

PRACTICE EXAM 9: 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, then review the explanations after completing the set.

1. A middle-school student with an IEP transfers into a new district. What should the receiving special education teacher do first?
 - A. Review the current IEP and coordinate comparable services while the district follows its transfer procedures.
 - B. Wait for a new evaluation before providing any support.
 - C. Place the student in a general class without reviewing disability-related needs.
 - D. Ask the family to rewrite the IEP before enrolling the student.

2. A teacher wants to discuss a student's medication change in the faculty lounge. Which action is most appropriate?
 - A. Discuss the change openly because all school employees need medical details.
 - B. Post the information in the staff communication log.
 - C. Ask another student to explain the medication change to staff.
 - D. Share only necessary information with staff who have a legitimate educational interest, using a private setting.

3. A parent disagrees with an eligibility decision and asks what the school can do next. What is the best response?

- A. Tell the parent that the committee's decision cannot be questioned.
- B. Explain the procedural safeguards and available dispute-resolution options in understandable language.
- C. Ask the parent to withdraw the student before discussing disagreement.
- D. Promise that the teacher will change the evaluation without team review.

4. A student with autism uses a speech-generating device. Which practice best reflects an ethical responsibility?

- A. Keep the device in the speech room so it does not distract classmates.
- B. Require spoken responses before allowing the device.
- C. Ensure the device is available across settings and train relevant staff to support its use.
- D. Use the device only during formal assessment sessions.

5. Which situation most directly represents a Child Find responsibility?

- A. A teacher waits for a medical diagnosis before documenting concerns.
- B. A school begins referral procedures after persistent concerns suggest a disability may be present.
- C. A school provides tutoring but never considers evaluation.
- D. A parent is told to seek private testing before the district acts.

6. A student is removed from class for behavior that may be related to the student's disability. What should the team consider?

- A. Whether the student should permanently lose special education services.
- B. Whether the teacher can decide the manifestation question alone.
- C. Whether the behavior should be ignored because disability explains everything.
- D. Whether the conduct was caused by, or had a direct and substantial relationship to, the disability.

7. A team is considering a more restrictive placement because a student needs support during science. What should it try first?

- A. Move the student immediately because support needs prove inclusion is impossible.
- B. Remove science from the student's schedule.
- C. Consider supplementary aids and services that could support participation in the general education setting.
- D. Use the same placement for every student with the disability category.

8. Which IEP goal is most measurable for a student working on functional communication?

- A. Given a visual choice board, the student will request a preferred item in four of five opportunities across three sessions.
- B. The student will improve communication during the school year. under the stated conditions
- C. The student will try harder to communicate with adults. under the stated conditions
- D. The student will make better choices whenever possible. under the stated conditions

9. A student will turn 18 during the IEP year. Which action best supports transfer of rights?

- A. Wait until the birthday and then end the IEP.
- B. Provide required notice and information about rights before the student reaches the age of majority.
- C. Transfer all decisions to the school counselor automatically.
- D. Ask the parent to continue signing without explaining the change.

10. A student who is also an English learner performs poorly on an English-only assessment. What is the best next step?

- A. Conclude that the student has a disability from the score alone.
- B. Exclude language background from the evaluation report.
- C. Use linguistically appropriate evaluation practices and collaborate with qualified bilingual personnel.
- D. Translate every standardized item without considering test validity.

11. A teacher notices that a student's attention varies greatly after a recent family crisis. What is the most appropriate interpretation?

- A. Treat the change as proof of an attention disorder.
- B. Ignore the behavior because family circumstances are irrelevant at school.
- C. Use punishment until the student's attention returns.
- D. Consider stress and environmental factors while avoiding a premature disability conclusion.

12. Which action best protects the integrity of an eligibility folder?

- A. Store it securely and provide access only to authorized personnel with an educational need.
- B. Leave it in an unlocked classroom cabinet for convenient access.
- C. Email the full folder to all teachers in the grade level.
- D. Allow volunteers to photograph the folder for planning.

13. A preschool child is transitioning from an early-intervention program to school services. Which practice is most appropriate?

- A. Wait until kindergarten to discuss services.
- B. Coordinate with the family and early-childhood team to support a timely transition.
- C. Use the early-intervention plan unchanged as the school IEP.
- D. Require the family to repeat every assessment without collaboration.

14. A parent requests an IEP amendment after new medical information becomes available. What should the teacher do?

- A. Share the information with the ARD committee and follow procedures for reviewing the IEP.
- B. Change the IEP independently before notifying the team.
- C. Discard prior data because medical information always controls eligibility.
- D. Tell the parent that an IEP cannot ever be amended.

15. A student has an IEP accommodation for text-to-speech. Which practice is required?

- A. Use it only when the student asks after starting an assessment.

- B. Replace it with a teacher preference that seems easier.
- C. Implement the accommodation as written in settings where the IEP requires it.
- D. Provide it only in special education class.

16. A student with an intellectual disability is learning to make purchases. Which approach best respects dignity and access?

- A. Practice only through worksheets about money.
- B. Complete every purchase for the student to prevent mistakes.
- C. Avoid community instruction because errors might occur.
- D. Teach the skill in authentic routines with appropriate prompts, privacy, and gradual fading.

17. Which statement best reflects the significance of Endrew F. for IEP planning?

- A. Every student must reach the same grade-level outcome in one year.
- B. The IEP should be reasonably calculated to enable progress appropriate in light of the student's circumstances.
- C. Any educational benefit, however small, automatically satisfies the standard.
- D. The school may use the same goals for all students with a category.

18. A student nearing graduation says transportation is the main barrier to employment. What should the team do?

- A. Exclude transportation because it is unrelated to education.
- B. Choose a job for the student without asking further questions.
- C. Include transportation needs in transition assessment and measurable postsecondary planning.
- D. Wait until after graduation to discuss community access.

19. A curriculum-based measure shows a student reads 42 correct words per minute, while the target is 60. What should the teacher do first?

- A. Label the student's reading ability from this score alone.
- B. Stop reading instruction until the target is reached independently.
- C. Compare the score only with a classmate's score.
- D. Use the baseline to plan instruction and set a measurable progress-monitoring decision rule.

20. Which assessment is most appropriate for checking whether a newly taught skill is understood during a lesson?

- A. A brief formative probe used while instruction is occurring.
- B. A yearly summative assessment given after instruction ends.
- C. An eligibility evaluation used to determine disability.
- D. A placement decision based on attendance records.

21. A standardized score conflicts with classroom work and family reports. What is the best response?

- A. Analyze the purposes and conditions of each measure and gather additional relevant data.
- B. Use the standardized score because it is always the most accurate.
- C. Average all results without examining their differences.
- D. Discard family information because it is informal.

22. A teacher wants to measure a student's elopement. Which data definition is best?

- A. Record whenever the student seems unsafe. under the stated conditions
- B. Record the student's overall attitude each day. under the stated conditions
- C. Record each instance of leaving the assigned area beyond a stated boundary and time criterion.
- D. Record only incidents that require an administrator. under the stated conditions

23. Which feature makes a progress-monitoring measure useful for an IEP goal?

- A. It changes the task and scoring rule every week.
- B. It measures a different skill because it is easier to administer.

- C. It is used only once at the annual meeting.
- D. It samples the target skill repeatedly using the same scoring rule.

24. A reading intervention is producing no growth. Before changing instruction, what should the teacher verify?

- A. Whether the student should lose access to grade-level content.
- B. Whether the intervention was delivered as designed and with sufficient intensity.
- C. Whether one low score proves the intervention cannot work.
- D. Whether the teacher can change the goal without team input.

25. Which PLAAFP statement is strongest?

- A. The student is a weak reader who needs help. under the stated conditions
- B. The student will improve reading comprehension this year. under the stated conditions
- C. The student has trouble with reading sometimes. under the stated conditions
- D. On a third-grade passage, the student answers 6 of 10 literal questions independently and needs a graphic organizer for inferential questions.

26. A student's annual goal is to solve two-step problems with 80% accuracy. Which data best monitor it?

- A. A monthly attendance percentage. under the stated conditions
- B. Weekly probes containing comparable two-step problems scored for independent accuracy.
- C. A teacher's overall behavior rating. under the stated conditions
- D. A once-a-year grade in mathematics. under the stated conditions

27. A student uses AAC and has inconsistent performance during assessment. What should the team examine?

- A. Whether the student should be assessed without any communication system.

- B. Whether device use should count as cheating.
- C. Access to the device, communication partner behavior, task demands, and response opportunities.
- D. Whether the lowest score should define the PLAAFP.

28. Which accommodation is most likely to preserve the construct of a reading-comprehension assessment?

- A. Extended time when speed is not the construct being measured.
- B. Reading the passage aloud when independent reading comprehension is the construct.
- C. Replacing the passage with a simpler topic.
- D. Providing answers to the comprehension questions.

29. A transition assessment shows a student prefers culinary work but lacks safe kitchen routines. What is the best planning response?

- A. Choose a different career without discussing the student's preference.
- B. Teach prioritized safety and work routines while providing supervised opportunities to explore culinary settings.
- C. Wait until the student leaves school to teach safety.
- D. Use preference alone as the complete transition plan.

30. A teacher graphs four weekly scores: 40, 45, 50, and 55. What is the most defensible interpretation?

- A. The data prove mastery because the scores increased.
- B. The intervention should be stopped because scores are not identical.
- C. The data show an upward trend that should be compared with the goal and aimline.
- D. The first score should be ignored as an outlier without review.

31. A student can identify coins in isolation but not during a store routine. What assessment should follow?

- A. Observe performance in the functional routine and analyze environmental supports and prompts.
- B. Repeat the isolated matching task until the routine improves.
- C. Conclude that the student is refusing to generalize.
- D. Remove money instruction from the student's program.

32. A team is writing an IEP goal from several data sources. Which practice is best?

- A. Select the highest score so the goal appears ambitious. under the stated conditions
- B. Select the lowest score and ignore context. under the stated conditions
- C. Copy a grade-level goal without considering present performance. under the stated conditions
- D. Reconcile the data, document the current baseline, and link the goal to the student's priority need.

33. A teacher needs to know whether a self-monitoring intervention changes task completion. Which design is best?

- A. Collect baseline and intervention data using the same operational definition and schedule.
- B. Collect only student opinions after the intervention.
- C. Change the definition during intervention to show improvement.
- D. Compare the student's data with a different student's grades.

34. Which action best prepares a student to understand personal progress data?

- A. Keep all data private from the student.
- B. Show only grades because they are easier to understand.
- C. Ask the student to accept the teacher's interpretation without discussion.
- D. Teach the student to read the graph, identify the goal, and choose a next step.

35. A student has weekly reading scores of 18, 19, 20, and 21 words correct. The aimline predicts 18, 22, 26, and 30. What is the best interpretation?

- A. The student is on track because every score increased.

- B. The data show regression because the scores are not equal.
- C. The student is improving but below the expected rate, so the team should review and adjust instruction.
- D. The aimline should be ignored because it is not a student score.

36. A student earns 90% on word reading but 45% on comprehension questions. What should analysis emphasize?

- A. The student has mastered reading because the higher score is sufficient.
- B. The discrepancy suggests instruction should target comprehension rather than assume decoding is the primary need.
- C. More phonics instruction is automatically the only response.
- D. Comprehension scores should be ignored because they are subjective.

37. A teacher is planning instruction for a first grader who is learning to compare quantities. What is the best starting point?

- A. Replace mathematics with unrelated life-skills worksheets.
- B. Require abstract notation before checking concrete understanding.
- C. Lower expectations to counting only for the entire year.
- D. Use concrete objects and explicit language tied to the grade-level mathematical idea.

38. Which lesson best reflects explicit instruction?

- A. Assign independent work before explaining the strategy.
- B. Allow students to guess until one discovers the procedure.
- C. Model the skill, guide practice with feedback, then provide structured independent practice.
- D. Provide a worksheet without examples or feedback.

39. A student can decode multisyllabic words but reads connected text inaccurately. Which intervention is most appropriate?

- A. Provide repeated reading with modeling, phrase-level practice, and feedback on accuracy.
- B. Teach only isolated letter names. under the stated conditions
- C. Replace reading with listening to stories. under the stated conditions
- D. Increase worksheet length without modeling. under the stated conditions

40. Which example is an accommodation rather than a modification?

- A. Reducing the number of standards the student must learn.
- B. Providing speech-to-text while keeping the same writing standard and task complexity.
- C. Replacing grade-level content with simpler content permanently.
- D. Changing the expected learning outcome to a different skill.

41. A co-teaching pair wants students with disabilities to receive meaningful grade-level instruction. What should they do first?

- A. Have the special educator circulate without discussing the lesson.
- B. Co-plan the learning target, barriers, access supports, and evidence of learning.
- C. Place all students with IEPs at a separate table for every lesson.
- D. Let one teacher plan and the other provide unplanned assistance.

42. A student with limited speech is learning to answer comprehension questions. Which practice is best?

- A. Require oral answers so comprehension can be judged fairly.
- B. Grade device navigation instead of comprehension.
- C. Accept the student's established communication mode and teach response options linked to the text.
- D. Ask yes-or-no questions only regardless of the goal.

43. A student has learned a locker routine with a paraprofessional. How can the teacher promote generalization?

- A. Continue practicing only with the same adult in the same location.
- B. Stop instruction because the routine was completed once.
- C. Add verbal reminders permanently at every step.
- D. Practice with different people, times, and school locations while fading prompts.

44. Which approach best supports a student with high support needs during a grade-level science lesson?

- A. Identify the essential concept, provide accessible materials, and measure an individualized response to the concept.
- B. Remove the student from science and teach unrelated activities.
- C. Give the student the same worksheet without access supports.
- D. Expect a peer to provide all instruction.

45. A student frequently calls out during group lessons. Which initial instructional response is most appropriate?

- A. Remove the student from every group activity.
- B. Ignore all communication attempts for a week.
- C. Teach and prompt a replacement participation routine, then reinforce its use.
- D. Increase punishment without identifying an alternative behavior.

46. During escalation, a student begins throwing materials. What should staff prioritize?

- A. Argue about consequences until the student agrees.
- B. Follow the student's safety plan, reduce demands and stimulation, and use trained de-escalation procedures.
- C. Add several adults who give simultaneous directions.
- D. Physically block the student without following training or policy.

47. A functional behavior assessment suggests work avoidance maintains a student's refusal. Which BIP component is essential?

- A. Teach a functional break request and reinforce it while gradually building task persistence.
- B. Provide a break after every refusal without teaching communication.
- C. Remove all challenging work permanently.
- D. Use a consequence unrelated to the behavior's function.

48. A student struggles to write an organized paragraph. Which scaffold is most appropriate?

- A. Grade handwriting only and ignore organization. under the stated conditions
- B. Assign longer essays without planning support. under the stated conditions
- C. Provide the finished paragraph for the student to copy. under the stated conditions
- D. Use a paragraph frame, model planning, and fade prompts as the student gains control.

49. Which math intervention best addresses difficulty identifying the operation in word problems?

- A. Teach a schema for problem types, represent knowns and unknowns, and practice explaining the choice.
- B. Require memorization of operation words only. under the stated conditions
- C. Give the student the operation before reading each problem. under the stated conditions
- D. Practice computation without problem contexts. under the stated conditions

50. A student has difficulty joining peer conversations. Which instruction is most useful?

- A. Tell peers to ignore the student until the skill appears.
- B. Model a conversation entry, role-play it, and practice with feedback in natural settings.
- C. Teach conversation only through a written definition.
- D. Remove the student from cooperative activities.

51. Which activity best supports a student's employment transition?

- A. Complete career worksheets without workplace practice. under the stated conditions
- B. Choose a job based only on adult convenience. under the stated conditions

- C. Wait until graduation to observe work behavior. under the stated conditions
- D. Practice a job routine in a community setting with task analysis, feedback, and self-advocacy instruction.

52. A digital worksheet is inaccessible to a student who uses a screen reader. What should the teacher do?

- A. Excuse the student from the learning target. under the stated conditions
- B. Ask a peer to read every screen aloud. under the stated conditions
- C. Provide an accessible version that preserves the learning target and verify it with the student.
- D. Require the inaccessible worksheet to build perseverance. under the stated conditions

53. A student becomes overwhelmed by unpredictable transitions. Which preventive support is best?

- A. Eliminate all transitions from the student's day. under the stated conditions
- B. Use a visual schedule, preview changes, and teach a transition routine with graduated prompts.
- C. Announce changes only after the transition begins. under the stated conditions
- D. Punish the student for showing distress. under the stated conditions

54. Which practice most promotes self-advocacy in an older student?

- A. Speak for the student in every planning conversation.
- B. Tell the student that supports are private adult decisions.
- C. Offer a support without explaining its purpose.
- D. Teach the student to describe a disability-related need and request a specific support.

55. A behavior occurs most often immediately after lengthy independent assignments. What hypothesis is most supported?

- A. The behavior may be related to escaping or avoiding a difficult or extended task.
- B. The behavior is maintained by peer attention in every setting.

- C. The behavior is random because it occurs at school.
- D. The behavior proves the student lacks motivation globally.

56. A student completes 8 of 10 tasks with a visual checklist and 3 of 10 without it. What does this pattern suggest?

- A. The student is incapable of completing tasks independently.
- B. The checklist should be removed immediately to test compliance.
- C. The checklist is a promising support and should be monitored for fading and generalization.
- D. The higher score proves the student no longer needs instruction.

57. A student reports that noise makes it hard to focus, and work completion is lowest during assemblies. What response is best?

- A. Dismiss the report because it is not a standardized measure.
- B. Combine student voice and performance data to plan an access support and monitor its effect.
- C. Remove the student from all school events permanently.
- D. Conclude that the student is choosing not to work.

58. A student meets a social goal during structured role-play but not with peers. What response is best?

- A. End instruction because role-play proves mastery.
- B. Use more role-play only and never vary the setting.
- C. Remove peer activities until the student is perfect.
- D. Plan natural-setting practice, prompt transfer, and collect data with peers.

59. Which recommendation best follows from data showing a student's errors occur mainly when directions contain three steps?

- A. Teach unrelated handwriting practice. under the stated conditions
- B. Give the student the completed task after each error. under the stated conditions

- C. Teach a strategy for chunking and checking multistep directions, then monitor independent use.
- D. Remove all multistep activities permanently. under the stated conditions

60. Which final response is most appropriate when data show a student is ready to fade a prompt?

- A. Reduce prompt intensity gradually while checking whether independent performance remains stable.
- B. Remove every prompt immediately.
- C. Keep the prompt forever because it produced success.
- D. Replace the prompt with a more intrusive one.

61. A student's comprehension improves when text is chunked into short sections. Which recommendation follows?

- A. Teach chunking as a strategy and gradually increase text length while monitoring comprehension.
- B. Keep all text permanently at the shortest length.
- C. Conclude that the student cannot read connected text.
- D. Replace comprehension instruction with vocabulary drills only.

62. A writing sample contains strong ideas but weak organization. Which analysis should guide instruction?

- A. Grade the sample only for spelling.
- B. Separate idea generation from organization and target planning, sequencing, and revision.
- C. Conclude that the student has weak language overall.
- D. Provide a finished essay instead of instruction.

63. A student completes community tasks only when an adult stands nearby. Which response best promotes independence?

- A. Remove adult supervision immediately.
- B. Keep the adult beside the student indefinitely.

- C. Stop community instruction until the student is independent.
- D. Use a planned distance and prompt-fading sequence while checking safety and performance.

64. A paraprofessional is supporting several students during independent work. What is the special educator's best role?

- A. Delegate all instructional decisions without oversight.
- B. Ask the paraprofessional to create IEP goals independently.
- C. Provide clear directions, model support procedures, monitor effects, and give performance feedback.
- D. Limit communication so roles remain separate.

65. A teacher and speech-language pathologist disagree about the best communication prompt. What should they do?

- A. Allow each adult to use a different prompt without tracking it.
- B. Choose the prompt based on seniority.
- C. Stop communication instruction until they agree informally.
- D. Review data together, define the target, and test a consistent approach with a decision rule.

66. A family cannot attend an ARD meeting at the proposed time. Which response best supports participation?

- A. Offer alternative times or methods and document reasonable efforts to involve the family.
- B. Proceed without notifying the family because attendance is optional.
- C. Require the family to attend only in person.
- D. Ask the student to make all decisions for the family.

67. A teacher is using an interpreter during a meeting with a family. Which practice is best?

- A. Speak only to the interpreter and use unexplained jargon.
- B. Speak directly to the family, use clear language, and pause for accurate interpretation.

- C. Ask an elementary student to interpret complex special education information.
- D. Skip family questions to save time.

68. A general education teacher asks which IEP supports are required in class. What should the special educator provide?

- A. The student's entire confidential file without limits.
- B. Only the disability label because services are self-explanatory.
- C. A clear summary of relevant accommodations, services, implementation conditions, and a way to ask questions.
- D. A verbal reminder that the general teacher should decide supports.

69. A team wants to increase a student's work completion but has no shared definition. What should the collaborators do?

- A. Define completion, collect baseline data, and agree on who will record and review it.
- B. Ask each staff member to use a personal definition.
- C. Begin rewards before collecting any baseline.
- D. Use grades as the only measure of completion.

70. Which professional learning goal is most actionable for a special educator?

- A. Become better at teaching everything. under the stated conditions
- B. Learn more about disabilities someday. under the stated conditions
- C. By the end of the semester, implement and review a progress-monitoring routine for two IEP goals.
- D. Attend meetings whenever professional learning is available. under the stated conditions

71. An ARD team cannot reach agreement about a proposed placement. What should the teacher do?

- A. Tell the parent that disagreement ends the student's services.
- B. Change placement privately after the meeting.

- C. Ask the student to choose the legally required placement.
- D. Follow required notice and dispute-resolution procedures while continuing appropriate services as directed.

72. A community agency may provide adult services after graduation. What is the best collaboration step?

- A. Share records automatically because the agency is helpful.
- B. With required consent, invite the agency to contribute relevant transition information and coordinate activities.
- C. Wait until graduation to contact the agency.
- D. Let the agency write the IEP without the team.

73. Which co-teaching practice most supports shared ownership?

- A. One teacher instructs while the other permanently assists individuals.
- B. The special educator teaches only students with IEPs in a separate area.
- C. Teachers alternate responsibility without sharing data.
- D. Both teachers plan, deliver, assess, and adjust instruction for the full class.

74. A student wants to lead part of an ARD meeting. How should the team prepare?

- A. Allow the student to attend but prohibit speaking.
- B. Teach the student to introduce strengths, report data, describe supports, and request assistance.
- C. Have an adult read a script without student rehearsal.
- D. Exclude the student because meetings are only for professionals.

75. A teacher suspects a student may be experiencing abuse. What is the appropriate professional response?

- A. Wait until the teacher has proof beyond the student's disclosure.

- B. Question classmates to build a case first.
- C. Follow mandated-reporting law and district procedures promptly, without conducting an independent investigation.
- D. Promise the student that the information will remain secret.

76. A transition team is discussing graduation options. Which practice is most appropriate?

- A. Explain available options and implications in accessible language while connecting choices to the student's goals and data.
- B. Recommend the option easiest for the school to schedule. under the stated conditions
- C. Select the option before asking the student or family. under the stated conditions
- D. Avoid discussing consequences because all options are identical. under the stated conditions

77. Three observers record 12, 4, and 5 instances of a behavior during the same activity. What should the team do?

- A. Average the numbers and assume the average is valid.
- B. Use the highest count because it indicates the greatest need.
- C. Discard all observations and begin punishment.
- D. Check the operational definition and observer reliability before interpreting the data.

78. A behavior graph shows incidents only during one teacher's class. What should the team examine first?

- A. Conclude that the teacher causes the behavior.
- B. Compare antecedents, task demands, responses, and recording practices in that class.
- C. Average the class with all other settings.
- D. Move the student without studying the pattern.

79. A student uses a visual checklist, but different staff members prompt different steps. What is the best response?

- A. Remove the checklist because implementation is difficult.
- B. Allow each staff member to improvise permanently.
- C. Standardize the prompting procedure and monitor fidelity across staff.
- D. Credit the student for every prompted response.

80. A student's data improve after explicit modeling, but the teacher is unsure which component helped. What should the next plan include?

- A. Remove all components one at a time without a safety plan.
- B. Attribute improvement to the most visible material.
- C. Stop measuring because improvement is sufficient evidence.
- D. Continue the coherent intervention while collecting data on fidelity and relevant component use.

81. A teacher must summarize data for families. Which summary is most useful?

- A. Explain the baseline, current trend, criterion, supports used, and recommended next step in plain language.
- B. Provide only raw scores without interpretation.
- C. Report that the student is doing fine because effort is visible.
- D. Use technical terms without examples.

82. A reading intervention has strong fidelity data but no improvement after eight weeks. What is the best conclusion?

- A. Fidelity proves the intervention must continue unchanged. under the stated conditions
- B. The intervention may not be sufficient for this student, so the team should analyze data and intensify or revise it.
- C. No improvement proves the student cannot learn the skill. under the stated conditions
- D. The goal should be lowered without reviewing the evidence. under the stated conditions

83. A student's work improves in the resource room but not in general education. Which analysis is most useful?

- A. Use the resource-room score as the only valid measure.
- B. Move the student permanently without examining instruction.
- C. Compare task demands, prompts, materials, and opportunities across settings.
- D. Assume the general education teacher caused the difference.

84. A student's annual goal is 80% independent completion, but recent data are 60%, 63%, 65%, and 67%. What should the teacher report?

- A. Report the actual trend, explain the gap from criterion, and recommend a data-based adjustment.
- B. Report mastery because the trend is upward. under the stated conditions
- C. Report only the most recent score. under the stated conditions
- D. Change the scores to reflect effort. under the stated conditions

85. A student can identify a career interest but cannot describe required skills. What instructional response follows from the data?

- A. End transition planning because the student named a preference.
- B. Teach the student to connect the interest with job tasks, needed skills, and a practice plan.
- C. Choose a career for the student based on assessment scores.
- D. Focus only on academic grades until graduation.

86. A teacher's recommendation relies on a single low test score despite stronger classroom evidence. What should the teacher do?

- A. Use the low score because it creates a clear decision.
- B. Ignore the classroom evidence because it is not norm-referenced.
- C. Select the most restrictive support to be safe.
- D. Review validity, conditions, and multiple data sources before making a recommendation.

87. A student is not progressing, but the intervention log shows only half the planned sessions occurred. What is the most defensible next step?

- A. Address implementation fidelity and collect sufficient data before judging intervention effectiveness.
- B. Conclude the intervention failed immediately. under the stated conditions
- C. Conclude the student failed the intervention. under the stated conditions
- D. Erase missed sessions from the record. under the stated conditions

88. A team must choose between two instructional responses. Which decision rule is strongest?

- A. Continue whatever response feels most comfortable to staff. under the stated conditions
- B. Change responses every day to avoid frustration. under the stated conditions
- C. Continue the response if the student meets the criterion; otherwise revise it after reviewing fidelity and trend data.
- D. Choose the response with the most attractive materials. under the stated conditions

89. A student understands a lesson orally but cannot demonstrate it on a written worksheet. What should analysis examine first?

- A. Whether the written response format creates an access barrier unrelated to the learning target.
- B. Whether the student should receive a lower academic standard automatically.
- C. Whether oral performance should always replace written work.
- D. Whether the student is refusing despite understanding.

90. A team sees improvement after adding a visual schedule but does not know whether staff used it consistently. What should happen next?

- A. Attribute all improvement to the schedule without further review.
- B. Remove the schedule to see whether the student regresses.
- C. Stop collecting data because the support seems helpful.
- D. Collect fidelity data while continuing to monitor student outcomes.

91. A student's math probes are 6, 7, 7, and 8 correct out of 10, while the goal criterion is 9. What should the team do?

- A. Declare mastery because the score increased. under the stated conditions
- B. Stop collecting data because performance is close. under the stated conditions
- C. Continue monitoring and adjust instruction if the trend and expected rate do not support reaching the criterion.
- D. Lower the criterion immediately without reviewing instruction. under the stated conditions

92. A student has high quiz scores but cannot use the skill during independent work. Which conclusion is best supported?

- A. The student has mastered the skill because quizzes are high.
- B. Analyze prompts, task conditions, and independence data before claiming mastery.
- C. Independent work should be removed permanently.
- D. The quiz scores should be discarded automatically.

93. A student demonstrates a skill with adult prompts but not with peers. What is the most useful next data point?

- A. Measure only the adult-prompted performance again.
- B. Measure performance with peer partners while recording prompt level and task conditions.
- C. Ask peers whether the student seems ready.
- D. Stop the skill because peer performance is lower.

94. A team is considering a more intensive intervention after slow growth. Which evidence should be reviewed first?

- A. Only the student's disability category. under the stated conditions
- B. Only the number of worksheets completed. under the stated conditions
- C. A single recent score without context. under the stated conditions
- D. The baseline, progress trend, intervention fidelity, and alignment between target and measure.

95. A student says a goal feels impossible, and data show the student has not seen the progress graph. What should the teacher do?

- A. Review the graph with the student and set a reachable next step tied to the goal.
- B. Tell the student to work harder without showing data. under the stated conditions
- C. Remove the goal because the student dislikes it. under the stated conditions
- D. Show only the highest score to increase optimism. under the stated conditions

96. A student's task refusal drops when choices are offered, but work completion does not increase. What should the team infer?

- A. Choice has solved the academic problem completely.
- B. Choice should be removed because refusal decreased.
- C. Choice may reduce refusal, but the team must teach and measure completion separately.
- D. Work completion no longer needs to be measured.

97. A teacher changes the progress measure midway through an intervention. What is the main concern?

- A. The change limits comparison across time unless the team documents and interprets the measurement shift.
- B. Changing measures always improves validity.
- C. The earlier data should be rewritten to match the new measure.
- D. The intervention must be ended immediately.

98. A student's annual review shows mastery of one goal and limited progress on another. What should the report do?

- A. Average both goals into one overall percentage.
- B. Report mastery for the entire IEP because one goal was met.
- C. Ignore the mastered goal and discuss only the weaker one.
- D. Describe each goal separately and recommend continuation or revision based on its own evidence.

99. A team finds that a student's goal measure is too difficult to administer consistently. What is the best action?

- A. Stop measuring the goal altogether.
- B. Revise the measurement procedure with the team while preserving the goal's intended construct.
- C. Use informal impressions instead of a defined measure.
- D. Change the goal to match the easiest available score.

100. A student reaches a criterion in structured practice but not in a new classroom. What should the team recommend?

- A. Declare the goal mastered from structured practice alone.
- B. Repeat structured practice indefinitely without classroom practice.
- C. Plan varied practice in the new classroom and collect data while fading supports.
- D. Remove the student from the new classroom.

Practice Exam 9: Answer Key and Explanations

1. A — Transfer planning begins with continuity of services and careful review of the existing program. The receiving team should address immediate access while completing required local procedures. The other choices omit a safeguard or address a different need. This answer guides implementation and review. This supports careful review and implementation. This keeps the decision tied to student data.

2. D — Confidential student information should be limited to personnel who need it for education. A private, need-to-know discussion protects dignity and supports appropriate implementation. 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. This supports individualized, lawful, and measurable practice.

3. B — Parents must receive meaningful information about their rights and options when disagreement occurs. Clear procedural-safeguards information supports informed participation rather than pressure. 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. This supports individualized, lawful, and measurable practice.

- 4. C** — Communication access is part of meaningful participation, not a reward for compliance. Consistent access and trained partners increase independence and reduce communication barriers. 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. This supports individualized, lawful, and measurable practice.
- 5. B** — Schools must identify and evaluate students who are suspected of having disabilities. Intervention data can inform referral, but a medical label is not required to begin. The other choices omit a safeguard or address a different need. This answer guides implementation and review. This supports careful review and implementation. This keeps the decision tied to student data.
- 6. D** — Manifestation review examines the relationship between conduct and disability. The process requires analysis rather than automatic punishment or automatic exemption. 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. This supports individualized, lawful, and measurable practice.
- 7. C** — LRE decisions consider whether supports can make participation successful. A needed support does not by itself justify removing a student from peers. 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. This supports individualized, lawful, and measurable practice.
- 8. A** — The goal identifies a condition, observable behavior, criterion, and repeated opportunities. Specific measurement permits the team to judge progress and adjust 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. This supports individualized, lawful, and measurable practice.
- 9. B** — Students and families need advance information about the change in decision-making authority. Notice and understandable explanation support legally informed 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. This supports individualized, lawful, and measurable practice.
- 10. C** — Evaluation should distinguish disability-related needs from language acquisition factors. Multiple valid measures and expert collaboration make conclusions more defensible. 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. This supports individualized, lawful, and measurable practice.
- 11. D** — Trauma and stress can affect regulation, engagement, and learning without establishing eligibility. The team should gather context and provide supportive, responsive practices. 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. This supports individualized, lawful, and measurable practice.

12. A — Secure records and limited access protect confidential educational information. Convenience does not outweigh the student's privacy or the need for authorization. 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. This supports individualized, lawful, and measurable practice.

13. B — Transition planning should connect services, family priorities, and school procedures. Collaboration reduces gaps between early intervention and public education. 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. This supports individualized, lawful, and measurable practice.

14. A — New relevant information should be considered through the team process. A coordinated review preserves both family participation and program integrity. 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. This supports individualized, lawful, and measurable practice.

15. C — IEP services and accommodations are binding responsibilities for school staff. Implementation should be consistent with the documented conditions and settings. 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. This supports individualized, lawful, and measurable practice.

16. D — Functional instruction should build independence in the environments where skills are used. Respectful supports combine safety, practice, and increasing student control. 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. This supports individualized, lawful, and measurable practice.

17. B — The standard calls for ambitious, individualized progress rather than trivial benefit. Goals and services should respond to the student's circumstances and documented 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. This supports individualized, lawful, and measurable practice.

18. C — Transition planning addresses supports that affect movement toward adult outcomes. Student preferences should connect to practical, measurable preparation activities. 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. This supports individualized, lawful, and measurable practice.

19. D — A baseline quantifies current performance for instructional planning. A decision rule makes later adjustment more objective and timely. 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. This supports individualized, lawful, and measurable practice.

20. A — Formative assessment supplies immediate information for instructional adjustment. It is designed for feedback during learning rather than final classification. 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. This supports individualized, lawful, and measurable practice.

21. A — Multiple data sources should be interpreted in context rather than ranked automatically. Examining conditions can reveal validity limits or support 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. This supports individualized, lawful, and measurable practice.

22. C — An operational definition makes the target behavior observable and countable. Consistent criteria improve reliability across observers and settings. 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. This supports individualized, lawful, and measurable practice.

23. D — Repeated comparable measures show change over time. Stable procedures support interpretable trends and defensible decisions. 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. This supports individualized, lawful, and measurable practice.

24. B — Fidelity data help distinguish an ineffective intervention from inconsistent implementation. The team needs evidence about delivery before interpreting outcome data. 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. This supports individualized, lawful, and measurable practice.

25. D — The statement identifies current performance, conditions, and a specific support need. Concrete data connect present levels to measurable goals and 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. This supports individualized, lawful, and measurable practice.

26. B — The measure directly samples the skill named in the goal. Comparable probes show whether independent accuracy approaches the criterion. 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. This supports individualized, lawful, and measurable practice.

27. C — Communication mode and testing conditions affect the validity of performance data. Assessment should measure the intended construct rather than access barriers. 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. This supports individualized, lawful, and measurable practice.

28. A — An accommodation changes access conditions without changing the intended construct. An altered passage or answers would change what the assessment measures. 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. This supports individualized, lawful, and measurable practice.

29. B — Transition data should connect interests with skills that require instruction. Authentic practice turns preference into measurable preparation for adult outcomes. 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. This supports individualized, lawful, and measurable practice.

30. C — The sequence indicates improvement but does not by itself establish mastery. Goal criteria and expected rate of growth determine the next decision. 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. This supports individualized, lawful, and measurable practice.

31. A — Performance differences across contexts identify a generalization or support need. Contextual assessment guides instruction better than isolated scores 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. This supports individualized, lawful, and measurable practice.

32. D — Goal development requires an accurate and contextualized starting point. Data convergence and student need should drive the measurable outcome. 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. This supports individualized, lawful, and measurable practice.

33. A — A stable measurement plan permits comparison across phases. The question is about change attributable to the intervention, not preference 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. This supports individualized, lawful, and measurable practice.

34. D — Student-friendly data routines build self-monitoring and self-advocacy. Participation improves when students can connect evidence to decisions. 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. This supports individualized, lawful, and measurable practice.

35. C — Observed growth is positive but falls below the planned rate of improvement. Comparing trend with the aimline informs a timely instructional decision. 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. This supports individualized, lawful, and measurable practice.

36. B — Disaggregated data identify a specific performance pattern. Instruction should match the weaker component and the task demands. 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. This supports individualized, lawful, and measurable practice.

37. D — Concrete representations can provide access while preserving the mathematical concept. Instruction should connect entry supports to grade-level meaning and later abstraction. 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. This supports individualized, lawful, and measurable practice.

38. C — Explicit instruction makes the strategy and success criteria visible. Gradual release builds accuracy before independent performance is expected. 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. This supports individualized, lawful, and measurable practice.

39. A — Connected-text practice targets the difference between isolated and fluent performance. Repeated supported practice can build accuracy and automaticity. 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. This supports individualized, lawful, and measurable practice.

40. B — An accommodation changes access or response conditions without changing the target. A modification changes what the student is expected to learn or demonstrate. 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. This supports individualized, lawful, and measurable practice.

41. B — Shared planning connects specialized supports to the general curriculum. Co-teaching is strongest when both teachers share instructional responsibility. 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. This supports individualized, lawful, and measurable practice.

42. C — Communication access allows the teacher to assess comprehension rather than speech production. Response options should preserve the academic target and student agency. 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. This supports individualized, lawful, and measurable practice.

43. D — Generalization requires planned variation and decreasing dependence on prompts. Programming across conditions increases independent use of the 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. This supports individualized, lawful, and measurable practice.

44. A — Access planning preserves participation in meaningful content. Individualized responses can demonstrate understanding without eliminating the grade-level connection. 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. This supports individualized, lawful, and measurable practice.

45. C — Replacement behavior instruction gives the student a usable way to participate. Teaching the expected routine is more informative than relying on reprimands. 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. This supports individualized, lawful, and measurable practice.

46. B — Safety and regulation take priority during an escalating episode. Consistent trained responses reduce risk and preserve dignity. 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. This supports individualized, lawful, and measurable practice.

47. A — A function-based plan teaches an efficient replacement response. Instruction and reinforcement should make appropriate communication more effective than refusal. 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. This supports individualized, lawful, and measurable practice.

48. D — Planning and organization can be taught through explicit, temporary supports. Fading preserves independence while maintaining access to the writing target. 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. This supports individualized, lawful, and measurable practice.

49. A — Schemas connect problem structure to operation selection. Representations and explanations reveal whether the student understands the relationship. 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. This supports individualized, lawful, and measurable practice.

50. B — Social skills improve when the target is modeled, rehearsed, and used authentically. Natural practice supports transfer beyond the lesson. 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. This supports individualized, lawful, and measurable practice.

51. D — Employment readiness requires functional practice connected to an identified pathway. Community-based instruction can reveal supports and build 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. This supports individualized, lawful, and measurable practice.

52. C — Accessibility is necessary for equitable participation in instruction. The adapted format should preserve the intended content and response demands. 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. This supports individualized, lawful, and measurable practice.

53. B — Predictability and instruction can reduce transition-related stress. The plan builds a transferable routine instead of relying on avoidance. 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. This supports individualized, lawful, and measurable practice.

54. D — Self-advocacy combines knowledge of needs with an effective request. Students gain agency when they can connect support to 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. This supports individualized, lawful, and measurable practice.

55. A — Antecedent and consequence patterns support a tentative function hypothesis. The team should test the hypothesis rather than treat it as a diagnosis. 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. This supports individualized, lawful, and measurable practice.

56. C — Performance changes across conditions identify a support effect. The next step is systematic practice and prompt fading, not abrupt removal. 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. This supports individualized, lawful, and measurable practice.

57. B — Student experience can explain a context-specific performance pattern. A targeted support can be evaluated using later participation and work data. 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. This supports individualized, lawful, and measurable practice.

58. D — Context-specific performance indicates a generalization need. Instruction should move deliberately from rehearsal to authentic use. 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. This supports individualized, lawful, and measurable practice.

59. C — The error pattern identifies a teachable executive-function demand. A targeted strategy can be evaluated with repeated comparable tasks. 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. This supports individualized, lawful, and measurable practice.

60. A — Prompt fading tests and builds independence without sacrificing access. Performance data should guide the pace and conditions of the fade. 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. This supports individualized, lawful, and measurable practice.

61. A — The data identify an access strategy that can be taught and faded. Gradual increases test whether the strategy transfers to more demanding text. 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. This supports individualized, lawful, and measurable practice.

62. B — Error analysis should identify the component that limits the performance. Instruction can preserve strengths while directly teaching organization. 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. This supports individualized, lawful, and measurable practice.

63. D — Prompt fading can increase independence while maintaining necessary safety. Data should determine how quickly proximity and assistance are reduced. 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. This supports individualized, lawful, and measurable practice.

64. C — Supervision should maintain fidelity while respecting the paraprofessional's contribution. Clear feedback and monitoring support consistent implementation. 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. This supports individualized, lawful, and measurable practice.

65. D — Collaborative problem solving should be anchored in shared evidence. Consistent implementation permits a meaningful comparison of approaches. 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. This supports individualized, lawful, and measurable practice.

66. A — Meaningful participation requires accessible notice and reasonable scheduling efforts. Flexibility helps the family contribute to decisions about 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. This supports individualized, lawful, and measurable practice.

67. B — Direct communication and qualified interpretation support informed participation. The family should receive understandable information and an opportunity to respond. 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. This supports individualized, lawful, and measurable practice.

68. C — Teachers need actionable information while confidentiality is preserved. Implementation improves when responsibilities and conditions are explicit. 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. This supports individualized, lawful, and measurable practice.

69. A — Shared definitions make data comparable across adults and settings. Baseline and roles support a coordinated intervention. 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. This supports individualized, lawful, and measurable practice.

70. C — An actionable goal identifies a practice, timeframe, and evidence of implementation. Specific evidence allows reflection and adjustment rather than vague improvement claims. 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. This supports individualized, lawful, and measurable practice.

71. D — Disagreement should be handled through established procedural protections. The teacher should not bypass the team or suspend services arbitrarily. 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. This supports individualized, lawful, and measurable practice.

72. B — Agency participation can strengthen transition planning when consent and roles are clear. Coordination should protect privacy and keep educational decisions with the team. 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. This supports individualized, lawful, and measurable practice.

73. D — Shared ownership includes planning and decision making for all learners. A fixed assistant role limits the value of specialized expertise. 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. This supports individualized, lawful, and measurable practice.

74. B — Preparation makes participation meaningful and builds self-advocacy. Student leadership should be supported rather than symbolic. 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. This supports individualized, lawful, and measurable practice.

75. C — Mandated reporters act on reasonable suspicion through designated channels. Investigation is the responsibility of authorized child-protection personnel. 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. This supports individualized, lawful, and measurable practice.

76. A — Graduation planning should be individualized, informed, and connected to postsecondary outcomes. Students and families need understandable information for meaningful decisions. 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. This supports individualized, lawful, and measurable practice.

77. D — A large observer discrepancy may indicate inconsistent definitions or recording. Reliable measurement is necessary before making an intervention decision. 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. This supports individualized, lawful, and measurable practice.

78. B — A setting-specific pattern calls for careful contextual analysis. The team needs evidence about demands and measurement before selecting a 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. This supports individualized, lawful, and measurable practice.

79. C — Inconsistent prompts make student performance difficult to interpret. A shared procedure supports reliable implementation and a clearer independence measure. 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. This supports individualized, lawful, and measurable practice.

80. D — A complete implementation record supports reasonable interpretation of change. The team can refine the intervention after examining its active features. 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. This supports individualized, lawful, and measurable practice.

81. A — Families need interpretable information about performance and planned action. Clear summaries support meaningful participation in program decisions. 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. This supports individualized, lawful, and measurable practice.

82. B — Outcome data matter even when implementation was consistent. The response should be individualized and based on the pattern of results. 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. This supports individualized, lawful, and measurable practice.

83. C — Setting-specific analysis can identify barriers to transferring a skill. The team can then adapt supports while preserving appropriate 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. This supports individualized, lawful, and measurable practice.

84. A — Progress reporting should be accurate, interpretable, and connected to the goal criterion. An upward trend still may require intensified support to reach the target. 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. This supports individualized, lawful, and measurable practice.

85. B — Interest data identify a starting point, not a completed transition outcome. Analysis should turn preference into measurable knowledge and action. 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. This supports individualized, lawful, and measurable practice.

86. D — A single score may not represent the student's typical performance. Sound recommendations require converging evidence and contextual interpretation. 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. This supports individualized, lawful, and measurable practice.

87. A — Insufficient delivery limits conclusions about intervention effects. Fidelity must be corrected before outcome data are interpreted confidently. 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. This supports individualized, lawful, and measurable practice.

88. C — A predetermined rule links evidence to an instructional action. Fidelity and trend review make the decision transparent and repeatable. 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. This supports individualized, lawful, and measurable practice.

89. A — Different response modes can reveal a performance barrier rather than a content deficit. The team should preserve the target while adapting access when appropriate. 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. This supports individualized, lawful, and measurable practice.

90. D — Outcome interpretation depends on knowing whether the support was implemented. Fidelity monitoring strengthens causal reasoning and planning. 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. This supports individualized, lawful, and measurable practice.

91. C — The data show modest growth but not criterion-level performance. The team should compare the trend with the planned rate and make a timely 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. This supports individualized, lawful, and measurable practice.

92. B — Different conditions may produce different levels of performance. Mastery claims should reflect the setting and independence required 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. This supports individualized, lawful, and measurable practice.

93. B — Prompt level and partner context are important variables in generalization. Direct peer-setting data guide the next instructional step. 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. This supports individualized, lawful, and measurable practice.

94. D — Intensity decisions should follow a complete review of instructional evidence. Reviewing alignment prevents a stronger intervention from targeting the wrong need. 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. This supports individualized, lawful, and measurable practice.

95. A — Accessible data discussion can build self-efficacy and realistic planning. The student should understand both progress and the next action. 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. This supports individualized, lawful, and measurable practice.

96. C — Different outcomes may reflect separate functions or skills. The team should distinguish behavior reduction from acquisition of the target 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. This supports individualized, lawful, and measurable practice.

97. A — Measurement changes can create apparent differences unrelated to student growth. Transparent documentation helps the team interpret the record cautiously. 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. This supports individualized, lawful, and measurable practice.

98. D — Goal-specific reporting preserves meaningful information about progress. Different outcomes require different instructional decisions. 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. This supports individualized, lawful, and measurable practice. This supports careful review and implementation.

99. B — A usable measure is necessary for reliable progress reporting. Revision should improve feasibility without abandoning the student's intended outcome. 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. This supports individualized, lawful, and measurable practice.

100. C — The difference indicates that transfer has not yet been demonstrated. Instruction should build performance across people, materials, and settings. 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. This supports individualized, lawful, and measurable practice.