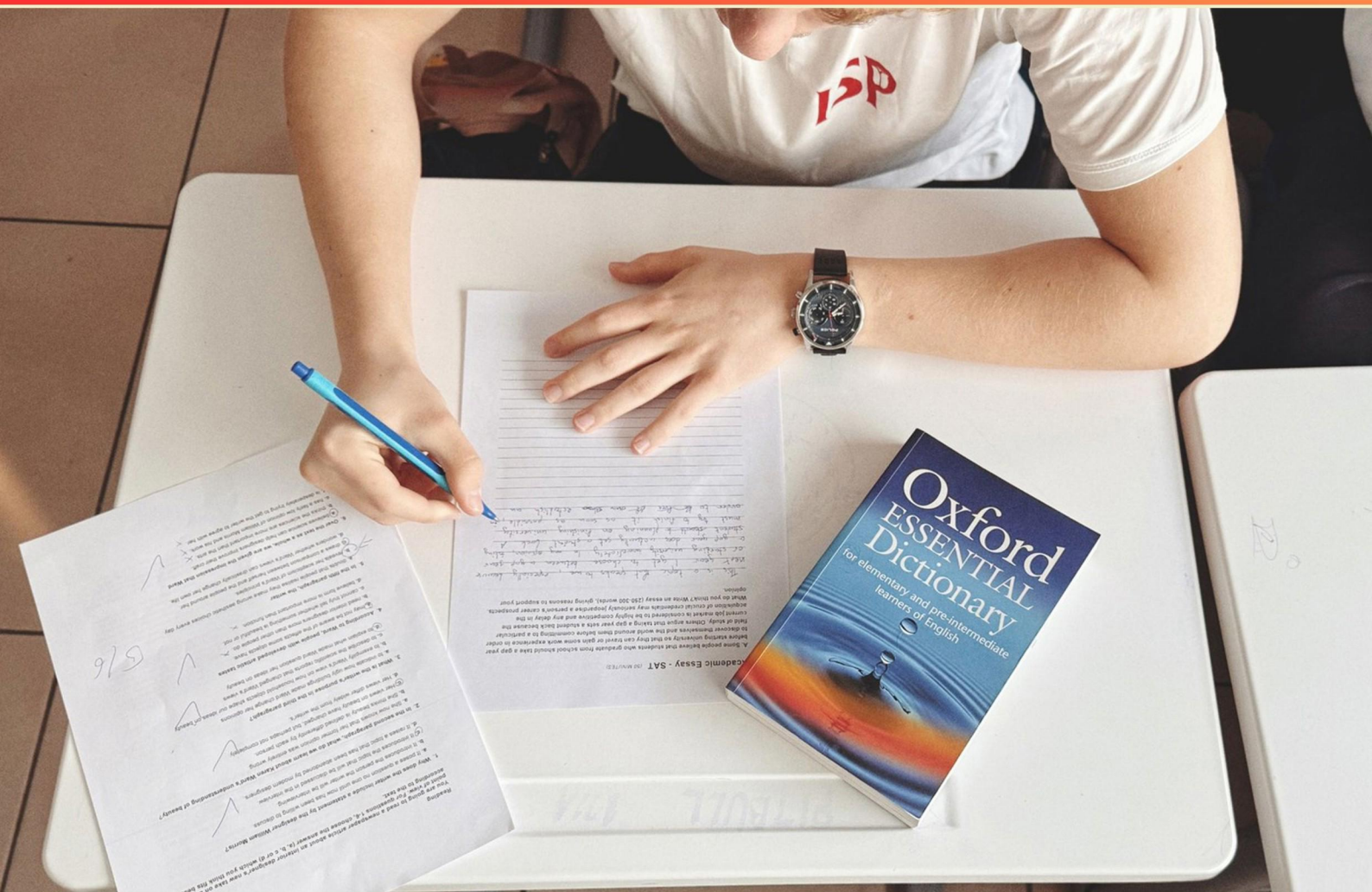


TNT 700.2AS PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

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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

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1. Which statement about TLS is true?

- A. TLS establishes a secure session by negotiating cryptographic parameters and exchanging keys.
- B. TLS is used to speed up routing decisions.
- C. TLS replaces TCP as the transport protocol.
- D. TLS only authenticates servers, not clients.

2. 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

3. What is a commonly reported risk associated with ODD that educators should monitor for?

- A. Substance abuse and delinquency.
- B. Enhanced academic performance.
- C. Improved social skills.
- D. Lower risk of behavioral problems.

4. Which classroom intervention would you recommend implementing in the class where you have a student with bipolar disorder?

- A. Be strict with curriculum, may need to adjust
- B. Be flexible with curriculum, may need to adjust
- C. Do nothing different
- D. Exclude the student from group work

5. Data Loss Prevention (DLP) is designed to prevent sensitive data from leaving the organization and is typically applied to which of these areas?

- A. End points
- B. End points, networks, and servers
- C. Cloud storage
- D. Email gateways

- 6. For depression, which classroom approach is appropriate?**
- A. Provide extra time/effort with the student
 - B. Increase workload for the student
 - C. Isolate the student
 - D. Remove breaks
- 7. Which outcome indicates a well-managed classroom climate?**
- A. Increased student effort and engagement.
 - B. High disruption levels.
 - C. Widespread anxiety.
 - D. Complete apathy toward tasks.
- 8. How would a general education teacher utilize in-class supports for a special education student?**
- A. The general education teacher would allow the in-class support staff to design and implement modifications for the special education students.
 - B. The teacher would alone design all modifications.
 - C. The student would be removed from class during instruction.
 - D. Supports would be ignored.
- 9. What rationale supports using storytelling in high school language arts due to adolescents' emotional responses?**
- A. Adolescents have increased emotional responses and allowing them to use emotion helps them to remember things.
 - B. Storytelling hampers memory.
 - C. Emotions have no effect on learning.
 - D. Storytelling is only for younger students.
- 10. Which statement describes the principle of least privilege?**
- A. Users are granted only the minimal permissions necessary to perform their tasks.
 - B. Users should have broad access to avoid bottlenecks.
 - C. Permissions are assigned by seniority regardless of tasks.
 - D. Access is granted and removed on a quarterly basis.

Answers

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

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Explanations

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1. Which statement about TLS is true?

- A. TLS establishes a secure session by negotiating cryptographic parameters and exchanging keys.**
- B. TLS is used to speed up routing decisions.
- C. TLS replaces TCP as the transport protocol.
- D. TLS only authenticates servers, not clients.

TLS creates a secure session by negotiating cryptographic parameters and exchanging keys. During the TLS handshake, the client and server agree on important details like the protocol version and the cipher suite to use. They authenticate each other (typically the server is authenticated via its certificate, and the client may also be authenticated in mutual TLS) and perform a key-exchange to derive fresh symmetric keys. Those keys then encrypt and protect the integrity of all data exchanged for the rest of the session. This is what establishes confidentiality, integrity, and authenticity between the communicating parties. TLS isn't about routing decisions, and it doesn't replace the transport protocol—TLS sits on top of TCP (though there are DTLS variants over UDP). Also, TLS can authenticate clients as well as servers in mutual TLS setups, so it's not limited to server authentication only.

2. 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.

3. What is a commonly reported risk associated with ODD that educators should monitor for?

- A. Substance abuse and delinquency.**
- B. Enhanced academic performance.
- C. Improved social skills.
- D. Lower risk of behavioral problems.

ODD is linked to a higher risk of developing more serious externalizing problems later, including substance use and delinquency. Because of this, educators should keep an eye out for signs like escalating defiance and rule-breaking, aggression toward peers or adults, school disengagement or truancy, and any onset of substance experimentation or associations with peers who engage in delinquent behavior. Spotting these cues early allows timely supports and collaboration with families to reduce long-term risks. The other options describe outcomes that don't align with what's commonly seen with ODD, such as better academic performance, improved social skills, or a lower risk of behavioral problems.

4. Which classroom intervention would you recommend implementing in the class where you have a student with bipolar disorder?

- A. Be strict with curriculum, may need to adjust
- B. Be flexible with curriculum, may need to adjust**
- C. Do nothing different
- D. Exclude the student from group work

When supporting a student with bipolar disorder, the goal is to ensure access to learning despite mood shifts and energy changes. The best approach is to be flexible with the curriculum and adjust as needed. This means allowing flexible pacing, breaking tasks into smaller steps, offering options for how to show understanding (for example, oral explanations or visual projects), and adjusting deadlines or workload during periods of heightened symptoms or fatigue. Such flexibility helps the student stay engaged and reduces stress, which can stabilize participation and performance across varying moods. In contrast, a rigid approach can heighten stress during mood swings, doing nothing different overlooks the student's fluctuating needs, and excluding the student from group work denies inclusive social learning and support opportunities.

5. Data Loss Prevention (DLP) is designed to prevent sensitive data from leaving the organization and is typically applied to which of these areas?

- A. End points
- B. End points, networks, and servers**
- C. Cloud storage
- D. Email gateways

DLP protects sensitive data by enforcing policies where data lives and moves: on endpoints, across networks, and on servers. On endpoints, it can stop actions like copying to USB drives, printing, or saving to local folders. Across networks, it inspects data in motion—email, web traffic, and other transfers—to block policy violations. On servers, it safeguards data at rest in shared storage and databases, applying controls to prevent unauthorized exports. This combination provides comprehensive protection for data in use, in transit, and at rest. While cloud storage and email gateways are common places to extend DLP, the broadest, most typical coverage is across endpoints, networks, and servers.

6. For depression, which classroom approach is appropriate?

- A. Provide extra time/effort with the student**
- B. Increase workload for the student
- C. Isolate the student
- D. Remove breaks

Depression can bring fatigue, difficulty concentrating, and fluctuating motivation, so the most appropriate classroom approach is to offer flexible support that helps the student participate without adding pressure. Providing extra time and effort means adjusting pacing and deadlines as needed, offering encouragement, and giving assistance to keep the student engaged with the material. This kind of accommodation reduces stress, preserves access to learning, and signals that support is available. Increasing workload compounds stress and can worsen symptoms. Isolating the student removes needed social support, which is important for mood and engagement. Removing breaks eliminates valuable moments to rest and regulate energy, which can worsen fatigue and mood.

7. Which outcome indicates a well-managed classroom climate?

A. Increased student effort and engagement.

B. High disruption levels.

C. Widespread anxiety.

D. Complete apathy toward tasks.

A well-managed classroom climate supports students to actively engage with learning. When routines are clear and expectations are consistent, students know what to do, feel safe to participate, and trust that their efforts will be met with support and timely feedback. This environment reduces off-task behavior and frees cognitive energy for learning, leading to greater effort and engagement. High disruption shows routines aren't effective and focus shifts from learning to managing behavior. Widespread anxiety indicates the environment is stressful or unsafe, which hinders learning. Complete apathy reflects disengagement and a lack of connection to the tasks or supports needed to stay motivated.

8. How would a general education teacher utilize in-class supports for a special education student?

A. The general education teacher would allow the in-class support staff to design and implement modifications for the special education students.

B. The teacher would alone design all modifications.

C. The student would be removed from class during instruction.

D. Supports would be ignored.

Collaborating with in-class supports is essential in inclusive classrooms. Paraprofessionals or support staff work with the general education teacher to design and implement modifications and accommodations that help the student access the curriculum. The teacher stays responsible for the learning goals and assessments, while the in-class supports bring practical strategies—such as prompts, simplified tasks, or adjusted pacing—that are tailored to the student's needs. This teamwork ensures modifications are aligned with what's being taught and applied consistently during instruction, enabling the student to participate with peers rather than being taken out of class or left without needed supports.

9. What rationale supports using storytelling in high school language arts due to adolescents' emotional responses?

A. Adolescents have increased emotional responses and allowing them to use emotion helps them to remember things.

B. Storytelling hampers memory.

C. Emotions have no effect on learning.

D. Storytelling is only for younger students.

Emotional arousal strengthens attention and memory, so storytelling taps into adolescents' heightened emotions to boost language arts learning. When students connect emotionally with a story, the material becomes personally meaningful, aiding encoding in the brain and later recall. Narratives also provide richer context, opportunities for interpretation, and practice with voice, character analysis, and theme, which sustain engagement and deepen understanding. So the rationale isn't about entertainment alone; it rests on how emotion enhances attention and memory. The idea that emotions don't affect learning is not accurate, and storytelling isn't limited to younger students. Likewise, emotions hindering memory contradicts evidence that well-chosen emotional content can improve retention. In practice, use texts that resonate with teen experiences, incorporate reflective writing about feelings, and guide discussions that connect emotional moments to literary analysis, helping students remember and apply what they study.

10. Which statement describes the principle of least privilege?

- A. Users are granted only the minimal permissions necessary to perform their tasks.
- B. Users should have broad access to avoid bottlenecks.
- C. Permissions are assigned by seniority regardless of tasks.
- D. Access is granted and removed on a quarterly basis.

Least privilege means giving each user only the minimal permissions needed to perform their specific tasks. This keeps exposure limited: if an account is compromised or a mistake is made, the potential impact is reduced because the user can't access or modify everything. It also supports better accountability and easier enforcement of separate duties. In practice you identify exactly what a user must do and grant only those rights, often using roles or needs-based access, with time-limited or just-in-time permissions when appropriate. For example, a data analyst might be allowed to view data but not delete or alter it, and a developer might deploy code without having full server admin rights. Privileges should be revoked or adjusted as tasks change. Granting broad access increases risk because more data and systems are exposed unnecessarily. Linking permissions to seniority rather than actual duties ignores what the role requires. A rigid quarterly grant-and-revoke approach can leave gaps or excess access at times, not aligning with real workloads.

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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!

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