

PRACTICE EXAM 8: TEXES SPECIAL EDUCATION SPECIALIST EC-12 (186) SIMULATION (100 QUESTIONS)

This standalone simulation contains 100 selected-response questions. The official TExES Special Education Specialist EC-12 (186) assessment uses 90 selected-response questions and 1 constructed-response question within a 5-hour appointment, including 4 hours 45 minutes of testing time. The official passing score is 240. Select the best answer for each practice question.

1. After an Admission, Review, and Dismissal (ARD) meeting, a parent asks the school to send the student's IEP to an outside caseworker. Which action should the special education teacher take first?

- A. Obtain the parent's written consent before releasing the IEP to the caseworker.
- B. Send the IEP because the parent made the request verbally.
- C. Ask the caseworker to visit campus and review the record informally.
- D. Replace the IEP with a brief summary that can be shared without approval.

2. A second-grade student has persistent difficulty learning letter-sound relationships despite documented classroom interventions. The parent has not requested an evaluation. What is the teacher's most appropriate action?

- A. Wait until the student reaches the next grade before discussing evaluation.
- B. Recommend retention so the student has another year to master the skill.
- C. Initiate the local Child Find referral process rather than waiting for the student to fail.
- D. Tell the parent that an evaluation can occur only after a medical diagnosis.

3. A student has a physical impairment that substantially limits a major life activity but does not need specially designed instruction. Which support plan is generally most appropriate?

- A. An IEP containing specialized instruction and annual goals.
- B. A behavior intervention plan based on a functional behavioral assessment.
- C. An informal classroom agreement that is not shared with other staff.
- D. A Section 504 plan that specifies needed aids, services, or accommodations.

4. During an ARD meeting, the team must determine whether the district can provide the services under consideration. Which participant is responsible for representing the local education agency and committing available resources?

- A. The parent, who approves every service before the meeting can continue.
- B. The LEA representative who is authorized to commit or obtain district resources.
- C. The general education teacher, who independently selects the placement.
- D. The diagnostician, who has sole authority to determine the IEP services.

5. Which statement would provide the strongest present-levels description for a student who struggles with multistep mathematics problems?

- A. The student has difficulty with multistep mathematics and needs support.
- B. The student benefits from visual aids and encouragement during mathematics.
- C. The student cannot remember the steps for solving mathematics problems.
- D. The student independently solves 20% of multistep problems and reaches 90% with a multiplication chart or teacher prompt.

6. A toddler receiving early-intervention services will soon turn three. Which action best supports a smooth transition to preschool special education, if the child is eligible?

- A. Wait until the child turns three before notifying the family about preschool services.
- B. Transfer the child automatically without obtaining family participation or consent.
- C. Coordinate a transition conference with the family, ECI team, and prospective LEA before the third birthday.
- D. End all early-intervention services immediately so the LEA can begin evaluation.

7. A student receiving special education services is approaching the age of majority. Which action best reflects the school's responsibility regarding transfer of rights?

- A. Wait until the student's final ARD meeting to mention adult decision-making rights.
- B. Inform the student and parents about the transfer of rights at least one year before it occurs.
- C. Transfer all educational rights to the school district instead of the student.
- D. Assume the parents will continue making decisions without providing notice.

8. A special education teacher audits a student's class schedule and discovers that the IEP lists speech services during a class the student is not scheduled to attend. What should the teacher do first?

- A. Compare the IEP service schedule with the actual timetable and coordinate a correction with the scheduling team.
- B. Tell the student to leave the scheduled class whenever the provider is available.
- C. Remove the related service from the IEP because the schedule is inconvenient.
- D. Wait for the next annual ARD meeting before addressing the discrepancy.

9. Which description best reflects the standard established by Endrew F. for an IEP?

- A. The IEP must guarantee grade-level mastery for every student receiving services.
- B. The IEP should be reasonably calculated to enable progress appropriate in light of the student's circumstances.
- C. The IEP may repeat the same goals indefinitely if the student remains enrolled.
- D. The IEP is adequate whenever the student receives the same instruction as peers.

10. A teacher needs to discuss a student's medication-related fatigue with a speech-language pathologist and counselor. Which practice best protects confidentiality?

- A. Discuss the student's medication in the faculty lounge so all staff are informed.
- B. Email the student's full medical history to every teacher on the grade level.
- C. Share only relevant information privately with staff who have a legitimate educational interest.
- D. Post a reminder about the student's needs in the classroom planning area.

11. A student who previously performed at grade level suddenly becomes withdrawn, sleeps in class, and reports nightly conflict at home. What is the most appropriate initial response?

- A. Coordinate with the school counselor to provide school-based supports while gathering additional information.
- B. Immediately refer the student for a new disability eligibility determination.
- C. Provide more difficult assignments to increase the student's academic engagement.
- D. Request an FBA before considering the student's reported stress and fatigue.

12. A middle-school student with executive-functioning needs frequently forgets the materials and steps required for independent assignments. Which support is most appropriate?

- A. Reduce all assignments to one-step tasks regardless of the learning objective.
- B. Require the student to memorize the routine without external prompts.
- C. Excuse the student from independent work until organization improves.
- D. Use a visual checklist, time cues, and a routine for checking materials before submission.

13. A multilingual student is having difficulty with reading comprehension in English. Which assessment practice best helps distinguish language acquisition from a disability?

- A. Use an English-only standardized test and interpret the lowest score as disability evidence.
- B. Delay every assessment until the student speaks English at a native level.
- C. Ask a family member to translate and administer all formal assessments.
- D. Use culturally and linguistically appropriate assessment with qualified bilingual support and compare performance across languages when possible.

14. Which information is most central when determining whether a student may meet IDEA criteria for intellectual disability?

- A. A single low classroom grade and the student's current age.

- B. Evidence of limitations in intellectual functioning and adaptive behavior with onset during the developmental period.
- C. Only the student's score on an intelligence test administered in English.
- D. A teacher's belief that the student is less motivated than classmates.

15. A parent disagrees with an ARD committee's proposed change in services. Which action best supports procedural safeguards and continued collaboration?

- A. Provide prior written notice and procedural-safeguard information while continuing efforts to resolve the disagreement.
- B. Implement the change secretly so the parent cannot delay services.
- C. Tell the parent that disagreement automatically ends the student's eligibility.
- D. Ask the general education teacher to decide which proposal is legally binding.

16. A student with a disability is removed from school for behavior that may be related to the student's disability. Which procedural step is required when the removal constitutes a change of placement?

- A. The teacher may permanently change the placement without an ARD meeting.
- B. The school must disregard the student's disability during the discipline review.
- C. The ARD committee must conduct a manifestation determination review within the required timeline.
- D. The parent may choose a punishment without the district documenting the decision.

17. Which statement best distinguishes Section 504 from IDEA for school-based services?

- A. Section 504 applies only to students with academic disabilities, while IDEA applies only to physical disabilities.
- B. IDEA prohibits accommodations, while Section 504 requires an annual IEP for every student.
- C. The two laws are identical and use the same eligibility and service procedures.
- D. Section 504 is a nondiscrimination law, while IDEA provides eligible students special education and related services.

18. A ninth-grade student is beginning transition planning. Which action best reflects a student-centered transition process?

- A. Use age-appropriate transition assessment to develop measurable postsecondary goals and coordinated services with the student.
- B. Select a career goal based only on the teacher's preferred occupation for the student.
- C. Wait until the student's final year to discuss postsecondary education or employment.
- D. Write a generic goal that is the same for every student in the grade level.

19. What is the primary purpose of a universal academic screener?

- A. To establish a disability diagnosis without any additional assessment.
- B. To identify students who may need closer review or additional intervention.
- C. To replace progress monitoring after an intervention begins.
- D. To determine the student's final grade for the instructional period.

20. Which baseline measure would be most useful for an IEP goal targeting independent completion of a five-step classroom routine?

- A. A general statement that the student is not independent in class.
- B. The number of minutes the student spends in the classroom each day.
- C. The percentage of routine steps completed independently across three observed opportunities.
- D. The teacher's prediction of how quickly the student may learn the routine.

21. A teacher gives a brief exit ticket during a unit and uses the results to regroup students for the next lesson. What type of assessment is this?

- A. Formative assessment used to adjust instruction during learning.
- B. Summative assessment used to assign a final course grade.
- C. Diagnostic evaluation used to determine IDEA eligibility.
- D. Norm-referenced assessment used to compare students nationally.

22. A student has reading scores that vary across a standardized test, classroom work samples, and oral reading observations. Which approach is most defensible?

- A. Choose the lowest score because it presents the strongest case for services.
- B. Average all scores without considering what each measure actually assessed.
- C. Triangulate the sources, examine testing conditions, and use converging evidence to describe strengths and needs.
- D. Discard classroom data because only standardized tests are valid.

23. A bilingual student scores below peers on an English reading measure but performs much better during Spanish literacy tasks. What should the evaluation team do?

- A. Identify a reading disability from the English score alone.
- B. Use an untrained family member to translate all standardized test directions.
- C. Exclude the student from evaluation until English proficiency is complete.
- D. Gather qualified bilingual assessment data and interpret results in relation to language development and instruction.

24. A student's PLAAFP is being drafted for an IEP. Which statement is most complete?

- A. The student is below grade level and needs reading help.
- B. Reads 42 correct words per minute, needs multisyllabic decoding support, and reaches 68 with a word-part routine.
- C. The student has a learning disability and should receive more intervention.
- D. The student likes stories but sometimes refuses to read aloud.

25. Which annual IEP goal is written in the most measurable form?

- A. The student will improve transitions and become more responsible.
- B. Given a visual schedule, completes four transition steps independently in 4 of 5 opportunities for three weeks.
- C. The student will understand why classroom routines are important.

D. The student will try harder to transition without adult assistance.

26. Progress-monitoring data show a student has remained between 40% and 55% accuracy for four weeks on a 90% sight-word goal. What should the teacher do next?

A. Rewrite the annual goal immediately without examining the current intervention.

B. Continue the same activity indefinitely because the student may improve later.

C. Add more words to the task so the student gets additional practice.

D. Review implementation fidelity and try a different evidence-based instructional approach while continuing data collection.

27. An IEP team is deciding whether a student may use text-to-speech on a classroom reading assessment. Which principle should guide the decision?

A. The accommodation should be provided only if every classmate receives it.

B. The accommodation should be selected because it makes the assessment easier for the student.

C. The accommodation should be documented in the IEP and used when it supports access without changing the construct being measured.

D. The teacher may add the accommodation informally on test day without team documentation.

28. A behavior assessment is being planned for a student who leaves independent work whenever writing begins. Which data would be most useful first?

A. Antecedent, behavior, and consequence data collected across repeated writing opportunities.

B. A list of the student's favorite activities collected without classroom observations.

C. A single interview with a peer who has seen the student leave class.

D. The student's disability label without any description of the behavior's context.

29. A transition assessment is being used with a tenth-grade student who wants to work in food service. Which information is most useful?

- A. The student's current grade-point average without any career information.
- B. A list of jobs selected by the teacher based on local availability.
- C. The student's interests, work behaviors, support needs, and performance across simulated or community work tasks.
- D. The student's disability category without observations of employment skills.

30. A student is learning to monitor progress toward a writing goal. Which teacher action most directly builds self-advocacy?

- A. Keep all progress data private so the student is not distracted by performance.
- B. Teach the student to graph weekly performance, identify a barrier, and request a specific support.
- C. Give the student a reward only when the annual goal is fully mastered.
- D. Tell the student whether the work is acceptable without explaining the evidence.

31. Before an ARD meeting, which preparation best supports a data-based discussion of IEP progress?

- A. Organize progress-monitoring results, work samples, and classroom observations into a clear trend summary.
- B. Prepare only the teacher's opinion about whether the student seems successful.
- C. Wait until the meeting to calculate whether the student has made progress.
- D. Bring the student's entire cumulative record without highlighting relevant evidence.

32. A teacher is reporting IEP progress to a family whose primary language is not English. Which practice is most appropriate?

- A. Send the standard English report without checking whether the family can interpret it.
- B. Report only whether the goal was passed or failed, without baseline or trend data.
- C. Ask the student to translate complex progress information for the family.
- D. Provide an understandable report in the family's language or communication mode and explain the data clearly.

33. A math diagnostic shows that a student solves two-digit addition accurately but confuses place value when regrouping. Which instructional goal is the best next step?

- A. Move directly to three-digit multiplication because addition is already mastered.
- B. Practice timed addition facts without addressing the place-value error pattern.
- C. Lower all mathematics expectations without teaching the missing prerequisite skill.
- D. Use concrete and pictorial models to teach regrouping while connecting each model to written place-value notation.

34. A student has difficulty using a pencil during written assignments but demonstrates strong verbal knowledge. Which collaborator is most appropriate to consult about access tools?

- A. The occupational therapist, in collaboration with the student and instructional team, to evaluate motor access and tools.
- B. The school nurse alone, because all access decisions are medical decisions.
- C. The campus secretary, because the secretary manages student records.
- D. A peer tutor, because classmates can select assistive technology informally.

35. A first-grade screener shows percentiles of 15 for letter-sound fluency, 7 for nonsense-word reading, 21 for word identification, and 24 for oral reading fluency. Which intervention should be prioritized?

- A. Phrasing and prosody practice using passages the student can already read fluently.
- B. Word-family sorting without direct practice reading unfamiliar letter sequences.
- C. Systematic instruction in phoneme-grapheme relationships and automatic decoding of unfamiliar words.
- D. Memorization of irregular words that do not follow regular sound-symbol patterns.

36. An IEP goal requires independent performance, but the student reaches the criterion only after a teacher prompt. What should the teacher do before recommending a goal change?

- A. Count prompted performance as independent because the student eventually completes the task.

- B. Collect data by prompt level, analyze the error pattern, and teach a plan for fading prompts toward independence.
- C. Collect separate independent and prompted data while reviewing whether instruction matches the goal condition.
- D. Remove the goal because prompted success proves that no further instruction is needed.

37. A fourth-grade student with a mild intellectual disability understands the concept of force but cannot access the grade-level science lesson independently. Which approach is best?

- A. Replace science instruction with unrelated life-skills activities for the remainder of the year.
- B. Provide the student the same lecture again without changing materials or response demands.
- C. Use TEKS vertical alignment to identify an accessible next skill and supplement grade-level instruction with targeted support.
- D. Teach only skills from the student's current grade-equivalent level and remove grade-level content.

38. A four-year-old child makes scribbles but does not yet understand that marks can communicate a message. Which activity best supports the prekindergarten writing outcome?

- A. Model a think-aloud while writing a meaningful word and explain how the marks communicate an idea.
- B. Ask the child to sound out unfamiliar words in a beginning-level book.
- C. Provide a sensory table without connecting the activity to symbols or language.
- D. Ask the child to point to pictures while an adult reads a story aloud.

39. An eighth-grade student with a reading disability struggles to understand science chapters. Which instructional approach is most appropriate?

- A. Assign shorter passages without teaching the student how to identify important information.
- B. Read every chapter aloud while requiring no student response or strategy use.
- C. Give the student a vocabulary list after reading and grade the chapter independently.
- D. Explicitly teach a text-structure strategy, model its use, and guide the student to apply it to grade-level science text.

40. A student with a kinesthetic learning preference is solving volume word problems. Which scaffold is most appropriate?

- A. Require the student to memorize every formula before examining a model.
- B. Provide manipulatives and physical models that represent the dimensions and quantities in the problems.
- C. Provide only an auditory explanation of the relationship among the measurements.
- D. Remove all word problems and practice isolated computation instead.

41. Which statement accurately distinguishes an accommodation from a modification?

- A. An accommodation lowers the learning standard, while a modification only changes seating.
- B. An accommodation changes access or response conditions, while a modification changes what the student is expected to learn.
- C. An accommodation changes access, while a modification changes the content or performance expectation.
- D. Both terms mean the same thing whenever a student receives special education services.

42. Which lesson design best reflects Universal Design for Learning?

- A. Present content through varied representations, allow multiple response modes, and build meaningful ways to engage.
- B. Use one textbook, one lecture format, and one written test for every student.
- C. Create a separate lesson only after a student fails the standard lesson.
- D. Lower the objective for all students so everyone can complete the same worksheet.

43. A student with limited hand control can demonstrate grade-level ideas verbally but cannot complete lengthy written responses. What should the team do when selecting assistive technology?

- A. Choose the most expensive device without observing the student's use of it.
- B. Select a device based only on the teacher's preferred brand.

- C. Trial access tools with the student during real assignments and use performance data to select the most effective option.
- D. Wait until the student fails several grading periods before trying any tool.

44. A student can request a break appropriately in the resource room but not during physical education. Which instructional step best promotes generalization?

- A. Continue practicing only in the resource room until the request is perfectly fluent.
- B. Give the student a permanent aide who speaks for the student in physical education.
- C. Stop teaching the request because the student has already learned it in one setting.
- D. Practice the request with the physical-education teacher in the actual setting and gradually fade adult prompts.

45. Which activity is most appropriate for a high-support-needs student learning functional communication during a community outing?

- A. Practice isolated symbol matching at a desk without connecting symbols to choices.
- B. Use the student's communication system to request a preferred item during a predictable, age-appropriate community routine.
- C. Have an adult anticipate every need so the student never needs to communicate.
- D. Use childish materials because functional activities are too demanding for the student.

46. A general education and special education teacher need to teach the same science objective to two groups with different support needs. Which co-teaching model is most appropriate when both teachers provide the same lesson simultaneously?

- A. Parallel teaching, with the class divided into two groups receiving the same objective and differentiated support.
- B. Station teaching, with each teacher leading a different activity while groups rotate among stations.
- C. One teach, one assist, with the special educator circulating without instructional responsibility.
- D. Alternative teaching, with one teacher permanently removing students from the grade-level lesson.

47. Which sequence best represents explicit, systematic instruction for a new academic skill?

- A. Assign independent work, reteach only students who fail, and remove the skill from future lessons.
- B. Let students discover the process without modeling, prompts, or feedback.
- C. Give a lengthy explanation, test the skill once, and move on regardless of results.
- D. Model the skill, guide practice with feedback, provide independent practice, and review performance data.

48. A student often shouts during transitions because the visual schedule changes unexpectedly. Which preventive support is most appropriate?

- A. Wait for shouting and then remove the student from every transition.
- B. Ignore the behavior while changing the schedule without explanation.
- C. Preview changes with a visual cue, offer a limited choice, and teach a replacement communication response.
- D. Provide a predictable transition warning and reinforce the replacement response before the change.

49. A functional behavior assessment indicates that a student tears up worksheets to escape difficult writing tasks. Which intervention is most appropriate?

- A. Provide more difficult worksheets so the student learns that escape is impossible.
- B. Remove all writing tasks permanently because the behavior communicates a need.
- C. Teach a functional break request, adjust task difficulty gradually, and reinforce task participation followed by an appropriate break.
- D. Deliver attention after tearing the worksheet so the student feels supported.

50. A student begins escalating by pacing and speaking loudly. According to a research-based de-escalation approach, what should the teacher do first?

- A. Use a calm voice, reduce stimulation, provide physical space, and offer two safe choices from the student's plan.
- B. Argue about the student's behavior so the student understands who is in charge.

- C. Crowd the student with several adults who demand immediate compliance.
- D. Threaten a severe consequence before checking whether the student can respond safely.

51. Which classroom practice best reflects a positive behavioral interventions and supports approach?

- A. Post rules once and assume students know how to apply them in every setting.
- B. Explicitly teach expected behaviors, acknowledge them specifically, and use discipline data to adjust supports.
- C. Use a token reward system without first teaching or modeling the expected behaviors.
- D. Wait until students violate expectations before explaining what they should have done.

52. After a conflict between two students, the teacher wants to use restorative discipline. Which action best fits that purpose?

- A. Require public apologies before hearing either student's perspective.
- B. Assign identical punishment without discussing harm or future expectations.
- C. Separate the students permanently so no one must address the impact of the conflict.
- D. Facilitate a structured conversation in which students describe impact, accept responsibility, and plan repair.

53. Which passage is most appropriate for repeated oral-reading practice intended to build fluency?

- A. A passage far above the student's decoding level so the student encounters challenging vocabulary.
- B. A passage containing only isolated words with no connected text or meaning.
- C. A passage that introduces many unfamiliar concepts the student must learn while reading.
- D. A passage the student can decode accurately with few word-recognition errors and understand at an independent level.

54. A student writes short responses but has difficulty organizing ideas into a paragraph. Which instruction is most appropriate?

- A. Teach a planning routine with a graphic organizer, model a paragraph, and provide guided practice before independent writing.
- B. Assign longer paragraphs without teaching planning or organization.
- C. Correct grammar only after the student has completed several unstructured drafts.
- D. Reduce the writing task to copying sentences so the student avoids errors.

55. A student understands addition with concrete objects but struggles when the same problem is shown symbolically. Which strategy is best?

- A. Skip models and require memorization of symbolic procedures.
- B. Use timed worksheets until the student can guess the correct operation.
- C. Connect concrete models to drawings and then to equations through a gradual concrete-representational-abstract sequence.
- D. Teach unrelated advanced operations so the student sees more mathematics symbols.

56. Which approach is most effective when teaching a student how to initiate and maintain a peer conversation?

- A. Tell the student to socialize more often without teaching specific conversational behaviors.
- B. Model the skill, role-play with feedback, practice with peers, and reinforce increasingly independent interactions.
- C. Allow peers to correct the student publicly whenever a conversation breaks down.
- D. Practice only with the teacher and assume the skill will transfer automatically to peers.

57. A student wants competitive employment in a grocery store after graduation. Which transition activity is most directly aligned with that goal?

- A. Assign unrelated worksheets about employment vocabulary in the classroom.
- B. Choose a college-preparatory course without checking the student's employment preference.
- C. Ask the student's family to find a job without coordinating school-based skill instruction.
- D. Provide community-based instruction and supported practice in grocery tasks, workplace routines, and self-advocacy.

58. A student with significant support needs is learning to prepare a snack independently. Which instructional procedure is most appropriate?

- A. Use task analysis, teach each step systematically, and fade prompts as the student gains independence.
- B. Complete the snack preparation for the student so the routine is finished efficiently.
- C. Give the student all steps at once and correct errors only at the end.
- D. Practice the routine only through verbal discussion without access to materials.

59. An ARD committee is considering a modified high-school curriculum for a student. What must the team consider before selecting the modification?

- A. Whether the modification will make the student's work look identical to peers' work.
- B. The effect on access to standards, credits, assessment, and the student's graduation plan.
- C. Whether the student can be removed from all grade-level instruction permanently.
- D. Whether the modification is easier for the teacher to grade than an accommodation.

60. A student with hearing loss is assigned a video lesson without captions or a transcript. Which barrier should the teacher address first?

- A. Excuse the student from the lesson because the content is delivered through video.
- B. Ask a classmate to summarize the video after watching it.
- C. Provide accessible captioned or transcribed material so the student can receive the same instructional information.
- D. Lower the learning objective so the student does not need the video information.

61. A student becomes dysregulated during long independent tasks but performs well when brief movement breaks are scheduled. Which plan is best?

- A. Remove independent work permanently so the student never experiences task fatigue.
- B. Wait for dysregulation and then provide an unscheduled break of unlimited length.

- C. Build predictable movement breaks and self-monitoring into instruction while maintaining the academic expectation.
- D. Require the student to remain seated until the entire task is completed.

62. A nonspeaking student uses a speech-generating device but rarely initiates communication in general education. Which intervention is most appropriate?

- A. Keep the device with the speech therapist so it is not damaged during class.
- B. Model aided language on the device during authentic routines and provide wait time for the student to respond.
- C. Ask adults to interpret the student's gestures instead of using the device.
- D. Require the student to use spoken words before honoring a communication attempt.

63. A prekindergarten student counts objects accurately to three but loses one-to-one correspondence in larger groups. Which activity is most appropriate?

- A. Use small groups of objects with touch-and-count routines, gradually increasing quantity as accuracy improves.
- B. Ask the student to memorize written numerals without counting objects.
- C. Provide worksheets with large numerals and no concrete materials.
- D. Move immediately to addition facts because the student can count to three.

64. Before a co-taught lesson begins, which planning practice best supports effective collaboration?

- A. Let one teacher plan the lesson and ask the other teacher to assist spontaneously.
- B. Divide the class permanently so each teacher can teach a separate curriculum.
- C. Use the same lesson every week without reviewing student response or progress data.
- D. Agree on the shared objective, instructional roles, accommodations, grouping, and evidence that will be collected.

65. A general education teacher repeatedly omits an accommodation listed in a student's IEP. What should the special education teacher do first?

- A. Tell the family that the general education teacher is violating the law before collaborating.
- B. Remove the accommodation from the IEP so the teacher will not be responsible for it.
- C. Wait until the annual ARD meeting because implementation concerns cannot be addressed earlier.
- D. Discuss the implementation concern privately, review the IEP requirement, and jointly plan a feasible routine for delivery.

66. Which group includes the required core participants for an ARD committee meeting?

- A. Only the special education teacher, diagnostician, and campus administrator.
- B. The parent, school counselor, nurse, and outside therapist, without an LEA representative.
- C. The parent, the student when appropriate, a general education teacher, a special education teacher, and an LEA representative.
- D. The parent, general education teacher, special education teacher, and LEA representative, with no need to consider student participation.

67. A family prefers communication in a language other than English and has missed two IEP meetings. Which response is most appropriate?

- A. Proceed without the family because missed meetings show that participation is not important to them.
- B. Offer accessible notice, qualified interpretation, flexible participation options, and a respectful explanation of the meeting purpose.
- C. Send the student to interpret the meeting so the family can hear the information quickly.
- D. Provide only an English notice and ask the family to bring someone who can translate.

68. A speech-language pathologist provides weekly services that affect a student's classroom communication goal. Which coordination practice is most effective?

- A. Align service times, instructional targets, data definitions, and progress reviews across the classroom and therapy settings.
- B. Ask the therapist to work independently and report only at the annual ARD meeting.
- C. Use different target definitions so each professional can document progress separately.

D. Cancel classroom communication practice because the related service provider is responsible for the goal.

69. Which professional goal is most likely to improve student outcomes?

- A. Attend any available workshop without connecting it to a documented student need.
- B. Increase the accuracy of progress-monitoring decisions by studying and applying a validated data-collection routine.
- C. Improve teaching generally without selecting a measurable practice or outcome.
- D. Read a new article each month without testing whether instruction changes student performance.

70. A student using a wheelchair cannot enter the stage for a required class presentation. What is the special education teacher's best advocacy response?

- A. Excuse the student from presenting because the stage is inaccessible.
- B. Ask the student to present from the hallway so the schedule is not changed.
- C. Work with the student, family, and school to remove the physical barrier while preserving the presentation expectation.
- D. Require the student to transfer without assistance to demonstrate determination.

71. A teacher wants to discuss a student's behavior plan with a volunteer mentor. Which action best protects confidentiality?

- A. Confirm the mentor's role and authorization, then share only information necessary for the mentor's legitimate educational responsibility.
- B. Share the complete IEP because volunteers should know everything about students they support.
- C. Discuss the student's disability and behavior history in a public staff area.
- D. Ask another student to explain the behavior plan to the mentor.

72. During an ARD meeting, team members disagree about whether a student needs a more restrictive placement. What should the facilitator do first?

- A. Ask the highest-ranking staff member to decide without reviewing evidence.
- B. Vote quickly and treat the majority preference as the legal placement decision.
- C. End the meeting and tell the family that disagreement prevents any services.
- D. Return the discussion to shared data, the student's goals, supplementary aids, and the continuum of placement options.

73. A student will need adult services after graduation. Which transition-planning action best supports continuity?

- A. Refer the student to every local agency without discussing the student's preferences.
- B. Wait until after graduation so the adult agency can complete all planning independently.
- C. Promise that the school will provide the same services indefinitely after the student exits.
- D. With required consent, invite a likely adult-service representative and coordinate the agency's role with the student's goals.

74. A co-teaching team is deciding between station teaching and one-teach, one-assist for a lesson. Which principle should guide the decision?

- A. Use one-teach, one-assist whenever a student with a disability is present.
- B. Use station teaching only because it always provides the most independence.
- C. Select the model according to the objective, student needs, grouping demands, and each teacher's planned instructional role.
- D. Choose the model that requires the least planning, regardless of instructional purpose.

75. A general education teacher asks a special education teacher to solve a student's repeated homework refusal. Which consultation process is best?

- A. Recommend a punishment immediately without observing when or why refusal occurs.
- B. Define the problem operationally, examine data and antecedents, select a strategy, and schedule a review of results.
- C. Take over the student's instruction so the general education teacher no longer manages the concern.
- D. Tell the teacher to use the same intervention that worked for another student.

76. Which action most directly promotes family participation in a student's IEP meeting?

- A. Provide understandable information, offer multiple meeting options, arrange interpretation when needed, and invite family priorities.
- B. Send a meeting date at the end of the school day with no alternative contact method.
- C. Ask the family to approve a completed IEP before explaining the team's recommendations.
- D. Discuss only the student's deficits so the family understands why school staff lead decisions.

77. A paraprofessional provides daily support to a student with intensive needs. Which responsibility remains with the certified special education teacher?

- A. Designing instruction, training and supervising the paraprofessional, monitoring implementation, and evaluating student progress.
- B. Delegating all IEP decisions to the paraprofessional because the paraprofessional knows the student best.
- C. Allowing the paraprofessional to alter goals whenever the student appears frustrated.
- D. Using the paraprofessional's observations as a replacement for teacher assessment and professional judgment.

78. A teacher suspects that a student may be experiencing abuse after the student makes a concerning disclosure. What is the teacher's best response?

- A. Question the student repeatedly until every detail has been confirmed.
- B. Promise the student complete secrecy so the student will continue talking.
- C. Follow mandated-reporting procedures promptly and document the disclosure without conducting an independent investigation.
- D. Wait for another staff member to verify the concern before making a report.

79. A teacher wants to choose professional development for the next semester. Which process is most defensible?

- A. Select the most popular session without examining classroom needs.

- B. Choose a topic because it is unrelated to the teacher's current responsibilities.
- C. Attend multiple sessions without deciding how implementation or impact will be monitored.
- D. Analyze student outcome data, identify a specific instructional gap, and select learning that addresses that gap.

80. A student wants to live independently after graduation but needs support with transportation and budgeting. Which collaboration is most appropriate?

- A. Choose a residential placement before learning the student's preferences or support needs.
- B. Connect the student and family with relevant community resources while practicing transportation and budgeting in instruction.
- C. Wait until graduation and provide a list of agencies without transition practice.
- D. Focus only on academic credits because independent living is outside special education planning.

81. Which practice best supports a student's participation in graduation-plan decisions?

- A. Select the least demanding pathway because it is easier to complete.
- B. Ask only school staff to decide because graduation rules are too complex for families.
- C. Delay discussion until the student has already accumulated enough credits to graduate.
- D. Explain available pathways, use accessible information, and include the student and family in an individualized ARD discussion.

82. A student reads grade-level words with 92% accuracy, answers literal questions with 45% accuracy, and retells a passage with 80% of the essential events. Which need should the teacher prioritize?

- A. Reading comprehension, especially identifying and explaining the meaning of information in connected text.
- B. Word recognition, because the student is not yet reading any words accurately.
- C. Oral retell, because the student demonstrates no ability to remember passage events.
- D. Handwriting fluency, because the data show a written-motor difficulty.

83. A student identifies a passage's main idea with an organizer in 80% of trials but independently in 40% of trials. Which recommendation is best?

- A. Remove the organizer immediately so the student is forced to work independently.
- B. Replace comprehension instruction with isolated vocabulary drills.
- C. Teach a main-idea routine, use the organizer during guided practice, and fade the organizer as independence increases.
- D. Continue the same support without collecting data on whether fading is successful.

84. A teacher is monitoring a student's progress toward reading-fluency growth. Which measure would provide the clearest repeated indicator?

- A. The student's enjoyment rating after reading any book of the student's choice.
- B. Words read correctly per minute on equivalent passages administered under consistent conditions.
- C. A teacher's informal estimate of how fluent the student sounds during one group activity.
- D. The number of pages the student looks at during an unstructured reading period.

85. A student's task-avoidance data are 30%, 35%, 45%, and 44% successful independent completions across four weeks. Which interpretation is most defensible?

- A. The student has mastered the task because the final score is higher than baseline.
- B. The student shows an upward but inconsistent trend, so instruction and implementation should be reviewed before major changes.
- C. The data show no growth because the final score is one point below the prior probe.
- D. The intervention is ineffective because the final score is not exactly 100%.

86. A student's errors increase sharply when a mathematics task contains more than two steps, and the student asks to leave immediately afterward. Which response is most appropriate?

- A. Give a permanent grade reduction whenever the student asks to leave.
- B. Remove all multistep mathematics so the student never encounters the trigger.
- C. Assume the behavior is attention seeking and withhold all adult interaction.

D. Teach a task-analysis routine with visual steps, provide a functional break request, and monitor completion across task lengths.

87. A student reads an informational passage at 120 correct words per minute with 95% accuracy but answers comprehension questions with 40% accuracy. Which recommendation follows from the data?

- A. Teach explicit comprehension monitoring and evidence-based response strategies while preserving the student's strong fluency.
- B. Prioritize decoding practice because the student cannot read the passage accurately.
- C. Reduce all reading to single words so the student can avoid comprehension demands.
- D. Increase reading speed further without teaching the student how to construct meaning.

88. A student uses a speech-generating device eight times per session in speech therapy but only once during general education. What is the best next response?

- A. Remove the device from general education because it is not being used frequently.
- B. Conclude that the student does not need augmentative communication because speech therapy use is higher.
- C. Model device use in general education, train communication partners, and collect data across routines.
- D. Ask the speech-language pathologist to use the device only during therapy while classroom staff wait for spoken language.

89. A student's mathematics work samples show correct addition facts but repeated errors when regrouping across place values. Which recommendation is best?

- A. Assign more addition facts without teaching why the regrouping step changes place value.
- B. Move to multiplication so the student practices a more advanced operation.
- C. Use explicit place-value modeling, worked examples, and guided practice focused on the regrouping error pattern.
- D. Practice multiplication facts because regrouping errors indicate a need for more advanced computation.

90. On-task behavior is 85% when a visual schedule is used and 45% when the schedule is absent. Which intervention should the teacher implement first?

- A. Use the visual schedule consistently, teach the student to check it, and monitor whether on-task behavior remains higher.
- B. Remove the schedule so the student learns to work without any support.
- C. Increase the amount of independent work because the student can already be on task sometimes.
- D. Use a verbal reminder only, because visual schedules should be reserved for students with severe disabilities.

91. A student independently completes a classroom job at school but needs adult prompts to complete the same job in a community setting. What should the teacher recommend?

- A. Conclude that the student has mastered the job because school performance is independent.
- B. Require the student to perform the job without any prompt so independence is tested immediately.
- C. Replace the community job with a simpler classroom activity that the student already completes.
- D. Practice the job in the community, use the same task analysis, and systematically fade prompts across settings.

92. A student demonstrates strong engagement when reading about animals but avoids unrelated grade-level texts. Which recommendation best uses the data?

- A. Allow the student to read only animal texts and remove all other comprehension objectives.
- B. Use animal topics to teach the same comprehension routines, then gradually broaden text topics and student choice.
- C. Tell the student to read only teacher-selected texts so personal interests do not affect instruction.
- D. Ignore the interest because instructional choices should never reflect student preferences.

93. A student completes 90% of a worksheet accurately during one-to-one instruction but 45% during independent small-group work. What should the teacher investigate first?

- A. Whether group conditions, directions, attention demands, or access to prompts create a performance barrier.
- B. Assume the student lacks the skill because the group score is lower.
- C. Assume the student is choosing not to work and increase punishment.
- D. Teach a new skill immediately without comparing the conditions that produced different performance.

94. A student's reading intervention data remain below the aim line for six consecutive probes, and implementation checks show the intervention was delivered as planned. What is the best next step?

- A. Keep the intervention unchanged for the rest of the year because fidelity was adequate.
- B. Lower the goal immediately so the data appear closer to the target.
- C. Increase instructional intensity or change the evidence-based intervention while continuing frequent progress monitoring.
- D. Change the annual goal immediately without testing whether a different intervention improves the trend.

95. Which recommendation is most appropriate when an IEP team uses assessment data to write a new academic goal?

- A. Write a broad goal that reflects the teacher's overall hope for improvement.
- B. Use only a disability label and grade level to determine the target.
- C. Choose a goal because it is the same target used for most students in the class.
- D. State the skill, conditions, baseline, performance criterion, and measurement schedule so progress can be interpreted.

96. A student reports anxiety before oral presentations, and data show increased avoidance when the audience is unfamiliar. Which recommendation is most appropriate?

- A. Excuse the student from all oral communication because anxiety is present.
- B. Teach self-monitoring and coping strategies, provide graduated presentation practice, and collect data on participation and distress.

- C. Focus on pronunciation drills without teaching coping strategies or providing graduated audience practice.
- D. Require an immediate full-class presentation so the student learns that avoidance is impossible.

97. A transition assessment shows a student's strongest preference and highest sustained attention occur during culinary tasks. Which recommendation best follows?

- A. Provide structured culinary practice, identify related employment pathways, and teach the academic and self-advocacy skills required.
- B. Choose a career unrelated to the student's interests because it offers more local openings.
- C. Choose culinary employment immediately because a preference alone proves the student is ready.
- D. Limit instruction to culinary activities and stop addressing literacy, mathematics, or communication needs.

98. A student performs well on a structured classroom assessment but poorly during unstructured tasks at home. How should the teacher respond to the conflicting information?

- A. Average the scores and use the numerical midpoint as the student's true ability.
- B. Discard the home information because school data are always more accurate.
- C. Assume the student is refusing at home and recommend discipline rather than further assessment.
- D. Examine task conditions, obtain additional valid data, and identify which supports or demands explain the performance difference.

99. Which implementation plan would make a written instructional recommendation most defensible?

- A. Begin the intervention immediately and decide later what evidence would count as success.
- B. Use a single end-of-year score because frequent data collection may distract the student.
- C. Establish a baseline, describe the intervention, check fidelity, collect weekly data, and apply a stated decision rule.
- D. Begin the intervention and judge success only from an end-of-year score.

100. A student says visual choices help with difficult work and wants to participate more in ARD meetings. Which teacher response best uses the student's data and voice?

- A. Tell the student that adults must make all ARD decisions because the student receives special education.
- B. Offer visual choices, teach the student to report progress and needs, and include the student's preferences in ARD planning.
- C. Use the preference only as a reward after the student completes adult-selected work.
- D. Avoid asking the student for input so the meeting can focus on professional assessment results.

Practice Exam 8: Answer Key and Explanations

1. A — Written parental consent is required before an outside caseworker receives the student's IEP. The request should follow a documented release process rather than an informal disclosure. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

2. C — Child Find requires schools to identify and evaluate students suspected of having a disability. A parent request or medical diagnosis is not a prerequisite for the school to act. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

3. D — Section 504 can provide disability-related access supports when specially designed instruction is unnecessary. An IEP is reserved for students who meet IDEA requirements and need special education services. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

4. B — The LEA representative brings district authority to the discussion of services and placement. Other members contribute essential information, but they do not replace the agency representative. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

5. D — A strong PLAAFP combines an observable baseline, the student's need, and the supports that improve performance. The other descriptions omit measurable baseline information or fail to explain effective supports. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

6. C — Transition planning connects Part C services, family priorities, and possible Part B evaluation before age three. The process requires coordination and family participation, not an automatic or abrupt

transfer. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

7. B — IDEA requires prior notice about the transfer of educational rights when the student reaches adulthood. The notice gives the student and family time to understand decision-making options and procedures. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

8. A — Auditing the schedule against the IEP reveals whether services are actually accessible and delivered as planned. The discrepancy should be corrected promptly rather than left unresolved until an annual review. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

9. B — Endrew F. emphasizes ambitious, appropriately challenging goals that are individualized to the student's circumstances. The standard requires meaningful progress, not a guarantee or an unchanging plan. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

10. C — Confidential collaboration limits disclosure to relevant information and authorized personnel with a legitimate educational interest. Broad or public sharing exposes protected information without improving educational decision making. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

11. A — The sudden change and home stressors warrant supportive school counseling and careful observation before labeling disability. The response addresses trauma-related needs without assuming a new eligibility category or behavior function. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

12. D — External supports make planning, sequencing, and self-monitoring visible while the student practices independence. The support preserves the academic expectation instead of removing the task or relying on memory alone. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

13. D — A valid evaluation must account for language proficiency and use qualified bilingual or interpretive support. English-only conclusions or untrained translation can confuse language difference with disability. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

14. B — Intellectual disability determination considers intellectual functioning, adaptive behavior, and developmental onset together. A single score or subjective observation cannot establish eligibility by itself. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

15. A — Prior written notice and procedural safeguards explain the proposed action and the family's available protections. The school should preserve the parent's participation and use required dispute-resolution pathways. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

16. C — A manifestation determination examines whether the conduct was caused by or had a direct relationship to the disability. Discipline procedures cannot bypass the student's disability-related protections or team review. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

17. D — Section 504 protects access through nondiscrimination, whereas IDEA provides individualized special education services. The statutes overlap in purpose but differ in eligibility, procedures, and the nature of the educational obligation. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

18. A — Transition planning uses assessment and student preferences to connect postsecondary goals with coordinated services. Generic or adult-selected plans are less likely to reflect the student's strengths, interests, and future needs. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

19. B — A screener is a brief measure used to identify risk and determine who may need further support. It does not diagnose disability or replace comprehensive evaluation and ongoing progress monitoring. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

20. C — A baseline should describe an observable behavior under defined conditions and across repeated opportunities. Vague impressions, exposure time, and predictions cannot show measurable growth toward the goal. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

21. A — The exit ticket provides immediate evidence that informs the next instructional decision. Its purpose is adjustment during instruction, not final grading, diagnosis, or national comparison. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

22. C — Triangulation improves interpretation by comparing different measures, settings, and conditions rather than privileging one score. A single score or unexamined average can hide the reason performance differs across contexts. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

23. D — Bilingual data help determine whether the difficulty reflects disability, language acquisition, or limited instruction. The evaluation must be valid and nondiscriminatory rather than based on one language-bound score. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

24. B — The statement combines baseline performance, a specific need, and evidence about a support that improves access. The other choices are broad labels or isolated observations without enough information for planning measurable goals. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

25. B — The goal specifies conditions, observable behavior, performance criterion, and a repeated measurement period. The other choices use vague verbs or intentions that cannot be scored consistently across observers. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

26. D — A flat trend suggests the current approach is not producing progress, so instruction and fidelity should be examined. Changing the goal before reviewing instruction would not address the observed problem. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

27. C — An accommodation changes access or response conditions while preserving the intended skill being assessed. The decision must be individualized, documented, and aligned with the assessment's construct. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

28. A — ABC data can reveal patterns in what happens before and after the behavior and suggest its function. Preferences, one anecdote, or a disability label alone cannot establish a reliable behavioral hypothesis. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

29. C — Transition assessment should connect preferences and strengths to actual demands, supports, and environments. A grade, teacher preference, or disability label alone does not describe employment readiness. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

30. B — Using personal data to identify barriers and request support develops self-monitoring and self-advocacy. The other choices withhold information or make support dependent on final mastery. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

31. A — A focused trend summary lets the ARD committee interpret growth, needs, and instructional response efficiently. Unorganized records or impressions make it harder to connect evidence to decisions about services and goals. The other choices either omit a safeguard, rely on an unsupported

assumption, or address a different need. This answer is specific enough to guide implementation and later review.

32. D — Families need accessible communication that accurately explains progress, evidence, and remaining needs. A translated or interpreted report preserves meaningful participation better than jargon or student translation. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

33. D — The data identify a specific prerequisite need, so instruction should link concrete representations to the symbolic procedure. More advanced content, speed practice, or lowered expectations would not address the observed error pattern. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

34. A — An occupational therapist can analyze motor demands and help the team trial appropriate access tools in context. The consultation is educational and collaborative, not based on an unrelated role or peer preference. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

35. C — The lowest score indicates a foundational decoding need involving unfamiliar letter sequences and sound-symbol automaticity. Fluency phrasing, word families, and irregular-word memorization do not directly address the weakest screening result. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

36. B — Separating prompt levels clarifies the student's actual baseline and identifies the instruction needed for independent performance. Changing or closing the goal without condition-specific data would confuse supported performance with mastery. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

37. C — Vertical alignment helps the team connect what the student knows to the next meaningful content skill. The approach preserves access to grade-level learning while providing individualized instruction and scaffolding. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

38. A — Think-aloud modeling makes the connection between marks, language, and meaning visible to the child. The other activities may support reading, sensory exploration, or comprehension but do not target emergent writing. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

39. D — Explicit modeling and guided practice teach a transferable comprehension process while maintaining meaningful content access. Shortened text, passive listening, or postreading vocabulary alone does not build independent comprehension. The other choices either omit a safeguard, rely on an

unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

40. B — Physical models connect the student's preferred mode of engagement to the spatial and quantitative relationships in volume. The support preserves problem solving and builds understanding instead of replacing the task with memorization. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

41. B — Accommodations preserve the target while changing access; modifications alter content, complexity, or performance expectations. Confusing the terms can affect assessment validity, instruction, and the student's graduation pathway. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

42. A — UDL anticipates learner variability by planning multiple means of representation, action, expression, and engagement. The alternatives rely on a single pathway, wait for failure, or reduce rigor rather than improving access. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

43. C — A context-based trial shows whether the tool improves access, efficiency, and independence for the actual learning tasks. Cost, brand preference, or delay does not show that a device meets the student's needs. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

44. D — Generalization requires practice across people, settings, and cues, followed by systematic fading of prompts. Success in one context does not guarantee transfer, and permanent adult substitution limits independence. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

45. B — Functional communication is strongest when it is practiced for meaningful purposes in natural environments. The activity supports age-appropriate participation and avoids unnecessary dependence on adult anticipation. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

46. A — Parallel teaching reduces group size while allowing both educators to deliver the shared objective responsively. The model avoids assigning the special educator a merely supportive role or separating students unnecessarily. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

47. D — Explicit instruction gradually transfers responsibility through modeling, guided practice, feedback, and independent application. The sequence is responsive because data determine whether prompts, pacing, or intensity need adjustment. The other choices either omit a safeguard, rely on an

unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

48. C — Predictability, choice, and replacement communication address the antecedent and teach an efficient alternative behavior. Preventive supports are preferable to relying on removal or waiting for escalation before responding. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

49. C — A function-based plan teaches an equivalent request while making the task achievable and reinforcing the desired behavior. The alternatives intensify avoidance, remove instruction, or accidentally reinforce worksheet destruction. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

50. A — Calm communication, reduced stimulation, space, and limited choices lower demands while preserving safety and dignity. Confrontation, crowding, and threats can intensify arousal and reduce the student's ability to self-regulate. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

51. B — PBIS is proactive: expectations are taught, practiced, acknowledged, and refined using behavior data. The approach prevents problems by teaching behavior rather than relying primarily on punishment after errors. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

52. D — Restorative practice focuses on harm, accountability, relationships, and a concrete plan to repair trust. Punishment or avoidance alone does not create understanding or teach a responsible path forward. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

53. D — Fluency practice works best when cognitive effort can focus on speed, accuracy, phrasing, and expression. Texts that overwhelm decoding or background knowledge leave too little attention for fluent reading practice. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

54. A — Planning, modeling, and guided practice make the organization process explicit and support gradual independence. More volume, delayed feedback, or copying does not teach the missing paragraph structure. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

55. C — Moving from concrete objects to representations and symbols builds the conceptual bridge the data show is missing. Speed, memorization, and unrelated content do not explain how the quantities are represented symbolically. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

56. B — Direct instruction and graduated practice make the social behavior observable, rehearsed, and transferable. A general reminder, public correction, or teacher-only practice provides insufficient supported generalization. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

57. D — Community-based instruction connects classroom learning to the actual routines, expectations, and supports of employment. The other choices are disconnected from the student's stated goal or shift responsibility without coordinated instruction. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

58. A — Task analysis breaks a complex routine into teachable steps and allows prompt fading toward independence. Adult completion, delayed correction, or discussion without practice does not build functional performance. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

59. B — Curricular modifications can affect standards, credits, assessment pathways, and graduation decisions. The team must examine long-term consequences rather than choose based on appearance, convenience, or exclusion. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

60. C — Captions or a transcript remove an access barrier while preserving the lesson's content and learning objective. Excusal, peer substitution, or lowered expectations does not provide equivalent access to instruction. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

61. C — Planned breaks and self-monitoring address regulation proactively without removing meaningful academic participation. Permanent removal, unpredictable breaks, or forced endurance does not teach sustainable self-regulation. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

62. B — Aided language modeling, access, and wait time increase opportunities for meaningful device use across settings. The alternatives restrict access, substitute adult guesses, or impose a response mode the student cannot use reliably. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

63. A — Touch-and-count practice directly targets one-to-one correspondence while keeping quantity visible and meaningful. Written symbols, worksheets, or advanced facts do not address the concrete counting breakdown. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

64. D — Shared planning clarifies responsibility and aligns specialized supports with the grade-level learning objective. Spontaneous assistance, permanent separation, and repeated lessons reduce reciprocal responsibility and responsiveness. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

65. D — Private problem solving can clarify the requirement, identify barriers, and protect the student's access immediately. The other actions escalate or eliminate the support without first addressing implementation and collaboration. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

66. C — The ARD committee brings family and student voice, instructional expertise, and an authorized district representative together. Additional participants may join, but they do not replace required members or appropriate student participation. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

67. B — Accessible communication and flexible participation reduce linguistic and logistical barriers to meaningful family involvement. The school remains responsible for facilitating participation rather than shifting interpretation to the student or family. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

68. A — Shared targets and data allow the team to reinforce communication skills consistently across settings. Independent silos, conflicting definitions, or canceled classroom practice limit generalization and accountability. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

69. B — A strong professional goal links reflection and standards to a specific practice that can be implemented and evaluated. Attendance, broad intentions, or reading alone do not show improved practice. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

70. C — Advocacy removes an environmental barrier while maintaining the student's participation and learning objective. Exclusion, humiliation, or unsafe demands solve the schedule problem by limiting the student's rights. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

71. A — Confidentiality requires role-based access and limited disclosure of information needed for the assigned responsibility. A volunteer's presence does not automatically authorize access to the student's complete educational record. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

72. D — Shared evidence and the continuum of options help the team examine supports before considering increased restrictiveness. Authority, voting, or ending participation does not replace individualized team decision making. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

73. D — Early, consent-based coordination connects the student's goals with agencies that may provide postschool supports. Unfocused referrals, delayed planning, or promises beyond school authority can create service gaps. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

74. C — Co-teaching models are tools selected to match instruction and student needs, not fixed labels or convenience. Automatic role assignment and minimal planning can reduce access to specialized instruction and shared ownership. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

75. B — Collaborative consultation uses shared problem definition, evidence, intervention, and follow-up rather than guesswork. Punishment, role withdrawal, or copying another student's plan ignores individual function and context. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

76. A — Meaningful participation requires accessible information, reasonable opportunity, and genuine attention to family input. A completed plan, inflexible scheduling, or deficit-only discussion turns participation into a formality. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

77. A — The certified teacher retains instructional and legal responsibility while using paraprofessional observations as team data. Delegation can support implementation, but it cannot transfer professional accountability or IEP authority. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

78. C — The teacher's role is to report suspected abuse through required channels and preserve the student's safety and dignity. Investigation, secrecy promises, or delay can compromise safety and exceed the teacher's professional role. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

79. D — Data-based professional learning targets a documented need and creates a basis for monitoring implementation and impact. Popularity, unrelated topics, and attendance without follow-up do not establish improved professional practice. The other choices either omit a safeguard, rely on an

unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

80. B — Transition collaboration combines student goals, community resources, and instruction in functional skills. Placement-first decisions, delayed referrals, or academic-only planning leave important postsecondary needs unaddressed. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

81. D — Students and families need understandable choices and meaningful participation before a graduation pathway is selected. Convenience, exclusion, or delayed discussion can limit informed decision making and future options. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

82. A — The lowest relevant performance is comprehension, while word reading and retell data show comparatively stronger skills. The recommendation should target the documented gap rather than infer an unsupported decoding or motor problem. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

83. C — The data show that the organizer is effective but that independent transfer remains an instructional need. A gradual fade preserves the successful support while teaching the student to use the strategy independently. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

84. B — A consistent fluency measure produces comparable data that can show rate and accuracy changes over time. Enjoyment, page exposure, or inconsistent passages cannot isolate the skill targeted by the goal. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

85. B — The scores rise overall but fluctuate, indicating emerging progress rather than mastery or a clear absence of effect. A responsible response examines fidelity and adds data before changing the goal. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

86. D — The pattern suggests task difficulty and escape may interact, so instruction and communication should address both variables. Punishment, permanent removal, or an unsupported function hypothesis would not teach a safer replacement response. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

87. A — Strong fluency with weak comprehension indicates that meaning-making, monitoring, or response construction needs instruction. The recommendation uses the student's strength as a foundation instead of reteaching an already adequate skill. The other choices either omit a safeguard, rely on an

unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

88. C — The setting difference suggests an access or partner-support problem, not evidence that the device is unnecessary. Generalization requires consistent modeling and opportunities across people and routines, followed by data review. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

89. C — The error pattern is conceptual, so instruction should connect place-value representations to the written regrouping procedure. More practice without explanation or a premature move to multiplication would repeat the same misunderstanding. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

90. A — The data show a strong association between the schedule and improved engagement, making it a logical first support. Consistent use plus self-monitoring tests whether the support can transfer beyond teacher prompting. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

91. D — The setting difference identifies a generalization need that should be addressed through supported community practice. Immediate removal of prompts or replacement of the task would not teach transfer to the natural environment. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

92. B — The student's interest is a strength that can increase engagement while instruction deliberately builds broader comprehension transfer. Exclusive topic restriction, interest-only teaching, or ignoring motivation would each limit individualized growth. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

93. A — The performance gap suggests a contextual or support difference that should be examined before labeling a skill deficit. Comparing conditions helps distinguish what the student knows from what the current environment permits. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

94. C — A sustained below-aimline trend with fidelity evidence indicates that the current instructional response needs adjustment. Lowering the goal or ignoring the trend would conceal the need for more effective instruction. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

95. D — A measurable goal links assessment evidence to an observable skill and a defined way to judge progress. Broad labels do not specify the behavior or measurement. The other choices either omit a

safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

96. B — The plan addresses emotional regulation and skill practice while maintaining a meaningful academic expectation. Permanent avoidance or sudden exposure does not provide a measured path toward participation and independence. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

97. A — Interest data should guide meaningful opportunities while additional assessment and instruction build realistic postsecondary readiness. A preference alone cannot determine placement, and exclusive focus would neglect skills needed for success. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

98. D — Conflicting results require analysis of conditions and additional evidence rather than an unsupported single-score conclusion. Understanding context can reveal a support need, performance barrier, or assessment limitation that averaging would hide. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

99. C — A defensible plan connects baseline, intervention, fidelity, progress monitoring, and a predetermined adjustment rule. Without those elements, the team cannot determine whether the intervention was implemented or produced meaningful change. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.

100. B — Student voice is assessment information that can guide accessible participation, self-advocacy, and individualized planning. Excluding or overruling the student wastes relevant evidence about supports that improve engagement and access. The other choices either omit a safeguard, rely on an unsupported assumption, or address a different need. This answer is specific enough to guide implementation and later review.