes individual decision making culturally inappropriate.

35. During an IEP meeting, the only available interpreter is the student's 14-year-old sibling. What should the school do?

- A. Arrange appropriate qualified language access through school procedures and communicate directly with the family rather than relying on the sibling for complex, sensitive interpretation.
- B. Conduct the meeting in English and ask the sibling to summarize only the final decisions afterward.
- C. Exclude the family from technical discussion and send translated paperwork once the team has finished planning.
- D. Use the sibling because family members know the student's history better than professional interpreters.

36. A family asks that a student's culturally significant hairstyle not be touched during sensory-regulation routines. What should the team do?

- A. Continue the routine because therapeutic goals automatically override cultural or personal preferences.

- B. Stop all sensory supports because any adaptation would reduce intervention fidelity.
- C. Ask peers to normalize touching the hairstyle so the student becomes less sensitive to the routine.
- D. Respect the boundary and identify alternative sensory strategies that meet the same regulation purpose without violating the student's or family's cultural and bodily preferences.

37. A foster parent who knows the student's daily routines well is not sure what information the school can share or what role they have in meetings. What is the strongest teacher action?

- A. Share the student's complete confidential record immediately so the caregiver can decide which services should change.
- B. Clarify the applicable school procedures and decision-making roles, involve authorized caregivers appropriately, and ensure the student's educational planning benefits from relevant day-to-day information without assuming legal authority.
- C. Treat the foster parent automatically as the educational decision maker in every special-education matter.
- D. Exclude the foster parent from all communication because only biological parents can provide useful educational information.

38. A family's religious observance conflicts with the time of a recurring after-school therapy session included in the student's school plan. What is the strongest partnership response?

- A. Cancel the service permanently because any scheduling conflict makes implementation impossible.
- B. Ask the student to choose between the religious observance and the educational service without exploring alternatives.
- C. Require attendance because school services should always take priority over religious or cultural practices.
- D. Discuss alternative scheduling or delivery options that preserve the educational purpose of the service while respecting the family's observance whenever reasonably possible.

39. A parent says school behavior reports focus only on problems and never mention situations in which the student succeeds. What should the teacher do?

- A. Continue reporting only incidents because positive behavior does not need to be documented for families.
- B. Stop sending behavior information because the parent finds problem-focused reports discouraging.
- C. Revise communication to include strengths, successful conditions, meaningful data, and specific concerns so the family receives a balanced picture useful for collaborative problem solving.
- D. Use general praise without data so difficult patterns are not discussed during family communication.

40. A student who uses AAC has different vocabulary programmed at home and school, and the family reports frequent frustration during transitions between settings. What should the team prioritize?

- A. Collaborate on essential vocabulary, organization, and partner strategies so the student can communicate reliably across settings while preserving personally meaningful words used in each environment.
- B. Remove home-specific vocabulary because school words are more important for long-term academic progress.
- C. Require the family to copy the school system exactly because consistency matters more than home preferences.
- D. Maintain completely separate systems so the student learns to adjust independently to each setting.

41. A student who uses a speech-generating device often abandons messages because communication partners ask new questions before the student finishes composing. What should staff change first?

- A. Ask adults to guess the message after the first few symbols to reduce device-use time.
- B. Reduce conversational turns because slow message generation indicates the student is not ready for extended interaction.
- C. Program only short yes/no responses so the student can keep pace with rapid adult questions.
- D. Increase wait time and teach partners to watch for completion signals so the student has a reliable opportunity to finish messages before the conversation moves on.

42. A preschool child points to pictures to request snacks but rarely uses the system to protest, comment, or seek attention. Which instructional priority is strongest?

- A. Add more snack pictures because requesting should be mastered completely before other functions are introduced.
- B. Remove the picture system during play so speech becomes necessary for social communication.
- C. Create motivating opportunities and model vocabulary for multiple communication functions, not just requesting preferred objects.
- D. Wait for spontaneous commenting before adults model any new communicative purposes.

43. A student understands directions but gives inconsistent answers when using a head switch because positioning changes across the day. What should the team investigate first?

- A. Examine seating, switch placement, fatigue, response timing, and access consistency before concluding that the student's comprehension or choice making is unreliable.
- B. Ask increasingly rapid questions so the team can identify whether inconsistency reflects attention.
- C. Treat the first response as correct because motor variability should not affect interpretation.
- D. Remove the switch and rely on adult judgment until the student develops more stable movement.

44. A student who stutters avoids volunteering because classmates sometimes laugh when speech blocks occur. Which teacher response is strongest?

- A. Praise only fluent responses so peers learn what successful speaking should sound like.
- B. Address peer behavior, protect respectful participation, and work with the student on preferred communication supports without making fluency a condition for classroom contribution.
- C. Require the student to rehearse every answer privately before participating in class discussion.
- D. Stop calling on the student so speech difficulties never become visible to classmates.

45. A student who is deaf watches the interpreter but misses information displayed on a graph at the same moment. What instructional adjustment is strongest?

- A. Continue talking while the student looks at the graph because the interpreter can sign the missed portion later.
- B. Pause and sequence the interpreted explanation with the visual display so the student can shift attention between both sources without losing essential information.

C. Replace graphs with verbal descriptions because visual information creates too many competing demands.

D. Ask a peer to summarize the graph after class so the lesson pace remains unchanged.

46. A student with autism uses a memorized script to join games but becomes confused when peers change the rules. Which teaching approach is strongest?

A. Teach flexible entry, clarification, and problem-solving strategies through varied practice rather than relying only on one fixed social script.

B. Teach the student to imitate whichever peer speaks first without checking the current game rules.

C. Require the student to use the same script until peers learn to keep games predictable.

D. Remove peer play because changing rules are too complex for explicit social instruction.

47. A student uses an AAC device successfully with teachers but rarely with peers, who often talk to the accompanying adult instead. What should the team prioritize?

A. Use the device only during structured therapy until peers become more comfortable with AAC.

B. Ask the student to rely on gestures with peers because device use may make social interactions awkward.

C. Teach peers to address the student directly, allow response time, and respond to the student's communication while the adult fades unnecessary mediation.

D. Have the adult answer quickly so peer conversations remain natural and efficient.

48. A student frequently says 'never mind' after a communication partner misunderstands a message. What is the best instructional target?

A. Teach the student to avoid unfamiliar partners because repair is mainly the listener's responsibility.

B. Correct pronunciation before allowing the student to continue any misunderstood message.

C. Ask partners to pretend they understand so the student remains willing to communicate.

D. Teach and practice repair strategies such as repeating, rephrasing, pointing to a key word, or using another mode when a breakdown occurs.

49. A student becomes agitated when staff give several verbal directions while the student is already upset. Which de-escalation adjustment is strongest?

- A. Reduce language, provide calm space and processing time, and use familiar concise cues while postponing nonessential discussion until regulation improves.
- B. Introduce a new consequence during the crisis to demonstrate that escalation does not change adult expectations.
- C. Increase verbal explanation so the student fully understands every rule during the escalation.
- D. Ask several adults to repeat the directions so expectations become more persuasive.

50. A student tears worksheets most often when independent tasks contain unfamiliar vocabulary, and tearing is usually followed by adult help. Which functional hypothesis is best supported?

- A. The behavior is automatically attention seeking because an adult is present after every incident.
- B. The behavior should be interpreted as defiance without examining what occurs before and after it.
- C. The behavior may be maintained by access to assistance or relief from difficult task demands, so the team should test that hypothesis with direct data.
- D. The behavior is caused by the student's disability category and therefore has the same function across classes.

51. A student appropriately asks for help using a taught phrase, but staff often say 'try harder first' while immediately helping after the student shouts. What is the main concern?

- A. Help requests should always be ignored so the student learns to tolerate academic difficulty independently.
- B. The environment may reinforce shouting more reliably than the replacement request, making the problem behavior more efficient than the skill being taught.
- C. Shouting should receive immediate help because any communication attempt deserves the same consequence.
- D. The replacement phrase should be removed until the student can complete work without adult assistance.

52. A student leaves the lunchroom when noise becomes intense and later returns calmly. The team wants to reduce elopement without ignoring sensory needs. What is the best plan?

- A. Provide a break only after elopement so staff can confirm that the student truly needs relief.
- B. Block all exits and require the student to remain in the lunchroom for the full period regardless of distress.
- C. Remove the student from lunch permanently so sensory discomfort never needs to be addressed.
- D. Teach a safe, efficient way to request a lower-noise space or brief break and arrange predictable access before the student needs to flee.

53. A student engages in hand biting during long waiting periods and rarely during active tasks. Which antecedent strategy is most directly related to the observed pattern?

- A. Focus only on consequences after hand biting because antecedents do not influence behavioral function.
- B. Remove all preferred activities during waiting so the student learns that biting does not produce entertainment.
- C. Increase waiting periods so the student becomes desensitized to inactivity through repeated exposure.
- D. Reduce unstructured waiting and teach an appropriate waiting routine with accessible activities, clear duration cues, and reinforcement for safe behavior.

54. A teacher uses a token system, but the student does not appear interested in any of the available rewards. What should the teacher do first?

- A. Increase the number of tokens required because harder rewards are usually more motivating.
- B. Continue the system unchanged for several months so the student learns to value the rewards.
- C. Reassess what is actually reinforcing for the student and whether the exchange requirement is understandable and attainable before concluding the system has failed.
- D. Remove all reinforcement and rely only on correction because preferences should not influence school behavior.

55. A student follows a classroom coping routine with one teacher but does not use it in other classes. Which next step best supports generalization?

- A. Assume the skill is mastered because successful performance occurred consistently with one teacher.
- B. Practice the routine with varied adults, settings, cues, and naturally occurring stressors while gradually fading prompts and monitoring independent use.
- C. Keep practice in the original classroom until the routine is flawless before exposing the student to any variation.
- D. Ask all other teachers to prompt every step permanently so the student cannot make errors.

56. A student becomes highly anxious during unexpected schedule changes. Which instruction best builds flexibility over time?

- A. Teach a predictable change routine, preview manageable variations, reinforce use of coping strategies, and gradually expand the range of changes practiced.
- B. Introduce major surprises without warning because flexibility develops only through full exposure to uncertainty.
- C. Use punishment after anxious behavior so the student learns that schedule changes are nonnegotiable.
- D. Keep the schedule completely unchanged so the student never experiences anxiety at school.

57. A student frequently interrupts peers because the student has difficulty recognizing conversational pauses. Which support is most appropriate?

- A. Require the student to remain silent during group discussion until interruptions stop completely.
- B. Tell peers to ignore every contribution because attention will reinforce interrupting.
- C. Focus only on vocabulary development because conversational timing is unrelated to pragmatic language.
- D. Teach observable turn-taking cues and practice waiting, entering, and repairing interruptions during authentic conversations rather than relying only on reprimands.

58. A student who uses sign language has a new substitute teacher who does not know signs and begins directing all questions to the interpreter. What should the interpreter and school staff reinforce?

- A. Communication should remain directed to the student, with the interpreter facilitating access rather than becoming the conversational partner or decision maker.

- B. The student should rely on written communication exclusively whenever a teacher does not know sign language.
- C. The substitute should speak only to the interpreter because direct eye contact may distract from accurate interpretation.
- D. The interpreter should answer simple questions on the student's behalf to keep classroom pacing efficient.

59. A student has learned to request a break, but the request occurs every few minutes during tasks the student can complete successfully. What should the team consider next?

- A. Remove difficult academic tasks permanently so the student no longer needs to request breaks.
- B. Review task demands and reinforcement, then teach gradually increased work duration or delayed access while continuing to honor the communication skill predictably.
- C. Wait for problem behavior before offering any break so appropriate requests do not become excessive.
- D. Stop honoring all break requests immediately because frequent use proves the student is manipulating the system.

60. A student is bullied online by classmates because of disability-related differences in speech and movement. What should the Exceptional Needs Specialist prioritize?

- A. Teach the student to ignore the messages because responding to bullying usually makes it worse.
- B. Focus primarily on making the student's speech and movement appear less noticeable to peers.
- C. Use school safety and bullying procedures, support the student's voice, document patterns, and address the peer environment rather than treating victimization as the student's social-skills deficit.
- D. Remove internet access from the student so classmates no longer have an opportunity to bully.

61. A student becomes distressed when adults physically guide the student's hands without warning during vocational instruction. What is the strongest teaching adjustment?

- A. Have several adults use physical prompts so the student learns that touch is part of workplace expectations.

- B. Use the least intrusive effective prompting, signal assistance before touching, seek the student's assent when possible, and build toward independent task cues.
- C. Continue hand-over-hand prompting because physical guidance guarantees correct performance and prevents errors.
- D. Stop teaching the vocational task because any physical prompt creates an unacceptable risk of distress.

62. A student who communicates with eye gaze answers accurately when partners wait ten seconds but appears inconsistent when partners wait only two seconds. What should the team conclude?

- A. The student should be trained to answer within two seconds before eye gaze is used for important choices.
- B. Inconsistency proves eye gaze is not a reliable communication mode even under supportive conditions.
- C. Response latency is part of the student's access profile, so partners should provide sufficient wait time before judging a response absent or incorrect.
- D. Two-second responses are more valid because fast answers show stronger comprehension.

63. A student has a behavior plan, but different staff define 'refusal' differently. Why is this a problem?

- A. Behavior definitions should remain broad so staff can use professional judgment in every situation.
- B. Only the student's case manager needs to know the definition because other staff can record general impressions.
- C. Different definitions improve data quality by capturing more examples of behavior across settings.
- D. Inconsistent operational definitions make data unreliable and can lead staff to respond differently to the same behavior, weakening interpretation of intervention effects.

64. A student's aggressive behavior drops sharply after a new plan begins, but staff also changed medication and class placement during the same week. What is the strongest conclusion?

- A. The improvement is encouraging, but the team should avoid attributing it solely to the behavior plan because several variables changed at the same time.

- B. The data should be discarded because improvement cannot be meaningful when more than one variable changes.
- C. The behavior plan is proven effective because the change occurred immediately after implementation.
- D. The medication must be the cause because biological interventions are always stronger than educational ones.

65. A student consistently uses deep breathing after a teacher prompt but never initiates it independently. What should the teacher plan next?

- A. Stop practicing deep breathing because prompted use shows the strategy is ineffective.
- B. Fade the adult cue and transfer control to natural signs of rising stress or a self-monitoring prompt while reinforcing independent initiation.
- C. Wait for a crisis and then require the student to complete the coping routine without support.
- D. Increase adult prompting so the coping routine happens before any possible escalation.

66. A classroom reward system improves behavior for most students but appears to increase anxiety for one student who constantly checks whether points were lost. What should the teacher do?

- A. Individualize the support by examining the student's response and using a less anxiety-provoking reinforcement or feedback system while preserving clear expectations.
- B. Keep the same system because fairness requires identical behavioral supports for every student.
- C. Remove all expectations for the student because any performance feedback may increase anxiety.
- D. Increase point deductions so the student learns not to focus on mistakes or lost rewards.

67. A student often argues after being corrected in front of peers but accepts the same feedback privately. Which antecedent adjustment is most reasonable to test?

- A. Assume peer attention is the function and remove the student from all cooperative learning activities.
- B. Stop correcting errors entirely because public feedback has already produced problem behavior.
- C. Deliver corrective feedback discreetly when possible and compare whether the change reduces escalation while preserving the instructional expectation.
- D. Increase public correction so the student learns that embarrassment cannot change classroom expectations.

68. A student with limited spoken language hits a peer who takes a preferred item. What replacement skill is most directly functionally relevant?

- A. Require the student to apologize repeatedly so peers understand that hitting is socially unacceptable.
- B. Remove all preferred materials because competition for items can trigger difficult behavior.
- C. Teach the student to label emotions after the incident without changing access to communication during the conflict.
- D. Teach an efficient way to request return, protest, negotiate a turn, or seek help before aggression becomes the quickest way to regain access.

69. A student uses a visual 'first-then' board successfully during one routine but becomes dependent on adults to update it. Which next step best promotes independence?

- A. Remove the board immediately because any adult involvement proves the support is creating dependence.
- B. Teach the student to check or help manage the schedule using stable environmental cues, then gradually reduce adult setup when the learner is ready.
- C. Have adults update every transition indefinitely because successful completion matters more than self-management.
- D. Add more adult verbal reminders alongside the board so the student receives two prompts instead of one.

70. A student who is blind misses subtle peer cues during group work and sometimes talks over others. Which support is strongest?

- A. Make turn-taking cues accessible through explicit verbal or tactile signals and teach peers to use them naturally during collaborative tasks.
- B. Require the student to wait a fixed number of seconds after every speaker regardless of the actual discussion.
- C. Exclude the student from fast-paced group work because visual social cues are essential for collaboration.

D. Ask peers to tolerate all interruptions without giving the student information about conversational timing.

71. A reading assessment requires a student with a motor disability to handwrite long answers even though the target is comprehension. What should the teacher do?

A. Reduce the passage complexity so the student can finish handwritten responses within the class period.

B. Score only the amount written because response volume provides the most objective measure of comprehension.

C. Provide an efficient response method that preserves the comprehension construct so motor output does not become an unintended barrier to demonstrating understanding.

D. Keep handwriting requirements unchanged because all students must show comprehension in the same physical format.

72. A teacher wants to know whether a student's decoding intervention is working. Which evidence is most useful?

A. One broad achievement test administered only at the end of the school year.

B. Repeated, comparable measures of the targeted decoding skill collected over time and interpreted alongside information about intervention implementation.

C. The student's general attitude toward reading without any direct measure of decoding performance.

D. A comparison with the highest-performing reader in the class rather than the student's own growth.

73. A student solves fraction problems accurately with concrete models but makes errors when the same ideas are written only with symbols. What should instruction do next?

A. Allow permanent use of models without teaching connections to symbols because accuracy is the only instructional priority.

B. Remove models immediately because continued concrete support prevents abstract mathematical thinking.

C. Return to whole-number computation because symbolic fraction errors show the fraction concept has not been learned at all.

D. Bridge deliberately from concrete and visual representations to symbolic notation while prompting the student to explain how each representation expresses the same relationship.

74. A student with dyslexia gives sophisticated oral summaries of grade-level history texts but reads them slowly. Which instructional plan is strongest?

A. Provide audio only and discontinue reading intervention because oral comprehension is already strong.

B. Require unsupported silent reading of every text so content learning and remediation occur through the same task.

C. Provide explicit reading intervention while also maintaining access to grade-level history content through appropriate supports such as audio or supported reading.

D. Replace grade-level history with easier content until independent reading rate reaches the class average.

75. A teacher gives a student a vocabulary test using words never taught or encountered in instruction. What is the main assessment problem?

A. Vocabulary assessments are valid only when every student receives the same unfamiliar words.

B. The student should be graded more strictly because unfamiliar items reveal true independent ability.

C. The teacher should replace all vocabulary assessment with behavior observations because word knowledge cannot be measured directly.

D. The test may not provide valid evidence of the student's response to instruction because the sampled vocabulary is poorly aligned with the content and opportunities actually taught.

76. A student's IEP goal targets initiating peer interaction, but progress is recorded only as 'good day' or 'bad day.' What should the team improve?

A. Define the target behavior operationally and collect data such as frequency, independence, or context so progress can be interpreted consistently.

B. Replace the goal with a compliance target so progress can be scored more easily.

C. Keep the global ratings because professional impressions are more flexible than numerical data.

D. Measure only the number of adults present because peer interaction is too variable to observe directly.

77. A science teacher wants a student with limited hand use to participate in a dissection lab. Which planning approach best preserves the learning target?

A. Identify the essential scientific observations and reasoning, then provide adapted tools, positioning, partner roles, or response methods that allow active contribution to those purposes.

B. Assign the student only to watch peers so safety is guaranteed and the group can work efficiently.

C. Simplify the scientific questions because adapted equipment makes the original concepts unfair to assess.

D. Replace the lab with a worksheet because physical manipulation is the only valid way to learn from dissection.

78. A student reads accurately but very slowly and loses the meaning of long sentences by the end. What should instruction investigate?

A. Assume comprehension is strong because accurate word reading guarantees understanding of connected text.

B. Teach only vocabulary because reading rate cannot affect comprehension when errors are rare.

C. Move immediately to harder texts so the student is forced to increase speed through challenge.

D. Whether limited automaticity, phrasing, working-memory load, or inefficient decoding is constraining comprehension despite high word-reading accuracy.

79. A student writes strong ideas but produces disorganized paragraphs with weak connections between sentences. Which instruction is most targeted?

A. Correct spelling first and postpone organization until every word is written conventionally.

B. Focus only on handwriting speed because organization usually improves when writing becomes faster.

C. Teach planning and organization explicitly using models, sentence relationships, paragraph structures, and revision routines while preserving the student's substantive ideas.

D. Reduce writing topics to one-sentence responses so paragraph organization is no longer required.

80. A student can identify coin values but cannot decide whether available money is enough for a purchase. Which next instructional target is strongest?

- A. Have adults decide whether the student has enough money so community transactions remain error free.
- B. Teach comparison of total cost and available funds in authentic purchasing situations, using supports that connect coin knowledge to real decision making.
- C. Teach only making change because deciding affordability is less important than cashier-style computation.
- D. Continue naming coins until speed is perfect because application should begin only after isolated fluency is complete.

81. A student completes a classroom cooking routine only when steps are presented as photographs. The team wants the skill to generalize to a community program that uses written checklists. What should instruction do?

- A. Teach correspondence between photographs and written steps gradually, then practice with mixed and increasingly natural cues across both settings.
- B. Remove photographs immediately so the student is forced to adapt to the community program's checklist.
- C. Keep photographs permanently and require the community program to change all of its materials.
- D. Delay community participation until the student reads every cooking instruction independently without support.

82. A teacher gives a student repeated practice on a skill, but performance remains flat. Which question should be asked before increasing the amount of the same practice?

- A. Whether practice should stop permanently because flat performance proves the student lacks capacity for the skill.
- B. Whether error patterns show a misconception or missing prerequisite that requires a different instructional explanation, representation, or sequence rather than more identical trials.
- C. Whether the student can be assigned twice as many items so persistence becomes the main learning strategy.

D. Whether the goal should be lowered immediately so the existing performance appears adequate.

83. A student uses a word-prediction program during writing and produces longer, more complex sentences than without it. How should the teacher evaluate the tool?

A. Judge the tool only by typing speed because sentence quality and independence are unrelated to assistive technology effectiveness.

B. Use the program in every subject automatically because success in writing guarantees benefit for all tasks.

C. Examine whether the technology reduces the targeted transcription barrier and improves meaningful writing while ensuring the student can use it efficiently and independently.

D. Remove the program because longer writing proves the tool is completing the academic work for the student.

84. A student is learning to use public transportation. Classroom route maps are mastered, but the student becomes confused when a bus is detoured. Which instruction is strongest?

A. Repeat the original route map more often because stronger memorization will prevent confusion during detours.

B. Discontinue independent travel because unexpected route changes cannot be taught with sufficient safety.

C. Teach only the names of bus stops because route adaptation depends mainly on factual recall.

D. Teach problem-solving routines for changed routes, including recognizing new cues, checking information, asking for help, and practicing varied detour scenarios in real settings.

85. A student performs accurately on a mathematics probe when allowed to read problems aloud but performs poorly when required to read silently. What should the teacher investigate?

A. Lower the mathematical complexity because reading aloud appears to make the problems easier.

B. Assume the student lacks mathematical understanding because silent reading is the standard format for all mathematics assessment.

C. Whether reading access or language processing is interfering with the mathematics construct, and whether the assessment format is adding difficulty unrelated to the intended math skill.

D. Use only oral mathematics forever without teaching or assessing access to written problem language.

86. A student's behavior improves during an intervention, but observation shows staff are implementing the plan only about half the time. How should the team interpret the data?

A. Abandon the plan immediately because any fidelity below perfect implementation makes outcome data useless.

B. Increase consequences for the student because staff inconsistency shows the learner is not responding reliably.

C. Conclude the intervention is fully validated because behavior improved despite inconsistent implementation.

D. Treat the improvement as encouraging but difficult to attribute confidently, and address implementation fidelity before drawing strong conclusions about the plan's full effectiveness.

87. A teacher compares a student's weekly progress-monitoring scores with a goal line and sees four consecutive points well below the expected trajectory. What is the strongest response?

A. Lower the goal until the existing scores appear close to the expected trajectory.

B. Check measurement reliability and intervention fidelity, then adjust or intensify instruction if the pattern is trustworthy rather than waiting automatically for the annual review.

C. Ignore weekly data because instructional decisions should be based only on annual standardized assessments.

D. Conclude the student cannot learn the skill because several points are below the line.

88. A student performs well on multiple-choice science tests but cannot explain reasoning during experiments. What should the teacher do?

A. Use additional assessment formats that require explanation, prediction, and application so the teacher can determine whether selected-response success reflects conceptual understanding.

B. Lower the science content until oral explanation becomes as accurate as multiple-choice responding.

C. Assume mastery because multiple-choice scores are objective and therefore sufficient evidence of science reasoning.

D. Stop using experiments because they introduce performance demands not measured on the written test.

89. A transition team proposes a job goal based mainly on openings near the school, but the student repeatedly expresses interest in animal care. What should the team do?

A. Use transition assessment and real exploration to connect the student's interests and strengths with realistic animal-care pathways, required supports, and available opportunities.

B. Promise a specific animal-care career immediately because student interest alone determines an appropriate employment goal.

C. Delay employment planning until the student can independently research every career requirement without support.

D. Choose the nearest available job because convenience should outweigh student preference in transition planning.

90. A student uses a visual organizer successfully during teacher-led writing but forgets to use it during independent assignments. What should instruction do next?

A. Remove the organizer because forgetting to use it shows the strategy is not appropriate for the student.

B. Have the teacher hand the organizer to the student before every writing task for the rest of the year.

C. Replace independent writing with guided writing so the student never has to decide when to use a strategy.

D. Teach the student to identify when the organizer is useful and use a self-cue or task routine that prompts independent selection of the strategy.

91. A student with low vision can read enlarged print but becomes fatigued after several pages. Which instructional decision is strongest?

A. Reduce the amount of academic content so the student has fewer pages to access during each lesson.

B. Keep enlarging print until fatigue disappears because larger text is always the best visual accommodation.

- C. Use functional vision data to balance print size, contrast, spacing, electronic magnification, audio access, and task duration so the student can sustain efficient access to the content.
- D. Switch permanently to audio for every task because any visual fatigue means print should no longer be used.

92. A student spells many words phonetically but omits common morphological endings such as -ed and -s. Which instruction is most targeted?

- A. Have the student memorize complete word lists without discussing how endings change meaning or grammar.
- B. Teach how inflectional morphemes carry grammatical meaning and how their spellings relate to spoken forms, using explicit word analysis and connected writing practice.
- C. Ignore the endings because phonetic spellings are sufficient once the root word can be recognized.
- D. Return only to single-consonant sound drills because any spelling error indicates weak basic phoneme awareness.

93. A student can solve multiplication with arrays but relies on repeated counting for every fact. Which next step is strongest?

- A. Remove arrays because conceptual models should end as soon as students can produce correct products.
- B. Require timed memorization only because strategy use prevents development of automatic fact knowledge.
- C. Return to addition worksheets exclusively until the student stops using repeated counting on multiplication.
- D. Build efficient fact strategies from known relationships, such as doubles, fives, tens, and distributive patterns, while maintaining conceptual links to arrays.

94. A teacher notices that a student understands a concept during guided practice but makes errors as soon as examples look slightly different. What should instruction emphasize?

- A. Change to an unrelated unit because generalization cannot be taught directly within academic instruction.

- B. Repeat the original example until performance is perfect before showing any variation in appearance.
- C. Use varied examples and nonexamples, prompt the student to identify defining features, and gradually reduce support so the concept transfers beyond one surface form.
- D. Assume the concept is mastered because success occurred during guided practice with one example type.

95. A student's classroom writing improves after speech-to-text is introduced, but punctuation and editing remain weak. What is the strongest instructional response?

- A. Continue the access tool while explicitly teaching planning, punctuation, editing, and review processes that speech-to-text does not automatically supply.
- B. Accept all dictated output without revision because assistive technology should replace writing instruction entirely.
- C. Return to handwriting practice only until punctuation and editing are fully independent.
- D. Remove speech-to-text because continued writing weaknesses prove the technology has failed.

96. A teacher uses errorless learning for a new vocational routine, and the student now completes every step with full prompts. What should happen next?

- A. Maintain full prompts indefinitely because preventing errors is more important than independent task control.
- B. Systematically fade prompts and transfer control to natural task cues while monitoring accuracy so prompted success develops into independent performance.
- C. Remove every prompt at once because the routine is now mastered and support may create dependence.
- D. Add more adult verbal directions so the student learns to respond to several kinds of prompts simultaneously.

97. A student uses an alternate assessment, and a teacher proposes using that score alone to choose next year's placement. What is the strongest response?

- A. Choose placement based primarily on the disability category because that is more stable than performance data.

- B. Use the assessment as one source of academic evidence while integrating classroom performance, communication, functional data, progress, and support needs before making instructional or placement decisions.
- C. Use the score alone because alternate assessments are designed to determine the least restrictive environment automatically.
- D. Ignore the score entirely because alternate assessments cannot provide meaningful academic information.

98. A teacher selects a reading intervention mainly because colleagues like its materials, even though the student's data show a different skill deficit than the program targets. What should guide selection instead?

- A. Use the program colleagues prefer so implementation remains consistent across every student in the grade.
- B. Rotate among several programs quickly so the student experiences a wide range of possible methods.
- C. Choose the most attractive materials because student engagement is more important than diagnostic fit.
- D. Match the intervention to the student's identified reading need, evidence supporting the approach, and conditions for effective implementation, then monitor response to determine whether the choice works.

99. A student can answer comprehension questions after reading but struggles to summarize because every detail seems equally important. Which instruction is most targeted?

- A. Teach the student to identify central ideas, group related details, and omit or combine less important information using modeled think-alouds and guided summarization.
- B. Assign longer passages so the student has more details from which to choose the important ones.
- C. Require memorization of complete paragraphs because accurate recall will eventually produce concise summaries.
- D. Focus only on decoding speed because identifying importance is not a separate comprehension process.

100. After a co-taught unit, students with disabilities perform well on projects but poorly on a final test that uses dense text and complex directions. What is the strongest reflective response?

- A. Grade only projects and stop teaching students to navigate written assessment directions altogether.
- B. Lower future content standards because poor final-test scores prove the unit concepts were too difficult.
- C. Examine whether reading or language demands distorted the intended content measure, revise access appropriately, and collect new evidence before changing the conceptual target.
- D. Keep the test unchanged because identical directions are necessary for any valid classroom assessment.

Practice Exam 7: Answer Key and Explanations

1. **D** — Performance changes with access conditions, not necessarily with conceptual ability. Accurate laboratory work under signed or captioned directions suggests the student can understand complex content when language is accessible. Lowering science rigor would confuse an access barrier with a learning deficit, while peer relaying is less direct and dependable than planned communication access.
2. **B** — Intentional communication can occur through many modes. Eye gaze, facial expression, and structured choices provide evidence of purposeful meaning even when speech production is severely limited. Planning should build a more efficient system while continuing rich cognitive and social opportunities. Waiting for speech or reducing choice would underestimate demonstrated competence and agency.
3. **A** — A health condition can affect efficiency without changing underlying comprehension or potential. Patterned data across times and tasks can help the team separate symptom-related access needs from academic skill. Flexible timing and pacing preserve the reading target while responding to current functioning. Permanent lowering or broad exemption would overgeneralize from variable performance.
4. **C** — Learner profiles are often uneven. Strong factual memory does not guarantee equal strength in selecting relevance, organizing information, or applying knowledge strategically. Accomplished planning uses the demonstrated strength while directly supporting the interfering process. Removing challenge or assuming independence from one strength would fail to address the student's actual pattern.
5. **D** — Needing physical assistance and exercising self-determination are different dimensions of functioning. A student can direct routines, communicate preferences, and make informed choices while another person completes motor tasks. Educational planning should protect authorship and consent rather than equating hands-on support with reduced agency. That distinction is central to dignity and independence.
6. **A** — Consistent tactile information can make events more predictable when vision and hearing provide limited access. Anticipatory cues help connect people, actions, objects, and routines, creating a foundation for communication and concept learning. Randomizing cues or relying on inaccessible visual or verbal information would reduce the child's ability to anticipate and participate meaningfully.

7. B — Executive demands can limit performance even when the student understands the academic content. Explicit milestones, tools, and fading make the planning process visible and teachable without changing the intellectual target. Adult completion may produce finished work but little independence, while avoiding complex projects removes opportunities to learn the needed process.

8. C — Progressive physical needs may change how a student participates without reducing artistic thinking, motivation, or advanced skill. Planning should revisit access and assistance as function changes, while preserving meaningful goals selected with the student. Exclusion based on setup demands would confuse physical independence with the academic and creative purposes of the course.

9. A — Inclusive disability education recognizes people as agents with identities, rights, strengths, and varied experiences. It also examines environmental and attitudinal barriers instead of locating every difficulty within an individual diagnosis. Charity-only or inspiration-only narratives can narrow expectations and obscure advocacy, access, and the historical role of disabled people themselves. That distinction supports individualized planning.

10. C — Evaluation should answer referral questions without allowing limited English proficiency or cultural differences to masquerade as disability. Multiple sources and appropriately selected procedures help the team understand learning across languages and settings. A single inaccessible measure can distort conclusions, while indefinite delay or family selection of a category does not create valid evidence.

11. B — IEP goals describe measurable student outcomes, not merely adult services. They should arise from present levels and disability-related needs and help the learner make appropriate educational progress, including access to the general curriculum when relevant. Copying standards without individualization or excluding functional, communication, or behavioral priorities would not reflect the student's documented needs.

12. D — IDEA distinguishes permission to conduct an initial evaluation from permission to begin the initial provision of special-education and related services. Those are separate decisions with separate consent requirements. Treating evaluation consent as blanket authorization would weaken informed family participation, while tying consent only to separate placement misunderstands that services can occur in many settings.

13. B — Students with disabilities can be subject to school discipline, but IDEA adds procedural protections when removals constitute a disciplinary change of placement. The team must examine the required disability-related questions through the manifestation process and continue to address educational and behavioral needs. Neither total exemption from discipline nor unreviewed exclusion reflects the statutory framework.

14. D — Education records contain protected information, and professional convenience does not override approved security and confidentiality procedures. District systems are designed to control access, retention, and transmission in ways personal accounts may not. Simply deleting a name may not de-identify a record, and broad forwarding unnecessarily increases exposure to sensitive student information.

15. A — Accessibility is an educational participation issue, not merely a technical inconvenience. Early advocacy can prevent a systemwide barrier from being embedded in instruction and can influence future procurement decisions. Individual workarounds may be temporary but should not replace accessible materials, and students should not receive different curricular substance because a platform was poorly designed.

16. C — Least restrictive environment decisions are individualized and begin with whether education with nondisabled peers can be successful with appropriate supports. Placement should not be driven by disability label, staff convenience, or the mere presence of specialized materials elsewhere. The team must consider the student's actual needs and the effectiveness of supplementary aids and services.

17. C — Grades combine many demands and may not reveal the student's underlying reasoning strengths. A twice-exceptional learner can need advanced intellectual challenge while also needing explicit support for initiation, planning, sustained attention, or written production. Treating average grades as a complete profile can suppress talent, while removing support can make access less rather than more independent.

18. A — An acquired physical disability can substantially change access, stamina, transportation, positioning, and self-care without changing cognition. Planning should therefore examine the new functional demands separately from academic competence. Preserving an unchanged schedule may ignore barriers, while global academic reduction or permanent exclusion would assume limitations not supported by evidence about the learner.

19. D — Financial incentives can create a conflict between professional judgment and personal benefit. Families should be able to trust that recommendations are based on student needs rather than compensation. Declining the incentive protects that trust and supports impartial communication. Limiting referrals by insurance status or relying only on disclosure would not remove the underlying conflict.

20. B — Disability history includes organized advocacy, legal change, education, employment, community access, and contested ideas about inclusion. Bringing these perspectives into curriculum can counter stereotypes and help students understand how systems shape participation. Restricting disability to medicine or inspirational individual stories would omit the collective agency and rights-based history that influenced contemporary practice.

21. C — A student's full communication repertoire includes the languages, modes, partners, and routines used across environments. Family information can reveal effective signals, vocabulary, and interaction patterns that school staff would otherwise miss. Requiring English-only communication or dismissing home practices can reduce participation and partnership without evidence that multilingualism is causing the disability-related need.

22. B — Family engagement should be measured by meaningful participation, not conformity to one meeting format. Work schedules can create practical barriers even when a parent is highly responsive and invested. Flexible timing or remote access can preserve reciprocal decision making. Interpreting scheduling conflict as lack of interest risks excluding valuable family knowledge and perspective.

23. D — Behavior has meaning within cultural and relational contexts. Limited physical affection toward school staff does not by itself demonstrate weak attachment or social impairment. The team should focus on functional participation and teach context-specific expectations when needed without pathologizing family norms. Universalizing one form of warmth can create biased interpretations of student behavior.

24. A — Geography can be a participation barrier without reflecting a family's commitment or knowledge. Virtual access, advance materials, and intentional turn taking can make remote participation substantive rather than symbolic. Delaying planning or making decisions before the family joins would sacrifice important information about preferences, resources, transportation realities, and postschool priorities.

25. D — Families often contribute practical knowledge about routines and supports that may generalize to school. The teacher should treat the suggestion as useful evidence, then adapt and evaluate it rather than accepting or dismissing it automatically. Collaboration is strongest when family observations inform a disciplined trial connected to the student's own needs and school context.

26. C — Participation requires more than physical attendance or a general invitation to speak. Unfamiliar terminology and procedures can make it difficult to know when or how to contribute. Plain-language explanations, comprehension checks, and deliberate solicitation of priorities create more equitable decision making. Silence should not be treated automatically as informed agreement.

27. A — Support can often be provided without publicly disclosing a diagnosis. Privacy, dignity, and student preference should guide what information is shared beyond people who need it for educational purposes. Classmates may need instruction about inclusive routines or communication without receiving confidential details. Removing supports would create a new access barrier rather than protect privacy.

28. B — Family concerns about AAC deserve respectful discussion rather than dismissal or unsupported promises. Demonstration, evidence, and shared goal setting can clarify that the central aim is effective communication while the team monitors the student's individual response. Collaboration is stronger when families understand how the system will be used and how progress will be evaluated.

29. D — Family structures and decision-making traditions vary. Important relatives may hold knowledge, resources, and influence that affect transition success, but participation should occur with appropriate permission and should not erase the student's developing self-determination. Asking who matters to the learner avoids imposing either a narrow nuclear-family model or an indiscriminate invitation process.

30. A — A transition plan should be actionable within the student's real context. Family finances and transportation access affect opportunities but do not define the learner's potential or excuse the school from designing feasible instruction. Requiring resources the family lacks can turn a good goal into an inequitable plan and unfairly shift educational responsibility onto caregivers.

31. C — Families may interpret disability through cultural, spiritual, medical, relational, or mixed frameworks. Effective partnership does not require identical explanations; it requires respectful

communication and agreement about meaningful educational goals and supports. The teacher can share data and professional reasoning without devaluing family beliefs or abandoning evidence-based educational decision making. That strengthens reciprocal family partnership.

32. B — Family communication is useful only when the information can be understood and discussed. An accessible format can coexist with required documentation, and two-way exchange allows questions, priorities, and observations to influence planning. Relying only on inaccessible reports or third-party interpretation can weaken confidentiality, comprehension, and the family's direct role in decisions.

33. C — Communication behavior varies with audience, language demands, confidence, and task structure. Stronger participation with same-language peers is evidence that context matters and should be investigated rather than suppressed. Multiple settings help the team distinguish language acquisition, social comfort, and disability-related needs. One English-only context cannot represent the student's full communicative competence.

34. B — Independence can include competent use of relationships, supports, and community resources. A culturally responsive transition plan can teach the student to direct assistance, judge when help is needed, and make informed choices without demanding isolation from family. This preserves self-determination while respecting that adult competence may be expressed through interdependence rather than total self-sufficiency.

35. A — Complex special-education discussions involve rights, evaluation information, services, and consequential decisions. Relying on a minor family member can burden the sibling, reduce accuracy, and interfere with direct parent participation. Appropriate language access supports informed dialogue between professionals and the family rather than turning a student or sibling into the communication bridge for sensitive decisions.

36. D — Effective supports must be acceptable and respectful as well as technically plausible. A sensory goal can usually be addressed through multiple strategies, so the team should not treat one culturally intrusive routine as indispensable. Collaborative adaptation protects bodily autonomy and cultural respect while still pursuing regulation outcomes, making consistent participation more likely rather than less.

37. B — Caregiving knowledge and legal educational authority are related but not identical. The teacher should use established procedures to determine who may make decisions and what information can be shared, while still valuing relevant observations from people who know the student's daily functioning. Assumptions in either direction can exclude useful information or create confidentiality problems.

38. D — Partnership requires solving access problems rather than framing them as loyalty tests. When timing, not the service itself, creates the conflict, the team should explore feasible alternatives that maintain the educational purpose. Respectful scheduling can improve attendance and trust while avoiding unnecessary pressure on the student or family to abandon important cultural or religious commitments.

39. C — Balanced communication is not cosmetic; successful conditions can reveal prevention strategies, effective supports, interests, and contexts that should be replicated. Families also need clear information about concerns. Combining strengths with specific data creates a fuller basis for shared hypotheses and planning than either deficit-only reports or vague reassurance that avoids difficult information.

40. A — Cross-setting consistency can reduce cognitive and motor demands, but communication systems also need vocabulary that reflects each environment and the user's identity. Collaboration can identify shared core organization and critical words while preserving relevant fringe vocabulary. Forcing one setting to dominate or maintaining incompatible systems may increase breakdowns and reduce independent communication.

41. D — Communication rate is partly shaped by partner behavior. If partners move on too quickly, the student receives less opportunity to compose complete messages and may learn that longer communication is ineffective. Deliberate wait time and clear completion cues preserve authorship. Restricting messages or guessing content may increase speed while reducing expression and independence.

42. C — A functional communication system should support rejecting, commenting, asking, gaining attention, repairing, and social connection as well as requesting. Teaching only one function can limit participation and leave behavior as the most efficient way to express other needs. Modeling and natural opportunities expand what the system can accomplish without requiring speech as a prerequisite.

43. A — Reliable communication depends on reliable motor access as well as language comprehension. Changes in position, fatigue, switch location, or required movement can produce inconsistent selections even when the student's intended answer is stable. Access assessment should therefore precede conclusions about cognition or preference. Adult substitution would hide rather than solve the source of unreliability.

44. B — The primary access issue includes the social environment, not only speech fluency. Students should be able to contribute without ridicule or pressure to sound a particular way. Classroom norms, anti-bullying responses, and student-selected supports can improve participation. Avoidance or fluency-contingent praise may reinforce shame and reduce authentic communication opportunities. That supports functional participation and greater independence.

45. B — Visual attention cannot be in two places at once. When interpretation and a graphic both carry essential information, pacing and positioning should allow the student to access each source. Sequencing preserves the same conceptual content without creating a forced choice. After-the-fact summaries or removal of visuals reduce access to the live instructional experience.

46. A — Scripts can support initial participation, but real social situations vary. Instruction should help the student notice relevant cues, ask what has changed, clarify expectations, and choose among several responses. Varied practice builds flexible problem solving. A single memorized sequence may work only under the exact conditions in which it was taught.

47. C — Communication participation depends on partner expectations and opportunities. When peers direct questions to an adult, the student loses authorship and practice even if the device works well. Direct address, adequate wait time, and reduced adult mediation can shift interaction toward the student. Hiding AAC or substituting adult responses reinforces the original barrier.

48. D — Communication breakdowns occur for all speakers and AAC users, so repair is a functional skill rather than evidence of failure. The student can learn several ways to clarify meaning depending on the message and partner. Avoidance reduces generalization, while false understanding or a narrow focus on pronunciation leaves the actual participation problem unresolved.

49. A — High arousal can reduce processing, working memory, and flexibility. Short, familiar cues and reduced verbal load make it easier for the student to respond while preserving safety and dignity. Lengthy reasoning or multiple adult voices can add demands at the least effective moment. Teaching and problem solving are usually more productive after regulation returns.

50. C — A functional hypothesis links antecedents, behavior, and consequences rather than relying on labels. Unfamiliar vocabulary precedes tearing, and adult help follows it, making task difficulty and assistance plausible variables. Direct observation across conditions can clarify whether help, escape, attention, or another outcome is maintaining the pattern before intervention is selected.

51. B — A replacement behavior must compete successfully with the behavior it is intended to replace. If the appropriate request is delayed or denied while shouting produces rapid help, reinforcement favors escalation. Staff should make the replacement response efficient and then teach reasonable delay, persistence, or help-seeking boundaries gradually rather than reversing the contingency.

52. D — The current behavior may efficiently produce relief from overwhelming noise, so intervention should preserve access to regulation while replacing unsafe or disruptive leaving. A taught request, predictable break routine, and environmental supports can make appropriate behavior more efficient. Total prevention or permanent exclusion ignores the function and may increase distress rather than teach independence.

53. D — The data suggest waiting is a relevant antecedent, so prevention should change that condition while teaching a usable alternative. Clear duration information, appropriate engagement, and reinforcement can reduce the value of problem behavior and build tolerance gradually. Increasing unstructured waiting or addressing only consequences ignores the environmental pattern already visible in the data.

54. C — Tokens acquire value only when they reliably lead to outcomes the learner wants and when the contingency is understandable. Preferences can change, and an exchange rate can be too difficult or delayed. Reassessment helps determine whether the problem is reinforcement value, clarity, effort, or implementation rather than assuming the student is unmotivated.

55. B — Generalization requires the learner to recognize when and how to use a skill beyond the training context. Planned variation in people, cues, settings, and real situations helps transfer control to

naturally occurring conditions. Mastery with one teacher shows learning under those conditions, not automatic independence everywhere. Permanent prompting can also prevent transfer.

56. A — Flexibility is a teachable skill, not a demand to tolerate unlimited unpredictability immediately. A consistent change routine can provide security while planned, manageable variations allow practice using coping and problem-solving strategies. Eliminating all change prevents learning, whereas large unprepared disruptions may overwhelm the student and strengthen avoidance rather than adaptive responding.

57. D — Conversational timing depends on subtle cues that may need to be made explicit. Modeling, visual or gestural cues, rehearsal, and real conversation can teach how to notice a pause and enter appropriately. Reprimands identify an error without teaching the missing skill, while silence or peer ignoring can reduce meaningful participation rather than improve timing.

58. A — An interpreter provides linguistic access; the student remains the participant, learner, and author of responses. Direct communication supports relationship building and keeps classroom responsibility with the appropriate people. Treating the interpreter as the primary partner can marginalize the student, while forcing a different communication mode may reduce access and spontaneity unnecessarily.

59. B — Teaching a replacement request is often the first step, not the final behavioral goal. Once the communication response is reliable, the team can shape endurance, delay tolerance, or task completion while keeping the request meaningful. Abrupt extinction can revive problem behavior, whereas unlimited immediate breaks may not support participation in necessary activities.

60. C — Bullying is not corrected by changing the targeted student's disability characteristics or access. The school should respond to safety, peer behavior, reporting, and climate while supporting the student's coping and decision making. Treating victimization as a social-skills problem can shift responsibility away from the people and systems creating the harm.

61. B — Prompting should support learning without unnecessarily reducing autonomy or causing distress. Advance signals, less intrusive prompts, and attention to assent can make instruction more predictable and respectful while still teaching the task. Automatic physical guidance may produce compliance without independence, and abandoning instruction avoids solving a modifiable access and teaching problem.

62. C — Motor planning, visual selection, and communication access can require more time than typical conversational pacing allows. Consistent accuracy with longer latency is evidence that wait time changes response reliability. The team should standardize adequate timing and then assess performance. Speed should not be mistaken for understanding or used as a prerequisite for meaningful choice.

63. D — Behavior data are useful only when observers are reasonably consistent about what counts. An operational definition should describe observable, measurable features so staff can collect comparable data and implement the plan similarly. Vague terms such as refusal can include many different actions, functions, and intensities, making trends and intervention effects difficult to interpret.

64. A — Multiple simultaneous changes make causal interpretation difficult. The student's improvement still matters, but the team should document the other variables, continue monitoring, and be cautious about claims regarding which component produced the effect. Disciplined reflection distinguishes noticing a positive outcome from proving the mechanism responsible for that outcome. That supports functional participation and greater independence.

65. B — Prompted performance demonstrates that the student can perform the routine but not yet that the skill is independently controlled by relevant cues. Planned fading, self-monitoring, and reinforcement can shift initiation to early signs of stress. More adult prompting may strengthen dependence, while abrupt removal provides no bridge to independent use.

66. A — A classwide system is not automatically effective or appropriate for every learner. Data about the student's anxiety indicate that the contingency itself may be interfering with participation. Individualization can maintain expectations while changing how progress and reinforcement are communicated. Identical treatment is not the same as equitable access to successful behavior support.

67. C — The pattern suggests the public context may be relevant, but the team should test rather than assume a function. Private correction changes an antecedent while keeping the academic or behavioral expectation intact. If escalation decreases, that evidence can guide practice. Eliminating feedback or removing peer access would be broader changes than the current data justify.

68. D — If aggression helps the student regain an item or control a turn, a replacement response should serve a similar function more safely and efficiently. Requests, protests, negotiation, and help seeking can be practiced and reinforced in relevant situations. Emotion labeling or apologies may be useful but do not necessarily replace the behavior's immediate outcome.

69. B — A visual support can increase independence even when adults initially prepare it, but the long-term plan should consider who controls and updates the cue. Teaching the student to consult or manage the schedule can transfer responsibility gradually. Abrupt removal risks failure, while permanent adult control may limit the self-management potential of the tool.

70. A — Peer groups often rely on visual signals such as eye gaze or gestures that are not equally accessible. Converting relevant cues into verbal or tactile information can preserve authentic participation while teaching a usable strategy. Exclusion or rigid timing rules would not provide access to the dynamic turn-taking information peers already receive visually.

71. C — Assessment should measure the intended construct as directly as possible. If handwriting is not part of the reading target, slow motor output can add construct-irrelevant difficulty and obscure comprehension. An alternate response method can preserve rigor while improving validity. Lowering passage complexity would change the target rather than remove the access barrier.

72. B — Progress monitoring is strongest when the measure is sensitive to the skill being taught and repeated often enough to show a trend. Implementation information matters because poor response is difficult to interpret when the intervention was not delivered as planned. A distant broad test or classmate comparison gives less actionable evidence about instructional effect.

73. D — The student's model-based accuracy shows meaningful conceptual knowledge that has not yet transferred reliably to symbolic representation. Explicitly linking actions, diagrams, language, and notation can build that bridge. Abruptly removing models or abandoning fractions ignores the existing strength, while never connecting to symbols can limit access to later mathematical forms.

74. C — Reading intervention and content access address different needs and can occur together. The student should continue developing decoding and fluency while still learning age-appropriate history through supports that reduce the print bottleneck. Lowering content sacrifices knowledge growth, while audio without intervention may leave the disability-related reading need insufficiently addressed. That makes the next instructional decision more defensible.

75. D — Assessment interpretation depends on the question being asked. If the teacher wants evidence about learning from instruction, the measure should sample the taught target or a justified transfer task. Untaught vocabulary may measure background knowledge or generalization instead. Misalignment makes it difficult to decide whether instruction succeeded or what needs reteaching.

76. A — Terms such as good day combine many behaviors and may mean different things to different observers. A measurable goal needs data tied to the actual student outcome, such as independent initiations, successful responses, or contexts. Clear definitions improve reliability and help the team decide whether instruction is working or requires adjustment.

77. A — Accessible laboratory planning begins with the learning purpose rather than the standard tool use. Adapted instruments, structured roles, and alternate response methods can preserve observation, hypothesis, comparison, and reasoning while addressing motor access. Passive watching or reduced conceptual demand may make participation easier but can also reduce ownership and valid evidence of learning.

78. D — Accuracy is only one dimension of fluent reading. Slow, effortful processing can consume attention and working memory needed to integrate ideas across a sentence or passage. Instruction should analyze rate, phrasing, decoding efficiency, and comprehension together. Harder texts or a vocabulary-only response may increase load without addressing the source of breakdown.

79. C — The student's idea quality is a strength, while organization is the specific writing process that limits communication. Explicit structures, models, and revision can make relationships among ideas visible without lowering content. Handwriting, spelling, and sentence length may matter in some cases, but they should not replace instruction in the demonstrated organizational need.

80. B — Recognizing coins is useful but does not automatically produce functional purchasing decisions. Instruction should connect quantities to the question the student actually faces: whether available funds cover the chosen item. Authentic practice, visual supports, or a calculator can help the learner apply existing knowledge rather than endlessly rehearsing isolated labels.

81. A — Generalization can be taught by connecting the cue system the student already understands with the cue system used in the new environment. Gradual transition protects success while building

flexibility. Abrupt removal may create failure, while insisting on one format forever or delaying participation can reduce access to meaningful real-world learning opportunities.

82. B — More practice helps when the learner is practicing an effective process. If errors come from a misconception, missing prerequisite, or inaccessible representation, repeating the same task can strengthen the wrong strategy or frustration. Error analysis helps the teacher decide whether to reteach, model differently, change representations, or target a prerequisite before increasing dosage.

83. C — Assistive technology should be evaluated by its effect on participation in the targeted task, not by novelty or speed alone. If word prediction reduces spelling or motor load and allows stronger composition, that is relevant evidence. The team should also examine efficiency, training, independence, and context because effectiveness may differ across tasks.

84. D — Community independence requires adaptation when natural conditions change. Memorizing one sequence can support a familiar route but does not teach what to do when cues differ. Planned practice with detours, information sources, and help-seeking strategies can build flexible problem solving while maintaining safety supports. Avoidance would prevent acquisition of the needed real-world skill.

85. C — Different performance across response conditions can reveal construct-irrelevant barriers. If the mathematics reasoning is the target, a silent-reading demand may confound the result when reading access is difficult. The teacher should analyze both skills and decide which supports preserve the intended construct. Lowering math complexity would not clarify the source of the discrepancy.

86. D — Outcome data and implementation data answer different but connected questions. Improvement under partial implementation may be promising, yet the team cannot know how the plan functions when delivered as designed. Strengthening feasible implementation and continuing measurement creates more interpretable evidence. Neither automatic validation nor immediate abandonment is warranted from low-fidelity data alone.

87. B — Progress monitoring is intended to support timely instructional decisions. A repeated below-trajectory pattern can signal inadequate response when the measure is reliable and the intervention was implemented as planned. The team should verify those conditions and then change instruction as needed. Manipulating the goal or waiting by default would waste the information collected.

88. A — One format may overestimate or underestimate particular aspects of learning. Multiple-choice success can reflect recognition, test strategy, or partial knowledge, while scientific reasoning often requires explanation and application. Triangulating evidence across tasks helps the teacher identify what the student truly understands and which expressive or conceptual skills need instruction. That makes the next instructional decision more defensible.

89. A — Transition planning should be person centered and informed by assessment, not driven only by convenience or wishful thinking. The student's interest is important evidence to investigate through job exploration, skill assessment, and support planning. Realistic pathways may include several roles,

training routes, or related settings rather than either dismissing the preference or guaranteeing one outcome.

90. D — Strategy knowledge includes knowing when to initiate a tool, not only how to use it after an adult provides it. Self-cues, task analysis, and fading can transfer control from the teacher to the learner. Permanent adult prompting may preserve performance but limit independence, while removing the effective organizer would discard a demonstrated support.

91. C — Visual access is not determined by print size alone. Very large print can reduce the amount visible at once, and sustained reading may be affected by contrast, lighting, scanning, device use, and fatigue. Functional data help identify the most efficient combination rather than assuming one medium should replace all others or lowering content.

92. B — The error pattern points toward morphological and orthographic knowledge rather than a general inability to represent sounds. Explicit attention to endings can connect grammar, meaning, pronunciation, and spelling. Root-word accuracy is a useful foundation, but omitting inflections can change tense or number and should be addressed directly rather than through unrelated drills.

93. D — Arrays show conceptual understanding of equal groups, but repeated counting can become inefficient as numbers grow. Derived-fact strategies connect conceptual relationships with increasing fluency and can later support automatic retrieval. Timed memorization alone may not teach relationships, while abandoning multiplication for addition misses the opportunity to build on the student's existing representation.

94. C — Concept learning requires responding to relevant features despite changes in irrelevant surface details. Varied examples, nonexamples, and explanation can help the student identify what remains constant and where the rule applies. Repetition of one form may strengthen narrow stimulus control rather than generalization, while guided success alone does not prove independent conceptual understanding.

95. A — Assistive technology can reduce one barrier without teaching every component of a complex skill. Speech-to-text may improve idea generation and transcription while leaving revision, punctuation, organization, or command use to be taught explicitly. Removing a helpful access tool or treating it as a complete curriculum would both misinterpret its educational role.

96. B — Errorless teaching can establish an accurate response pattern, but independence requires the natural environment rather than adult prompts to control behavior. Planned fading can preserve success while shifting attention to materials, schedules, completion cues, or other workplace signals. Permanent prompting limits independence, whereas abrupt removal can produce avoidable errors and frustration.

97. B — No single score describes the full educational profile of a learner. Alternate assessment results may contribute useful academic information, but placement and instruction require a broader picture of strengths, needs, progress, communication, access, and supports. Automatic decisions from one measure or one label can overlook important evidence about where and how the student learns successfully.

98. D — Intervention selection should connect a clearly defined need with an approach designed to teach that skill. Evidence and implementation feasibility matter, and progress data determine whether the match is effective for the learner. Popularity or appearance cannot substitute for instructional fit, while rapid switching can make it difficult to interpret response.

99. A — Summarizing requires selecting, organizing, and condensing information, not merely answering isolated questions or remembering details. Explicit modeling can reveal how proficient readers judge importance and combine ideas. Longer passages may increase the demand without teaching the process, while decoding work alone would not address a difficulty that appears after meaning is understood.

100. C — A mismatch between project performance and dense written testing suggests the team should investigate construct-irrelevant demands. Revising directions or access supports can improve validity while preserving the content target. Reflection is strongest when teachers test that explanation with new evidence rather than assuming low scores automatically reflect weak conceptual learning.