

PRACTICE EXAM 14: 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. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A parent asks the school to share an evaluation report with a private tutor. What should the teacher do first?

- A. Email the complete report because tutoring is educational.
- B. Ask the tutor to promise not to repeat it.
- C. Post the report in the tutoring center.
- D. Verify authorization and share only information permitted through the applicable privacy process.

2. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A student with a disability is denied access to an after-school club because staff assume accommodations are too difficult. What is the best response?

- A. Exclude the student to avoid liability.
- B. Require the family to provide all supports.
- C. Identify reasonable supports that allow meaningful participation in the club.
- D. Offer an unrelated activity instead.

3. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A teacher suspects a

first grader may have a disability after interventions produce little progress. The parent has not requested testing. What should happen?

- A. Wait for a medical diagnosis.
- B. Follow the district's referral process under Child Find responsibilities.
- C. Retain the student before considering evaluation.
- D. Tell the parent the school cannot act without a request.

4. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? During an ARD meeting, a member proposes a placement solely because it is the district's usual option. What should the team do?

- A. Consider the student's individual needs, supplementary aids, and the continuum of placements.
- B. Use the usual option for consistency. under the stated conditions
- C. Choose the most restrictive setting for safety. under the stated conditions
- D. Let the disability category determine placement. under the stated conditions

5. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A student turns 18 before the next annual meeting. Which preparation is required?

- A. Provide advance information about the transfer of rights and decision-making responsibilities.
- B. End the IEP on the birthday.
- C. Keep the parent as decision maker automatically.
- D. Transfer decisions to the counselor.

6. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A school receives a referral for a child who is homeschooled and suspected of having a disability. What principle applies?

- A. The child is automatically outside all school responsibilities.
- B. Only a private clinic may evaluate the child.
- C. The school should follow applicable Child Find and evaluation procedures for the suspected disability.
- D. The school should wait until public enrollment.

7. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A student is removed for behavior and the team is considering a disciplinary change of placement. What must the team examine?

- A. Whether the student should lose all services.
- B. Whether the teacher can decide alone.
- C. Whether disability eliminates every consequence.
- D. Whether the conduct was a manifestation of the student's disability.

8. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A student with a physical impairment needs building access but no specially designed instruction. Which plan is generally appropriate?

- A. An IEP regardless of instructional need.
- B. A Section 504 plan describing access aids and services.
- C. A verbal classroom promise.
- D. A behavior plan as the primary document.

9. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A teacher leaves a student's eligibility folder in an unlocked conference room. What should the teacher do?

- A. Secure the folder immediately and report the incident through local privacy procedures.
- B. Leave it because staff use the room.
- C. Photocopy it for convenience.

D. Ask a student to return it later.

10. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? An IEP lists an assistive-technology service that a substitute teacher has not been told about. What is the special educator's responsibility?

A. Wait until the student requests the technology.

B. Ensure relevant staff receive the information needed to implement the IEP.

C. Remove the service from the IEP.

D. Tell the substitute to choose a replacement.

11. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? A parent revokes consent for continued special education services. What should the school do?

A. Continue services indefinitely without communication.

B. Stop services immediately without notice.

C. Follow the required notice and procedural steps before changing services.

D. Ask a teacher to override the parent.

12. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A child transitions from an early-intervention provider to a district preschool. Which practice is best?

A. Copy the early-intervention plan unchanged. under the stated conditions

B. Wait until the first day of school. under the stated conditions

C. Repeat every assessment without collaboration. under the stated conditions

D. Coordinate with the family and early-childhood team to plan continuity and new school procedures.

13. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A student who uses a communication device is frequently asked to answer without it. What should the teacher do?

- A. Require speech before accepting answers. under the stated conditions
- B. Ensure access to the device across relevant settings and train communication partners.
- C. Keep the device in the therapy room. under the stated conditions
- D. Use it only on formal tests. under the stated conditions

14. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? Which IEP goal is most defensible for a student learning to request assistance?

- A. Given a difficult task, the student will use a taught request in 4 of 5 opportunities across three sessions.
- B. The student will ask for help more often. under the stated conditions
- C. The student will improve independence. under the stated conditions
- D. The student will make better choices. under the stated conditions

15. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A parent disagrees with the proposed evaluation results. What should the teacher provide?

- A. A statement that the team cannot be questioned.
- B. A request that the parent withdraw the student.
- C. A promise to change the result privately.
- D. Information about procedural safeguards and available dispute-resolution options.

16. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A student's schedule places all special education services during required general education instruction without team review. What should be checked?

- A. Whether the schedule is convenient for staff. under the stated conditions
- B. Whether the student prefers missing general education. under the stated conditions

- C. Whether the schedule matches the IEP and provides services in the least restrictive environment.
- D. Whether the disability category permits the schedule. under the stated conditions

17. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A student experiencing family trauma shows sudden sleepiness and withdrawal at school. What is the best initial response?

- A. Provide supportive routines and gather contextual information before making an eligibility conclusion.
- B. Diagnose a disability from the change.
- C. Ignore the change because it began outside school.
- D. Use punishment for disengagement.

18. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? A team writes an IEP using the same goals for every student with a particular disability label. What is the concern?

- A. The goals are automatically compliant. under the stated conditions
- B. The goals are too measurable. under the stated conditions
- C. The team has provided too much family input. under the stated conditions
- D. The program may not be individualized to the student's strengths, needs, and circumstances.

19. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A teacher uses a broad reading screener and needs to determine which phonics skills require instruction. What should follow?

- A. Repeat the same screener. under the stated conditions
- B. Use a diagnostic measure that analyzes specific patterns of errors.
- C. Assign a lower reading placement immediately. under the stated conditions
- D. Use attendance data instead. under the stated conditions

20. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A classroom behavior rating varies widely among observers. What should the team do?

- A. Use the highest rating automatically. under the stated conditions
- B. Average the ratings without review. under the stated conditions
- C. Clarify the behavior definition and check observer agreement before using the ratings.
- D. Blame the least experienced observer. under the stated conditions

21. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A teacher changes both the reading passage and response format during progress monitoring. What is the primary concern?

- A. The student will automatically master the skill.
- B. The score becomes a valid diagnosis.
- C. The data may no longer be comparable across measurement occasions.
- D. The intervention no longer needs fidelity checks.

22. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? Which baseline is best for a goal targeting independent transitions?

- A. Write that the student has transition difficulty.
- B. Record the percentage of transitions completed independently across several routines.
- C. Use one successful transition.
- D. Use the student's attendance rate.

23. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? Which goal best measures a student's use of a graphic organizer for written responses?

- A. Given a planning prompt, the student will complete the organizer with required elements in 4 of 5 assignments.
- B. The student will organize writing better. under the stated conditions
- C. The student will use the organizer when motivated. under the stated conditions
- D. The student will improve written expression. under the stated conditions

24. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A team wants to know whether a math intervention is working. What should it collect?

- A. Only the final report-card grade. under the stated conditions
- B. Teacher impressions without scores. under the stated conditions
- C. A different skill each week. under the stated conditions
- D. Repeated probes of the target skill using a consistent scoring rule.

25. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? Which assessment is most useful immediately after teaching a new vocabulary strategy?

- A. A semester examination. under the stated conditions
- B. A short formative check that reveals which students can apply the strategy.
- C. A statewide test. under the stated conditions
- D. An eligibility evaluation. under the stated conditions

26. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A summative assessment shows a student has not mastered a unit standard. How should the result be used?

- A. Combine it with classroom and progress data when planning next instruction.
- B. Use it as the only measure of the student's ability.
- C. End instruction on the standard.
- D. Change the disability eligibility immediately.

27. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? Which observation is most useful for analyzing a student's repeated calling out?

- A. Rate whether the student seemed disrespectful. under the stated conditions
- B. Record only the teacher's consequence. under the stated conditions
- C. Record what occurs before the call, the observable call, and what follows it.
- D. Describe the student's character. under the stated conditions

28. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A student performs better when allowed to point than when required to speak. What should the assessment team consider?

- A. Whether pointing should be prohibited. under the stated conditions
- B. Whether speech ability defines all learning. under the stated conditions
- C. Whether the lower score alone is valid. under the stated conditions
- D. The student's preferred response mode and whether speech demands are confounding the target skill.

29. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? Which is an accommodation for a history assessment?

- A. Replacing the history standard with a simpler topic. under the stated conditions
- B. Providing extended time while keeping the same history content and response target.
- C. Removing all source-analysis questions. under the stated conditions
- D. Supplying the correct historical interpretation. under the stated conditions

30. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? Which change most clearly modifies an academic expectation?

- A. Using large print. under the stated conditions

- B. Providing a quiet setting. under the stated conditions
- C. Allowing additional response time. under the stated conditions
- D. Requiring mastery of fewer and less complex standards than the grade-level course.

31. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A student has strong classroom performance but low scores on a timed test. What should the team examine?

- A. Whether time limits or test conditions affect performance on the intended construct.
- B. Whether classroom work should be discarded.
- C. Whether the student must be placed more restrictively.
- D. Whether the lowest score is always the most accurate.

32. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? Which PLAAFP statement best supports a reading-comprehension goal?

- A. The student is a poor reader. under the stated conditions under the stated conditions
- B. The student needs comprehension support. under the stated conditions under the stated conditions
- C. On fourth-grade passages, the student identifies literal details in 8 of 10 items but needs a strategy for inferences.
- D. The student will improve reading this year. under the stated conditions under the stated conditions

33. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A transition interview shows a student wants to live independently but cannot plan a weekly budget. What should follow?

- A. Remove independent-living planning. under the stated conditions
- B. Teach budgeting through functional practice and monitor performance toward an individualized transition goal.
- C. Choose a living arrangement for the student. under the stated conditions
- D. Focus only on academic grades. under the stated conditions

34. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A behavioral intervention was scheduled four times weekly but delivered once. What can the team conclude?

- A. The intervention failed. under the stated conditions
- B. The student failed the intervention. under the stated conditions
- C. The goal should be lowered immediately. under the stated conditions
- D. Very little about effectiveness until implementation is corrected and adequately measured.

35. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? How should a student participate in reviewing progress data?

- A. Use a student-friendly display to identify progress, barriers, and a possible next step.
- B. Receive only the final grade. under the stated conditions
- C. Avoid data to protect feelings. under the stated conditions
- D. Accept the teacher's conclusion without discussion. under the stated conditions

36. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? What should a teacher bring to an ARD meeting to show progress toward an IEP goal?

- A. A dated graph or table with baseline, recent data, criterion, and intervention conditions.
- B. A general behavior description. under the stated conditions
- C. Only the highest score. under the stated conditions
- D. A class ranking. under the stated conditions

37. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A student with dyslexia is studying a grade-level social studies chapter. What is the best instructional support?

- A. Replace social studies with unrelated worksheets. under the stated conditions
- B. Require the chapter without access support. under the stated conditions
- C. Teach content with accessible text, explicit vocabulary, and a response method that preserves the content target.
- D. Lower every content expectation automatically. under the stated conditions

38. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A kindergarten student is learning to identify rhyming words. Which lesson is most appropriate?

- A. Assign silent worksheets first. under the stated conditions
- B. Teach letter names only. under the stated conditions
- C. Use explicit modeling, auditory examples, guided practice, and opportunities to explain the rhyme.
- D. Wait for incidental learning during free play. under the stated conditions

39. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? Which approach best teaches a student to use a new note-taking strategy?

- A. Assign notes without instruction. under the stated conditions
- B. Model the strategy, complete one example together, and fade prompts during independent practice.
- C. Provide a completed page to copy. under the stated conditions
- D. Let the student guess the strategy. under the stated conditions

40. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A student confuses place value when adding three-digit numbers. What should instruction include?

- A. Increase worksheet quantity only. under the stated conditions
- B. Teach subtraction instead. under the stated conditions
- C. Require the algorithm without representations. under the stated conditions

D. Use concrete and visual representations before connecting them to the standard algorithm.

41. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A student writes a paragraph with no topic sentence. Which intervention is most targeted?

- A. Correct spelling only. under the stated conditions
- B. Assign longer paragraphs. under the stated conditions
- C. Provide a finished paragraph to copy. under the stated conditions
- D. Model topic sentences and use a checklist that is gradually faded.

42. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A student can answer factual questions but not explain evidence from a text. What should instruction emphasize?

- A. Teach only more vocabulary. under the stated conditions
- B. Accept unsupported answers as mastery. under the stated conditions
- C. Model citing evidence, provide sentence frames, and practice explaining how evidence supports an answer.
- D. Remove text-dependent questions. under the stated conditions

43. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A co-teaching pair wants students to use multiple ways to show science learning. What should they plan?

- A. Allow options such as writing, speaking, modeling, or using technology while keeping the science target constant.
- B. Use one response format for fairness. under the stated conditions
- C. Lower the science standard for students needing options. under the stated conditions
- D. Excuse students who cannot write quickly. under the stated conditions

44. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response?

Which co-teaching model is most appropriate when both teachers share instruction for different groups during a lesson?

- A. Permanent one-teach, one-assist.
- B. Station teaching with coordinated tasks and common learning targets.
- C. Separate instruction based only on disability.
- D. Unplanned support from the second teacher.

45. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A student uses a picture-based AAC system during a literature discussion. What should the teacher do?

- A. Require spontaneous speech. under the stated conditions
- B. Preteach relevant symbols and allow sufficient wait time for the student to contribute.
- C. Ask yes-or-no questions only. under the stated conditions
- D. Have a peer answer for the student. under the stated conditions

46. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? A student cannot operate a digital map because buttons are unlabeled. What should the teacher do?

- A. Remove the geography task.
- B. Have a peer operate the map permanently.
- C. Provide labeled, accessible controls and teach the student how to use them.
- D. Grade the student on a different subject.

47. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A student needs to request a turn during cooperative work. Which lesson is best?

- A. Teach a request phrase, model it, role-play it, and practice during actual group tasks.
- B. Explain the rule without practice. under the stated conditions

- C. Remove the student from groups. under the stated conditions
- D. Wait for peers to correct the student. under the stated conditions

48. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A BIP identifies peer attention as a likely reinforcer for calling out. Which response is appropriate?

- A. Provide attention after every call-out. under the stated conditions
- B. Ignore all communication attempts. under the stated conditions
- C. Remove every group activity. under the stated conditions
- D. Teach a hand signal or turn-taking routine and reinforce appropriate bids for attention.

49. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A student becomes agitated when an unexpected substitute arrives. Which preventive support is best?

- A. Preview possible changes and teach a routine for checking the visual schedule and asking for help.
- B. Avoid all substitute teachers. under the stated conditions
- C. Announce the change only after distress begins. under the stated conditions
- D. Punish the student for asking questions. under the stated conditions

50. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A student loses focus under fluorescent lights. Which instructional response is most appropriate?

- A. Remove the student from all instruction. under the stated conditions
- B. Offer an agreed lighting or seating adjustment and monitor its effect on engagement.
- C. Ignore the report until grades fall. under the stated conditions
- D. Assume the student is refusing work. under the stated conditions

51. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A student with significant support needs is learning the water cycle. Which task is most appropriate?

- A. Replace science with unrelated matching. under the stated conditions
- B. Expect a written essay without supports. under the stated conditions
- C. Have a peer complete the task. under the stated conditions
- D. Use accessible symbols or objects to sequence evaporation, condensation, and precipitation.

52. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A student with low vision is learning to move safely between classrooms. What should the teacher coordinate?

- A. A peer escort for every transition forever. under the stated conditions
- B. Avoid unfamiliar routes. under the stated conditions
- C. Orientation and mobility instruction with consistent environmental cues and fading adult support.
- D. Require independent travel without instruction. under the stated conditions

53. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? Which task best teaches independent locker management?

- A. Use a task analysis, practice at the locker, and fade prompts as steps become consistent.
- B. Complete the locker routine for the student. under the stated conditions
- C. Use a worksheet about lockers. under the stated conditions
- D. Wait for independence to emerge. under the stated conditions

54. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A student wants to work in a grocery store. Which instruction best supports the goal?

- A. Complete only career-interest worksheets. under the stated conditions

- B. Select another job based on adult preference. under the stated conditions
- C. Practice stocking, reading a schedule, and requesting assistance in a supervised work setting.
- D. Wait until graduation to teach work routines. under the stated conditions

55. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? Which community-based lesson best supports independent purchasing?

- A. Complete a worksheet about money. under the stated conditions
- B. Plan a purchase, compare prices, complete the transaction, and review the receipt.
- C. Watch a video about stores. under the stated conditions
- D. Have an adult make the purchase. under the stated conditions

56. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A student is learning to disclose an accommodation need to a supervisor. What should instruction include?

- A. Have an adult speak in every situation. under the stated conditions
- B. Tell the student never to mention disability. under the stated conditions
- C. Offer a support without teaching self-advocacy. under the stated conditions
- D. Practice a concise explanation of the need and a specific request for support.

57. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A student can follow a picture schedule in special education class but not in art. What should happen next?

- A. Declare the skill mastered. under the stated conditions
- B. Use the schedule with art-specific symbols and collect data while fading prompts.
- C. Remove the schedule in art. under the stated conditions
- D. Return to special education class permanently. under the stated conditions

58. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A teacher wants to fade verbal prompts during a morning routine. Which decision is best?

- A. Remove every prompt immediately. under the stated conditions
- B. Keep prompts permanently. under the stated conditions
- C. Reduce prompt intensity after data show stable independent performance.
- D. Change prompts randomly. under the stated conditions

59. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A student earns access to a preferred activity after completing a difficult task. What should the teacher monitor?

- A. Whether reinforcement is contingent on the target response and whether independence increases.
- B. Whether the reward is attractive to adults. under the stated conditions
- C. Only whether the student appears happy. under the stated conditions
- D. Whether the task can be removed. under the stated conditions

60. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? A teacher is planning small-group instruction for students with different decoding needs. What is most appropriate?

- A. Group students permanently by disability label. under the stated conditions
- B. Use one lesson for everyone. under the stated conditions
- C. Provide individual instruction for every lesson. under the stated conditions
- D. Group students flexibly by the skill being taught and regroup as data change.

61. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A student receives text-to-speech for grade-level content. Which practice supports implementation?

- A. Offer it only after failure. under the stated conditions

- B. Use it only in the resource room. under the stated conditions
- C. Replace it with a simpler assignment. under the stated conditions
- D. Check that the tool is available, functional, and used under the conditions specified in the IEP.

62. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? Which transition activity best supports a student's goal of independent transportation?

- A. Discuss transportation only in a lecture. under the stated conditions
- B. Choose the route for the student forever. under the stated conditions
- C. Teach route planning, safety checks, and problem solving through supervised travel practice.
- D. Wait until adult services begin. under the stated conditions

63. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A worksheet contains directions in small, low-contrast print. What should the teacher do?

- A. Provide a readable accessible format while preserving the task's learning target.
- B. Excuse the student from the task.
- C. Ask a peer to complete it.
- D. Replace the target with easier work.

64. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A general education teacher and special educator disagree about a student's support. What should they do first?

- A. Allow each teacher to use a different approach. under the stated conditions
- B. Review shared data and the IEP conditions, then agree on a consistent implementation plan.
- C. Choose based on seniority. under the stated conditions
- D. Avoid discussing the disagreement. under the stated conditions

65. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A family needs translated information before an ARD meeting. What should the school provide?

- A. Ask the student to interpret. under the stated conditions
- B. Use a brief English summary only. under the stated conditions
- C. A qualified interpreter or translated materials sufficient for meaningful participation.
- D. Proceed without family input. under the stated conditions

66. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A physical therapist recommends a mobility support that affects classroom routines. What should the team do?

- A. Keep the recommendation only in therapy notes.
- B. Let the student decide without instruction.
- C. Replace it with an unrelated academic goal.
- D. Coordinate the support with classroom staff and monitor how it affects participation.

67. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? A paraprofessional begins giving students answers rather than prompts. What should the special educator do?

- A. Model prompt-based support, explain the concern, and monitor implementation afterward.
- B. Ignore it because the students finish work. under the stated conditions
- C. Publicly reprimand the paraprofessional. under the stated conditions
- D. Remove all paraprofessional support. under the stated conditions

68. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? Which evidence would make a professional learning plan most useful?

- A. Attendance at a workshop alone. under the stated conditions
- B. A baseline of current practice, a specific strategy to implement, and evidence of change.
- C. A general goal to improve. under the stated conditions
- D. A list of topics without application. under the stated conditions

69. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A teacher is asked to alter progress data before sharing it with a family. What is the ethical response?

- A. Change scores to appear more positive.
- B. Omit low scores permanently.
- C. Report the data accurately and explain limitations or context transparently.
- D. Ask the student to choose which scores to report.

70. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A colleague asks for a student's disability label when the colleague does not teach the student. What should the teacher do?

- A. Provide the entire record. under the stated conditions
- B. Share information only if the colleague has a legitimate educational need to know.
- C. Discuss the label in the staff lounge. under the stated conditions
- D. Ask another student to explain it. under the stated conditions

71. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A parent and school team remain divided about services after an ARD meeting. What should the teacher do?

- A. Tell the parent services will stop.
- B. Change the IEP privately.
- C. Ask the student to resolve the dispute.
- D. Explain available procedural options and continue appropriate services as required.

72. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A community agency is invited to discuss adult services. What must the school confirm before sharing records?

- A. Required consent from the parent or adult student and a relevant transition purpose.
- B. The agency's verbal promise of confidentiality. under the stated conditions
- C. That the agency is popular locally. under the stated conditions
- D. That graduation is already complete. under the stated conditions

73. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A school wants to improve consistency of behavior supports across classrooms. What should the team create?

- A. A general reminder to be consistent.
- B. Separate procedures for every teacher.
- C. A shared definition, implementation checklist, responsible staff, and review schedule.
- D. A final rating based only on grades.

74. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? A special educator advocates for a student's access to advanced coursework. Which approach is strongest?

- A. Use student data, needed supports, and the student's goals to address barriers with the team.
- B. Demand placement without evidence. under the stated conditions
- C. Assume disability prevents advanced work. under the stated conditions
- D. Let scheduling convenience decide. under the stated conditions

75. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A teacher hears a student disclose possible abuse. What should the teacher do?

- A. Investigate classmates first.
- B. Wait for physical evidence.
- C. Promise the student secrecy.
- D. Follow mandated-reporting requirements promptly through the designated process.

76. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A family disagrees with a classroom strategy because it conflicts with home routines. What should the teacher do?

- A. Ignore family input. under the stated conditions
- B. Seek the family's perspective and adapt the plan when possible while preserving the learning goal.
- C. Require the home to copy school routines exactly. under the stated conditions
- D. Document noncompliance before asking questions. under the stated conditions

77. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A student wants to present progress at an ARD meeting. What support is most useful?

- A. Have an adult speak for the student.
- B. Allow attendance without preparation.
- C. Rehearse a strengths statement, data summary, support request, and closing question.
- D. Exclude the student from the discussion.

78. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A school and a vocational provider share a student's work assessment. What is the best practice?

- A. Share the full school record automatically.
- B. Coordinate only authorized, relevant information tied to the transition plan.
- C. Let the provider rewrite the IEP.
- D. Wait until the student leaves school.

79. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A novice teacher needs help implementing a student's complex communication plan. What should the special educator do?

- A. Model the plan, observe implementation, and provide specific feedback with follow-up.
- B. Give written directions and never observe.
- C. Take over the class permanently.
- D. Tell the teacher to ask the family.

80. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A meeting includes several professionals who use different terms for the same behavior. What should the facilitator do?

- A. Let each professional keep a private definition. under the stated conditions
- B. Choose the loudest opinion. under the stated conditions
- C. Skip data collection. under the stated conditions
- D. Agree on an observable definition and common data language before planning intervention.

81. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? Which action best demonstrates reflective professional practice?

- A. Repeat the same lesson regardless of data. under the stated conditions
- B. Review student evidence, identify a teaching assumption, and revise instruction based on the result.
- C. Blame the student for low performance. under the stated conditions
- D. Choose a new strategy because it is popular. under the stated conditions

82. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A student's weekly scores are 52, 54, 55, and 56, while the goal is 75. What should the team report?

- A. The student shows improvement but remains below criterion and may need an instructional adjustment.
- B. The goal is mastered because scores rose. under the stated conditions
- C. The data show no learning. under the stated conditions
- D. The scores should be rounded to mastery. under the stated conditions

83. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A student performs better with a visual model than with verbal directions alone. What should the team investigate?

- A. Whether verbal directions should be eliminated everywhere. under the stated conditions
- B. Whether the student is unwilling to listen. under the stated conditions
- C. Whether visual access is a support that should be used and monitored across relevant tasks.
- D. Whether the lowest score defines ability. under the stated conditions

84. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A reading sample shows accurate decoding but weak retelling. What should the teacher analyze?

- A. Only letter naming. under the stated conditions
- B. Handwriting speed. under the stated conditions
- C. Whether reading instruction should stop. under the stated conditions
- D. Comprehension processes such as main idea, sequencing, and recalling key details.

85. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A behavior occurs immediately after independent work is assigned and stops when the task is removed. What hypothesis is reasonable?

- A. The behavior is necessarily attention-maintained.
- B. The behavior may be maintained by escape from the task.
- C. The behavior is random.
- D. The student lacks motivation in all settings.

86. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A support was implemented consistently, but performance did not improve. What is the next step?

- A. Review whether the support matches the target need and revise instruction using the data.
- B. Continue unchanged forever. under the stated conditions
- C. Conclude the student cannot learn. under the stated conditions
- D. Erase the baseline. under the stated conditions

87. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A student's work improves in a quiet room but not in the general classroom. What should be compared?

- A. Only the student's attitude. under the stated conditions
- B. Only the quiet-room score. under the stated conditions
- C. The disability labels of classmates. under the stated conditions
- D. Noise, task demands, prompts, materials, and opportunities across the two settings.

88. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? A student completes a routine with a teacher but not with a peer. What data should be collected?

- A. Only teacher-supported performance.
- B. Peer opinions without observation.
- C. Performance, prompt level, and task conditions with peer partners.
- D. The lowest score as a fixed ability.

89. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A student reports that a graphic organizer reduces confusion, and assignment data improve when it is used. What should the team do?

- A. Ignore the student because the report is subjective. under the stated conditions
- B. Continue without monitoring. under the stated conditions
- C. Consider both the student's report and performance data when deciding whether to continue it.
- D. Remove it because adults prefer worksheets. under the stated conditions

90. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A progress report says a student is 'doing better' without scores or conditions. What should be added?

- A. Current performance, trend, criterion, supports, and a clear next step.
- B. More disability terminology. under the stated conditions
- C. A comparison with classmates. under the stated conditions
- D. A statement about effort only. under the stated conditions

91. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A student remains below the criterion after instruction, but data show tasks were much harder than planned. What should the team examine?

- A. Whether to change the scores. under the stated conditions
- B. Whether to end the goal immediately. under the stated conditions
- C. Whether disability alone explains the result. under the stated conditions
- D. Whether task difficulty and implementation conditions affected the apparent lack of progress.

92. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? A graph includes a baseline, intervention phase, and stable upward trend. What additional question matters?

- A. Whether the graph uses bright colors.
- B. Whether the trend is approaching the criterion at the expected rate.
- C. Whether the first score is the highest.

D. Whether the student liked the graph.

93. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A student solves addition facts but cannot solve a word problem with the same numbers. What should be analyzed?

- A. Language, problem representation, and identification of the unknown.
- B. Only fact fluency. under the stated conditions
- C. Only handwriting. under the stated conditions
- D. Whether mathematics should be removed. under the stated conditions

94. In a co-taught classroom, educators are deciding how to respond. The team has documented the following case. Which option best reflects an individualized professional response? A student requests breaks appropriately, but work completion remains low. What does the data suggest?

- A. The request should be punished.
- B. Communication improved, but task completion requires separate instruction and monitoring.
- C. The academic goal is already met.
- D. All work should be removed.

95. At a high school ARD meeting, the team is analyzing this circumstance. The team has documented the following case. Which option best reflects an individualized professional response? AAC use is strong during structured practice but inconsistent during group discussion. What should the team examine?

- A. Only the student's willingness. under the stated conditions
- B. The structured score as universal mastery. under the stated conditions
- C. Device access, partner wait time, vocabulary availability, and discussion demands.
- D. Whether group discussion should end. under the stated conditions

96. In an early-childhood program, the staff are considering this need. The team has documented the following case. Which option best reflects an individualized professional response? A student names a preferred job but cannot identify needed workplace behaviors. What should transition instruction do?

- A. End the transition process. under the stated conditions
- B. Select a different job without discussion. under the stated conditions
- C. Focus only on grades. under the stated conditions
- D. Teach the student to analyze job tasks and practice the needed behaviors.

97. During a progress-review conference, the team is applying this principle. The team has documented the following case. Which option best reflects an individualized professional response? A student's performance drops only when instructions contain several unfamiliar terms. What response is best?

- A. Lower all academic expectations. under the stated conditions
- B. Preteach essential vocabulary and monitor performance on the same task demands.
- C. Remove written directions permanently. under the stated conditions
- D. Assume the student is noncompliant. under the stated conditions

98. At a community instruction site, the specialist is reviewing this issue. The team has documented the following case. Which option best reflects an individualized professional response? A team proposes a restrictive placement after one low assessment score. What should happen first?

- A. Accept the score as decisive. under the stated conditions
- B. Choose the most restrictive option. under the stated conditions
- C. Review validity, multiple data sources, supports, and the student's performance across settings.
- D. Ignore classroom evidence. under the stated conditions

99. At a suburban elementary campus, the team is reviewing this matter. The team has documented the following case. Which option best reflects an individualized professional response? Which plan best supports data-based instructional response?

- A. Begin without defining success. under the stated conditions

- B. Wait for the annual test. under the stated conditions
- C. Change strategies daily without records. under the stated conditions
- D. Set a baseline, implement a defined strategy, check fidelity, monitor progress, and use a decision rule.

100. During a middle-school planning meeting, staff are addressing this concern. The team has documented the following case. Which option best reflects an individualized professional response? A student's score improves after both a new support and a shorter assignment are introduced. What conclusion is justified?

- A. The team should continue comparable measurement before attributing improvement to one variable.
- B. The support alone caused improvement. under the stated conditions
- C. The assignment change had no effect. under the stated conditions
- D. Further data are unnecessary. under the stated conditions

Practice Exam 14: Answer Key and Explanations

1. D — For this parallel case, privacy rules require authorization and limited disclosure. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

2. C — For this parallel case, equal participation requires addressing access barriers. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

3. B — For this parallel case, school concerns can trigger Child Find procedures. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

4. A — For this parallel case, placement must be individualized and connected to LRE. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

5. A — For this parallel case, advance notice supports the change in educational decision making. The team can implement and review this response. The other choices omit a safeguard, rely on an

unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

6. C — For this parallel case, child Find responsibilities are not replaced by assumptions about schooling. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

7. D — For this parallel case, manifestation review requires analysis of conduct and disability. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

8. B — For this parallel case, section 504 addresses disability-related access needs. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

9. A — For this parallel case, secure handling protects confidential educational records. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

10. B — For this parallel case, all responsible staff need actionable implementation information. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

11. C — For this parallel case, revocation requires a documented procedural response. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

12. D — For this parallel case, transition planning connects services and family priorities. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

13. B — For this parallel case, communication access is necessary for participation and dignity. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

14. A — For this parallel case, the goal states a condition, behavior, criterion, and measurement context. Measurable goals guide instruction and progress reporting. The team can implement and review this

response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

15. D — For this parallel case, parents need understandable information when disagreement occurs. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

16. C — For this parallel case, schedules must reflect documented services and LRE decisions. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

17. A — For this parallel case, stress can affect learning without establishing disability eligibility. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

18. D — For this parallel case, iEPs must be individualized rather than category-driven. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

19. B — For this parallel case, diagnostic assessment identifies specific instructional needs. The next measure should explain performance rather than merely flag risk. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

20. C — For this parallel case, reliable definitions support reliable data. Measurement quality must be addressed before intervention conclusions. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

21. C — For this parallel case, changing conditions can make trend interpretation misleading. Comparable procedures are necessary for meaningful progress monitoring. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

22. B — For this parallel case, baseline should directly sample the target behavior. Repeated observations provide a stronger starting point than impressions. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

23. A — For this parallel case, the goal identifies a condition, observable response, and criterion. Specific measurement allows instruction and progress to be adjusted. The team can implement and

review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

24. D — For this parallel case, repeated comparable probes reveal change over time. A stable measure supports data-based instructional decisions. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

25. B — For this parallel case, formative checks provide timely feedback during instruction. The teacher can use the results to reteach or extend learning. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

26. A — For this parallel case, summative data are one source for instructional planning. Interpreting results with other evidence avoids overreliance on one score. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

27. C — For this parallel case, antecedent-behavior-consequence data support a functional hypothesis. Observable events are more useful than global judgments. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

28. D — For this parallel case, response mode can affect the validity of performance data. Assessment should measure the intended skill rather than an unrelated access barrier. The team can implement and review this response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

29. B — For this parallel case, an accommodation changes access without changing the target. Changing content or answers would alter the assessment construct. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

30. D — For this parallel case, a modification changes what the student is expected to learn. Access supports can preserve the original academic target. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

31. A — For this parallel case, different conditions can produce different performance patterns. The team should examine validity before making a program decision. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

32. C — For this parallel case, a useful PLAAFP includes current data, conditions, and a specific need. Concrete present levels connect directly to instruction and measurable goals. The team can implement

and review this response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

33. B — For this parallel case, transition data should lead to measurable functional instruction. A preferred outcome becomes actionable when the missing skill is taught. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

34. D — For this parallel case, insufficient delivery limits conclusions about outcomes. Fidelity must be addressed before judging the intervention fairly. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

35. A — For this parallel case, accessible data review supports self-monitoring and self-advocacy. Student participation improves when evidence is linked to action. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

36. A — For this parallel case, interpretable displays show performance and decision-relevant context. The team needs evidence that connects directly to the goal. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

37. C — For this parallel case, access supports can preserve grade-level content participation. Specialized instruction should address barriers without abandoning the subject target. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

38. C — For this parallel case, early literacy skills benefit from explicit, interactive instruction. Modeling and guided practice make the sound relationship observable. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

39. B — For this parallel case, explicit modeling and guided release support independent strategy use. Prompt fading preserves ownership while maintaining access. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

40. D — For this parallel case, representations can make place-value relationships visible. Concrete-to-symbolic instruction addresses the conceptual error directly. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

41. D — For this parallel case, the intervention targets the organization feature shown in the sample. A focused scaffold is more useful than unrelated writing practice. The team can implement and review this

response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

42. C — For this parallel case, the strategy targets evidence-based reasoning directly. Sentence frames can support rigor while students learn the explanation structure. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

43. A — For this parallel case, multiple expression modes can improve access without changing the target. The learning goal, not the response format, should guide scoring. The team can implement and review this response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

44. B — For this parallel case, station teaching can provide differentiated practice under shared planning. Both teachers remain responsible for meaningful instruction. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

45. B — For this parallel case, communication access requires preparation, time, and authentic opportunities. The student should participate in the same meaningful discussion target. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

46. C — For this parallel case, assistive technology should remove an access barrier while preserving the task. Training supports independence rather than substituting another person's work. The team can implement and review this response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

47. A — For this parallel case, social participation skills need explicit instruction and natural practice. The goal is transfer into the setting where the skill is needed. The team can implement and review this response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

48. D — For this parallel case, a function-based plan teaches an efficient replacement response. Reinforcement should make appropriate participation more effective than calling out. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

49. A — For this parallel case, predictability and replacement routines can reduce transition stress. Teaching a coping response supports future flexibility instead of permanent avoidance. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

50. B — For this parallel case, environmental adjustments can address a documented sensory barrier. The support should be individualized and evaluated with performance data. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

51. D — For this parallel case, accessible representations can preserve the essential science concept. Students can demonstrate understanding through individualized response modes. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

52. C — For this parallel case, systematic mobility instruction builds safety and independence. Consistent cues support generalization across school routines. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

53. A — For this parallel case, functional skills should be taught in the authentic environment. Task analysis makes instruction and prompt fading measurable. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

54. C — For this parallel case, employment preparation should connect interest with actual job skills. Supervised practice identifies supports and builds readiness. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

55. B — For this parallel case, community instruction develops functional performance in natural contexts. A sequence allows the teacher to measure and fade supports. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

56. D — For this parallel case, self-advocacy requires knowing a need and expressing a useful request. Role-play can prepare the student for respectful real-world communication. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

57. B — For this parallel case, generalization requires practice with relevant materials and people. Instruction should extend the skill without removing participation in art. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

58. C — For this parallel case, prompt fading should be guided by independence data. A gradual reduction protects success while building self-reliance. The team can implement and review this

response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

59. A — For this parallel case, reinforcement should be linked to the behavior and student outcome. Monitoring prevents a reward system from replacing instruction or independence. The team can implement and review this response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

60. D — For this parallel case, flexible grouping aligns instruction with current skill needs. Regrouping keeps support responsive without lowering expectations. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

61. D — For this parallel case, assistive technology must be implemented consistently. Availability and usability are part of meaningful access. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

62. C — For this parallel case, transition skills require functional practice linked to adult outcomes. Supervised repetition helps build safety and independence. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

63. A — For this parallel case, accessibility changes the presentation, not the intended learning. An accessible format lets the student demonstrate the same skill. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

64. B — For this parallel case, collaboration is strongest when grounded in shared evidence. A consistent plan permits the team to evaluate its effect. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

65. C — For this parallel case, meaningful participation requires understandable information. Language access is a responsibility, not an optional convenience. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

66. D — For this parallel case, related-service recommendations must connect to daily educational access. Coordination improves consistency and reveals whether the support works in context. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

67. A — For this parallel case, feedback should protect instructional integrity and student independence. Coaching and monitoring are more effective than ignoring or abruptly removing support. The team can

implement and review this response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

68. B — For this parallel case, professional learning should connect practice, implementation, and evidence. Application and follow-up make learning more likely to affect students. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

69. C — For this parallel case, professional integrity requires accurate and interpretable reporting. Families need trustworthy information to participate in decisions. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

70. B — For this parallel case, confidential information is limited to legitimate educational interest. Need-to-know communication protects dignity and privacy. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

71. D — For this parallel case, established procedures guide unresolved team disagreement. The teacher should not bypass the team or terminate services arbitrarily. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

72. A — For this parallel case, consent and relevance protect privacy during transition collaboration. Agency participation should add useful information without replacing the educational team. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

73. C — For this parallel case, shared implementation criteria make fidelity observable. Assigned roles and review dates support coordinated practice. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

74. A — For this parallel case, effective advocacy combines evidence, access, and student preference. High expectations should be paired with individualized support planning. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

75. D — For this parallel case, mandated reporting is based on reasonable suspicion and procedure. Authorized investigators, not classroom staff, determine facts. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

76. B — For this parallel case, family collaboration improves cultural and contextual fit. Respectful problem solving can preserve the goal while adapting the method. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

77. C — For this parallel case, preparation makes student participation substantive. Rehearsal supports agency without replacing the student's voice. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

78. B — For this parallel case, transition collaboration should be relevant, authorized, and role-specific. Limited sharing protects privacy while supporting continuity. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

79. A — For this parallel case, coaching combines modeling, observation, and feedback. Follow-up helps identify barriers before they affect student access. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

80. D — For this parallel case, shared terminology supports coordinated decisions. A common definition improves communication and measurement reliability. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

81. B — For this parallel case, reflection connects evidence to professional decisions. Evidence-based revision is more defensible than habit or popularity. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

82. A — For this parallel case, trend and criterion must both be considered. Positive growth does not eliminate the need to examine rate and support. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

83. C — For this parallel case, performance differences can reveal an effective access support. The team should test the support across appropriate contexts. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

84. D — For this parallel case, error patterns identify the component limiting performance. Targeted comprehension instruction is more appropriate than unrelated decoding practice. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

85. B — For this parallel case, the sequence suggests a tentative escape function. The team should collect more data and teach an appropriate alternative. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

86. A — For this parallel case, fidelity alone does not establish that a support is effective. Outcome data should guide a targeted revision. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

87. D — For this parallel case, setting differences may explain performance variation. Comparing conditions identifies supports that can be transferred without unnecessary removal. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

88. C — For this parallel case, partner and prompt variables affect generalization. Direct peer-setting data guide the next teaching step. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

89. C — For this parallel case, student voice and outcome data can converge. Using both sources supports a responsive individualized decision. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

90. A — For this parallel case, families need interpretable evidence tied to the goal. Specific reporting supports meaningful participation and adjustment. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

91. D — For this parallel case, task conditions can affect interpretation of outcome data. The team should verify comparability before selecting a response. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

92. B — For this parallel case, decision making requires comparing growth with the goal. A positive trend may still need intensified instruction if the rate is insufficient. The team can implement and review this response. The other choices omit a safeguard or address a different need. This answer guides review. This supports careful review and implementation.

93. A — For this parallel case, the discrepancy suggests a problem-solving representation need. Instruction should target the barrier shown by the task pattern. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

94. B — For this parallel case, behavior and academic outcomes should be analyzed separately. A successful replacement response does not automatically teach the academic skill. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

95. C — For this parallel case, communication performance depends on environmental conditions. Comparing conditions can reveal practical supports for participation. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

96. D — For this parallel case, preferences must be connected to measurable preparation. Task analysis turns interest into an actionable transition plan. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

97. B — For this parallel case, a language-access pattern can identify a teachable barrier. Preteaching should improve access while preserving the task target. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

98. C — For this parallel case, placement requires converging evidence and contextual review. A single score may not represent typical performance or access conditions. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

99. D — For this parallel case, a complete plan links evidence, implementation, and action. Predetermined rules make decisions transparent and repeatable. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

100. A — For this parallel case, concurrent changes limit causal interpretation. Documenting variables and restoring comparable conditions strengthens the next decision. The team can implement and review this response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.