

PRACTICE EXAM 9: 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 series: approximately 20% Knowledge of Students and Knowledge of Philosophy, History, and Law; 20% Diversity and Family Partnerships; 30% Communication and Social Development and Behavior; and 30% Assessment and Curriculum and Instruction. Questions span early childhood through young adulthood and varied exceptional-needs profiles. Choose the single best answer for each item. This expanded set is for study, discrimination practice, and pacing rather than a reproduction of official NBPTS items.

1. A ninth-grade student with a neuromuscular condition answers accurately in morning seminars but gives shorter responses late in the day. What should the teacher examine first?

- A. Fatigue, positioning, response access, and schedule demands before interpreting shorter responses as weaker understanding.
- B. Whether strong morning performance should be disregarded as unrepresentative.
- C. Whether late-day responses justify lowering all academic goals.
- D. Whether every major assessment should be scheduled late to build stamina.

2. A student with hearing loss follows one-to-one conversation but misses comments during a reverberant group discussion. What is the best first response?

- A. Move the student to easier content whenever discussion is required.
- B. Assume quiet-room success proves no hearing support is needed.
- C. Require the student to reconstruct missed comments after class.
- D. Examine acoustics, speaker distance, competing voices, visual access, and assistive listening supports during group interaction.

3. A blind elementary student can name plant parts but cannot explain how those parts are arranged spatially. Which instruction best addresses the gap?

- A. Replace plant science with auditory facts that contain no spatial concepts.
- B. Use tactile exploration of real plants or accurate models while explicitly describing spatial relationships.
- C. Postpone spatial science until the student is older.
- D. Repeat the vocabulary list until spatial understanding develops automatically.

4. A student reads grade-level text slowly and inaccurately but gives sophisticated answers when the same passage is read aloud. Which conclusion is strongest?

- A. The student needs simpler ideas rather than direct word-reading support.
- B. Independent reading proves the student has weak comprehension overall.
- C. Word-reading difficulty may be limiting text access even though oral language and comprehension are important strengths.
- D. Strong listening means decoding instruction is no longer necessary.

5. After a traumatic brain injury, a student remembers lesson content but loses track of multi-step assignments and deadlines. Which support is most appropriate?

- A. Assume incomplete work shows that academic content was not learned.
- B. Use external organization, chunked directions, scheduling tools, and explicit routines for monitoring task completion.
- C. Eliminate all long-term projects so executive demands never occur.
- D. Rely on frequent unsystematic reminders from many adults.

6. A student with cerebral palsy uses eye gaze to solve complex algebra correctly, but responses take longer. A new teacher proposes simpler mathematics. What is the best response?

- A. Grade response speed as the primary measure of mathematical competence.
- B. Replace algebra with functional routines until handwriting is possible.
- C. Maintain challenging mathematics while adjusting response time and access because motor speed does not define mathematical reasoning.

D. Simplify mathematics because slow responses indicate limited understanding.

7. An autistic student says, “My stomach feels wrong,” shortly before leaving crowded activities. What should the teacher do?

A. Require full participation until the sensation disappears.

B. Ignore the statement because bodily sensations are unrelated to school participation.

C. Assume the student is inventing symptoms to escape and increase consequences.

D. Treat the statement as meaningful information, identify patterns, and teach an accessible way to request support.

8. A gifted student with ADHD contributes original ideas but repeatedly loses materials and misses routine assignments. Which interpretation is strongest?

A. Advanced reasoning and executive-function difficulty can coexist, so organization support should not reduce intellectual challenge.

B. Giftedness rules out disability because strong students organize themselves.

C. Missing assignments show that academic content should be made easier.

D. Enrichment should be withheld until organization is perfect.

9. A kindergarten student has advanced vocabulary, weak fine-motor control, and difficulty with peer turn-taking. What should the teacher avoid?

A. Using strong language skills to scaffold difficult routines without first gathering additional student-specific information.

B. Collaborating with the family about patterns across settings as the main response to the situation.

C. Assuming one advanced skill means development should be equally advanced across motor, social, and self-regulation domains.

D. Observing the child across routines before selecting supports as the primary basis for the educational decision.

10. A preschool child uses few spoken words at school but communicates through gestures, facial expressions, and play routines. What should the teacher document first?

- A. Only behaviors observed during standardized table-top tasks.
- B. Only the number of conventional spoken words produced each day.
- C. Only communication attempts that use formally taught picture symbols.
- D. The child's full communication repertoire across partners, purposes, activities, and modes.

11. A disability-history unit portrays educational change mainly as reforms granted by professionals. Which addition makes the account more complete?

- A. Include disabled people, families, and allies organizing against segregation, exclusion, institutionalization, and inaccessible systems.
- B. Remove legal history because advocacy is mostly personal experience.
- C. Focus only on medical advances because they explain educational access.
- D. Present charitable fundraising as the primary source of disability rights.

12. Staff refer to an adult student who does not use speech as having "the mind of a toddler." Which principle should guide the teacher's response?

- A. Avoid meaningful choices until formal testing proves complete understanding.
- B. Use age-respectful expectations, presume possible competence, and create accessible ways to demonstrate knowledge and preferences.
- C. Let adults make decisions because presuming competence means assuming agreement.
- D. Use toddler materials because expressive communication establishes cognitive age.

13. An IEP team considers removing a student from general education because the student needs adapted materials, visual supports, and adult prompting. Under IDEA, what should be considered first?

- A. Whether a separate placement would be easier for staff to schedule.
- B. Whether education in the regular class can be achieved satisfactorily with appropriate supplementary aids and services.
- C. Whether classmates receive identical types and amounts of support.
- D. Whether students with the same disability usually attend separate classes.

14. A school psychologist proposes determining eligibility from one standardized cognitive score because the result is clear. Which response is most consistent with IDEA?

- A. Accept one reliable score whenever it is statistically significant as the primary basis for the educational decision.
- B. Decide eligibility first and collect other information only afterward even when current evidence does not support that change.
- C. Use multiple assessment tools and strategies and never use one measure as the sole eligibility or programming criterion.
- D. Use classroom grades alone because standardized measures are prohibited as the main response to the situation.

15. A student receiving special education has made substantial progress, and the team wonders whether disability-related needs have changed. Which IDEA process addresses that question?

- A. A new initial evaluation that ignores all previous records and decisions.
- B. A placement change based only on the latest report-card grades.
- C. Automatic dismissal from special education because progress means disability ended.
- D. A reevaluation using existing data and any additional assessment needed to determine continuing eligibility and educational needs.

16. During an IEP meeting, staff present a completed plan and ask the parent to sign without meaningful discussion. Which principle is most directly compromised?

- A. The parent's opportunity for meaningful participation in educational decisions affecting the student.
- B. The requirement that every IEP meeting occur outside school hours.
- C. The requirement that parents draft every IEP goal before the meeting.
- D. The rule that parents alone select all related services.

17. A parent consents to an initial special education evaluation and the student is found eligible. What must occur before special education services begin for the first time?

- A. Evaluation consent automatically authorizes the start of special education services.
- B. Services must begin immediately even if initial-service consent is absent.
- C. The public agency must obtain informed parental consent for the initial provision of special education and related services.
- D. The classroom teacher may authorize services when the parent attended eligibility.

18. A middle-school student asks to attend and contribute to the next IEP meeting. What is the most appropriate response?

- A. Prepare the student to discuss strengths, needs, goals, accommodations, preferences, and questions during the meeting.
- B. Invite the student but provide no preparation so responses remain spontaneous.
- C. Allow attendance only if the student agrees with staff recommendations.
- D. Exclude the student because IEP meetings are only for adults before age eighteen.

19. A district learns that several home-schooled children in its jurisdiction may have disabilities but have never been referred by families. Which IDEA responsibility remains relevant?

- A. Identification may wait until high school for children educated outside public school.
- B. Child Find requires procedures to identify, locate, and evaluate children with disabilities who may need special education.
- C. The district has no duty until a parent files a formal application.
- D. Child Find applies only to students enrolled full time in public school.

20. A school club adviser who has no educational responsibility for a student asks to read the student's psychoeducational report out of curiosity. What is the best response?

- A. Provide the report because any school employee may inspect any student record as the main response to the situation.
- B. Provide a verbal summary because FERPA restrictions apply only to written copies without first gathering additional student-specific information.

C. Post the report in a staff-only folder because password protection creates automatic access as the primary basis for the educational decision.

D. Do not disclose the record unless the person meets the school's criteria for a school official with a legitimate educational interest.

21. A family uses effective home-created gestures while school staff want to replace them immediately with standardized symbols. What should the team do first?

A. Tell the family to stop using gestures because standardized symbols are more advanced.

B. Use home gestures only for behavior management, not academic communication.

C. Learn the home gestures and their meanings, then build bridges to additional symbols without abruptly removing effective communication.

D. Ban home gestures at school so only one system is used.

22. Parents who primarily speak Somali attend an IEP meeting, and an older sibling offers to interpret complex evaluation results. What should the school do?

A. Arrange a qualified interpreter so the parents can understand information and participate directly in the meeting.

B. Ask the sibling to make educational decisions whenever terminology becomes difficult.

C. Use the sibling because family members always interpret technical language best.

D. Conduct the meeting in English and send a short summary afterward.

23. A family says a school-recommended bedtime routine conflicts with caregiving and work schedules. Which response best supports partnership?

A. Require the school routine because consistency matters more than household constraints.

B. Document the family as noncompliant and stop discussing home supports.

C. Remove school supports until the family demonstrates the recommended routine.

D. Ask about actual household routines and co-design a feasible strategy that addresses the student's need within that context.

24. A student has missed several therapy sessions because the family has unstable transportation. What is the most equitable school response?

- A. Require proof of transportation failure before discussing alternatives.
- B. Identify transportation and scheduling barriers with the family and explore service-delivery options that preserve access.
- C. Lower goals because inconsistent attendance means progress is no longer expected.
- D. Discontinue services because attendance is solely the family's responsibility.

25. A high-school student cares for younger siblings after school and cannot attend a transition club scheduled at 4:00 p.m. What should the team do?

- A. Provide another meaningful route to the same transition learning rather than treating nonattendance as low motivation.
- B. Rate the student as unmotivated and use that as the transition assessment.
- C. Remove transition goals because family responsibilities prevent reliable participation.
- D. Require attendance so the student learns to prioritize school over family.

26. An autistic student says, "I prefer identity-first language." What should staff do?

- A. Insist on person-first language because one rule should apply to everyone.
- B. Avoid all disability-related language even when the student wants the identity named.
- C. Use the student's stated terminology preference in ordinary communication and revisit it if the student later wants a change.
- D. Ask the family to overrule the student's terminology preference.

27. A family says a personal-care routine at school conflicts with religious expectations about privacy and same-gender assistance. What is the strongest response?

- A. End personal-care support so staff do not need to discuss sensitive values.
- B. Require the student to explain the family's beliefs to classmates before changes are made.
- C. Tell the family school procedures cannot be adjusted for cultural or religious concerns.

D. Clarify health and educational needs, discuss the concern respectfully, and develop a safe feasible care plan that addresses privacy and family values.

28. A parent works nights and repeatedly misses morning conferences. Which action best reflects reciprocal family partnership?

- A. Limit communication to report cards because synchronous meetings are difficult.
- B. Offer alternative meeting times or communication methods and ask which options make meaningful participation possible.
- C. Continue morning meetings because staff schedules should determine participation.
- D. Assume missed meetings mean the parent is uninterested in education.

29. A rural family reports that the nearest specialist is several hours away. Which school response is most useful?

- A. Tell the family to relocate if they want specialized services.
- B. Assume remote consultation is automatically equivalent to every in-person service.
- C. Coordinate local supports and consider accessible remote consultation when appropriate while explaining options and limitations.
- D. Delay school planning until the family independently secures an outside specialist.

30. A student asks that a disability-related support be delivered discreetly because the student already feels highly visible among peers. What should the teacher prioritize?

- A. Remove the support entirely because privacy is impossible in inclusive settings as the primary basis for the educational decision.
- B. Let adults decide disclosure details without asking the student even when current evidence does not support that change.
- C. Explain the disability to classmates so they understand every individualized support as the primary basis for the educational decision.
- D. Protect privacy, discuss discreet support routines, and include the student in decisions about what information is shared and with whom.

31. A student wants to open the IEP meeting with a one-page profile of strengths, goals, and preferred supports. What should the team do?

- A. Replace the formal IEP with the student profile because student voice makes other documentation unnecessary.
- B. Help the student prepare the profile and use it to inform discussion while still addressing required IEP information.
- C. Discourage the presentation because students should listen rather than influence IEPs.
- D. Allow the profile only after staff finish every decision.

32. A family reports that a homework goal creates nightly conflict and no longer reflects the student's priorities. What should the team do next?

- A. Review current data and the goal's purpose with the family and student, then revise the plan if another priority better supports progress.
- B. Keep the goal unchanged because families should not influence IEP priorities without first gathering additional student-specific information.
- C. Remove all academic goals so home conflict never occurs as the main response to the situation.
- D. Tell the family to use stronger consequences until homework compliance improves without first gathering additional student-specific information.

33. A recently arrived refugee family asks whether accepting special education will prevent their child from attending college. What should the educator do?

- A. Avoid discussing rights because legal information may overwhelm the family.
- B. Explain special education, family rights, available supports, and postsecondary pathways in clear language while checking understanding and inviting questions.
- C. Tell the family to research the system independently before discussing services.
- D. Promise that every student receiving special education will be admitted to college.

34. A parent becomes guarded whenever staff discuss behavior because previous schools repeatedly blamed the family. Which approach is most likely to rebuild collaboration?

- A. Emphasize staff expertise and tell the parent previous experiences are irrelevant.
- B. Avoid behavior discussion entirely because difficult topics prevent trust.
- C. Acknowledge the prior experience, use neutral data, invite the parent's observations, and frame problem solving around shared goals.
- D. Present the school's interpretation first and ask the parent to agree before speaking.

35. A multilingual AAC user has school vocabulary in English but few words for family gatherings in Vietnamese. What should the team consider?

- A. Keep only English school vocabulary so the AAC system stays simple.
- B. Ask the family to communicate in English whenever the device is present.
- C. Wait for full English fluency before adding Vietnamese words.
- D. Add culturally and linguistically relevant vocabulary and navigation with the student and family so communication works across both settings.

36. A teacher calls a student from a low-income household "unmotivated" because projects are often incomplete at home. What is the strongest corrective lens?

- A. Examine access to time, materials, technology, space, transportation, and caregiving responsibilities before attributing incomplete work to motivation.
- B. Reduce grades more sharply so motivation increases through consequences.
- C. Assign extra home projects to test whether the student truly cares.
- D. Assume the family should prioritize projects over all household responsibilities.

37. A student with a significant disability eats lunch in general education but sits only with assigned adults. Which change best addresses belonging?

- A. Create supported opportunities for reciprocal peer interaction based on shared interests while training adults to step back when help is unnecessary.
- B. Require classmates to rotate through a mandatory helping schedule as the primary basis for the educational decision.
- C. Add another adult so supervision is continuous even when current evidence does not support that change.

D. Move lunch to a separate room because peer belonging is not instructional as the primary basis for the educational decision.

38. A family wants their child to continue using signs and AAC, while some school staff propose a speech-only approach. What should the team do?

A. Adopt speech-only instruction because school staff should select one communication mode for consistency.

B. Use signs only at home because family communication preferences should not affect school planning.

C. Delay communication decisions until the student can independently explain which system is best.

D. Review communication data, student preferences, access across settings, and family priorities before collaboratively deciding how multiple modes should be supported.

39. A student who uses a wheelchair wants to join an after-school robotics club held in an inaccessible basement. What is the strongest response?

A. Explain extracurricular access is optional because the club is not graded.

B. Ask peers to carry the student downstairs if the family agrees.

C. Move the club or otherwise make the shared activity accessible so the student can participate with peers.

D. Offer a separate robotics activity during special education class.

40. A community employer offers to train a student but asks school staff to choose all tasks without consulting the student. What should the transition team do?

A. Choose only the easiest tasks even if they are unrelated to transition goals.

B. Include the student in selecting tasks and supports so the experience reflects preferences, strengths, needs, and informed choice.

C. Let the employer choose because authentic workplaces never consider preferences.

D. Decline the placement unless the student can perform every task without support.

41. A student using AAC begins reaching toward the device but stops when the partner answers immediately. Which adult change is most important?

- A. Remove the device so the student learns to speak more quickly.
- B. Ask several rapid questions while the student composes a response.
- C. Finish every message for the student so conversation remains efficient.
- D. Increase wait time and allow the student to complete the message before supplying words or guessing the intent.

42. A student can activate one large switch reliably but cannot isolate a finger to select small AAC icons. What should the team investigate?

- A. A much smaller vocabulary because motor limitations reduce language needs.
- B. Removal of AAC until direct touch becomes physically possible.
- C. Switch scanning or another alternative access method matched to the student's reliable movement and communication needs.
- D. Smaller icons so repeated errors strengthen finger precision.

43. An unfamiliar partner does not understand a student's speech, and the student keeps repeating the same words louder. What should instruction target?

- A. A repertoire of repair strategies such as rephrasing, spelling a key word, pointing, writing, or using AAC.
- B. Waiting for familiar staff to interpret every difficult conversation.
- C. Speaking louder each time because volume repairs every misunderstanding.
- D. Ending the interaction whenever the first message is not understood.

44. A child without conventional speech pulls an adult to the refrigerator and places the adult's hand on the handle. What is the strongest immediate interpretation?

- A. The action is noncommunicative because it does not use words or symbols even when current evidence does not support that change.
- B. The action may be intentional communication, so respond to the likely message while modeling a more efficient communicative form.

- C. Ignore the child until a formally taught request appears as the main response to the situation.
- D. Assume the action proves full symbolic language across settings without first gathering additional student-specific information.

45. A student follows complex classroom directions but produces only short spoken phrases and rarely initiates. What should the team avoid assuming?

- A. That assessment should examine initiation, partner, context, and mode without first gathering additional student-specific information.
- B. That supports can expand expression without lowering expectations as the main response to the situation.
- C. That receptive and expressive language can show uneven strengths without first gathering additional student-specific information.
- D. That limited expressive output means receptive language is equally limited or the student has little to communicate.

46. An autistic student frequently repeats lines from favorite videos during class. What should the teacher do before trying to eliminate the repetitions?

- A. Require the student to explain every phrase literally before participating.
- B. Treat every repeated phrase as meaningless because borrowed language cannot communicate.
- C. Observe when the phrases occur and whether they serve functions such as requesting, regulating, commenting, protesting, or connecting.
- D. Punish the repetitions so spontaneous language develops faster.

47. A deaf student using an interpreter is seated where bright sunlight places the interpreter in silhouette. What should the teacher change first?

- A. Ask the interpreter to sign faster so visual fatigue is reduced.
- B. Adjust seating and lighting so the student can clearly see the interpreter, teacher, classmates, and instructional displays.
- C. Move the student closer to a loudspeaker because auditory volume is primary.
- D. Reduce class discussion because interpreting is inherently too demanding.

48. A student's speech-generating device is sent for repair and will be unavailable for several days. What should the team already have available?

- A. A familiar backup communication system that supports essential vocabulary and functions across school routines.
- B. A plan to postpone academic and social participation during the repair.
- C. A requirement that the student use speech only during the outage.
- D. A rule allowing adults to decide for the student until the device returns.

49. A student uses a complex speech-generating device during instruction but needs to communicate while swimming. What principle should guide planning?

- A. Provide a waterproof or low-tech alternative that preserves important communication functions in the pool environment.
- B. Teach only the word "help" because recreation requires no other messages.
- C. Suspend communication goals because the primary device cannot get wet.
- D. Require staff to anticipate every need so another system is unnecessary.

50. Peers wait for a student's AAC response during a game but then move on without reacting to the message. What should the teacher coach peers to do?

- A. Praise only the act of using the device regardless of message meaning.
- B. Respond naturally to the message content, ask relevant follow-up questions, and include the contribution in the group's next action.
- C. Repeat every AAC message to the group even when peers understood it.
- D. Limit the student to yes-or-no answers so the game moves faster.

51. A student explains a social rule correctly in counseling but does not use it on the playground. What is the best next step?

- A. Conclude the student is choosing not to use a learned skill.
- B. Remove playground access until the student promises to apply the rule.
- C. Practice the skill on the playground with natural cues, feedback, and fading support so generalization is taught directly.
- D. Repeat counseling worksheets until the rule is recited perfectly.

52. A student becomes overwhelmed during competitive games and notices early warning signs only after an adult points them out. Which goal is most useful?

- A. Wait for full escalation so natural consequences produce learning even when current evidence does not support that change.
- B. Require the student to avoid every competitive activity as the primary basis for the educational decision.
- C. Teach a long emotion-vocabulary list before allowing regulation support even when current evidence does not support that change.
- D. Teach the student to notice a small set of personal early signs and choose a practiced regulation strategy before escalation intensifies.

53. A team believes desk-clearing behavior is maintained by escape from difficult writing. Which data would best test the hypothesis?

- A. Count how many objects are knocked down without recording context without first gathering additional student-specific information.
- B. Compare antecedents and consequences across writing tasks of different difficulty and note whether desk clearing reliably delays or removes work.
- C. Ask classmates why they think the student dislikes writing even when current evidence does not support that change.
- D. Track the student's mood at lunch rather than the writing routine as the primary basis for the educational decision.

54. A student tears worksheets and then receives a long break from independent work. If escape is the likely function, which replacement behavior is most directly equivalent?

- A. An efficient request for a brief break or task help that is honored through a clear plan and followed by return to work.
- B. A rule that the student must finish every item before communicating as the main response to the situation.
- C. A social story about classroom manners read once each morning without first gathering additional student-specific information.
- D. A monthly token reward for sitting quietly as the main response to the situation even when current evidence does not support that change.

55. A student repeatedly interrupts and then receives immediate eye contact and conversation. If attention is the likely function, what should instruction emphasize?

- A. Provide a preferred object after each interruption as the main response to the situation.
- B. Ignore every communication attempt for the entire class period without first gathering additional student-specific information.
- C. Teach an appropriate attention request, provide planned attention for suitable participation, and reduce payoff for interruption when safe.
- D. Increase difficult independent work whenever interruption occurs even when current evidence does not support that change.

56. A student grabs a tablet from peers and is then allowed to use it. If access to the tablet is the likely function, what replacement skill should be prioritized?

- A. Teach an apology while continuing to provide the tablet after grabbing.
- B. Remove every tablet permanently so requesting is unnecessary.
- C. Give longer lectures about sharing without changing consequences.
- D. Teach a clear request for a turn or access together with waiting and turn-taking supports.

57. A student hums and rocks for long periods even when alone, and the behavior does not change reliably with attention or task removal. What should the team consider?

- A. The behavior may provide automatic or sensory regulation, so examine comfort, interference, context, and whether support is actually needed.

- B. Stop the behavior whenever it occurs because unusual behavior is inherently inappropriate.
- C. Assume escape from academics even when it occurs during preferred leisure time.
- D. The behavior must be attention maintained because all behavior needs another person.

58. A teacher wants to increase independent hand-raising. Which reinforcement arrangement is most likely to build the behavior efficiently?

- A. Change rewards every trial without checking preference.
- B. Provide prompt meaningful reinforcement for appropriate hand-raising and gradually thin the schedule as the response becomes stable.
- C. Reinforce only after several weeks so feedback does not create dependence.
- D. Give the same reinforcement for calling out and hand-raising.

59. A student shouts during difficult transitions, but shouting decreases when the student receives a two-minute warning and visual countdown. What is the strongest interpretation?

- A. Remove the supports immediately because successful behavior proves they are unnecessary.
- B. Conclude the student was deliberately misbehaving before the countdown.
- C. The antecedent supports appear to improve predictability, so use them consistently and keep measuring whether the effect generalizes.
- D. Add punishment after successful transitions to prevent regression.

60. A student completes more work when allowed to choose whether to start with reading or mathematics. What does the finding suggest?

- A. Choice is ineffective because both subjects are eventually required.
- B. Preference explains all classroom behavior, so further data are unnecessary.
- C. The student should be allowed to skip any nonpreferred subject.
- D. Structured choice may increase engagement by giving some control without removing the required academic tasks.

61. A student self-records whether work begins within three minutes, but student and teacher ratings disagree often. How should self-monitoring be strengthened?

- A. Add several new behaviors before the first target is scored accurately.
- B. Clarify the criterion, practice scoring examples, compare ratings, and fade external checks as agreement improves.
- C. Accept every self-rating because correction undermines independence.
- D. Have the teacher complete the checklist permanently.

62. A token system has helped a student begin work promptly for several months. What should the teacher plan next?

- A. Gradually reduce token frequency while strengthening natural reinforcement and monitoring whether prompt work-starting remains stable.
- B. End the system abruptly because continued token use always creates dependence.
- C. Increase token frequency indefinitely so the student never experiences a change.
- D. Replace positive reinforcement with punishment now that the behavior is learned.

63. A behavior plan works when the special educator is present but not when other staff implement it. What should the team examine first?

- A. Whether the plan should be abandoned because good plans work despite implementation differences.
- B. Whether consequences should be intensified before fidelity is measured.
- C. Whether the student simply respects the special educator more.
- D. Whether staff use the same antecedent supports, prompts, reinforcement, response procedures, and timing described in the plan.

64. After a serious behavioral crisis has ended and the student is calm, what should a debrief focus on?

- A. Assigning a lengthy written punishment to make reflection difficult even when current evidence does not support that change.

- B. Obtaining an immediate confession about every rule violation as the primary basis for the educational decision.
- C. Safety, recovery, the student's perspective, triggers, successful supports, and a few practical changes for future prevention and response.
- D. Replaying the incident publicly so classmates understand consequences without first gathering additional student-specific information.

65. A student startles when adults approach from behind and becomes defensive when touched unexpectedly. Which response is trauma-responsive without assuming a diagnosis?

- A. Increase predictability, approach visibly, ask before touching when possible, and observe whether these changes reduce distress.
- B. Tell the student to tolerate unexpected touch because school routines cannot change.
- C. Diagnose trauma from the classroom behavior and place the diagnosis in the IEP.
- D. Remove all academic demands whenever the student appears startled.

66. A student with a communication disability is mocked by peers for using a speech-generating device. What should the teacher do first?

- A. Tell the student to ignore the comments because responding reinforces peers.
- B. Move the student to a separate lunch area as the long-term solution.
- C. Remove the device during social periods so peers have less to tease about.
- D. Stop the harassment, protect access and safety, address peer behavior directly, and include the student in planning continued support.

67. Two students have a conflict, and one student with an emotional disability uses insulting language. Which restorative response is strongest after everyone is calm?

- A. Exclude the student from future group work so conflict cannot recur.
- B. Help both students discuss impact, needs, responsibility, and concrete repair steps while keeping disability-related supports available.
- C. Excuse all harmful language because disability removes interpersonal responsibility.
- D. Require a scripted apology without discussing impact or repair.

68. A student uses a greeting routine with the counselor but not with cafeteria staff. How should the skill be expanded?

- A. Keep practicing only with the counselor until every response is identical even when current evidence does not support that change.
- B. Assume cafeteria failures mean the greeting was never learned as the primary basis for the educational decision.
- C. Practice with different partners, locations, and natural cues while gradually fading prompts so the greeting becomes flexible across contexts.
- D. Prompt the exact words permanently in every setting without first gathering additional student-specific information.

69. A paraprofessional points to the next step before a student has time to respond independently. What is the main risk?

- A. The academic task becomes invalid whenever a paraprofessional provides support.
- B. The student will necessarily lose every learned skill when the adult leaves.
- C. The adult may become the controlling cue, creating prompt dependence and reducing initiation from natural task cues.
- D. The student may learn too quickly because immediate prompting is overly efficient.

70. A teacher is fading a verbal prompt for packing a backpack. Which approach best preserves success while increasing independence?

- A. Change to unrelated prompts each day so the routine stays unpredictable as the primary basis for the educational decision.
- B. Remove every prompt immediately regardless of errors even when current evidence does not support that change.
- C. Keep the full verbal prompt forever because it produces success as the primary basis for the educational decision.
- D. Reduce prompt intrusiveness systematically, allow time for independent responding, and strengthen the prompt temporarily only when data show it is needed.

71. Weekly oral-reading-fluency scores are improving, but the slope remains below the goal line for six weeks. What is the best response?

- A. Keep instruction unchanged because any upward trend is sufficient.
- B. Review implementation and error patterns, then intensify or adjust instruction rather than waiting until the annual review.
- C. Lower the goal immediately so the current slope appears adequate.
- D. Stop progress monitoring because repeated measurement slows growth.

72. A student solves two-digit subtraction accurately except when regrouping is required. What assessment information is most useful next?

- A. Analyze the student's steps on regrouping items to locate the exact misconception or procedural breakdown before reteaching.
- B. Move immediately to multiplication because subtraction is clearly mastered.
- C. Assign more mixed worksheets without examining how errors are produced.
- D. Use only the total percentage correct because item-level patterns add little value.

73. A reader decodes unfamiliar words accurately but gives weak answers about causal relationships in a passage. Which instructional target is most direct?

- A. Focus only on reading speed because faster decoding produces causal reasoning automatically.
- B. Teach strategies for identifying causal links, using text evidence, and explaining how events or ideas influence one another.
- C. Increase isolated phonics because accurate decoding still indicates a sound-symbol weakness.
- D. Reduce passages to word lists so comprehension demands disappear.

74. A student reads "predict" and "prediction" but misses the relationship among "predictable," "unpredictable," and "predictability." Which instruction is most efficient?

- A. Memorize each word separately because related spellings are too confusing.
- B. Practice only first syllables and guess the rest from context.
- C. Avoid morphologically complex words until every base word is memorized.
- D. Teach how the base word and affixes contribute meaning, then analyze related word families across texts.

75. Before an ecosystems unit, several students understand concepts informally but lack the textbook's academic terms. Which support is strongest?

- A. Preteach a small set of high-utility terms with examples, visuals or objects, clear explanations, and repeated use during science learning.
- B. Remove technical words because language difficulty makes them inappropriate even when current evidence does not support that change.
- C. Give students the glossary and assume independent dictionary use is sufficient as the primary basis for the educational decision.
- D. Replace the science unit with isolated vocabulary worksheets even when current evidence does not support that change.

76. A student generates strong arguments orally but writes essays with weak organization. Which instructional sequence is most targeted?

- A. Shorten every assignment to one paragraph so planning is unnecessary.
- B. Focus first on handwriting speed because organization problems usually come from slow transcription.
- C. Model a planning routine for claim, reasons, evidence, and order; guide practice on real assignments; then fade the organizer.
- D. Have an adult outline every essay so the final product remains coherent.

77. A student understands a chemistry reaction but cannot safely pour liquids because of tremor. How should the laboratory task be designed?

- A. Replace chemistry with simpler content because safe labs require typical fine-motor control.

- B. Adapt equipment or use an accessible manipulation method while keeping the student responsible for predicting, observing, recording, and explaining.
- C. Have a peer perform the entire experiment while the student watches.
- D. Grade mainly on pouring accuracy because motor technique is always the central science standard.

78. A student solves fraction problems with fraction strips but makes errors when the strips are removed. What should instruction do next?

- A. Keep only the strips because symbolic understanding is unnecessary after concrete success.
- B. Switch to decimals because difficulty with representation means fractions should be skipped.
- C. Bridge from concrete strips to drawings and symbols, explicitly connecting each representation before gradually fading the strips.
- D. Remove the strips immediately so abstract reasoning develops through struggle.

79. A student participates in an alternate assessment aligned to alternate academic achievement standards. What should classroom instruction still prioritize?

- A. Meaningful access to grade-level academic content with individualized expectations, supports, and accessible ways to demonstrate learning.
- B. Activities selected mainly because they are easy for adults to score.
- C. Only life-skills instruction because alternate assessment replaces academic content.
- D. The identical worksheet and response method used by every classmate.

80. During dynamic assessment, a teacher gives graduated prompts while a student learns an unfamiliar classification task. What information is the teacher seeking?

- A. Only the unaided baseline score before teaching begins even when current evidence does not support that change.
- B. A permanent intelligence estimate unaffected by language or experience as the primary basis for the educational decision.
- C. Proof that standardized testing is never useful for exceptional learners even when current evidence does not support that change.

D. How the student responds to mediation and what level of support helps the student learn, improve, or transfer the new task.

81. A student is learning a twelve-step workplace cleaning routine. Which assessment method gives the most actionable instructional data?

- A. A written vocabulary quiz about cleaning products without observing performance.
- B. A speed comparison with the fastest employee regardless of support or accuracy.
- C. A task-analysis checklist showing which steps are independent, prompted, incorrect, or omitted across repeated authentic trials.
- D. One overall rating of good or poor at the end of the week.

82. A transition-age student says office work sounds appealing but has never worked in an office. What assessment would provide the richest next information?

- A. A classroom jobs worksheet without observation in a work setting.
- B. A one-time interest survey used as the final career decision.
- C. An adult decision that office work is unsuitable because experience is limited.
- D. A structured job-sampling experience that records task performance, preferences, stamina, communication, supports, and workplace behavior.

83. Which statement is written as a measurable postsecondary transition goal?

- A. After graduation, Maya will enroll in a veterinary-assistant certificate program and complete its required coursework and practicum.
- B. Maya will explore careers involving animals when she has time.
- C. Maya will improve responsibility and make better future choices.
- D. Maya will receive transition services from school staff during senior year.

84. A student purchases a snack correctly in the school cafeteria but cannot complete the routine at a neighborhood store. What should instruction add?

- A. A permanent adult shopper who completes purchases whenever the environment changes.
- B. Systematic community practice across varied stores, prices, layouts, payment methods, and natural cues while fading school-specific prompts.
- C. Paper money worksheets instead of community practice until calculation errors disappear.
- D. More cafeteria practice because mastery in one setting should transfer automatically.

85. A team is choosing between two note-taking technologies for a student with limited hand endurance. What is the best decision process?

- A. Require handwriting until the student can no longer complete assignments without first gathering additional student-specific information.
- B. Choose the newest tool because newer technology fits more learners as the main response to the situation.
- C. Compare both tools during authentic academic tasks using data on access, accuracy, speed, fatigue, independence, compatibility, and student preference.
- D. Select the cheaper tool without a trial because cost should decide as the primary basis for the educational decision.

86. A student uses speech-to-text for written assignments. Which statement best distinguishes this accommodation from a modification?

- A. Speech-to-text changes how the student produces a response while the intended writing knowledge and performance expectations can remain the same.
- B. Any technology used by a student automatically changes the academic standard.
- C. An accommodation makes work easier, while a modification keeps difficulty unchanged.
- D. Speech-to-text is a modification because all writers must use identical motor processes.

87. A student normally receives extended time for reading assessments. When would that accommodation be least appropriate?

- A. When extended time has been used consistently during comparable instruction.
- B. When the assessment specifically measures reading rate or speed and extra time would directly alter the construct being measured.

- C. When the accommodation is documented and permitted by applicable testing rules.
- D. When the assessment measures comprehension and speed is not part of the target.

88. A digital assignment uses large bold text for section titles but no semantic heading structure. Why can this create an accessibility barrier?

- A. Accessible structure lowers rigor because it reveals how information is organized.
- B. Screen readers cannot read any text that is larger than body font.
- C. Semantic headings help only users who are completely blind.
- D. Screen-reader users may lose efficient navigation and hierarchy because visual appearance alone does not communicate semantic heading structure.

89. A general educator and special educator co-teach but rarely plan who will model, question, monitor, or provide feedback. What should they improve first?

- A. A rule that the special educator works only with students who have IEPs.
- B. Shared lesson planning that identifies essential outcomes, likely barriers, instructional roles, grouping, supports, and evidence of learning.
- C. More spontaneous problem solving so advance planning is unnecessary.
- D. A seating chart that places all students with disabilities together.

90. A student is learning to identify main ideas. Which sequence best represents explicit instruction?

- A. Define main idea once and grade all future attempts without feedback.
- B. Give the correct main idea before every passage so the student never errs.
- C. Assign many passages and wait for the student to discover a strategy.
- D. State the strategy, model thinking aloud, guide practice with feedback, provide supported independent practice, and gradually fade assistance.

91. A student remembers a bus route after daily practice but forgets parts after a three-week school break. What should the teacher plan?

- A. Provide permanent full adult guidance because any post-break error is unsafe.
- B. Conclude the route was never learned because mastered skills remain perfect.
- C. Spaced maintenance checks and brief booster practice after long intervals, with data on how quickly independent performance returns.
- D. Restart the entire instructional sequence without checking retained steps.

92. A student sorts laundry accurately with identical classroom materials but struggles at home with varied colors, fabrics, and labels. What should instruction change?

- A. Vary examples and practice conditions so the student learns relevant sorting features across authentic materials rather than memorizing one set.
- B. Use only the original classroom clothing until speed is perfect without first gathering additional student-specific information.
- C. Have the family send all laundry to school so generalization is unnecessary as the main response to the situation.
- D. Replace real clothing with picture matching because variation is confusing without first gathering additional student-specific information.

93. A student's mathematics progress plateaus after an intervention change. Before making another major change, what should the team verify?

- A. That the annual IEP meeting is near enough to authorize instructional change.
- B. That every classmate received the same intervention for comparison.
- C. That the intervention was implemented as designed for enough time and intensity to interpret the progress data meaningfully.
- D. That the student personally likes the teacher delivering the intervention.

94. Which IEP annual goal is most measurable?

- A. Given a grade-level informational passage and an approved response mode, Jordan will identify the central idea and two supporting details in 4 of 5 probes across three consecutive weeks.
- B. Jordan will work hard on reading with support from adults as the main response to the situation even when current evidence does not support that change.

C. Jordan will improve reading comprehension and feel more confident as the primary basis for the educational decision as the main response to the situation.

D. Jordan will understand main ideas better by the end of the year without first gathering additional student-specific information as the primary basis for the educational decision.

95. A behavior intervention reduces disruption, but the student says the replacement strategy is embarrassing and avoids using it around peers. What should the team consider?

A. Keep the strategy unchanged because effectiveness makes student opinion irrelevant as the main response to the situation.

B. The intervention's social validity and whether a less stigmatizing, equally effective strategy can meet the same need in natural settings.

C. Remove all support immediately because any embarrassment proves the plan unethical as the primary basis for the educational decision.

D. Require peers to praise the strategy publicly whenever it is used even when current evidence does not support that change.

96. A student is choosing between two career-training programs. Which teacher action best builds self-determination?

A. Ask the family to decide without the student because adults know more.

B. Present only the school-preferred program so the student is not overwhelmed.

C. Choose the program with the highest completion rate so no risk remains.

D. Teach the student to compare requirements, supports, costs, transportation, goals, and preferences, then make and explain an informed choice.

97. A college-bound student has used accommodations throughout high school but rarely explains why they are needed. Which transition instruction is most important?

A. Have the family communicate with professors whenever support is needed.

B. Practice describing access needs, requesting accommodations, providing required documentation, and problem solving when supports are not automatically arranged.

C. Teach the student to wait for professors to notice difficulties and offer help.

D. Explain that the high-school IEP automatically governs every college course.

98. A transition team wants to involve vocational rehabilitation but has not discussed the idea with the student or family. What is the best next step?

A. Send records immediately because interagency collaboration overrides confidentiality as the primary basis for the educational decision.

B. Invite every community agency without notice so more resources attend even when current evidence does not support that change.

C. Explain the agency's possible role, obtain appropriate consent for information sharing or invitation, and include the student in deciding whether coordination fits goals.

D. Wait until after graduation because outside coordination should begin only when school ends as the main response to the situation.

99. A team is evaluating a multilingual student for a possible specific learning disability. Which approach is most defensible?

A. Use multiple culturally and linguistically appropriate data sources, examine instruction and language development, and determine whether difficulties extend beyond limited English proficiency.

B. Delay evaluation indefinitely until the student reaches native-like English proficiency even when current evidence does not support that change.

C. Assume low English reading performance establishes a disability after several months as the primary basis for the educational decision.

D. Compare only English test scores with monolingual English norms even when current evidence does not support that change.

100. An evaluation team has tests, observations, family input, language history, work samples, and intervention data that point in different directions. What is the strongest next step?

A. Average every score and rating into one number so disagreement disappears even when current evidence does not support that change.

B. Choose the standardized score because numerical evidence should always override context as the primary basis for the educational decision.

C. Choose the family report because lived experience should replace school data even when current evidence does not support that change.

D. Integrate the evidence by examining what each source measures, under what conditions it was gathered, and which explanation best accounts for the full pattern.

Practice Exam 9: Answer Key and Explanations

1. A — Performance can change with fatigue while knowledge remains stable; access variables should be separated from the academic construct. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

2. D — Group listening adds noise, distance, multiple speakers, and visual-attention demands that are absent in quiet conversation. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

3. B — Tactile exploration paired with precise language can build spatial concepts that verbal labels alone do not establish. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

4. C — The contrast separates print access from comprehension and points to decoding or fluency as a likely barrier. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

5. B — Executive-function changes can affect planning and monitoring even when content learning remains relatively strong. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

6. C — Accurate algebra responses directly demonstrate reasoning, while slower motor access should not be mistaken for weaker mathematics. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

7. D — Internal sensations may signal overload, anxiety, illness, or stress and can become useful cues for self-advocacy. The strongest choice preserves an individualized interpretation of the learner instead

of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

8. A — Twice-exceptional learners can show high-level reasoning alongside disability-related needs that require targeted support. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

9. C — Young learners often develop unevenly, so one strength should not be generalized to every developmental domain. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

10. D — Communication includes many intentional forms, and broad observation prevents speech from becoming the only measure of competence. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

11. A — Disability history includes collective advocacy and civil-rights action, not only professional reform or charitable assistance. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

12. B — Expressive limitations do not justify global developmental-age labels or age-inappropriate expectations. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

13. B — Least restrictive environment decisions are individualized and require consideration of supports before removal from regular classes. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

14. C — IDEA requires a variety of assessment tools and strategies rather than a single-measure decision. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

15. D — Reevaluation reviews current evidence and determines what additional data, if any, are needed for eligibility and programming. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The

alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

16. A — IDEA requires an opportunity for meaningful parent participation, not merely receipt of a predetermined plan for signature. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

17. C — IDEA treats consent for evaluation and consent for initial service provision as separate decisions. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

18. A — Meaningful student participation builds self-knowledge, self-advocacy, and ownership when preparation and communication access are provided. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

19. B — Child Find is broader than waiting for formal referrals from students already enrolled in public school. The strongest choice preserves an individualized interpretation of the learner instead of treating disability, access method, or one observation as a global limit. The alternatives either lower expectations, confuse access with ability, or make a decision before enough evidence is available.

20. D — FERPA permits nonconsensual disclosure under the school-official exception only when the recipient meets the school or district criteria and has a legitimate educational interest. Curiosity or general employment is not enough. The other choices create broad access without a need tied to professional responsibility, which exposes protected education-record information unnecessarily.

21. C — Family communication practices provide valuable information and can be expanded rather than discarded. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. The alternatives either impose a school-centered solution, reduce participation, or interpret structural and cultural differences as deficits rather than information for collaborative planning.

22. A — Qualified language access supports accurate information and direct parent participation without placing the interpreting burden on a sibling. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

23. D — Recommendations are more usable when they fit the family's real routines, priorities, responsibilities, and resources. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. The alternatives either

impose a school-centered solution, reduce participation, or interpret structural and cultural differences as deficits rather than information for collaborative planning.

24. B — Missed sessions can reflect structural barriers rather than lack of commitment, so access problems should be addressed directly. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

25. A — A scheduling conflict can coexist with strong transition motivation, so access should be made flexible rather than interpreted as disinterest. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

26. C — Respectful disability language is individualized, and the learner's own stated preference is important evidence of what feels respectful. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

27. D — Collaborative care planning can protect health, dignity, privacy, and access while considering family values and feasible staffing arrangements. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

28. B — Family availability can reflect work demands rather than commitment, so schools should make collaboration itself accessible. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. The alternatives either impose a school-centered solution, reduce participation, or interpret structural and cultural differences as deficits rather than information for collaborative planning.

29. C — Geographic barriers should prompt coordinated access planning rather than shifting responsibility entirely to the family or delaying education. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

30. D — Access can often be preserved without unnecessary disclosure, and student input helps balance support, privacy, dignity, and social participation. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

31. B — Student-led contributions can strengthen self-determination and relevance while complementing, rather than replacing, the team's required planning responsibilities. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

32. A — Goals should remain connected to meaningful current needs, and family and student reports are relevant evidence when reviewing priorities and feasibility. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

33. B — Families unfamiliar with U.S. special education need clear orientation and accurate information without guarantees or unnecessary gatekeeping. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

34. C — Trust improves when the team recognizes history, uses nonblaming evidence, and makes genuine room for family expertise in problem solving. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

35. D — AAC should support the learner’s actual languages, relationships, topics, identities, and communication purposes across school and home contexts. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

36. A — Opportunity and resource differences can affect completion, so motivation should not become a substitute explanation for structural barriers. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

37. A — Social inclusion requires reciprocal membership, not only physical placement or relationships organized primarily around adult support and peer caregiving. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

38. D — Communication planning should be individualized and informed by the student’s effective modes, preferences, access needs, partners, and family knowledge. A speech-only rule can remove successful communication before evidence supports that change. The stronger process considers multimodal communication and shared goals rather than treating one mode as inherently superior or excluding family expertise.

39. C — The barrier is environmental, so the strongest response preserves participation in the same extracurricular opportunity rather than creating a separate substitute. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

40. B — Work-based learning should generate authentic data while building self-determination, not replace the student’s goals with adult convenience. The strongest choice treats the student and family as partners with relevant expertise and addresses access without blame or forced conformity. This keeps the decision tied to observable student need and usable evidence.

- 41. D** — AAC may require additional motor, visual, navigation, or language time, so premature partner responses can suppress independent initiation. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.
- 42. C** — Communication access should be feature-matched to reliable motor abilities without assuming that physical access limits language capacity. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.
- 43. A** — Communication competence includes flexible repair strategies that let the learner solve breakdowns without depending on one familiar partner. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.
- 44. B** — Unconventional actions can function communicatively when they intentionally affect a partner, even before conventional symbols are established. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.
- 45. D** — Observable speech length does not define comprehension or ideas, so receptive and expressive abilities should be assessed separately. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.
- 46. C** — Scripted language can have communicative or self-regulatory functions, so context should be understood before adults attempt suppression. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.
- 47. B** — Visual communication depends on line of sight, lighting, contrast, and attention shifts among speakers, interpreter, and materials. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.
- 48. A** — Communication access should continue during predictable technology failures through a practiced low-tech or alternate system. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. The alternatives either suppress behavior without understanding function, create adult dependence, or remove participation instead of building a safer and more effective skill.
- 49. A** — Communication needs continue across environments, so the access method should change when necessary without shrinking the learner's communicative rights. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

50. B — Reciprocal communication depends on partners responding to meaning, not merely acknowledging that a device was used. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

51. C — Knowledge shown in one setting does not guarantee performance under the social, sensory, and emotional demands of another setting. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

52. D — Self-regulation becomes more independent when the learner detects early cues and can act before arousal overwhelms problem solving. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

53. B — A functional hypothesis is strengthened by observable patterns linking behavior with specific antecedents and consequences, not opinion or topography alone. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

54. A — A functionally equivalent replacement should produce the same relevant outcome more safely and efficiently than the challenging behavior. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

55. C — The most useful replacement gives the learner an acceptable way to obtain the same social consequence that has been maintaining interruption. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

56. D — A replacement is more likely to compete when appropriate requesting reliably produces access under understandable waiting and turn-taking rules. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

57. A — Some behavior may be maintained by sensory consequences produced by the behavior itself, so social functions should not be assumed automatically. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

58. B — New behavior strengthens when reinforcement is contingent, sufficiently immediate, and meaningful, then can be transferred toward natural classroom consequences. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

59. C — The contrast suggests predictability is a relevant antecedent variable and provides a support worth testing systematically across routines. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

60. D — Choice can alter motivation while preserving expectations, and its effect can be tested across tasks rather than treated as a universal explanation. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

61. B — Self-monitoring requires a clear definition, discrimination practice, and feedback before external checks can be reduced safely. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

62. A — Effective behavior support should move toward durable independence through gradual schedule thinning rather than abrupt removal or permanent dense reinforcement. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

63. D — Implementation fidelity must be examined before the team can decide whether weak outcomes reflect the intervention itself or inconsistent delivery. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

64. C — A post-crisis debrief should generate useful learning and repair after regulation returns, rather than add shame or demand during recovery. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

65. A — Low-risk predictability and consent practices can reduce threat cues without requiring teachers to infer or diagnose a trauma history. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

66. D — The adult response should address bullying and protect communication access rather than making the student or device responsible for the harassment. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

67. B — Restorative practice combines accountability with individualized support, helping students understand impact and participate in realistic repair rather than simple punishment. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social

response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

68. C — Generalization often requires deliberate variation so the learner responds to relevant natural cues rather than one training person or location. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

69. C — Prompts can support success but must be timed and faded so natural materials, directions, and self-management cues gain control. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

70. D — Systematic fading balances successful practice with transfer of stimulus control, avoiding both unnecessary failure and permanent adult dependence. The strongest choice changes the conditions that matter while teaching a practical communication, regulation, or social response that can become more independent. This keeps the decision tied to observable student need and usable evidence.

71. B — A positive but insufficient growth rate signals a need to examine fidelity and adjust instruction while continuing to monitor response. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

72. A — Error analysis reveals whether the breakdown involves place value, exchanges, notation, sequence, or another specific feature that instruction can target. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

73. B — The observed weakness is comprehension of relationships among ideas, not word reading, so instruction should target the actual meaning-making process. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

74. D — Morphological instruction reveals recurring meaning units that support decoding, vocabulary, spelling, and transfer to unfamiliar academic words. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

75. A — Academic vocabulary is learned best when explicit teaching connects words to concepts and then provides repeated meaningful use in the discipline. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

76. C — The oral performance shows that idea generation is a strength, so instruction should directly teach the missing planning and organization process. The strongest choice connects assessment evidence

to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

77. B — The intended science construct is reasoning about the reaction, so motor access can be adapted without reducing conceptual participation or expectations. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

78. C — Explicit connections among concrete, pictorial, and symbolic forms support transfer better than abrupt removal or permanent reliance on one representation. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

79. A — Alternate assessment does not eliminate the need for purposeful academic access; supports and expectations can be individualized while preserving meaningful content. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

80. D — Dynamic assessment examines responsiveness to instruction and modifiability, adding information about learning processes that static scores alone may not reveal. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

81. C — Task analysis identifies the precise steps where prompting, teaching, safety support, or fading is needed during the actual functional routine. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

82. D — Authentic situational assessment connects stated interests with real demands and reveals both strengths and support needs that paper measures may miss. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

83. A — A postsecondary goal describes an observable outcome expected after secondary school rather than a vague aspiration or a service delivered before graduation. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

84. B — Functional independence requires planned generalization across the variations that occur in real community environments, not only repetition in one training setting. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

85. C — Assistive technology decisions should match the learner, tasks, environment, and desired outcomes through structured trials rather than novelty or price alone. The strongest choice connects

assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

86. A — An accommodation changes access without necessarily changing the construct, while a modification changes what the learner is expected to learn or demonstrate. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

87. B — Assessment accommodations should improve access without changing the intended construct, so timing supports require particular caution when speed itself is the target. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

88. D — Digital accessibility depends on coded structure as well as appearance, and semantic headings support navigation without changing the academic content. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

89. B — Co-teaching requires shared instructional ownership, and advance planning prevents one teacher from becoming an aide or last-minute accessibility fixer. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

90. D — Explicit instruction makes the strategy visible and provides scaffolded practice that is gradually transferred to the learner rather than merely assigning more work. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

91. C — Maintenance instruction recognizes that skills may weaken after long intervals and uses targeted review based on what the student actually retained. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

92. A — Varied exemplars help learners identify the rule that defines a category and transfer performance beyond a narrow training set. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

93. C — Data-based decisions depend on knowing what instruction was actually delivered; fidelity is necessary for interpreting whether weak progress reflects the intervention. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

94. A — A measurable annual goal identifies an observable skill, conditions, performance criterion, and a consistent way to determine progress over time. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

95. B — Effective support should also be feasible, respectful, and acceptable enough that the learner will use it where the skill matters. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

96. D — Self-determination grows through informed choice, problem solving, and participation in decisions rather than adults making every consequential choice for the learner. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

97. B — Postsecondary success requires stronger self-advocacy because accommodations are not simply carried forward through the K-12 IEP process. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

98. C — Interagency collaboration should be purposeful, timely, participatory, and consistent with confidentiality requirements rather than based on indiscriminate disclosure. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

99. A — A defensible evaluation separates disability-related needs from language acquisition and opportunity to learn using multiple nondiscriminatory sources. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.

100. D — Comprehensive evaluation requires synthesis of converging and diverging evidence rather than allowing one source or an artificial average to decide the case. The strongest choice connects assessment evidence to the actual instructional or functional construct and uses the result to guide the next teaching decision. This keeps the decision tied to observable student need and usable evidence.