# TNT 700.2AS Practice Test (Sample)

## Study Guide

**BY EXAMZIFY**

**Everything you need from our exam experts!**

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

• Practice answering questions under realistic conditions,
• Improve accuracy and speed,
• Review explanations to strengthen weak areas, and
• Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

## 1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

## 2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

## 3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

## 4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

## 5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

## 6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

# Questions

1. **What is the function of a co-teacher?**

    A. To have a special education teacher present to modify for and support special education students.

    B. To manage after-school extracurricular activities.

    C. To supervise bus routes.

    D. To lead the math department.

2. **Which action would the ARD committee take for a student who is no longer eligible for special education?**

    A. Dismiss the student.

    B. Transfer to another district.

    C. Expand IEP to include more services.

    D. Reduce the number of school days.

3. **In the context of language education, what is a key characteristic of ESL programs?**

    A. Instruction is delivered primarily in English.

    B. Instruction uses multiple languages equally.

    C. Instruction is conducted only in the student's home language.

    D. Instruction avoids English entirely.

4. **Which statement best describes the main idea of self-actualization?**

    A. Achieving harmony and understanding.

    B. Mastery of external rewards.

    C. Adhering strictly to rules.

    D. Avoiding failure at all costs.

5. **What is the function of a menu in a GT classroom?**

    A. For students to select from a set of different yet challenging activities to show understanding.

    B. To assign a single activity to all students.

    C. To record attendance.

    D. To display lecture notes.

6. From the given facts, one can infer that poverty is linked to changes in what neural aspect?

   A. Physiological differences in the brain.

   B. No differences in the brain.

   C. Increased emotional intelligence.

   D. Brain size increases with poverty.

7. What approach should you use with a student who has an eating disorder?

   A. Stress the importance of doing their best, not necessarily doing things perfectly.

   B. Emphasize perfection in all tasks to overcome eating issues.

   C. Ignore the issue and not address it.

   D. Punish any sign of disordered eating.

8. Which intelligence category would you categorize the following activity? The teacher asking students to create a graphic organizer of their lesson.

   A. Spatial Intelligence

   B. Linguistic Intelligence

   C. Musical Intelligence

   D. Bodily-Kinesthetic Intelligence

9. Which statement describes the zone of proximal development?

   A. Tasks a learner can perform with guidance but cannot yet perform alone.

   B. Tasks the learner can perform without any help.

   C. Tasks beyond the learner's capacity even with help.

   D. Tasks the learner has already mastered.

10. What does DMDD stand for?

   A. Disruptive mood dysregulation disorder

   B. Disruptive mood abnormalities and disorder

   C. Disorder mood disruption and dysregulation

   D. Dysregulated mood disorder disruption

# **Answers**

1. A
2. A
3. A
4. A
5. A
6. A
7. A
8. A
9. A
10. A

# Explanations

## 1. What is the function of a co-teacher?

**A. To have a special education teacher present to modify for and support special education students.**

B. To manage after-school extracurricular activities.

C. To supervise bus routes.

D. To lead the math department.

In inclusive classrooms, two teachers share planning, instruction, and assessment to support all students, especially those who receive special education services. The function of a co-teacher is to modify and differentiate instruction and provide targeted supports so students with disabilities can access the same curriculum alongside their peers. This collaboration often involves adjusting materials, offering accommodations, and jointly monitoring student progress during lessons. Tasks like organizing after-school activities, supervising bus routes, or leading a department are not the focus of a co-teaching arrangement; those roles belong to other positions or responsibilities.

## 2. Which action would the ARD committee take for a student who is no longer eligible for special education?

**A. Dismiss the student.**

B. Transfer to another district.

C. Expand IEP to include more services.

D. Reduce the number of school days.

When a student no longer meets the criteria for special education services, the ARD committee exits them from the IEP and dismisses them from special education. This moves the student back into general education, with any needed supports provided through general education accommodations or, if appropriate, a 504 plan. The other options don't fit because transferring to another district isn't a required step for losing eligibility, expanding the IEP would only be done if needs or eligibility changed to require more services, and reducing the number of school days isn't connected to eligibility status.

## 3. In the context of language education, what is a key characteristic of ESL programs?

**A. Instruction is delivered primarily in English.**

B. Instruction uses multiple languages equally.

C. Instruction is conducted only in the student's home language.

D. Instruction avoids English entirely.

In ESL programs, instruction is delivered primarily in English. The goal is to develop students' English proficiency by using English as the main language of instruction, supported as needed with scaffolds to help understanding and participation. This immersion approach helps learners develop listening, speaking, reading, and writing skills in English while engaging with content.   Other options don't fit ESL's purpose: using multiple languages equally resembles bilingual education rather than ESL, teaching only in the home language cannot promote English acquisition, and avoiding English entirely contradicts the aim of building English proficiency.

## 4. Which statement best describes the main idea of self-actualization?

**A. Achieving harmony and understanding.**

**B. Mastery of external rewards.**

**C. Adhering strictly to rules.**

**D. Avoiding failure at all costs.**

Self-actualization is about realizing your deepest potential and growing into your authentic self. When someone reaches a sense of harmony and understanding, they're aligning their values, talents, and actions, which leads to inner coherence, meaning, and creative fulfillment. This reflects the heart of self-actualization: moving beyond external rewards, rules, or fear of failure to develop and express who you truly are. The other ideas describe motivations or behaviors that don't capture that full growth. Pursuing external rewards focuses on outside validation rather than inner development; strict rule-following emphasizes conformity over personal authenticity; and avoiding failure centers on fear rather than the ongoing process of growth and self-discovery.

## 5. What is the function of a menu in a GT classroom?

**A. For students to select from a set of different yet challenging activities to show understanding.**

**B. To assign a single activity to all students.**

**C. To record attendance.**

**D. To display lecture notes.**

A menu in a GT classroom is a tool for student choice and differentiated assessment. It provides a range of activities at different levels of challenge, and students select tasks that best show what they understand. This approach supports individualized pace and interests, fosters ownership of learning, and offers multiple ways to demonstrate mastery rather than forcing every student into the same assignment. The other options describe functions like uniform assignment, attendance tracking, or sharing notes, none of which capture the purpose of offering varied task options to reveal understanding.

## 6. From the given facts, one can infer that poverty is linked to changes in what neural aspect?

**A. Physiological differences in the brain.**

**B. No differences in the brain.**

**C. Increased emotional intelligence.**

**D. Brain size increases with poverty.**

Poverty can alter how the brain functions and develops because chronic stress, limited nutrition, and reduced environmental stimulation shape neural pathways. This leads to physiological differences in brain structure and activity, especially in areas involved in stress regulation and executive function. The idea that poverty is linked to changes in neural aspects matches evidence showing neural circuitry and neurodevelopment can be affected by socioeconomic adversity. It doesn't support no brain differences, a brain size increase with poverty, or the notion of increased emotional intelligence.

## 7. What approach should you use with a student who has an eating disorder?

**A. Stress the importance of doing their best, not necessarily doing things perfectly.**

**B. Emphasize perfection in all tasks to overcome eating issues.**

**C. Ignore the issue and not address it.**

**D. Punish any sign of disordered eating.**

Supporting a student with an eating disorder works best when you focus on their effort and overall well-being rather than demanding perfection. This approach helps reduce shame and resistance, making it more likely the student will seek help and engage with support. When you talk with them, keep the tone calm and nonjudgmental, avoid remarks about weight or eating, and validate their feelings. Encourage involvement with a school counselor or healthcare professional and offer practical support, such as helping them access resources or accompanying them to appointments if appropriate. Emphasize that doing their best is valuable and progress matters more than flawless control, which promotes resilience and healthier coping. If there are concerns about safety or health, follow your school's procedures to involve guardians and clinicians promptly. This approach avoids the harm of pushing for perfection, ignoring the issue, or punishing disordered behavior, and centers on compassionate, proactive support.

## 8. Which intelligence category would you categorize the following activity? The teacher asking students to create a graphic organizer of their lesson.

**A. Spatial Intelligence**

**B. Linguistic Intelligence**

**C. Musical Intelligence**

**D. Bodily-Kinesthetic Intelligence**

Visual-spatial reasoning is being tested: the ability to picture relationships and organize information in a visual way. When a student creates a graphic organizer, they translate lesson content into a visual structure—boxes, arrows, and lines that show categories, hierarchies, and connections. This requires sensing how ideas fit together in space, arranging them logically on the page, and understanding the flow of information. That inner skill—the capacity to map concepts visually and manipulate those representations—aligns with spatial intelligence. The other options don't fit as well because linguistic intelligence centers on words and language use, musical intelligence on patterns in sound, and bodily-kinesthetic intelligence on body-centered movement and physical manipulation. Drawing and interpreting the layout emphasizes visual organization over these other modes.

## 9. Which statement describes the zone of proximal development?

**A. Tasks a learner can perform with guidance but cannot yet perform alone.**

B. Tasks the learner can perform without any help.

C. Tasks beyond the learner's capacity even with help.

D. Tasks the learner has already mastered.

The zone of proximal development describes the range of tasks a learner can perform with guidance and support but cannot yet do independently. It sits between what a learner can do on their own (the current level of ability) and what they can do with coaching or scaffolding (potential development with help). In this zone, instructional support—like prompts, hints, or modeling—helps the learner gradually take on the task and eventually perform it without help as competence strengthens. So the statement that best fits describes tasks the learner can perform with guidance but cannot yet perform alone. That's the essence of ZPD: learning is optimized when support is tailored to this zone and then faded as the learner becomes independent. To clarify why the others aren't the fit: tasks that can be done without any help reflect actual development, not the potential growth the teacher can unleash with guidance. Tasks beyond the learner's capacity even with help aren't within the ZPD at all. Tasks already mastered aren't part of the zone either, since ZPD is about what's not yet independent but is within reach with support.

## 10. What does DMDD stand for?

**A. Disruptive mood dysregulation disorder**

B. Disruptive mood abnormalities and disorder

C. Disorder mood disruption and dysregulation

D. Dysregulated mood disorder disruption

DMDD stands for Disruptive Mood Dysregulation Disorder. In the DSM-5, this name captures the key features: disruptive refers to frequent, severe temper outbursts that disrupt functioning; mood points to the persistent irritable or angry mood between outbursts; dysregulation highlights the difficulty in regulating emotions; and disorder marks it as a formal clinical diagnosis. The other options use terms that aren't part of the official name or arrange the words incorrectly, so they don't match the standard label.

# Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.**

**Or visit your dedicated course page for more study tools and resources:**

**https://tnt7002as.examzify.com**

**We wish you the very best on your exam journey. You've got this!**