

PRACTICE EXAM 8: NBPTS EXCEPTIONAL NEEDS SPECIALIST STUDY SIMULATION (100 QUESTIONS)

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

1. A sixth-grade student with low vision reads enlarged print efficiently at a desk but misses demonstrations projected across the room. Which planning response best reflects knowledge of the learner?
 - A. Assess near- and distance-access demands separately and provide the magnification, seating, digital access, or verbal description needed for each task.
 - B. Lower the academic level of demonstrations so fewer details must be seen.
 - C. Keep one enlargement setting for every task because consistency is more important than changing access needs.
 - D. Replace all visual instruction with audio because distance viewing is difficult.

2. After a seizure, a student who usually works independently needs extra processing time and repeats questions for about an hour. What should the teacher do first?
 - A. Permanently lower the student's academic expectations because post-seizure performance is slower.
 - B. Require the student to finish missed work immediately so the usual routine is restored quickly.
 - C. Document the temporary change, follow the student's health plan, reduce immediate processing demands, and coordinate with the appropriate school staff as recovery occurs.
 - D. Treat the repeated questions as purposeful avoidance because the student is usually independent.

3. A student with dysgraphia dictates a well-organized essay with strong evidence but produces a much shorter handwritten version. Which interpretation is strongest?

- A. The student should receive easier writing topics until handwriting length matches oral output.
- B. Strong dictation proves that spelling and transcription no longer require instruction or support.
- C. The dictated essay should be ignored because only handwriting shows authentic writing ability.
- D. The difference suggests transcription demands may be masking composition skill, so writing assessment should distinguish idea development from handwriting and written-output access.

4. A student with autism performs routines accurately when the daily schedule is predictable but becomes disorganized when an unexpected room change occurs. Which instructional priority is strongest?

- A. Keep every school routine identical because successful performance depends on preventing change.
- B. Maintain useful predictability while explicitly teaching flexible-response routines for manageable changes, using preview, visual supports, and gradual practice.
- C. Reduce academic expectations on days when any schedule change occurs.
- D. Eliminate all schedule supports so the student is forced to become flexible quickly.

5. During culinary instruction, a learner independently makes oatmeal with the classroom brand but cannot follow the same learned sequence when a community kitchen provides packets, measuring tools, and containers that look different. What should the teacher infer?

- A. Cooking instruction should stop until the student can read all packaging without support.
- B. The teacher should use only the original materials so errors never occur during instruction.
- C. The student needs planned generalization across varied materials, tools, and settings while retaining the core cooking sequence.
- D. The student has not learned the original recipe because true learning appears identical in every setting.

6. A student recently returned to school after a spinal cord injury. Cognitive performance is unchanged, but mobility, positioning, stamina, and self-care routines are new. Which team response is most appropriate?

- A. Keep the previous schedule and supports unchanged because cognition is unaffected.
- B. Reassess access and functional demands with the student, preserving academic expectations while adapting mobility, positioning, scheduling, and assistance as needed.
- C. Move instruction out of general education so physical assistance does not interrupt classroom routines.
- D. Reduce all academic goals until physical independence returns to the pre-injury level.

7. A class studies disability history almost entirely through stories of individual people 'overcoming' impairment. Which revision would provide a more complete historical perspective?

- A. Add disability-rights movements, collective advocacy, accessibility policy, institutional history, and disabled people's own accounts of barriers and social change.
- B. Remove disability history entirely because disability is primarily a medical topic.
- C. Focus on charitable organizations so students learn that assistance is the main source of progress.
- D. Keep only individual success stories because collective movements are not relevant to education.

8. A fourth grader receives literacy instruction in a general classroom with extensive supports. Before proposing a separate instructional setting, what IDEA principle must the IEP team apply?

- A. Use the setting preferred by the majority of school staff because placement is an administrative decision.
- B. Base placement primarily on disability category so students with similar diagnoses receive comparable programs.
- C. Choose the separate setting whenever a student requires more support than most classmates.
- D. Consider whether education in the regular class can be achieved satisfactorily with appropriate supplementary aids and services before deciding that removal is necessary.

9. A newly referred multilingual student is most proficient in Arabic and is learning English. Which evaluation practice is most consistent with IDEA requirements?

- A. Delay all evaluation until the student becomes fully fluent in academic English.

- B. Use multiple appropriate measures, administered in the student's native language or other mode when feasible, and avoid treating limited English proficiency as disability evidence.
- C. Use one translated achievement score as the sole basis for eligibility because it is easier to interpret.
- D. Administer only an English cognitive test so every student is compared under identical language conditions.

10. Which annual IEP goal is written most clearly for progress monitoring?

- A. Maya will understand grade-level reading better with teacher help.
- B. Maya will work hard on reading and participate in literacy activities every day.
- C. Maya will improve reading comprehension as much as possible this year.
- D. Given a grade-level passage, Maya will identify the central idea and two supporting details in 4 of 5 weekly probes.

11. A family agreed to testing for a child who had never received special education. After eligibility and an IEP are developed, the school is ready to begin services for the first time. What is the required consent step?

- A. Wait until the annual IEP review because services cannot begin during the eligibility year.
- B. Ask the classroom teacher to authorize services when the parent has already consented to evaluation.
- C. Obtain informed parental consent for the initial provision of special education and related services; evaluation consent does not automatically authorize initial services.
- D. Begin services immediately because consent for evaluation also covers any services later recommended.

12. A staff member who does not teach, evaluate, supervise, or serve a student asks to view the student's special education records 'just to understand the case.' What is the best response?

- A. Do not provide access unless the staff member has a legitimate educational interest under the school's FERPA criteria or another applicable basis for disclosure.
- B. Provide access if the staff member promises not to copy or discuss the records.
- C. Provide access only to disability labels because diagnoses are not part of education records.
- D. Provide access because all employees of the school may review any student's records.

13. Jordan will turn 16 while the next annual IEP is in effect. As the team prepares that IEP, which required transition element belongs in the plan?

- A. Appropriate measurable postsecondary goals based on age-appropriate transition assessment and the transition services, including courses of study, needed to help the student reach those goals.
- B. Only a list of graduation requirements because postschool goals begin after the student exits.
- C. A parent-selected employment placement regardless of the student's interests and assessment data.
- D. A final decision about one career that the student may not revise after age 16.

14. During an annual IEP review, the team discusses a student who cannot independently access standard classroom print. What does IDEA require the team to do regarding assistive technology?

- A. Consider technology only if the student has already failed every low-tech classroom support.
- B. Purchase the most advanced device available before determining the student's tasks and access needs.
- C. Wait for a physician to prescribe a device before the IEP team may discuss technology.
- D. Consider whether the student needs assistive technology devices and services as one of the special factors addressed in developing or revising the IEP.

15. A student with progressive hearing loss says captions that worked last semester are no longer sufficient during fast-paced seminars. What should the team do?

- A. Reduce seminar content because changing hearing access indicates reduced reasoning ability.
- B. Require the student to depend on a peer's notes rather than revisiting direct communication access.
- C. Reassess current communication access with the student and relevant specialists, then adjust captioning, seating, technology, or interaction routines based on present performance.
- D. Keep the existing accommodation until the next triennial evaluation because IEP supports should remain stable.

16. A student with ADHD sustains attention for 40 minutes while building a robotics project but loses track of multistep oral directions during a noisy lecture. What is the strongest interpretation?

- A. Difficulty during lectures shows the student is choosing not to attend whenever work is less preferred.
- B. Compare attention across task interest, modality, distraction, and executive demands rather than making a global judgment.
- C. The student should be removed from hands-on activities until lecture attention improves.
- D. The robotics performance proves the student has no disability-related attention needs.

17. A student with an intellectual disability independently selects and pays for lunch in the school cafeteria but becomes confused at a food truck with a different menu and payment sequence. What should instruction emphasize next?

- A. Use only the school cafeteria because successful independence should not be disrupted by new settings.
- B. Have an adult make all community purchases because the student has not generalized automatically.
- C. Return to classroom worksheets until every possible menu format has been memorized.
- D. Practice the underlying purchasing routine across varied authentic settings, menus, and payment methods while explicitly teaching how to identify what changes and what stays the same.

18. Following an emergency move to a distant motel, a learner with an emotional disability begins arriving late, sleeping in class, and missing assignments. What is the teacher's best first interpretive step?

- A. Increase consequences immediately so outside circumstances do not become an excuse for lateness.
- B. Ignore housing and transportation because educational planning should consider only school-based variables.
- C. Gather current contextual and performance data, then distinguish new environmental barriers from disability-related patterns.
- D. Assume the disability has worsened because attendance and engagement have declined together.

19. A transition class for 18-year-olds with significant support needs uses cartoon preschool worksheets to teach workplace routines. Which revision best protects dignity and developmental appropriateness?

- A. Teach the same needed skills through age-respectful workplace materials, authentic tasks, adult language, meaningful choices, and supports matched to each student's current access needs.
- B. Stop teaching workplace routines until every student reads at a high-school level.
- C. Use only entertainment activities because functional instruction may be embarrassing for older students.
- D. Keep the worksheets because developmental skill level should determine the apparent age of all materials.

20. During choice-making, a learner with significant motor and sensory needs produces consistent eye-gaze selections only when communication partners pause for a long orientation period. What should this pattern tell the team?

- A. The first eye movement after a question should be counted as the answer so communication is efficient.
- B. Slow response time should not be treated as lack of understanding; partners should provide consistent wait time and verify the student's reliable response pattern across meaningful contexts.
- C. Adults should make routine choices for the student because responses take too long for classroom use.
- D. Partners should repeat the question rapidly until a faster response appears.

21. A family worries that introducing AAC will prevent their preschool child from developing speech. What is the strongest partnership response?

- A. Delay all AAC until the child has made no speech progress for several more years.
- B. Promise that one specific AAC system will cause spoken language to emerge quickly.
- C. Tell the family that professional expertise should replace their concerns about communication methods.
- D. Acknowledge the concern, explain AAC's communication role, and invite the family into a collaborative trial with shared data.

22. A parent who uses Vietnamese requests an interpreter for an IEP meeting because translated documents alone do not make the specialized terminology clear. What should the school prioritize?

- A. Provide qualified language access, explain specialized terms in plain language, and check for understanding so the parent can participate in two-way decision making.
- B. Use translated documents only because spoken interpretation is unnecessary when forms are available.
- C. Proceed in English and invite the parent to submit questions after the team has made its decisions.
- D. Ask the student to interpret because the student already knows school vocabulary.

23. A caregiver works rotating night shifts and cannot reliably attend meetings at the school's usual afternoon time, but consistently answers messages and participates by phone. What is the strongest response?

- A. Schedule every meeting at the same school time so staff calendars remain predictable.
- B. Make decisions without the caregiver and send a summary afterward because work schedules are private matters.
- C. Offer flexible participation options and jointly choose a workable method and time rather than using attendance at one meeting format as the measure of family involvement.
- D. Document the caregiver as uninvolved because in-person meetings are the standard form of participation.

24. In conferences, a learner looks toward materials rather than directly at adults. Family members explain that direct gaze toward elders can be considered inappropriate in their community. How should the teacher respond?

- A. Assume every student from the same cultural group avoids eye contact for the same reason.
- B. Reconsider the interpretation, learn the student's cultural communication norms, and identify observable indicators of attention and respect without imposing one eye-contact rule.
- C. Stop teaching social communication entirely because cultural differences make observation unreliable.
- D. Require sustained eye contact because school expectations should override family communication practices.

25. Mateo's AAC pages include school vocabulary in English, but the device lacks words needed for jokes, family routines, and everyday conversations with Spanish-speaking relatives. What should the team prioritize?

- A. Ask the family to switch to English whenever the device is used so programming remains simple.
- B. Maintain separate communication goals that prevent the student from mixing languages across settings.
- C. Use English only because one device language produces greater consistency across school staff.
- D. Support vocabulary and partner access across the student's languages and settings so the communication system expands, rather than narrows, participation with family and community.

26. A family in a rural area misses several in-person transition meetings because the only accessible transportation service requires a two-hour trip. What is the most equitable school response?

- A. Address the access barrier through remote or flexible participation, advance sharing of materials, and coordinated scheduling while preserving the family's full role in transition decisions.
- B. Postpone transition planning until transportation becomes more reliable.
- C. Require the student to represent the entire family at meetings so staff do not need to change procedures.
- D. Treat the missed meetings as evidence that transition planning is not a family priority.

27. A student wants to lead part of the annual IEP meeting but becomes anxious when speaking to a large group. What is the strongest plan?

- A. Require the student to present the entire IEP without supports so self-advocacy is measured fairly.
- B. Prepare a supported leadership role using rehearsal, visuals or recorded segments, clear turn-taking, and choices about which portions the student wants to present.
- C. Exclude the family from the student-led portion so the student does not feel evaluated.
- D. Have adults lead the meeting because authentic student leadership requires independent public speaking.

28. A family says a proposed home behavior routine is impossible because several adults share caregiving and evening schedules change daily. What should the school team do?

- A. Tell the family to choose one caregiver who will be solely responsible for behavior support.
- B. Remove the behavior goal because inconsistent schedules make home partnership impossible.

- C. Redesign the essential behavior strategy with the family so it is feasible across caregivers and changing routines.
- D. Keep the original plan because changing procedures outside school would reduce intervention fidelity.

29. An adult sibling asks a teacher to email the student's evaluation report because the sibling often helps the parent with appointments. The school has no authorization identifying the sibling as someone who may receive records. What should the teacher do?

- A. Follow applicable confidentiality procedures and obtain the required parent or eligible-student authorization before disclosing the education record to the sibling.
- B. Share only the disability diagnosis because diagnostic information is not protected as an education record.
- C. Read the report aloud by phone because oral disclosure does not count as sharing a record.
- D. Email the report because helping with appointments creates automatic access to school records.

30. Because a family is moving among several temporary residences, a paper home-school notebook is repeatedly left in the wrong place. How should the team preserve reliable two-way communication?

- A. Stop home-school communication until the student's housing situation stabilizes.
- B. Create a portable communication system, such as secure digital access or duplicate materials, that works across living arrangements.
- C. Require one relative to keep all school materials even when the student is staying elsewhere.
- D. Assign consequences each time the notebook is missing so responsibility becomes consistent.

31. Caregivers in a foster-care arrangement describe the learner's evening routines differently, and staff notice that performance also varies by day. What is the most useful way to handle these differing reports?

- A. Ignore family and caregiver information because multiple perspectives make it unreliable.
- B. Ask the student to decide which adult is authorized to make every educational decision.
- C. Use only the newest caregiver's report because recent information is always most accurate.

D. Clarify each adult's role and compare caregiver reports with direct school data before drawing conclusions.

32. A family describes oral family narratives as an important way the learner participates at gatherings. How can the teacher use that information in literacy instruction without turning culture into a fixed learning-style assumption?

A. Replace reading and writing with oral activities because cultural responsiveness requires matching one preferred style.

B. Avoid using family knowledge in instruction because academic curriculum should remain culturally neutral.

C. Learn how storytelling functions for this student, then connect relevant strengths to rigorous literacy goals without stereotyping.

D. Assume all students from the family's cultural group learn best through oral storytelling.

33. A parent explains subtle warning signs that usually precede the child's seizures and asks staff to document them. What should the educational team do?

A. Rewrite the medical plan independently because family knowledge is less reliable than school observation.

B. Ask classmates to monitor the student so adults do not interrupt instruction.

C. Ignore the observations unless the teacher personally witnesses the same signs several times.

D. Integrate the family's observations with the student's health plan and school data, coordinating with authorized health personnel so staff responses are safe and consistent.

34. A family asks that community travel instruction avoid a particular route associated with a recent traumatic loss. The instructional goal is independent route planning, not mastery of that specific route. What is the strongest response?

A. Cancel all community travel instruction because emotional concerns make functional learning unsafe.

B. Collaboratively select another authentic route that preserves the independent-planning objective while respecting the family's concern and continuing to build generalizable travel skills.

C. Teach only classroom maps so the family never has to discuss community routes.

D. Require the original route because changing context would lower the educational standard.

35. A family new to the U.S. says they do not understand the difference among an evaluation, eligibility decision, IEP, and placement. What should the school do?

A. Explain each step in accessible plain language, provide qualified language support when needed, invite questions, and check understanding before asking the family to make decisions.

B. Ask another parent to explain the process informally so staff can avoid influencing the family.

C. Proceed with the meeting and clarify the terms only if the family disagrees with the team's recommendations.

D. Provide the procedural documents only because written notice is sufficient for meaningful participation.

36. A school uses an online portal for all family communication, but a parent has only intermittent mobile data and frequently misses uploaded documents. What should the team do?

A. Document the parent as nonresponsive when uploaded materials are not opened.

B. Ask the student to manage all legal and instructional communication between school and home.

C. Offer reliable alternatives such as print, text notification, or phone contact while preserving the communication goal.

D. Require portal use because one communication platform is fairest for all families.

37. A family says that learning to manage medication questions and communicate with health providers is a higher transition priority than learning to shop independently. What should the team do?

A. Examine transition assessment and the student's goals, then consider health self-management and self-advocacy as legitimate functional priorities while still addressing other needed adult-life skills.

B. Replace all academic instruction with medication practice because family priorities override the IEP team process.

C. Keep shopping as the primary goal because transition programs should use the same sequence for every student.

D. Reject the request because health management is never an educational transition topic.

38. A parent believes an employment goal is too ambitious for a student with significant support needs, while the student is strongly interested in animal care. What is the strongest next step?

- A. Keep the goal unchanged without new evidence because student preference is the only factor that matters.
- B. Promise competitive employment with animals so the family becomes more optimistic.
- C. Remove the employment goal because family concern should determine the student's postschool ceiling.
- D. Use transition assessment and supported job-sampling in animal-care settings to gather concrete evidence about interests, task performance, needed supports, and possible employment pathways.

39. An occupational therapist recommends one adaptation for a classroom routine, but the family says the same adaptation is impractical at home. What is the strongest collaborative response?

- A. Discard the adaptation at school because any strategy must look identical in every environment.
- B. Clarify the functional purpose of the adaptation and design context-appropriate ways to achieve that purpose at school and home rather than requiring identical procedures everywhere.
- C. Ask the therapist to choose the home procedure without family input because it is a technical decision.
- D. Require the family to use the school procedure so consistency is preserved across settings.

40. A high-school student asks teachers not to announce the student's disability diagnosis to peers, while the family hopes classmates will receive information that encourages inclusion. What should the team prioritize?

- A. Refuse any disability-related classroom instruction because inclusion lessons necessarily disclose the student's identity.
- B. Ask a peer leader to explain the diagnosis informally so the information does not come directly from staff.
- C. Respect the student's privacy while teaching inclusive peer practices without unauthorized disclosure of personally identifiable disability information.
- D. Tell the class the diagnosis because peer understanding always outweighs student privacy.

41. In a literature circle, Priya builds messages on her speech-generating device while other students speak. Before she finishes, peers routinely fill in what they think she means. Which teacher action most directly protects Priya's communicative turn?

- A. Establish a visible wait-time routine and teach classmates to hold the turn until the student signals that the message is complete.
- B. Allow classmates to answer because maintaining discussion speed is more important than independent communication.
- C. Move the student to individual instruction because group conversation naturally requires faster speech.
- D. Ask only yes/no questions so every response can occur within a few seconds.

42. An AAC user knows many words but abandons the device during conversation because frequently used words require navigating through four or five pages. What should the team investigate?

- A. Whether vocabulary should be limited to a few nouns so the system remains simple.
- B. Whether vocabulary organization, core-word access, shortcuts, and motor-navigation demands can be redesigned to reduce response effort for frequent communication.
- C. Whether adults can speak for the student whenever navigation takes longer than expected.
- D. Whether the student should lose the device until navigation speed improves through practice.

43. A bilingual AAC user switches between English and Spanish depending on the communication partner. Which instructional response is strongest?

- A. Block Spanish vocabulary at school because academic communication should occur only in English.
- B. Teach the student to avoid changing languages because code-switching shows confusion.
- C. Require one language per school day so data are easier to collect.
- D. Support meaningful language switching and ensure the AAC system works across the student's languages, partners, and settings.

44. A preschool teacher wants a child beginning to use a core-word board to communicate more spontaneously. Which adult practice is most helpful?

- A. Withhold preferred activities until the child independently produces a complete sentence on the board.
- B. Move the board out of reach between lessons so the child learns that communication occurs at scheduled times.
- C. Model selected words on the child's board during natural interactions while continuing to speak, without requiring immediate imitation after every model.
- D. Point only to nouns during testing sessions so the child learns one word category at a time.

45. During cooperative learning, classmates direct questions to a paraprofessional instead of to the student who uses AAC. What should the team prioritize?

- A. Separate the student from group tasks until peers independently learn AAC etiquette.
- B. Require the student to communicate only through the paraprofessional to prevent misunderstandings.
- C. Teach peers to address the student directly, arrange accessible turn-taking, and position the paraprofessional as support rather than the conversational representative.
- D. Have the paraprofessional answer quickly so group work stays efficient.

46. A student with deafblindness begins a familiar tactile turn-taking game by reaching toward the partner's hands. What is the strongest interpretation?

- A. The partner should immediately redirect the hands to prevent dependence on tactile communication.
- B. The behavior proves the student understands every tactile symbol used in the program.
- C. The movement should be ignored until the student produces a conventional spoken or signed request.
- D. The reach may be a meaningful initiation, so the partner should respond consistently and expand the tactile exchange to strengthen intentional communication.

47. A student repeatedly leaves a noisy hallway during class changes and waits in a quiet stairwell. What is the best first hypothesis to investigate?

- A. Investigate whether leaving reduces aversive stimulation by comparing noise, crowding, timing, routes, and coping supports.
- B. The student is automatically refusing school rules and needs stronger consequences.
- C. The behavior has no function because it occurs outside the classroom.

D. The student is seeking academic attention because class changes contain no instruction.

48. A student bolts from the gym during large assemblies but remains in smaller meetings when given hearing protection and a seat near the exit. What is the strongest proactive plan?

A. Wait for bolting to occur and then apply a consequence so the student associates leaving with loss.

B. Use the successful supports before large assemblies, teach a safe break request, and gradually build tolerated participation while monitoring the sensory and crowding conditions.

C. Exclude the student from all assemblies because the behavior proves large-group participation is impossible.

D. Remove hearing protection so the student learns that assemblies cannot be changed.

49. A student throws a worksheet when an unfamiliar task begins; an adult then sits beside the student and completes the first steps. Which replacement behavior should be taught first if the likely function is help?

A. A longer independent-work period so the student learns that throwing never changes demands.

B. An efficient way to request assistance or clarification before escalation, with adults responding promptly and then supporting task engagement.

C. A reward for neat handwriting that is delivered at the end of the week.

D. A rule that the student must remain silent until the worksheet is completed.

50. A student becomes verbally aggressive during escalation, and adults respond with repeated explanations and questions. The behavior intensifies. What should staff try first during the escalation phase?

A. Reduce verbal load, use calm concise cues, maintain safety, and postpone lengthy problem solving until the student is regulated enough to process it.

B. Debate the accuracy of each statement so the student learns to use respectful language under stress.

C. Require an apology immediately because consequences are most effective at peak arousal.

D. Increase the number of questions so the student must explain every feeling before receiving space.

51. A behavior support plan reduces calling out in science but has little effect in social studies. What should the team examine before concluding the plan does not work?

- A. Whether the science teacher should stop using the plan so both classes become comparable.
- B. Whether calling out must have exactly the same function in every subject because it looks the same.
- C. Differences in antecedents, task demands, reinforcement, adult responses, peer context, and implementation fidelity across the two classes.
- D. Whether the student should receive a more severe consequence only in social studies.

52. A student uses a self-monitoring checklist to record whether work begins within two minutes, but the student marks nearly every interval successful while teacher observations differ. What should the teacher do?

- A. Accept all student ratings as correct because self-monitoring data should never be compared with adult observation.
- B. Add more checklist items so the student has less time to think about each rating.
- C. Stop self-monitoring permanently because inaccurate first attempts prove the strategy is inappropriate.
- D. Teach the rating criterion explicitly, compare student and teacher data together, and use periodic agreement checks until self-monitoring becomes accurate enough to guide independence.

53. A student becomes upset when a preferred computer game ends and sometimes hits the desk to obtain more time. Which teaching plan best addresses both communication and tolerance?

- A. Remove computer access permanently because preferred activities should not be used when behavior occurs.
- B. Teach a practical request for additional time and a predictable transition routine, then reinforce appropriate requesting and gradual acceptance when extra time is not available.
- C. Teach only the phrase 'all done' without changing how adults respond to requests or transitions.
- D. Always add game time after desk hitting so the student learns that adults understand the request.

54. Peers often exclude a student from conversation because the student's motor-speech responses are slow. Which intervention best targets the social barrier?

- A. Teach patient peer turn-taking, create roles requiring the student's contribution, and allow adequate time for completed messages.
- B. Assign an adult to answer on the student's behalf so peers do not have to wait.
- C. Move social instruction to a separate setting where peers are not present.
- D. Teach the student to speak faster before joining peer activities.

55. A student learns a greeting routine through video modeling and performs it accurately in a practice room but rarely greets familiar peers in the hallway. What is the best next step?

- A. Conclude that the student lacks the social skill because it did not transfer automatically.
- B. Stop greeting instruction because hallway behavior should emerge naturally once a skill is learned.
- C. Repeat the same video in the practice room until the student reaches perfect accuracy for a month.
- D. Program generalization by practicing with varied peers, hallway cues, natural reinforcement, and gradually reduced prompts in the settings where greeting is actually useful.

56. A social narrative helps a student describe what happens during fire drills, but the student still panics when the alarm sounds. What is the strongest next instructional step?

- A. Remove all supports during the next drill so the student learns the real expectation immediately.
- B. Conclude that the student did not understand the narrative because distress remains during the alarm.
- C. Pair the narrative with carefully planned, safe practice of the actual sensory and action components, using supports and gradual exposure consistent with the student's plan.
- D. Read the narrative more often and avoid all alarm-related practice so anxiety never occurs.

57. Classmates mock the synthesized voice of a student's AAC device. What should the teacher do?

- A. Stop the mocking, reinforce respectful communication norms, and support the AAC user's preferred participation methods.
- B. Ignore the teasing unless the student stops using the device completely.
- C. Move the AAC user away from peers because separating students prevents conflict.
- D. Ask the AAC user to switch voices so peers have less reason to comment.

58. A student with trauma-related stress becomes highly vigilant after an unexpected substitute changes several classroom routines. Which support is most appropriate?

- A. Remove all expectations for the day because any demand may be triggering.
- B. Require the student to explain the trauma history before receiving classroom support.
- C. Increase surprise changes so the student becomes accustomed to uncertainty through repeated stress.
- D. Restore predictability, explain changes clearly, offer regulated choices, and avoid labeling vigilance as deliberate defiance without evidence.

59. A student refuses lengthy written assignments less often when allowed to choose between typing, speech-to-text, or handwriting. What is the strongest interpretation?

- A. Writing expectations should be removed because preference affects participation.
- B. Examine whether flexible response modes reduce an access barrier while preserving valid demonstration of composition.
- C. Only handwriting should count because flexible response modes make assignments academically easier.
- D. The student is manipulating adults because accepting any choice reinforces refusal.

60. Two students use token systems with different earning rates and rewards because their behavior plans target different skills. A classmate says this is unfair. What is the best teacher response?

- A. Describe both students' diagnoses and behavior histories so classmates understand the reason for each plan.
- B. Remove token systems from the room because individualized supports should never be visible to peers.
- C. Explain classroom fairness in terms of students receiving supports matched to their learning needs while protecting each student's privacy and avoiding disclosure of individual behavior plans.
- D. Make every token system identical immediately so no student receives a different level of support.

61. A student can request a break on an AAC device, but doing so requires opening six screens; dropping materials brings an immediate break. What should the team change?

- A. Ignore all break requests because breaks can reinforce avoidance of work.
- B. Make the break request faster than the problem behavior, respond consistently, and teach return-to-task expectations.
- C. Remove the device during difficult tasks so dropping materials no longer competes with communication.
- D. Require the six-screen sequence so the student practices navigation under stress.

62. A reward that strongly motivated a student last month no longer changes behavior. What should the team do first?

- A. Use the same reward until the student learns that preferences should remain stable.
- B. Remove reinforcement from the plan because changing preferences make behavioral teaching unreliable.
- C. Double the old reward indefinitely because larger quantities always restore motivation.
- D. Reassess current preferences and motivating conditions instead of automatically increasing an old reward that has lost value.

63. A team records aggressive incidents on a scatterplot by time and activity. What question is the tool best suited to answer?

- A. Whether incidents cluster in particular times, routines, or activities that may suggest patterns for further functional assessment.
- B. Whether one consequence is ethically acceptable in every classroom.
- C. Whether the student can explain the internal reason for every incident.
- D. Whether the student meets diagnostic criteria for a specific disability category.

64. A student requests help independently in a resource room but waits silently during difficult work in general education. What is the strongest next step?

- A. Have the resource teacher accompany the student to every class and speak for the student when difficulty occurs.
- B. Conclude that the skill is mastered because independent use occurs in at least one setting.

- C. Practice the same help-seeking response with general-education materials, teachers, and natural cues while systematically fading any added prompts.
- D. Keep help-seeking instruction in the resource room until the student uses it perfectly there for a year.

65. A school-wide expectation says 'Be responsible,' but a student with significant language needs does not know what that means in the cafeteria. What should staff do?

- A. Translate the broad expectation into a few observable cafeteria actions, model and practice them in context, and reinforce the behaviors consistently.
- B. Replace the cafeteria expectation with a lower academic standard throughout the day.
- C. Wait for peers to correct the student so natural consequences teach responsibility.
- D. Repeat the phrase more loudly because school-wide expectations should not be altered for individuals.

66. A student grabs a tablet when computer time ends, and adults sometimes respond by adding five minutes to avoid escalation. Which change is most important?

- A. Remove all tablet access for the remainder of the semester so the behavior cannot occur.
- B. Have different adults choose different limits so the student learns to tolerate uncertainty.
- C. Continue adding time after grabbing because preventing escalation is always the primary instructional goal.
- D. Teach an efficient time-extension request, use predictable limits, and ensure grabbing no longer produces extra tablet access.

67. A student talks at length about a favorite topic but rarely notices when a peer wants a turn. Which instructional approach is strongest?

- A. Require eye contact throughout the conversation as the sole indicator of reciprocity.
- B. Allow uninterrupted monologues because correcting social communication always reduces authenticity.
- C. Teach reciprocal conversation with concrete cues for asking a question, noticing partner signals, and shifting turns while still allowing appropriate discussion of preferred interests.
- D. Ban the preferred topic so the student is forced to talk only about peers' interests.

68. A student who stutters is assigned a science presentation and asks to combine live explanation with prerecorded segments. What is the strongest teacher response?

- A. Excuse the student from presenting because any speech demand may increase stuttering.
- B. Use a blended presentation format that preserves science reasoning and meaningful speaking while reducing unnecessary fluency pressure.
- C. Grade primarily on fluency so the student has an incentive to control speech disfluencies.
- D. Require every word live because alternative formats would eliminate the academic standard.

69. A deaf student participates in a Socratic discussion where rapid speaker changes make it difficult to alternate visual attention between classmates and access supports. Which discussion structure would most directly improve access?

- A. Allow overlapping speech because authentic discussion should never be structured.
- B. Seat the student at the back so the entire room can be seen at once.
- C. Use visible one-speaker-at-a-time turn-taking so the student can shift visual attention among speakers and access supports.
- D. Ask the student to read classmates' notes after the seminar instead of participating live.

70. A student responds to teacher correction with sarcasm, classmates laugh, and the sarcasm becomes more frequent. What should the team investigate first?

- A. Whether the teacher should publicly correct the student more forcefully so peers stop laughing.
- B. Whether peer attention following sarcasm is reinforcing the behavior and how correction routines or peer responses might be adjusted while teaching a more effective alternative.
- C. Whether all peer interaction should be removed because classmates are part of the behavior sequence.
- D. Whether sarcasm always indicates escape from academic work regardless of what follows it.

71. A team needs a data source sensitive enough to show whether a fluency intervention is changing reading rate and accuracy across successive weeks. Which assessment method fits that purpose best?

- A. Brief, comparable curriculum-based reading probes administered repeatedly under consistent conditions.
- B. A single end-of-year state test used as the only progress measure.
- C. A student-interest survey completed after each reading lesson.
- D. A comprehensive psychoeducational battery administered every Friday.

72. A student solves $402 - 178$ as 336 and explains, 'You always subtract the smaller digit from the bigger digit in each column.' What should the teacher do next?

- A. Return to single-digit addition because the error shows basic facts are missing.
- B. Teach a shortcut for identifying the larger digit in each column more quickly.
- C. Assign more problems of the same type without discussing the student's strategy.
- D. Use place-value representations and explicit regrouping instruction that directly contrasts the student's rule with the meaning of subtraction across columns.

73. A student writes a science conclusion that states a claim and repeats the result but does not cite observations from the investigation. What is the most targeted next instruction?

- A. Focus only on handwriting speed because conclusions should be longer before reasoning is taught.
- B. Lower the complexity of the investigation so evidence is no longer required.
- C. Model how to select specific investigation evidence and explain how that evidence supports the scientific claim.
- D. Reteach the entire science unit from the beginning regardless of what the student already understands.

74. A student with a severe motor disability understands history content but cannot handwrite a timed constructed response. If the assessment target is historical reasoning, which accommodation is most defensible?

- A. Score only the amount of handwriting completed because output speed is part of all academic reasoning.
- B. Excuse the student from the assessment because physical access needs make valid assessment impossible.

- C. Reduce the number of historical concepts the student is expected to explain.
- D. Provide an efficient response method such as speech-to-text, eye-gaze selection, or dictation that preserves the reasoning demand without making motor output the construct.

75. A teacher is designing a new unit before knowing which students will need specific accommodations. Which planning choice best reflects Universal Design for Learning?

- A. Lower the essential learning target for the whole class so every learner can complete identical work.
- B. Build multiple accessible ways to engage with key information and demonstrate learning from the start, while still adding individualized supports when needed.
- C. Provide every student with the same accommodation because universal design means identical supports.
- D. Create one standard lesson first and wait for students to fail before considering access changes.

76. A student is learning to use a two-step strategy for checking written work but cannot describe what to do independently. Which explicit-instruction sequence is strongest?

- A. Model the strategy with a think-aloud, guide the student through supported practice with feedback, then fade support as accurate independent use emerges.
- B. Explain the strategy once verbally and avoid feedback so the student develops self-reliance.
- C. Complete every check for the student until errors disappear, then remove all adult support at once.
- D. Assign independent practice first so the teacher can see whether the student discovers the strategy naturally.

77. A transition student must stock six items at a work station in a specific sequence. Which instructional tool best supports initial learning of the routine?

- A. A weekly grade based only on whether the finished station looks acceptable.
- B. A list of unrelated workplace rules that does not show the sequence of the stocking task.
- C. A single global direction to 'stock correctly' so the student learns the whole routine at once.
- D. A task analysis that breaks the routine into observable steps and allows the teacher to teach, prompt, measure, and fade support systematically.

78. During algebra, a learner completes a self-check sequence only after the teacher taps each line of the checklist. Accuracy is high, but initiation is absent. What should instruction target next?

- A. Remove the checklist and all prompts immediately so the student cannot become dependent.
- B. Switch to easier equations until the student no longer needs a checklist.
- C. Systematically fade the pointing prompt while teaching the student to initiate and monitor the checklist independently, checking that equation accuracy remains stable.
- D. Keep teacher pointing permanently because accurate work is more important than independence.

79. A student practices selecting groceries from classroom pictures but has difficulty finding equivalent items in an actual store. What instructional change is strongest?

- A. Use one brand exclusively so the visual target never changes.
- B. Add systematic practice in real or closely simulated stores with varied packaging, aisle layouts, brands, and natural cues while fading artificial prompts.
- C. Have an adult select all items in stores because classroom mastery should be sufficient evidence of learning.
- D. Increase the number of picture worksheets because community variation should be taught only after perfect paper performance.

80. A student learned a locker routine in May but after summer break needs several prompts again. What should the teacher conclude?

- A. The skill may require maintenance practice and brief reteaching after long intervals; the team should measure how quickly independence returns before judging the skill lost.
- B. The locker goal should be removed because any prompt after summer proves the routine is too difficult.
- C. Adults should resume permanent full prompting so the student avoids errors during the new school year.
- D. The student never learned the routine because mastered skills never weaken after a break.

81. A first-grade learner can orally isolate and blend phonemes yet guesses when those same words are printed. Which instructional emphasis most directly addresses the missing link?

- A. Vocabulary discussion only, because sound segmentation means decoding will emerge naturally.
- B. Explicit, systematic instruction linking phonemes to graphemes and blending those correspondences in decodable words.
- C. Memorization of whole passages so the student can avoid attending to letter-sound relationships.
- D. Independent silent reading of complex novels without direct word-reading instruction.

82. A middle-school reader understands base words but struggles with unfamiliar academic terms such as 'misinterpretation' and 'interdependence.' Which instruction is most efficient?

- A. Teach common prefixes, suffixes, roots, and how morphemes change word meaning, then apply the analysis across varied academic words.
- B. Teach only first-letter guessing from context because morphology is too abstract for academic vocabulary.
- C. Remove multisyllabic words from content-area texts until the student reads them automatically.
- D. Require memorization of each long word as an unrelated visual shape.

83. A student recalls many details from an informational passage but includes nearly every detail when asked to summarize. What should instruction target?

- A. Copying the first sentence of each paragraph because summaries should reproduce the text's structure exactly.
- B. Avoiding informational text until the student can remember fewer details.
- C. Increasing reading rate because faster reading automatically improves summarization.
- D. Identifying the central idea, grouping related details, and selecting only the information necessary to represent the author's main points concisely.

84. A student has strong ideas for essays but begins writing immediately and produces paragraphs in an order that is hard to follow. What is the most targeted support?

- A. Correct grammar after the essay is finished because sentence conventions are the primary cause of global organization.
- B. Write the outline for the student each time so the final product appears coherent.

- C. Teach a brief planning routine that organizes claim, major points, and evidence before drafting, then fade the organizer as the student internalizes the sequence.
- D. Reduce every essay to one paragraph so organization is no longer necessary.

85. A student solves ratio problems by adding the same number to both quantities instead of preserving the multiplicative relationship. Which instructional response is strongest?

- A. Return to single-digit addition because an additive strategy shows the student has forgotten arithmetic facts.
- B. Use ratio tables, double number lines, or equivalent representations to make multiplicative scaling visible and contrast it explicitly with additive change.
- C. Teach the student to choose whichever operation produces a whole-number answer.
- D. Assign more ratio equations without discussing why the student's additive method fails.

86. A student with limited hand control understands a science investigation about force but cannot manipulate the spring scale precisely. Which instructional design is strongest?

- A. Have a peer complete the entire investigation while the student receives participation credit.
- B. Grade only the ability to operate the spring scale because physical manipulation is the central science standard.
- C. Adapt the equipment or assign an accessible manipulation role while keeping the student responsible for predicting, observing, recording, and reasoning about the same force concept.
- D. Replace the force investigation with a simpler science topic that requires no equipment.

87. A team is considering text-to-speech for a student who decodes slowly but understands complex material when it is read aloud. What is the best way to evaluate the tool?

- A. Trial text-to-speech across relevant tasks and compare access, comprehension, independence, efficiency, and student preference.
- B. Reject text-to-speech because any reading support prevents literacy development.
- C. Use the tool for every reading task immediately without comparing performance or instructional purpose.
- D. Purchase the most expensive program because advanced features predict better student outcomes.

88. During transition interviews, a student repeatedly mentions enjoying animals but has never tried animal-care work. Which next assessment experience would give the team the most useful planning evidence?

- A. Replace the interest with a school-selected job because the student lacks prior experience.
- B. Use only a paper interest inventory and avoid community experiences until after graduation.
- C. Select a permanent career goal based only on the student's stated preference.
- D. Arrange structured job exploration or sampling in varied animal-care environments and collect data on interests, task skills, stamina, support needs, and workplace behavior.

89. A student can ride the usual city bus route independently but becomes lost when construction creates a temporary detour. Which assessment would best identify the next instructional need?

- A. Observe the student during realistic route changes and analyze how the learner uses landmarks, announcements, maps, help-seeking, and problem-solving when the routine is disrupted.
- B. Repeat the standard route until it is completed faster, without introducing any variation.
- C. Ask whether the student feels confident and use the self-rating as the sole assessment of detour skills.
- D. Administer a spelling test because reading street names is the only skill involved in travel independence.

90. A teacher changes the scoring rubric halfway through a six-week writing intervention, making later probes much easier to score as successful. What is the main problem?

- A. The data become stronger because easier scoring always increases measurement reliability.
- B. The change reduces comparability across data points, so apparent growth may reflect the altered measurement rule rather than improved writing performance.
- C. The teacher should ignore the first three weeks and assume the new scores prove mastery.
- D. The intervention becomes invalid only if the student notices that the rubric changed.

91. A decoding intervention is scheduled five times weekly, but records show it was delivered only twice per week during most of the data period. How should the team interpret the weak progress before changing the intervention?

- A. Switch programs every week until one produces rapid growth despite inconsistent delivery.
- B. Conclude that the student is resistant to intervention because attendance at sessions is an adult responsibility.
- C. Lower the student's goal immediately because the flat data prove the target is too difficult.
- D. Correct the implementation problem so the planned dosage and essential components are delivered consistently, then continue progress monitoring under adequate fidelity.

92. A reading intervention has been delivered with strong fidelity for eight weeks, yet the student's progress-monitoring slope remains far below the needed rate. What is the strongest next step?

- A. Lower the annual goal before examining whether instructional intensity can be improved.
- B. Stop collecting progress data because the lack of growth already proves the student's fixed capacity.
- C. Make one focused increase or adaptation in instructional intensity, then continue monitoring the student's response.
- D. Continue the identical plan indefinitely because fidelity means the intervention cannot be changed.

93. A student demonstrates thoughtful literary analysis in a portfolio of revised essays but performs poorly on a timed handwritten essay. What should the teacher investigate before drawing a broad conclusion about writing ability?

- A. Compare the formats' planning, revision, handwriting, memory, and timing demands with the writing skill being judged.
- B. Ignore the timed sample because portfolios always represent true ability more accurately.
- C. Average the two scores without examining why the performances differ.
- D. Discard the portfolio because only timed tasks can provide valid academic evidence.

94. A student with a physical disability uses speech-to-text to write a history essay. The IEP goal targets argument, organization, and evidence, not handwriting. How should the teacher score the essay?

- A. Grade only speech-recognition accuracy because technology use replaces the history-writing standard.

- B. Exclude the essay from grading because accommodated work cannot be compared with classroom expectations.
- C. Score the same argument, organization, and evidence criteria while treating speech-to-text as an access accommodation.
- D. Lower the maximum score because the student did not handwrite the essay.

95. A special educator and general educator co-teach a science class, but the special educator usually sees materials only when class begins. Which change would most improve inclusive instruction?

- A. Use the same worksheet for every learner because co-teaching works best when no one plans different access routes.
- B. Move students with IEPs to a separate table whenever a lesson requires advance adaptation.
- C. Have the special educator quietly modify tasks during class so the general educator can keep planning independently.
- D. Establish recurring shared planning time to identify essential science goals, anticipate barriers, assign instructional roles, and prepare supports before lessons occur.

96. A trained classmate supports a learner during vocabulary practice but supplies the correct answer almost immediately after any pause. Which coaching point should the teacher emphasize for the peer?

- A. Stop all peer tutoring because peers cannot learn to use instructional prompts accurately.
- B. Use the planned least-intrusive prompting sequence, provide adequate wait time, and reinforce independent responding before increasing assistance.
- C. Use physical guidance for every hesitation so the student receives consistent support.
- D. Continue giving answers quickly because error prevention is more important than student initiation.

97. School staff provide verbal cues through nearly every step of a personal-care sequence, while caregivers report that the learner completes the sequence independently before school. What comparison should the team make first?

- A. Whether the school should increase prompting so the routine is completed faster.
- B. Whether independence at home proves no school instruction is needed regardless of classroom conditions.

C. Whether the family has exaggerated independence because skills should look identical in every setting.

D. Differences in materials, sequence, adult cues, expectations, timing, and natural consequences across home and school that may be controlling performance.

98. Class data show that most students understand a diagram-based science lesson, but students who use screen readers score much lower. What should the teacher do next?

A. Check diagram accessibility, make a targeted access change, and collect new subgroup data while preserving the science concept.

B. Conclude that the screen reader itself causes weaker science reasoning.

C. Stop disaggregating results because subgroup differences can create unfair comparisons.

D. Lower the science standard for screen-reader users because the subgroup average is lower.

99. A teacher posts digital worksheets that can be read visually but cannot be navigated by keyboard alone. What is the strongest design response?

A. Print the worksheet for everyone because digital accessibility is too specialized for classroom planning.

B. Remove headings and form labels so the file has fewer elements for assistive technology to process.

C. Use accessible document structure and controls that work by keyboard and with assistive technology so students can navigate and respond without requiring mouse use.

D. Tell students who cannot use a mouse to ask a peer to complete the navigation steps.

100. A student is referred because of persistent reading difficulty and concerns about attention. Which evaluation approach best supports a defensible eligibility and instructional decision?

A. Use teacher behavior ratings alone because attention concerns make academic testing unnecessary.

B. Use multiple sources and methods to examine reading, attention, instruction, language, functioning across settings, and other relevant factors rather than relying on one score or one observer.

C. Delay evaluation until the student either fails another grade or develops more severe behavior.

D. Use a single standardized reading score because one norm-referenced measure is the most objective basis for all decisions.

Practice Exam 8: Answer Key and Explanations

- 1. A** — Visual access can vary greatly by viewing distance, lighting, contrast, and task. Strong near-point reading does not establish adequate distance access. Planning should match supports to the actual visual demand while preserving the same academic content. A single global accommodation or reduced rigor would ignore the learner's demonstrated pattern of access and competence.
- 2. C** — Post-seizure functioning may differ temporarily from the student's usual performance. The teacher should follow the established health plan, observe current functioning, and adjust immediate demands without assuming a permanent loss of ability. Documentation and coordination help the team distinguish a transient medical effect from an instructional problem and protect both access and safety.
- 3. D** — Composition and transcription are related but distinct demands. When organization and evidence are strong through dictation but written production collapses under handwriting demands, the access method may be limiting the demonstration. Instruction can still address transcription skills while allowing valid evidence of composition. Conflating the two constructs risks underestimating what the student knows.
- 4. B** — Predictability can support access, but adulthood and school life also require responding to unavoidable change. The instructional goal is not to remove supports or preserve perfect sameness. Instead, the teacher can make changes understandable and teach a repeatable coping and problem-solving routine. Gradual practice builds flexibility while protecting successful participation and academic expectations.
- 5. C** — Accurate performance with one familiar set of materials shows learning under those conditions, but it does not guarantee flexible use. Generalization should be taught intentionally through varied packages, tools, people, and settings while preserving the meaningful routine. Avoiding variation may produce narrow stimulus control rather than the adaptable independence needed outside instruction.
- 6. B** — An acquired physical disability may alter how a student enters, positions, travels, manages materials, and sustains effort without changing intellectual competence. Planning should therefore separate new access needs from academic capacity and include the student's preferences. Global academic reduction or exclusion would assume limitations that are not supported by the learner's demonstrated cognition.
- 7. A** — Individual biographies can be valuable, but disability history also includes organized advocacy, law, education, deinstitutionalization, accessibility, and changing ideas about citizenship and rights. Including disabled people's perspectives shows agency beyond personal perseverance. A charity-only or medical-only frame can obscure the environmental and policy conditions that shape participation in schools and communities.

8. D — IDEA's least restrictive environment provisions require education with nondisabled peers to the maximum extent appropriate and contemplate supplementary aids and services before removal from regular classes. Placement must be individualized rather than driven by diagnosis, staffing convenience, or a generic support threshold. The team should examine whether appropriate supports can make the general setting satisfactory.

9. B — IDEA evaluation procedures call for a variety of assessment tools and strategies, prohibit using a single measure as the sole criterion, and require nondiscriminatory administration. Assessments should be provided in the child's native language or other mode when feasible to yield accurate information. Limited English proficiency must not be mistaken for disability-related performance.

10. D — A measurable annual goal identifies an observable skill, relevant conditions or supports, and a performance criterion that can be monitored over time. The stronger goal makes it possible to collect comparable evidence and report progress toward the annual target. Vague statements about improvement, effort, or participation do not define the intended achievement clearly enough for systematic measurement.

11. C — IDEA distinguishes consent for initial evaluation from consent for the initial provision of special education and related services. Agreement to evaluate does not automatically authorize services. The school must seek informed parental consent before beginning initial services. Keeping the decisions separate protects meaningful family participation and ensures that consent corresponds to the action being proposed.

12. A — FERPA does not create blanket record access for every school employee. A school may disclose records without consent to school officials only when its criteria for legitimate educational interest are met, subject to applicable policy and law. Curiosity, confidentiality promises, or limiting the request to a diagnosis does not itself establish an educational need to know.

13. A — IDEA requires transition planning no later than the first IEP in effect when the child turns 16, or younger when appropriate. The IEP must include appropriate measurable postsecondary goals based on age-appropriate transition assessment and describe needed transition services, including courses of study. The process is student-centered and can be updated as interests and evidence change.

14. D — IDEA identifies assistive technology devices and services as a special factor the IEP team must consider. Consideration begins with the student's educational tasks and access needs rather than a prescription, a mandated failure sequence, or a particular product. Trial data may then help the team determine whether and how a device or service should be incorporated.

15. C — Progressive conditions can change the effectiveness of accommodations over time. Current classroom evidence and the student's own report are important data for revisiting access. The goal is direct, effective participation in the same intellectual work, not preserving an outdated support, substituting peer dependence, or assuming that a sensory change reflects lower academic capacity.

16. B — Attention varies with interest, stimulation, sensory conditions, response demands, and the need to hold information in working memory. Strong focus in one context does not erase difficulty in another.

Comparing conditions helps the teacher design supports for the actual barrier instead of making global judgments about motivation, capacity, or disability status from a single setting.

17. D — Community independence requires flexible application, not memorization of one familiar sequence. Planned practice across settings can highlight stable elements such as choosing, checking cost, paying, and confirming the transaction while teaching how environmental cues differ. Automatic generalization should not be assumed, but unfamiliarity also does not justify replacing the student's active role with adult performance.

18. C — A major life disruption can change sleep, travel time, stress, access to materials, and attendance independently of a student's disability. Accomplished practice examines the full context before interpreting a new pattern. That evidence supports targeted assistance and prevents the team from mislabeling an environmental barrier as regression, defiance, or a fixed disability characteristic.

19. A — Instructional supports can simplify access without making adolescent or adult learners appear much younger than their chronological age. Authentic schedules, tools, forms, images, and language connect the skill to real participation and preserve dignity. Delaying instruction or substituting childish materials confuses support level with age identity and can reduce both relevance and learner engagement.

20. B — Motor planning, sensory access, and processing can make a response slower than conversational norms. When a consistent pattern appears with adequate wait time, partners should adapt their own pacing and confirm reliability rather than rushing or taking over. Efficient communication means reducing unnecessary barriers, not forcing speed that distorts the student's intended message or autonomy.

21. D — Families need accurate information and a meaningful role in decisions. AAC can provide access to communication without requiring the team to abandon speech goals when those goals remain appropriate. A collaborative trial, partner coaching, and shared observation make the decision concrete. Dismissing concern, delaying communication, or promising a guaranteed speech outcome would undermine informed partnership.

22. A — Meaningful participation requires more than handing families translated paperwork. Specialized terminology, procedural choices, and educational implications often need interactive explanation and opportunities for questions. Qualified interpretation and plain language reduce both communication and confidentiality concerns. Relying on the student or postponing the family's questions can shift power away from the parent during important decisions.

23. C — Family engagement can occur through many formats. Work schedules, transportation, caregiving, disability, and other realities may affect availability without indicating lack of interest. Flexible calls, video meetings, asynchronous preparation, or alternative times can preserve reciprocal participation. Treating one school-centered format as the only valid involvement measure may exclude families who are actively trying to collaborate.

24. B — Behavior gains meaning within cultural and relational contexts. The family's information offers a plausible alternative to a disrespect interpretation, but it should guide individualized inquiry rather than become a stereotype about a whole group. The teacher can identify other observable indicators of listening and participation while teaching context-specific expectations that do not unnecessarily pathologize cultural communication differences.

25. D — AAC should support the learner's real communication community. A bilingual student may need vocabulary, symbols, voices, and navigation that permit communication across languages and partners. English-only programming can unintentionally isolate the student from important relationships. Collaboration with the learner and family helps identify practical multilingual features while preserving meaningful communication rather than enforcing artificial linguistic separation.

26. A — Transportation geography can restrict physical attendance without reducing commitment to the student's future. Partnership means adapting participation methods when a school routine creates an avoidable barrier. Remote access, preparatory materials, and coordinated scheduling can preserve substantive family input. Blaming the family, delaying planning, or shifting all responsibility to the student would reduce rather than expand participation.

27. B — Student participation can be authentic without being unsupported. Rehearsal, visual prompts, prerecorded material, and clearly defined roles can reduce performance barriers while preserving ownership of goals, preferences, and questions. The aim is meaningful self-determination, not a public-speaking test. Adults and family remain partners, but their presence should not replace the student's prepared voice.

28. C — A technically sound plan can fail if it cannot be implemented in the family's actual context. Collaborative problem solving distinguishes the essential instructional or behavioral function from optional procedural details. A simpler cue, common response, or portable support may improve consistency across caregivers. Partnership requires designing for feasibility rather than blaming families for not fitting a school-created routine.

29. A — Family involvement does not automatically create a legal basis for disclosure of education records. The teacher should follow school procedures and applicable privacy law before sending or discussing identifiable record information with a third party. Changing the format from email to phone or limiting the content to a diagnosis does not remove the need to consider authorization and confidentiality.

30. B — Housing instability can make a single physical notebook unreliable even when caregivers value communication. The team can preserve the purpose of information sharing while changing the delivery method to fit current circumstances. Duplicate materials, secure digital options, or another portable system reduce the barrier. Punishment or suspension of communication would not address the environmental cause.

31. D — Complex caregiving arrangements can produce different observations because adults see the student in different settings and routines. The teacher should understand who has decision-making authority while still learning from relevant caregivers. Triangulating those perspectives with direct data

helps separate context effects from contradictions. Dismissing multiple voices or choosing one automatically can hide useful information.

32. C — Cultural knowledge becomes educationally useful when it is treated as information about an individual learner rather than a fixed rule about a group. Storytelling may support sequencing, voice, memory, audience awareness, or identity while still serving demanding reading and writing goals. Combining it with other instruction avoids both cultural erasure and simplistic learning-style stereotypes.

33. D — Families often possess detailed knowledge of health patterns that can improve school observation and response. Educational staff should not independently diagnose or change medical directions, but they can document relevant patterns and coordinate through established health procedures. Combining family knowledge, authorized clinical guidance, and school data supports safety while respecting appropriate professional roles and confidentiality.

34. B — Culturally and emotionally responsive practice distinguishes an essential learning objective from one optional activity context. If independent route planning can be taught on another authentic route, the team can preserve rigor while respecting a significant family concern. Automatic confrontation or abandoning community instruction would create unnecessary conflict and reduce opportunities for meaningful, transferable skill development.

35. A — Special education procedures contain unfamiliar concepts even for fluent English speakers, and translated terminology may still require explanation. Meaningful partnership depends on understanding what decisions are being made and what options exist. Plain language, qualified interpretation when needed, examples, and checks for understanding help the family participate as decision makers rather than passive recipients of paperwork.

36. C — Digital systems can improve access for some families and create barriers for others. Equity does not require one identical communication channel; it requires a reliable way for people to receive information and participate. Choosing a feasible alternative with the parent preserves the school's communication purpose without confusing technology access with family interest or educational responsibility.

37. A — Transition planning should reflect the student's anticipated adult roles, needs, preferences, and assessment data rather than a fixed functional curriculum. Managing health information, asking questions, and directing support may be central to adult independence for some learners. The team can integrate those priorities with other academic and functional goals instead of dismissing them or letting one priority eliminate everything else.

38. D — Disagreement can be productive when the team turns abstract predictions into observable evidence. Job sampling and transition assessment can show which tasks fit the student's strengths, what supports are needed, and whether interests persist in authentic settings. That information supports a more informed conversation than either adult pessimism, unsupported optimism, or a goal maintained without evaluation.

39. B — Consistency is useful when it supports learning, but identical procedures are not always feasible or necessary across environments. The team should identify the function of the adaptation, such as access, safety, positioning, or independence, and then design workable versions with the people who implement them. Context-sensitive consistency is stronger than rigid procedural sameness.

40. C — Inclusive classrooms can teach respectful interaction, communication access, anti-bullying, and disability perspectives without turning one student's private information into the lesson. The student's preference deserves serious weight, while family goals can still guide broader inclusion planning. Staff should follow confidentiality requirements rather than assuming a diagnosis must be disclosed to create understanding or support.

41. A — Communication competence includes the opportunity to formulate and deliver a message. If partners routinely fill the silence, the learner loses control of the conversational turn. A shared wait-time routine, clear completion signal, and partner instruction change the social environment rather than shrinking the student's language. Faster questioning or segregation would reduce authentic participation.

42. B — A communication system can contain adequate vocabulary yet remain inefficient if common messages require excessive navigation. Teams should examine motor effort, layout consistency, core vocabulary, shortcuts, and the student's own preferences. Reducing access demands can increase spontaneous use. Removing the device, narrowing language excessively, or substituting adult speech would address the wrong barrier.

43. D — Multilingual communicators select languages in relation to partners, purposes, identity, and context. AAC should expand access to that repertoire rather than force an artificial monolingual pattern. Supporting both languages may require vocabulary, navigation, partner training, and data across settings. Treating language switching as confusion can unnecessarily restrict relationships and expressive precision.

44. C — Aided language modeling shows how symbols can be used for real purposes while the learner experiences language in context. Adults can point to a manageable number of symbols as they speak and respond to the child's own attempts. Requiring constant imitation, restricting vocabulary, or limiting device availability turns communication into compliance rather than an accessible everyday interaction.

45. C — Adult support can unintentionally become a social barrier when partners treat the adult as the student's spokesperson. Direct address, adequate wait time, accessible materials, and planned peer roles restore the learner's position as a group member. The paraprofessional can facilitate access while fading unnecessary mediation rather than becoming the center of every interaction.

46. D — Communication develops when partners notice potentially meaningful actions, respond contingently, and examine whether those actions become consistent across contexts. A reach toward a familiar partner during a known routine can function as an initiation even if it is not a conventional symbol. Ignoring it risks missing communicative intent, while overinterpreting it as broad symbolic mastery goes too far.

47. A — Behavior is more interpretable when the team examines what reliably precedes and follows it. Leaving during a loud, crowded transition may reduce sensory intensity or other aversive features, making escape or relief a plausible hypothesis. Comparing conditions and testing supports is stronger than assigning motive from the setting alone or assuming that nonclassroom behavior lacks function.

48. B — The existing contrast provides useful functional evidence: participation improves when sensory intensity and escape difficulty are reduced. Proactive support can therefore combine environmental adaptation with a communicative alternative such as requesting a break. Gradual practice may expand tolerance without requiring unsafe exposure. Purely reactive consequences or permanent exclusion do not teach a safer functional response.

49. B — A functionally equivalent replacement must produce the outcome the established behavior has been obtaining. If throwing reliably brings immediate assistance, an accessible help or clarification request can compete with it only when adults honor the request efficiently. The team can then teach persistence and independence gradually. Unrelated rewards or silence rules do not address the communication need.

50. A — During high arousal, language processing, working memory, and flexible problem solving may be reduced. Long explanations can add demand and fuel escalation. Calm, brief, predictable responses protect safety and preserve dignity while leaving teaching and reflection for a more receptive period. Immediate debate, interrogation, or forced apology can turn adult interaction into an additional trigger.

51. C — The same topography can be influenced by different conditions across settings, and the same written plan can be implemented differently by adults. Comparing antecedents, consequences, task variables, peers, and fidelity helps explain why outcomes diverge. A context-sensitive analysis is stronger than assuming one universal function or escalating consequences before the discrepancy is understood.

52. D — Self-monitoring is an instructional skill, not merely a form to complete. The learner needs a clear operational definition, examples and nonexamples, practice, feedback, and occasional agreement checks. Accuracy can improve while adult monitoring gradually fades. Abandoning the strategy or treating every self-rating as automatically valid would prevent the checklist from becoming a reliable self-management tool.

53. B — A complete plan addresses the likely reinforcer and the reality that requests cannot always be granted. An efficient request can replace problem behavior when adults respond consistently, while visual timing, countdowns, or other transition supports can build tolerance for ending. Automatically extending the game after hitting strengthens the established behavior, whereas permanent removal avoids teaching the needed skill.

54. A — The exclusion is partly produced by partner behavior and conversational pace, not solely by the student's speech characteristics. Peer instruction and structured roles can change the interaction so the learner's contribution is expected and valued. Asking the student to overcome a motor limitation or replacing the student's voice with an adult leaves the social barrier intact.

55. D — Skill acquisition in a controlled context does not ensure transfer to different people, cues, and environments. Generalization should be planned through representative practice, varied examples, natural consequences, and prompt fading. The student's accurate practice performance is valuable evidence of acquisition, but the hallway data show that stimulus control has not yet broadened enough for functional use.

56. C — Knowing a sequence verbally or visually does not necessarily change a strong sensory or emotional response. The team can bridge that gap through carefully graded practice of relevant cues, actions, and coping responses while protecting safety. Repetition of the narrative alone may not contact the difficult stimulus, whereas abrupt unsupported exposure can intensify distress rather than teach regulation.

57. A — Mocking a communication method can restrict participation and shift responsibility onto the person being targeted. The teacher should intervene directly, teach and enforce respectful norms, and ensure the student retains access to the preferred communication system. Changing the victim's voice, waiting for severe harm, or segregating the learner leaves the underlying peer behavior unaddressed.

58. D — Predictable information, choice, and calm routines can reduce unnecessary threat while the student remains engaged in learning. Trauma-responsive practice does not require disclosure of private history or removal of all expectations. It focuses on observable needs and conditions that support regulation. Deliberately increasing unpredictability may amplify rather than reduce the student's stress response and loss of control.

59. B — When the learning target is composition, different output modes can change transcription effort without changing the cognitive demand of planning, organizing, and supporting ideas. Reduced refusal under accessible choices suggests the response requirement may be part of the problem. The team should measure quality and independence rather than assuming that identical motor output is necessary for rigor.

60. C — Equity often requires different supports for different needs. The teacher can explain that students may use different tools to learn and participate without revealing private information about diagnoses, goals, or behavior histories. Making all interventions identical can reduce effectiveness, while detailed disclosure violates privacy and may stigmatize the learners whose individualized plans are being discussed.

61. B — Replacement communication must be efficient enough to compete with an established behavior. If dropping materials produces the same outcome faster than navigating six screens, the system itself creates response effort. A readily available break message, consistent adult response, and planned return routine make functional communication practical while preserving instruction and opportunities to build task persistence.

62. D — Reinforcer value can change with satiation, developmental interests, availability outside instruction, and current motivating operations. Periodic preference and reinforcer assessment helps the team keep consequences meaningful. Simply increasing an ineffective item may not restore value, while

eliminating reinforcement ignores a fundamental learning variable. The plan should adapt to current evidence rather than past preference alone.

63. A — A scatterplot summarizes when behavior occurs across recurring periods or activities. Clusters can point the team toward antecedent contexts, schedule variables, or routines worth examining more closely, but the pattern alone does not establish function or diagnosis. It is one descriptive data source that can guide more focused observation, hypothesis development, and intervention planning.

64. C — Functional communication should occur where the learner needs it. Independent use in one setting shows that the response exists, but different people, materials, and expectations may not yet cue it elsewhere. Representative practice and prompt fading can transfer stimulus control to general-education conditions. Permanent adult mediation would limit the independence the skill is intended to create.

65. A — Abstract behavior labels do not automatically tell a learner what to do in a specific setting. Observable examples such as carrying a tray safely, using an agreed voice level, or cleaning the eating area make the expectation teachable and measurable. Contextualizing the rule preserves the school-wide value while improving access rather than depending on repeated vague language.

66. D — Intermittently extending access after grabbing can strengthen the behavior because the response sometimes works. A clear request, predictable timing cue, and consistent adult response provide a safer communication route while teaching that requests may be acknowledged without always being granted. Permanent removal avoids the teaching opportunity, and inconsistent limits make the contingency harder to learn.

67. C — Reciprocity involves coordinating one's own message with a partner's contributions, not eliminating strong interests or enforcing one nonverbal behavior. Concrete turn cues, question routines, visual supports, and feedback can make the hidden structure of conversation explicit. The student can still use preferred topics as meaningful content while learning to notice and respond to partner signals.

68. B — If the instructional target is scientific explanation rather than speech fluency, the response format can be flexible while maintaining content rigor and authentic audience communication. A blended format can preserve agency and participation without making disfluency the grading construct. Complete exemption or fluency-based grading would shift attention away from the intended academic outcome.

69. C — Visual communication access requires time to locate the current speaker and coordinate attention among people and information sources. Overlapping talk can make that physically impossible even when interpreting or captioning is available. Visible turn-taking improves access for the whole group while preserving spontaneous discussion. Post hoc notes do not replace the opportunity for live participation.

70. B — The consequence pattern makes peer attention a plausible variable: laughter follows the sarcasm and the behavior increases. Functional assessment should examine that relation along with the

antecedent correction and other contexts. The team can then teach an alternative response and adjust adult or peer contingencies. Public escalation may add attention rather than reduce it.

71. A — Progress monitoring requires measures that are sensitive to short-term growth, efficient enough for repeated use, and comparable across administrations. Curriculum-based probes can show current level and rate of change when administered consistently. Comprehensive batteries and annual tests answer different questions and are too infrequent, while an interest survey provides useful context rather than direct fluency evidence.

72. D — The explanation reveals a systematic misconception rather than a random calculation error. The student is applying a digit-by-digit rule that ignores place value and regrouping. Representations and worked contrasts can make the underlying quantities visible and connect the algorithm to meaning. More unguided practice could strengthen the incorrect rule instead of replacing it with a transferable concept.

73. C — The work sample already shows a claim, so the missing element is not the entire content area. Targeted instruction can make evidence selection and reasoning visible through examples, annotation, sentence frames, or guided comparison. Reteaching everything wastes information from the formative assessment, while focusing on handwriting or lowering the task would not address the demonstrated gap.

74. D — Assessment validity depends on matching access conditions to the intended construct. When the target is historical reasoning, an alternative input method can remove an irrelevant motor barrier while preserving analysis, evidence, and organization demands. Changing the content expectation would be a modification, whereas accessible response technology can allow the student to demonstrate the same underlying knowledge.

75. B — Universal design anticipates predictable variability in access, engagement, and expression rather than treating accessibility only as a repair after failure. Multiple pathways can coexist with clear, rigorous goals and individualized IEP supports. UDL does not mean lowering expectations or giving everyone the same tool; it means reducing unnecessary barriers in the original design of instruction.

76. A — Explicit instruction makes a hidden process observable and provides enough supported practice for accurate use before independence is expected. Modeling, guided rehearsal, feedback, and gradual release reduce guessing while preventing long-term prompt dependence. Independent discovery may be inefficient for an unfamiliar strategy, while permanent adult completion or abrupt withdrawal does not teach self-directed application.

77. D — Task analysis converts a complex routine into teachable observable components. It lets the teacher identify where independence already exists, where prompts are needed, and whether support is fading over time. A global direction or final-product grade can hide the specific step causing difficulty. The analysis should support learning, not become a permanent prompt if independence develops.

78. C — Supported accuracy is useful, but independence depends on which cues control the behavior. Gradual prompt fading can transfer control from the teacher's gesture to the student's self-management tool while progress data protect accuracy. Permanent prompting limits autonomy, whereas abrupt

removal risks failure. Lowering mathematical demand would address the support rather than the learning objective.

79. B — Functional generalization depends on contact with the variations present in the environment where the skill will be used. Store layouts, labels, brands, lighting, crowds, and natural prompts can differ from classroom pictures. Planned community or representative practice helps the learner identify relevant features and adapt. More narrow rehearsal may strengthen performance only under the original training conditions.

80. A — Maintenance refers to retaining a skill after instruction is reduced or time passes. Some learners need spaced review or brief booster teaching, especially when environmental cues change after a long break. Measuring the amount of support and rate of reacquisition gives more useful information than labeling the skill unlearned or returning immediately to permanent adult dependence.

81. B — The student demonstrates a phonological strength but needs the alphabetic connection that maps speech sounds to print. Explicit phoneme-grapheme instruction and blending make that relationship visible and usable in new words. Vocabulary and comprehension remain important, but they cannot substitute for teaching the code when the identified barrier is converting known speech sounds into written-word reading.

82. A — Morphemes are recurring meaning units that can unlock many unfamiliar academic words. Explicit instruction in roots and affixes supports both decoding and meaning analysis and transfers beyond a single vocabulary list. Whole-word memorization provides less generalization, while guessing from the first letter or simplifying text prevents the learner from developing a durable strategy for complex language.

83. D — Summarization requires selection and compression, not just recall. A student who remembers abundant detail may still need explicit criteria for importance, central ideas, and redundancy. Modeling how to group and delete information can turn a memory strength into a more strategic comprehension process. Faster reading or copying does not teach the judgment that a summary requires.

84. C — The evidence points to planning and organization rather than a lack of ideas. A concise prewriting routine can externalize the structure of argument and help the student sequence evidence before transcription begins. The support should be taught for independent use and gradually faded. Reducing task complexity or having an adult create the organization would not build the missing process.

85. B — The error reveals a conceptual confusion between additive and multiplicative relationships. Visual representations can show that equivalent ratios scale both quantities by the same factor rather than the same difference. Explicit comparison helps the student revise the underlying rule. More unguided practice may reinforce the misconception, while unrelated fact review does not address proportional reasoning.

86. C — The essential scientific target is reasoning about force, not demonstrating typical hand control. Adapted handles, stabilized materials, switches, partner-assisted manipulation directed by the student, or

another accessible method can preserve active inquiry. Passive observation or content reduction would unnecessarily lower participation, while grading motor performance would contaminate evidence of the intended science construct.

87. A — Assistive technology decisions should connect a specific barrier with real tasks and observable outcomes. A trial can show whether text-to-speech improves access and independence, where it is useful, and whether the student accepts it. The tool can coexist with direct reading instruction when purposes differ. Price, ideology, or immediate universal use are weaker decision rules than student data.

88. D — Transition assessment should help the student turn preferences into informed choices by connecting interests with authentic demands. Job sampling can reveal which animal-care tasks are appealing, feasible, or teachable and what supports are needed. A preference alone is valuable but incomplete evidence, while a paper inventory or adult-selected replacement provides less information about real-world fit.

89. A — Ecological assessment examines the interaction between learner skills and authentic environmental demands. A detour changes cues and requires flexible problem solving, not simply faster repetition of the familiar route. Direct observation can reveal which strategy breaks down and what support is needed. Confidence ratings add context but cannot replace evidence of performance during changed travel conditions.

90. B — Progress decisions depend on comparable measurement conditions. If the criterion changes substantially, a rising graph may reflect the scoring system rather than student learning. The team should document the change, interpret the trend cautiously, and reestablish a consistent measure. Reliability and validity come from clear stable procedures, not from making later success easier to obtain.

91. D — Outcome data are difficult to interpret when the intervention has not received a fair test. Dosage and implementation of essential components can strongly affect response. Correcting fidelity and continuing measurement helps separate an instructional-delivery problem from genuine inadequate response. Changing the goal or program prematurely could obscure whether the original approach works when implemented as designed.

92. C — Strong fidelity makes the flat response more interpretable: the student has experienced the planned intervention, but the current approach is not producing adequate growth. Data should trigger problem solving about intensity, match, and instructional features. A focused change followed by continued monitoring tests a new hypothesis without equating inadequate response with a fixed limit on learning.

93. A — Different assessment formats can place different demands on transcription, planning, memory, revision, and speed. Divergent results therefore call for construct analysis rather than automatic preference for one measure. The teacher should ask what each task actually requires and combine evidence appropriately. Simply averaging or discarding one source can hide the reason performance changed across conditions.

94. C — An accommodation changes access to a task without necessarily changing what the student is expected to know or demonstrate. If handwriting is not the construct, speech-to-text can remove a motor or transcription barrier while preserving historical reasoning and composition criteria. Scoring should stay aligned to the intended standard rather than penalizing the approved response method.

95. D — Effective co-teaching depends on shared ownership rather than last-minute rescue. Advance planning allows both teachers to distinguish essential concepts from flexible materials, anticipate communication or sensory access, and decide who will teach which parts. Improvising after barriers appear can reduce participation and make the special educator function as an aide instead of an instructional partner.

96. B — Peer tutoring is most useful when it increases active responding rather than replacing it. Adequate wait time and a planned prompt hierarchy give the learner a chance to initiate, then add only the assistance needed for success. Immediate answers can create prompt dependence and hide competence. Training and feedback can help peers implement support accurately and respectfully.

97. D — Performance can be strongly controlled by environmental cues and adult behavior. Comparing the home and school routines may reveal that school staff prompt too early, materials are arranged differently, or natural cues are less clear. Those differences provide targets for intervention and generalization. Assuming dishonesty or simply adding more prompts would miss the context shaping independence.

98. A — Disaggregated data can reveal barriers that a whole-class average hides. If one access group performs differently on diagram-dependent material, the teacher should investigate alt text, tactile or verbal descriptions, navigation, and response conditions before attributing the difference to ability. A focused accessibility change followed by new data turns the discrepancy into an instructional inquiry.

99. C — Digital access depends on more than visible text. Keyboard operability, meaningful headings, labels, reading order, and compatible controls can determine whether a learner can independently reach and respond to content. Designing the file accessibly preserves the same learning task. Peer operation or indiscriminate printing creates dependence instead of fixing the barrier in the instructional material.

100. B — A comprehensive evaluation should answer the referral questions using varied tools, settings, and sources, not a single test or observer. Reading performance, attention, language, instructional history, and contextual functioning may interact in different ways. Multiple methods support both eligibility reasoning and instructional planning while reducing the risk that one measure is mistaken for the learner's full profile.