

PRACTICE EXAM 15: TEXES SPECIAL EDUCATION SPECIALIST EC-12 (186) SIMULATION (100 QUESTIONS)

This standalone practice exam contains 100 original selected-response questions aligned to the TExES Special Education Specialist EC-12 (186) framework. The official exam currently includes 90 selected-response questions and 1 constructed-response question, with a 5-hour appointment that includes a 15-minute tutorial and compliance agreement and 4 hours 45 minutes of testing time; the official passing score is 240. Use the questions to practice applied, evidence-based, individualized, and legally aligned decision making. This is independent practice material and is not an official Pearson or Texas Education Agency exam.

1. After an ARD meeting, a parent asks the school to send the student's IEP to a private caseworker. Which action best protects the student's record?
 - A. Send the IEP after the caseworker explains the service need.
 - B. Share only the pages describing current classroom accommodations.
 - C. Invite the caseworker to review the IEP without additional documentation.
 - D. Obtain the parent's written consent before releasing the IEP.

2. A third-grade teacher reports that a student has persistent reading difficulty despite targeted classroom support. What should the special education teacher do first?
 - A. Wait until the student completes every tier of intervention.
 - B. Initiate the campus referral and Child Find process.
 - C. Recommend a disability category based on the teacher's report.
 - D. Tell the family to obtain a medical diagnosis before referral.

3. An ARD committee is revising an IEP for a student whose progress has stalled. Which proposal best reflects the Endrew F. standard?

- A. A plan reasonably calculated to produce progress appropriate to the student.
- B. A plan that repeats last year's goals with fewer supports.
- C. A plan focused only on passing the next classroom test.
- D. A plan that sets identical outcomes for every student.

4. An eighth-grade student struggles in a general education science class but benefits from co-teaching and visual supports. What should guide the placement decision?

- A. Whether the student has ever received instruction in a separate class.
- B. Whether the general education teacher prefers a smaller group.
- C. Whether education can be achieved satisfactorily with supplementary aids and services.
- D. Whether the disability label automatically determines the placement.

5. Which statement most accurately distinguishes a Section 504 plan from an IEP?

- A. A 504 plan is required for every student with an IEP.
- B. An IEP provides specially designed instruction; a 504 plan generally provides access accommodations.
- C. An IEP is used only for students with physical disabilities.
- D. A 504 plan replaces evaluation whenever a parent requests services.

6. During an ARD meeting, a parent who speaks limited English appears confused about the discussion. What is the most appropriate action?

- A. Continue because the parent received the written notice.
- B. Ask the student to translate the technical discussion.
- C. Arrange interpretation so the parent can understand and participate.
- D. Postpone all decisions until the parent becomes fluent in English.

7. Under current Texas transition guidance, when must transition requirements begin no later than for a student with a disability?

- A. By age 16 in every case, with no earlier planning.
- B. Only during the student's final year of public school.
- C. After the student has already selected an employer.
- D. By age 14, or earlier when the ARD committee determines it is appropriate.

8. A teacher wants to discuss a student's disability and IEP during a hallway conversation with several staff members. What is the best response?

- A. Move the discussion to a private setting and include only staff with legitimate educational interests.
- B. Use the student's initials because that always removes confidentiality concerns.
- C. Discuss the case openly because all employees work for the district.
- D. Share the details if the conversation is intended to improve instruction.

9. A physician's note states that a first-grade student has ADHD. What must the school still determine before providing IDEA special education services?

- A. Whether the student takes medication consistently at home.
- B. Whether an evaluation shows a disability-related need for special education and related services.
- C. Whether the parent can provide additional medical records.
- D. Whether the student has failed the same class twice.

10. A general education teacher says an IEP accommodation is too difficult to implement during a busy lesson. What is the special education teacher's best response?

- A. Tell the teacher to use the accommodation only when convenient.
- B. Remove the accommodation until the next annual meeting.
- C. Ask the parent to provide the accommodation at home instead.
- D. Collaborate to implement the IEP and seek ARD revision if needed.

11. Which feature is most characteristic of an Individualized Family Service Plan for an infant or toddler?

- A. Family-centered outcomes and early-intervention services developed with the family.
- B. A grade-level curriculum tied to statewide academic testing.
- C. A secondary transition plan focused on postschool employment.
- D. A disciplinary plan based on classroom behavior data.

12. A student with an IEP is removed for behavior that may be related to the disability. Which action should the school prioritize when required by the discipline circumstances?

- A. Treat the behavior as unrelated because the student broke a rule.
- B. Cancel the student's services during the disciplinary period.
- C. Review the relationship between the behavior and the disability and examine the behavior plan.
- D. Wait for the next annual ARD meeting before reviewing supports.

13. A student moves from one Texas district to another during the school year with an existing IEP. What should the receiving district do while determining next steps?

- A. Begin services only after a new evaluation is completed.
- B. Use the receiving teacher's preferred schedule immediately.
- C. Provide FAPE, including comparable services, until the IEP is adopted or replaced.
- D. Place the student in general education without reviewing records.

14. Before a student reaches the age of majority, which practice best supports transfer-of-rights preparation?

- A. Teach the student what educational decision-making rights and supports will change.
- B. Ask the parent to make all future decisions indefinitely.
- C. Wait until the student's final ARD meeting to mention adult rights.
- D. Remove the parent from all meetings immediately at age 17.

15. A fourteen-year-old student has expressed strong preferences about a future career. What should the ARD committee do?

- A. Exclude the student because adults must write the transition plan.
- B. Invite and prepare the student to participate in transition planning.
- C. Wait until the student has completed a formal vocational program.
- D. Use only the parent's preference because it is easier to document.

16. A district proposes a modified high-school curriculum for a student who needs extensive support. What must the ARD committee address?

- A. Whether modified instruction eliminates the need for progress monitoring.
- B. Whether the student can be exempted from all academic content.
- C. Whether the parent must select a single career immediately.
- D. How the modification may affect the student's graduation options and postsecondary pathway.

17. A student who recently experienced family violence becomes withdrawn and fatigued. What is the most appropriate initial response by the special education teacher?

- A. Assume the student has developed a learning disability.
- B. Coordinate supportive school-based assistance while gathering information about the student's needs.
- C. Increase academic demands to rebuild motivation quickly.
- D. Conduct an FBA before considering emotional or environmental factors.

18. A school plans an evening event in a building that lacks an accessible entrance for a student who uses a wheelchair. Which response best reflects the school's responsibility?

- A. Ask the family to carry the student into the building.
- B. Offer the student a recording after the event instead.
- C. Explain that accessibility applies only during instructional hours.
- D. Provide an accessible location or effective equivalent access to the event.

19. A teacher is beginning an intervention for a student's reading fluency. Which assessment information is most important to collect first?

- A. A baseline measure using the same task and scoring method planned for monitoring.
- B. A final grade from the previous school year.
- C. A single parent estimate of the student's reading speed.
- D. A general intelligence score without reading-specific information.

20. A teacher gives a brief exit task after each lesson and changes the next day's modeling based on the results. What type of assessment is this?

- A. Summative assessment used to assign a final course grade.
- B. Eligibility evaluation used to determine disability status.
- C. Formative assessment used to adjust instruction during learning.
- D. Transition assessment used to identify postschool outcomes.

21. A student's IEP goal requires solving multi-step word problems with 80 percent accuracy. Which progress-monitoring practice is strongest?

- A. Record whether the student seemed engaged during each lesson.
- B. Compare the student with the highest-performing classmate.
- C. Use repeated comparable probes and graph performance across time.
- D. Wait for the annual test to determine whether the goal was met.

22. An emergent bilingual student is being evaluated for a suspected learning disability. Which practice best supports validity?

- A. Use an English-only test and treat low scores as conclusive.
- B. Delay all assessment until the student speaks English like peers.
- C. Ask a sibling to translate standardized test directions.
- D. Use multiple measures and qualified bilingual or language specialists to interpret language effects.

23. An IEP permits a student to dictate written responses to a scribe. During a state assessment, how should the accommodation be handled?

- A. Add it automatically because it helped during classroom work.
- B. Provide it only as documented and allowable for that assessment.
- C. Replace it with a modification that reduces the writing demand.
- D. Use it only if the student asks after the assessment begins.

24. Which information belongs most directly in the PLAAFP section of an IEP?

- A. Current academic and functional performance, strengths, needs, and disability impact.
- B. A list of every service the district offers to students.
- C. A teacher's preferred placement without supporting evidence.
- D. A broad disability label without current performance information.

25. A student frequently leaves independent work. The teacher records what happens before and after each episode. What is the teacher primarily collecting?

- A. A summative academic score for the student's report card.
- B. A norm-referenced intelligence profile for eligibility.
- C. Antecedent-behavior-consequence data for a functional behavior assessment.
- D. A transition inventory for postsecondary planning.

26. Which annual IEP goal is most measurable?

- A. The student will improve reading comprehension as much as possible.
- B. The student will understand main ideas during the school year.
- C. The student will work harder when reading difficult passages.
- D. Given a grade-level passage, the student will identify the main idea with 80 percent accuracy across three probes.

27. Progress-monitoring data show that a student has made little growth despite consistent intervention delivery. What is the best next step?

- A. Review the intervention's match and intensity, then adjust instruction using the data.
- B. Conclude that the student cannot learn the skill.
- C. Stop collecting data because the intervention was implemented.
- D. Lower the goal so the graph appears closer to mastery.

28. Which assessment would best help an ARD committee develop employment-related postsecondary goals?

- A. A kindergarten readiness screener administered without context.
- B. An age-appropriate transition assessment of interests, strengths, and support needs.
- C. A disciplinary referral count from one semester.
- D. A single spelling test unrelated to career tasks.

29. A student receives a weekly graph of reading performance and selects a strategy after reviewing the results. What skill is the teacher developing?

- A. Dependence on adult judgments for every instructional decision.
- B. Self-monitoring and self-advocacy through understanding personal data.
- C. Competition with peers based on rank-order performance.
- D. Avoidance of assessment because the graph replaces instruction.

30. Before an annual ARD meeting, a teacher reviews existing evaluation data and classroom records to decide whether more testing is needed. What process is being used?

- A. A behavior intervention plan meeting that replaces evaluation.
- B. A placement decision made without family participation.
- C. A summative grading conference about report-card performance.
- D. A review of existing evaluation data to guide evaluation decisions.

31. A student's reading scores differ across a classroom probe, a district test, and work samples. What should the teacher do first?

- A. Use the lowest score as the student's true ability.
- B. Average all scores without considering task differences.
- C. Examine the conditions and purposes of each measure before interpreting the pattern.
- D. Ignore the work samples because they are informal.

32. A teacher sends parents a progress report stating only that the student is doing better. What improvement is most important?

- A. Report the measured performance, comparison point, and next instructional step.
- B. Add more positive adjectives without including any numbers.
- C. Replace the report with the student's final course grade.
- D. Describe the teacher's effort instead of the student's response.

33. Which measure is most appropriate for monitoring a student's oral reading fluency intervention?

- A. A lengthy essay scored only for handwriting neatness.
- B. A brief, comparable passage probe scored for accurate words read per minute.
- C. A parent survey asking whether reading seems easier.
- D. A science project grade unrelated to oral reading.

34. A student with dysgraphia uses speech-to-text during class writing. Before recommending it for broader use, what should the team examine?

- A. Whether every student in the class wants the same device.
- B. Whether the technology eliminates the need to teach writing.
- C. Whether the device is the most expensive available option.
- D. Whether trials show improved access and meaningful written output for the student.

35. A student has an IEP accommodation for extended time on classroom tests. The teacher wants to add a calculator on a state assessment. What should occur first?

- A. Confirm that the calculator is an approved, documented accommodation for that assessment.
- B. Provide it because extended time automatically includes tools.
- C. Use it only after the student misses the first questions.
- D. Add it to the IEP informally without ARD consideration.

36. Which preparation best supports an ARD committee's review of a student's progress?

- A. Bring only the current report-card grade and attendance record.
- B. Bring a placement recommendation without supporting data.
- C. Bring organized graphs, work samples, implementation notes, and proposed instructional responses.
- D. Bring every record without identifying patterns or questions.

37. A fourth-grade student has difficulty decoding multisyllabic words. Which instructional approach is most appropriate?

- A. Assign independent grade-level reading and wait for incidental learning.
- B. Provide explicit, systematic instruction with modeling, guided practice, and cumulative review.
- C. Use only silent reading time without feedback or word analysis.
- D. Replace decoding instruction with easier stories permanently.

38. A student with a learning disability is learning to solve two-step equations. Which sequence best supports conceptual understanding?

- A. Start with timed symbolic worksheets and correct errors afterward.
- B. Provide the answer key so the student can copy the procedure.
- C. Avoid visual models because they may slow the lesson.
- D. Use concrete representations, connect them to drawings, and then introduce symbols.

39. A middle-school science teacher wants a lesson accessible to students with varied communication and reading needs. Which UDL practice is strongest?

- A. Give students with disabilities a separate, easier objective.
- B. Use one lecture format so every student receives identical input.
- C. Offer multiple ways to access content and demonstrate understanding while keeping the target rigorous.
- D. Reduce the science standard to vocabulary memorization.

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

- A. Providing text-to-speech while keeping the same grade-level content target.
- B. Replacing the grade-level standard with recognition of fewer concepts.
- C. Reducing the complexity of the standard the student must master.
- D. Substituting a life-skills objective for the academic standard.

41. A student can follow a multistep routine in the resource room but not in the cafeteria. Which instructional response is most appropriate?

- A. Repeat the routine only in the resource room until it is perfect.
- B. Assume the student is refusing because the skill was mastered once.
- C. Remove the cafeteria routine from the student's expectations.
- D. Practice the routine across settings with planned prompts and gradual fading.

42. A nonspeaking student uses a tablet-based AAC system. Which classroom practice best supports communication?

- A. Keep the device stored until the student has a perfect message.
- B. Model the system during authentic interactions and allow adequate response time.
- C. Require spoken responses whenever peers can understand the topic.
- D. Use the device only during speech therapy sessions.

43. Which practice best supports an elementary student with extensive support needs in a general education social studies lesson?

- A. Provide unrelated preschool materials at a separate table.
- B. Excuse the student from the lesson because the text is difficult.
- C. Use age-appropriate materials, individualized supports, and a meaningful role in the shared lesson.
- D. Give the student a worksheet with no connection to the class topic.

44. A student writes only one sentence in response to a paragraph prompt. Which scaffold should be introduced first?

- A. Model planning with a graphic organizer and think aloud about adding relevant details.
- B. Assign a longer essay without modeling how to develop ideas.
- C. Correct grammar on the final draft without teaching planning.
- D. Replace composition with copying a model paragraph.

45. Which activity most directly develops a student's transition-related employment skills?

- A. Complete a worksheet listing careers without practicing tasks.
- B. Memorize workplace vocabulary without visiting a work setting.
- C. Practice job routines in a community setting with feedback and self-advocacy prompts.
- D. Choose a career for the student based only on test scores.

46. A preschool student with a suspected disability needs early literacy support. Which approach is most developmentally appropriate?

- A. Embed playful sound, print, and communication practice in familiar routines.
- B. Use lengthy worksheets designed for older students.
- C. Delay instruction until the student can sit for a full lesson.
- D. Teach isolated letter names without meaningful interaction.

47. A student has difficulty entering peer conversations. Which social-skills instruction is most likely to be effective?

- A. Tell the student to be more social during unstructured time.
- B. Remove the student from peers until conversation improves.
- C. Provide a written rule without opportunities to practice.
- D. Teach a specific entry phrase, model it, role-play it, and practice in class.

48. A student with autism becomes anxious when the class schedule changes. Which support is most proactive?

- A. Avoid all schedule changes so the student never experiences uncertainty.
- B. Use a visual schedule with advance notice and a taught change routine.
- C. Remove the student from group activities whenever plans change.
- D. Wait for distress and then explain the new schedule.

49. A school uses PBIS to reduce hallway disruptions. Which first step best reflects prevention?

- A. Increase punishment after the next disruption.
- B. Remove students from the hallway without teaching expectations.
- C. Post a rule without explaining or practicing it.
- D. Teach, model, and reinforce the expected hallway routine before problems occur.

50. An FBA shows that a student calls out mainly when independent tasks begin and receives adult help afterward. Which interpretation is best supported?

- A. The behavior is automatically caused by the student's disability label.
- B. The behavior proves that the student wants attention in every setting.
- C. The behavior may be maintained by escape from difficult work through adult assistance.
- D. The behavior is unrelated to the task because it occurs quickly.

51. Which feature is essential in a behavior intervention plan based on an FBA?

- A. A general statement that the student must behave better.

- B. A replacement behavior that serves the same function and can be reinforced.
- C. A consequence list that excludes instruction of new skills.
- D. A placement change made without describing the behavior pattern.

52. A student begins yelling and pushing materials during a difficult lesson. What is the best immediate de-escalation response?

- A. Use a calm voice, reduce demands briefly, provide space, and offer a regulated choice.
- B. Argue about the rule until the student admits fault.
- C. Increase verbal demands so the student must respond immediately.
- D. Surround the student with adults while discussing consequences.

53. A student with a history of trauma reacts strongly to unexpected correction. Which classroom practice is most supportive?

- A. Deliver public corrections so classmates reinforce the expectation.
- B. Avoid all academic expectations to prevent emotional responses.
- C. Use surprise consequences to make the rule memorable.
- D. Use predictable routines, private feedback, and choices that preserve a sense of control.

54. A teacher wants to increase a student's use of an appropriate help request. Which response is most effective?

- A. Provide help only after the student engages in disruption.
- B. Praise the request but never provide the promised assistance.
- C. Immediately reinforce the help request and then provide brief, planned assistance.
- D. Ignore all requests so the student becomes independent.

55. A student with a reading disability is learning grade-level history. Which support maintains high expectations?

- A. Provide accessible text and explicit instruction while assessing the same essential historical concept.
- B. Replace history with unrelated basic reading drills.
- C. Grade the student only on copying vocabulary.
- D. Excuse the student from content until reading reaches grade level.

56. An ARD committee considers a modified curriculum for a student entering high school. Which question is most important?

- A. Whether the student can avoid all general education coursework.
- B. How the modification will affect graduation requirements and future opportunities.
- C. Whether the modification makes progress monitoring unnecessary.
- D. Whether the student can be assigned a career without assessment.

57. Which activity best develops self-advocacy for a high-school student?

- A. Practice explaining needed accommodations and requesting them in a simulated setting.
- B. Have adults speak for the student at every meeting.
- C. Require the student to memorize disability terminology only.
- D. Wait for the student to ask independently without instruction.

58. A student with a visual impairment is learning routes between classes. Which collaboration is most appropriate?

- A. Have a peer guide the student indefinitely without direct instruction.
- B. Move the student to a separate building to simplify navigation.
- C. Coordinate with the teacher of students with visual impairments on orientation and mobility instruction.
- D. Assume classroom accommodations will teach travel skills.

59. A deaf student is missing directions during group work. What should the team consider first?

- A. Whether the student should work alone to avoid misunderstandings.
- B. Whether the communication access plan provides clear language access during instruction.
- C. Whether the student can infer directions from classmates' actions.
- D. Whether the class should stop using collaborative activities.

60. A student with an orthopedic impairment has difficulty completing handwritten work. Which response is most appropriate?

- A. Reduce all academic writing expectations without assessment.
- B. Require handwriting practice before allowing any assistive tool.
- C. Ask a peer to complete the student's written work.
- D. Collaborate with occupational therapy and use an individualized access method.

61. A student with autism has difficulty beginning independent assignments. Which intervention is most likely to promote independence?

- A. Repeat verbal directions louder each time the student pauses.
- B. Complete the first half of every assignment for the student.
- C. Remove independent work until the student initiates spontaneously.
- D. Use a visual task sequence, model the first step, and fade prompts systematically.

62. A student has difficulty planning long assignments and frequently loses materials. Which support best targets executive functioning?

- A. Give general reminders without teaching a planning system.
- B. Reduce assignments permanently without identifying the barrier.
- C. Use a task checklist, model planning, and teach a routine for organizing materials.
- D. Wait for missing work before discussing organization.

63. A co-teaching pair wants students to practice a new strategy in small groups. Which arrangement best uses flexible grouping?

- A. Use targeted groups with both teachers providing instruction and feedback.
- B. Have the special education teacher work only with students with IEPs.
- C. Keep one teacher at the desk while the other teaches everyone.
- D. Separate students permanently by perceived ability level.

64. A co-teaching pair is planning an inclusive lesson. Which practice best reflects reciprocal collaboration?

- A. Have the general educator plan while the special educator circulates.
- B. Plan the target, roles, accommodations, and assessment together before instruction.
- C. Have the special educator write a separate lesson for IEP students.
- D. Alternate teaching without discussing how supports will be delivered.

65. A paraprofessional asks how to support a student during independent work. What should the special education teacher do?

- A. Tell the paraprofessional to use personal judgment without guidance.
- B. Clarify the plan, model the support, and provide feedback while retaining instructional responsibility.
- C. Ask the paraprofessional to design the student's IEP goals.
- D. Have the paraprofessional provide all instruction independently.

66. A family prefers to discuss a student's progress in a language other than English. Which response is most appropriate?

- A. Ask the student to interpret because the student knows school terms.
- B. Send English documents and ask the family to find help.
- C. Provide accessible communication and invite the family's knowledge into planning.
- D. Limit the meeting to information the school already collected.

67. A student needs speech therapy, adapted physical education, and classroom supports. What is the special education teacher's best collaborative action?

- A. Ask each provider to work separately to avoid conflicting ideas.
- B. Assign all service decisions to the classroom teacher.
- C. Wait for providers to identify problems before communicating.
- D. Coordinate shared goals, schedules, and implementation responsibilities across providers.

68. A teacher's progress data show that a new intervention improved student performance. What is the best professional-learning response?

- A. Study the practice, reflect on implementation, and set a measurable next goal.
- B. Stop professional learning because the intervention succeeded once.
- C. Adopt the practice for every student without examining context.
- D. Report success without considering implementation conditions.

69. A student wants to lead part of an upcoming ARD meeting but is unsure what to say. What should the teacher do?

- A. Tell the student adults will handle the meeting more efficiently.
- B. Ask the student to speak without preparation to promote independence.
- C. Write the student's comments without allowing review.
- D. Prepare the student with agenda practice, accessible data, and choices about participation.

70. A general education teacher and special education teacher disagree about a student's accommodation. What should they do first?

- A. Use whichever approach the general education teacher prefers.
- B. Review the IEP, examine student data, and problem-solve the implementation together.
- C. Ask the parent to decide which teacher is correct.
- D. Stop the accommodation until the disagreement disappears.

71. A student's transition plan requires support from a community agency. What should the school do?

- A. Share records with the agency automatically because transition is involved.
- B. Wait until graduation to contact any outside provider.
- C. Coordinate the invitation and consent requirements while keeping the student central to planning.
- D. Let the agency write the IEP transition goals independently.

72. A general education teacher asks the special education teacher to take all students with IEPs to a separate room during every lesson. What is the best response?

- A. Discuss flexible co-teaching and supports that preserve access to the general setting.
- B. Agree because separate instruction is always more efficient.
- C. Refuse to collaborate because the general teacher requested help.
- D. Move students without reviewing their IEP services or data.

73. A paraprofessional mentions a student's behavior at lunch with other staff who do not serve the student. What should the teacher do?

- A. Ignore the comment because no written record was shared.
- B. Ask the paraprofessional to describe more details privately later.
- C. Allow the discussion if staff members promise not to repeat it.
- D. Remind the paraprofessional to discuss student information only with authorized personnel.

74. A teacher is asked to recommend a restrictive placement before the team reviews data. Which professional response is strongest?

- A. Recommend the most restrictive option to ensure safety.
- B. Explain that placement should follow individualized data review and consideration of supports.
- C. Avoid the question because placement is only an administrator's duty.
- D. Select the setting that has the most available staff.

75. A family cannot attend an ARD meeting during the proposed time. What should the school do?

- A. Offer other methods or times that give the family a meaningful opportunity to participate.
- B. Proceed because one meeting notice satisfies participation duties.
- C. Require the family to attend during the school's only available time.
- D. Ask the student to represent the family without discussion.

76. A multidisciplinary team is planning instruction for a student who wants to join a career and technical education course. What should the team do?

- A. Exclude the student because the course has hands-on demands.
- B. Ask the CTE teacher to solve all supports independently.
- C. Coordinate course access, supports, and related services with the student's goals.
- D. Use the same accommodation package without checking task demands.

77. A teacher notices that an accommodation is implemented differently across classes. What is the best team response?

- A. Allow each teacher to interpret the accommodation independently.
- B. Clarify the IEP language, train staff, and monitor consistent implementation.
- C. Remove the accommodation because consistency is difficult.
- D. Ask the student to remind every adult during each class.

78. Which action best demonstrates advocacy for inclusive extracurricular participation?

- A. Identify barriers, collaborate on supports, and provide the student an equivalent opportunity to participate.
- B. Offer a separate activity designed only for students with disabilities.
- C. Tell the student to participate without requesting accommodations.
- D. Excuse the student from the activity because it is optional.

79. A classroom teacher reports that a student with a BIP is receiving different responses from different adults. What should the special education teacher do?

- A. Blame the student for not responding to inconsistent expectations.
- B. Change the BIP immediately without reviewing its function.
- C. Tell staff to use whichever response feels natural.
- D. Review the BIP with staff, model the response, and collect fidelity information.

80. A student is scheduled for a resource class during an elective that supports the student's transition goal. What should the teacher advocate for?

- A. Keeping the schedule because resource placement always takes priority.
- B. Removing the elective because transition goals are optional.
- C. A schedule that implements the IEP while preserving appropriate access to the goal-related elective.
- D. Allowing the student to miss services without ARD review.

81. Before an ARD meeting, a student wants to explain a preferred accommodation. Which teacher support is best?

- A. Tell the student the teacher will explain it more accurately.
- B. Ask the student to make an unsupported request in the meeting.
- C. Help the student review data, practice the explanation, and choose how to present it.
- D. Prepare a script without checking whether it reflects the student's view.

82. A student reads grade-level text accurately but cannot answer inferential questions. Which analysis best identifies the instructional need?

- A. The student shows a decoding strength but needs explicit instruction in making and supporting inferences.
- B. The student has a general reading disability requiring easier text only.
- C. The student needs more fluency drills because every reading problem is fluency.
- D. The student should stop reading grade-level text until comprehension is perfect.

83. A student's work samples show strong oral explanations but weak written organization. Which recommendation uses the strength appropriately?

- A. Require silent writing without using the student's oral strength.
- B. Replace writing instruction with oral reports permanently.
- C. Grade the student only on the amount of text produced.
- D. Use oral rehearsal and speech-to-text planning before teaching organized written drafting.

84. A progress chart shows accurate performance during teacher-led practice but inconsistent independent performance. What should the teacher recommend?

- A. Conclude that teacher-led practice proves mastery.
- B. Fade prompts systematically and monitor independent trials in the target setting.
- C. Add more adult prompts so the student never makes errors.
- D. Remove the skill from the IEP because performance varies.

85. A student earns high quiz scores after small-group reteaching but performs poorly on independent assignments. What is the best interpretation?

- A. The quiz scores prove that no further instruction is needed.
- B. The student may need support generalizing the strategy beyond the reteaching context.
- C. The independent work proves that the student did not learn anything.
- D. The discrepancy should be resolved by averaging the scores blindly.

86. A fifth-grade student's decoding probes improve, but comprehension work samples remain weak. Which next step is most defensible?

- A. End all reading intervention because one measure improved.
- B. Use only comprehension worksheets without checking decoding access.
- C. Continue decoding support while adding direct instruction in comprehension processes.
- D. Lower the reading target to isolated word recognition.

87. Behavior data show that a student leaves class most often after lengthy writing directions and returns when an adult offers help. What should the team infer?

- A. The team should test whether task avoidance and unclear directions contribute to the behavior.
- B. The behavior is random because it does not occur every time.
- C. The student is seeking attention in every activity.
- D. The disability label alone explains the classroom behavior.

88. An intervention graph shows little progress, but observation reveals that staff implement the steps inconsistently. What should the teacher do before judging the intervention?

- A. Conclude the intervention is ineffective immediately.
- B. Raise the performance criterion to create urgency.
- C. Remove the student from the intervention setting.
- D. Improve implementation fidelity and continue collecting outcome data.

89. A student understands science orally but misses written test items because of slow decoding. Which recommendation best matches the evidence?

- A. Use an allowable reading-access accommodation while teaching the underlying reading skill.
- B. Reduce the science standard to vocabulary matching.
- C. Ignore the reading barrier because oral answers are strong.
- D. Remove all written assessment from the student's program.

90. A writing sample contains relevant ideas but weak organization and few transition words. Which analysis is most useful?

- A. Describe the sample as generally poor writing without a skill analysis.
- B. Focus only on spelling because it is easiest to score.
- C. Identify organization and cohesion as teachable needs while preserving the student's idea-generation strength.
- D. Replace writing with multiple-choice responses permanently.

91. A transition assessment shows that a student prefers hands-on work, needs support reading workplace directions, and wants competitive employment. What should the team recommend?

- A. A generic goal to improve behavior before career planning begins.
- B. A sheltered activity unrelated to the student's preference.
- C. A job placement selected solely by adult convenience.
- D. A measurable employment goal with job-site practice and instruction in reading relevant directions.

92. A student uses a graphic organizer successfully for narrative writing but not for essays. What should the teacher analyze next?

- A. Stop using organizers because one format did not generalize.
- B. Compare the task demands and adapt the organizer to the essay structure.
- C. Require the narrative organizer for every writing task.
- D. Assume the student lacks all planning ability.

93. A student's assessment scores vary widely across days. Which response best reflects sound data interpretation?

- A. Use the highest score as the permanent baseline.
- B. Use the lowest score to justify the most restrictive placement.
- C. Discard all scores because variability makes data useless.
- D. Examine testing conditions, task demands, health, and supports before drawing conclusions.

94. A student is not using an assigned visual schedule independently. Which recommendation should be considered first?

- A. Check whether the schedule is accessible, explicitly taught, and matched to the student's routine.
- B. Conclude the student refuses visual supports.
- C. Add more symbols without checking the current design.
- D. Remove the schedule and rely on verbal reminders.

95. A student has mastered a math strategy with manipulatives but not with drawings. What should the teacher recommend?

- A. Return to manipulatives indefinitely without teaching a transition.
- B. Bridge the concrete and representational steps with explicit modeling and guided practice.
- C. Move directly to abstract symbols to increase challenge.
- D. End the strategy because the student is not ready.

96. A student with a visual impairment completes content assignments but cannot access digital graphs. Which analysis should guide the response?

- A. Excuse the student from graph interpretation permanently.
- B. Ask a peer to describe every graph during assessments.
- C. Identify the graph's access features and select an equivalent accessible representation.
- D. Replace the content objective with a simpler topic.

97. A student with a communication disability contributes more when given extra response time. Which recommendation is best?

- A. Call on the student without warning to build speed.
- B. Accept participation only when the student responds orally.
- C. Include planned wait time and an accessible response mode across relevant settings.
- D. Stop asking questions because communication takes longer.

98. A student is meeting an IEP reading goal in a quiet intervention room but not in general education. Which data should the team collect next?

- A. Comparable performance data across both settings and information about instructional conditions.
- B. Only more data from the quiet room.
- C. A behavior referral from the general education teacher alone.
- D. A new disability label based on the setting difference.

99. A student uses a checklist inconsistently. Observation shows the checklist is stored in a drawer across the room. What recommendation follows?

- A. Add a consequence for forgetting the checklist.
- B. Conclude the student lacks executive-function skills.
- C. Remove the checklist because it was not used perfectly.
- D. Move the checklist to the task location and teach a brief use routine.

100. An ARD team must recommend one instructional response after reviewing formal scores, work samples, and family input. Which response is strongest?

- A. List several possible strategies without selecting one.
- B. State a specific, evidence-linked strategy and define how progress will be monitored.
- C. Choose the strategy used most often on the campus.
- D. Recommend more support without describing what staff will do.

Practice Exam 15: Answer Key and Explanations

1. D — This choice follows because FERPA generally requires consent for this outside disclosure. It is appropriate because the caseworker is not automatically a school official. The alternatives overlook a stated service need, a summary, or an informal invitation. The teacher should secure written permission before sharing the record. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

2. B — Option B is best because a suspected disability warrants timely consideration for evaluation. It fits because Child Find does not depend on a medical diagnosis. Other choices miss waiting, labeling, or requiring outside documentation. The educator should document concerns and follow referral procedures. This keeps the decision individualized, focused on student access and progress.

3. A — This answer is strongest because FAPE requires appropriately ambitious individualized progress. It follows because goals and services must respond to the student's unique circumstances. Other choices miss repeating goals, narrowing the target, or using identical expectations. The teacher should use current data to revise goals and services. It is individualized, evidence-based, and focused on access and progress.

4. C — The data support this: LRE decisions begin with access in the general environment. The reason is that removal is considered only when supports are insufficient. Other choices miss past placement, teacher preference, or a disability label. The teacher should consider supplementary aids before more restrictive options. This response is individualized, evidence-based, and focused on access, participation, and progress.

5. B — This choice follows because the two plans address related but different educational obligations. It is appropriate because IDEA eligibility includes a need for special education. The alternatives overlook treating the plans as interchangeable or diagnosis-based. The teacher should match the plan to the student's documented needs. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

6. C — Option C is best because meaningful parent participation requires understandable communication. It fits because the committee must take reasonable steps to ensure understanding. Other choices miss relying on notice alone, using a child, or imposing an unnecessary delay. The educator should provide an appropriate interpreter or language support. This keeps the decision individualized, focused on student access and progress.

7. D — This answer is strongest because Texas begins required transition planning no later than age 14. It follows because the requirement may begin earlier when appropriate. Other choices miss using only the federal minimum, waiting until exit, or starting after a choice. The teacher should use age-appropriate assessments and student input. It is individualized, evidence-based, and focused on access and progress.

8. A — The data support this: confidentiality depends on access and setting, not good intentions. The reason is that FERPA limits records to officials with legitimate educational interests. Other choices miss initials, employment status, or an instructional purpose alone. The teacher should use secure communication with authorized personnel. This response is individualized, evidence-based, and focused on access, participation, and progress.

9. B — This choice follows because a medical diagnosis does not by itself establish IDEA eligibility. It is appropriate because the evaluation must address educational impact and service need. The alternatives overlook medication, extra records, or a repeated-grade requirement. The teacher should complete a valid multidisciplinary evaluation. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

10. D — Option D is best because staff members are responsible for implementing the current IEP. It fits because implementation concerns call for collaboration or formal revision. Other choices miss convenience-based use, unilateral removal, or shifting school duties home. The educator should review the requirement and coordinate a lawful solution. This keeps the decision individualized, focused on student access and progress.

11. A — This answer is strongest because an IFSP coordinates early intervention around the child and family. It follows because services are developed with the family in natural contexts. Other choices miss

school testing, secondary transition, or discipline planning. The teacher should collaborate with the ECI team and family. It is individualized, evidence-based, and focused on access and progress.

12. C — The data support this: discipline decisions must account for disability-related factors. The reason is that the team uses required review procedures and existing behavior data. Other choices miss assuming unrelatedness, suspending supports, or delaying review. The teacher should follow discipline safeguards and revise supports as needed. This response is individualized, evidence-based, and focused on access, participation, and progress.

13. C — This choice follows because transfer procedures protect continuity of FAPE. It is appropriate because comparable services continue while the receiving district acts. The alternatives overlook delayed service, preference-based scheduling, or record avoidance. The teacher should obtain records and convene the appropriate ARD process. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

14. A — Option A is best because transfer planning should build informed student participation. It fits because the student may need instruction and support for adult decisions. Other choices miss indefinite parent control, late notice, or premature exclusion. The educator should provide repeated, accessible information and practice. This keeps the decision individualized, focused on student access and progress.

15. B — This answer is strongest because student preferences are essential transition information. It follows because participation helps connect goals, services, and course planning. Other choices miss adult-only planning, delayed input, or parent-only decisions. The teacher should teach the student to share strengths and preferences. It is individualized, evidence-based, and focused on access and progress.

16. D — The data support this: curriculum decisions have long-term graduation consequences. The reason is that the committee must connect services and outcomes to planning. Other choices miss removing monitoring, eliminating content, or forcing an early career choice. The teacher should document the impact and align instruction with goals. This response is individualized, evidence-based, and focused on access, participation, and progress.

17. B — This choice follows because trauma can affect learning without establishing a disability. It is appropriate because supportive relationships and coordinated school services can reduce barriers. The alternatives overlook premature labeling, increased demands, or a behavior-only lens. The teacher should consult appropriate school personnel and monitor access. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

18. D — Option D is best because school activities must be accessible to students with disabilities. It fits because the barrier concerns equal participation beyond the classroom. Other choices miss family lifting, a delayed recording, or a narrow instructional-hours view. The educator should remove the barrier before the event begins. This keeps the decision individualized, focused on student access and progress.

19. A — This answer is strongest because baseline data establish the student's starting performance. It follows because the measure must directly match the future progress-monitoring procedure. Other choices miss old grades, estimates, or unrelated scores. The teacher should collect repeated, task-specific baseline observations. It is individualized, evidence-based, and focused on access and progress.

20. C — The data support this: the assessment informs immediate instructional decisions. The reason is that formative evidence is gathered during instruction. Other choices miss final grading, eligibility, or postschool planning. The teacher should use the results to reteach or extend learning. This response is individualized, evidence-based, and focused on access, participation, and progress.

21. C — This choice follows because repeated probes show whether performance changes toward the goal. It is appropriate because graphing reveals level, trend, and response to instruction. The alternatives overlook engagement impressions, peer comparisons, or delayed testing. The teacher should review the data regularly and adjust instruction. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

22. D — Option D is best because valid evaluation must distinguish disability from language difference. It fits because linguistic expertise and multiple data sources reduce misinterpretation. Other choices miss English-only conclusions, indefinite delay, or an unqualified translator. The educator should interpret results in the student's cultural and language context. This keeps the decision individualized, focused on student access and progress.

23. B — This answer is strongest because assessment accommodations must be planned and implemented consistently. It follows because an accommodation preserves access without changing the target. Other choices miss automatic additions, lowered demands, or last-minute decisions. The teacher should check the IEP and assessment policy before testing. It is individualized, evidence-based, and focused on access and progress.

24. A — The data support this: PLAAFP describes the student's present educational performance. The reason is that it links strengths and needs to access and instruction. Other choices miss service menus, unsupported preferences, or labels alone. The teacher should synthesize current data into an individualized description. This response is individualized, evidence-based, and focused on access, participation, and progress.

25. C — This choice follows because the observations examine patterns surrounding the behavior. It is appropriate because ABC data help identify a likely function. The alternatives overlook grades, intelligence testing, or transition inventories. The teacher should analyze patterns before selecting an intervention. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

26. D — Option D is best because the goal specifies conditions, behavior, criterion, and monitoring. It fits because observable performance allows progress to be measured. Other choices miss vague improvement, understanding, or effort language. The educator should define the task and success criterion precisely. This keeps the decision individualized, focused on student access and progress.

27. A — This answer is strongest because limited growth calls for problem solving, not a fixed conclusion. It follows because data can reveal a mismatch in strategy or intensity. Other choices miss deficit assumptions, discontinued monitoring, or lowered standards. The teacher should analyze fidelity and revise the intervention. It is individualized, evidence-based, and focused on access and progress.

28. B — The data support this: transition goals should reflect the student's preferences and needs. The reason is that age-appropriate information connects assessment to outcomes. Other choices miss early-childhood screening, discipline counts, or unrelated testing. The teacher should include the student in interpreting transition data. This response is individualized, evidence-based, and focused on access, participation, and progress.

29. B — This choice follows because students can use data to regulate and advocate for learning. It is appropriate because interpreting results builds self-efficacy and ownership. The alternatives overlook adult dependence, peer ranking, or assessment avoidance. The teacher should teach the student to interpret and act on trends. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

30. D — Option D is best because existing data are reviewed before unnecessary new testing. It fits because the review informs what additional information is needed. Other choices miss behavior planning, unilateral placement, or grading alone. The educator should document data needs and involve the appropriate team. This keeps the decision individualized, focused on student access and progress.

31. C — This answer is strongest because different measures answer different assessment questions. It follows because context, task demands, and reliability affect interpretation. Other choices miss single-score conclusions, blind averaging, or dismissing informal data. The teacher should triangulate evidence before making program decisions. It is individualized, evidence-based, and focused on access and progress.

32. A — The data support this: families need interpretable evidence about goal progress. The reason is that specific data support shared decision-making and adjustment. Other choices miss adjectives, course grades, or teacher effort alone. The teacher should explain the trend in accessible language. This response is individualized, evidence-based, and focused on access, participation, and progress.

33. B — This choice follows because the measure should directly sample the targeted fluency behavior. It is appropriate because comparable probes allow meaningful trend analysis. The alternatives overlook handwriting, perceptions, or unrelated academic products. The teacher should use frequent direct probes and review the graph. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

34. D — Option D is best because assistive technology decisions should be individualized and data-informed. It fits because trial results connect the tool to task demands and outcomes. Other choices miss uniform use, replacing instruction, or price alone. The educator should collect student performance and preference data. This keeps the decision individualized, focused on student access and progress.

35. A — This answer is strongest because each assessment support must be authorized for its context. It follows because an accommodation cannot be improvised during testing. Other choices miss automatic assumptions, reactive use, or informal changes. The teacher should verify the documentation and applicable test policy. It is individualized, evidence-based, and focused on access and progress.

36. C — The data support this: effective preparation makes the evidence interpretable. The reason is that the committee needs data connected to decisions. Other choices miss limited records, unsupported recommendations, or unorganized volume. The teacher should summarize patterns and identify next steps. This response is individualized, evidence-based, and focused on access, participation, and progress.

37. B — This choice follows because explicit instruction makes the target process visible and practiced. It is appropriate because modeling and cumulative review support accurate transfer. The alternatives overlook independent waiting, silent practice, or permanent reduction. The teacher should teach the skill directly and fade prompts. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

38. D — Option D is best because concrete-representational-abstract instruction builds meaning. It fits because each representation is explicitly connected to the next. Other choices miss timed worksheets, copying, or avoiding models. The educator should fade supports as the student demonstrates understanding. This keeps the decision individualized, focused on student access and progress.

39. C — This answer is strongest because UDL anticipates learner variability during lesson design. It follows because access options can vary without lowering the learning target. Other choices miss separate objectives, one format, or reduced rigor. The teacher should plan flexible access and response options. It is individualized, evidence-based, and focused on access and progress.

40. A — The data support this: an accommodation changes access or response conditions. The reason is that the learning expectation remains the same. Other choices miss lowered standards, reduced complexity, or a substituted target. The teacher should preserve the target while removing the access barrier. This response is individualized, evidence-based, and focused on access, participation, and progress.

41. D — This choice follows because generalization requires varied practice and environmental cues. It is appropriate because transfer is taught rather than assumed from one setting. The alternatives overlook single-setting practice, refusal assumptions, or removing expectations. The teacher should coordinate practice in authentic environments. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

42. B — Option B is best because AAC is most useful when available across meaningful contexts. It fits because modeling and wait time support independent communication. Other choices miss restricted access, forced speech, or therapy-only use. The educator should coordinate AAC practice with the SLP and team. This keeps the decision individualized, focused on student access and progress.

43. C — This answer is strongest because access means meaningful participation in the shared curriculum. It follows because supports can individualize the pathway without isolating the student. Other choices miss preschool materials, exclusion, or unrelated work. The teacher should align the student's role with the lesson goal. It is individualized, evidence-based, and focused on access and progress.

44. A — The data support this: planning and modeling make the writing process explicit. The reason is that a scaffold targets organization before independent production. Other choices miss increased length, final editing alone, or copying. The teacher should release responsibility after guided practice. This response is individualized, evidence-based, and focused on access, participation, and progress.

45. C — This choice follows because transition instruction should connect skills to postschool environments. It is appropriate because community practice makes routines and supports observable. The alternatives overlook worksheets, vocabulary alone, or score-based decisions. The teacher should link instruction to the student's interests and goals. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

46. A — Option A is best because early learning is strengthened through active, meaningful routines. It fits because play and interaction provide repeated opportunities to communicate. Other choices miss older worksheets, delayed instruction, or isolated drills. The educator should embed targeted practice in natural activities. This keeps the decision individualized, focused on student access and progress.

47. D — This answer is strongest because social behavior improves when the expected response is taught. It follows because modeling, rehearsal, and feedback support generalization. Other choices miss vague advice, isolation, or rules without practice. The teacher should rehearse the skill in authentic peer settings. It is individualized, evidence-based, and focused on access and progress.

48. B — The data support this: predictability and explicit change routines reduce uncertainty. The reason is that visual information can support independence and regulation. Other choices miss total avoidance, exclusion, or delayed explanation. The teacher should teach and practice flexible transitions before they occur. This response is individualized, evidence-based, and focused on access, participation, and progress.

49. D — This choice follows because PBIS emphasizes explicit expectations and positive reinforcement. It is appropriate because prevention changes the environment before behavior escalates. The alternatives overlook punishment, removal, or posting without instruction. The teacher should teach the routine and monitor implementation. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

50. C — Option C is best because the pattern links the behavior to task demands and consequences. It fits because the consequence may reinforce escape or help-seeking. Other choices miss label-based, universal-attention, or context-free conclusions. The educator should teach an appropriate replacement request and adjust tasks. This keeps the decision individualized, focused on student access and progress.

51. B — This answer is strongest because effective BIPs teach a functionally equivalent response. It follows because replacement behavior addresses the reason the behavior occurs. Other choices miss vague language, consequence-only planning, or unsupported placement. The teacher should define the behavior, replacement, supports, and data. It is individualized, evidence-based, and focused on access and progress.

52. A — The data support this: de-escalation first reduces stimulation and preserves safety. The reason is that calm choices can support regulation and prevent escalation. Other choices miss argument, increased demands, or crowding. The teacher should follow the student's safety plan and local procedures. This response is individualized, evidence-based, and focused on access, participation, and progress.

53. D — This choice follows because trauma-informed practice increases predictability and psychological safety. It is appropriate because private choices reduce threat while maintaining expectations. The alternatives overlook public correction, eliminating expectations, or surprise consequences. The teacher should coordinate supports and teach regulation strategies. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

54. C — Option C is best because reinforcement should strengthen the replacement response. It fits because the requested support must reliably follow the taught behavior. Other choices miss reinforcing disruption, empty praise, or ignoring communication. The educator should deliver consistent reinforcement and fade it gradually. This keeps the decision individualized, focused on student access and progress.

55. A — This answer is strongest because access supports should preserve meaningful content participation. It follows because specialized instruction can address reading while content remains connected. Other choices miss unrelated drills, copying, or exclusion. The teacher should coordinate literacy support with the content objective. It is individualized, evidence-based, and focused on access and progress.

56. B — The data support this: modifications can change the pathway toward graduation. The reason is that the team must weigh present access and long-term outcomes. Other choices miss avoidance, absent monitoring, or unsupported career assignment. The teacher should document informed options and align the course of study. This response is individualized, evidence-based, and focused on access, participation, and progress.

57. A — This choice follows because self-advocacy requires knowledge, communication, and practice. It is appropriate because rehearsal connects supports to real decisions. The alternatives overlook adult-only speaking, terminology alone, or waiting. The teacher should provide feedback and increase student leadership. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

58. C — Option C is best because orientation and mobility require specialized instruction. It fits because the TVI and related specialists address travel access. Other choices miss indefinite peer dependence,

separation, or assumption. The educator should integrate specialized instruction with daily routines. This keeps the decision individualized, focused on student access and progress.

59. B — This answer is strongest because access depends on communication during the actual task. It follows because language access must be planned across settings and activities. Other choices miss isolation, inference, or eliminating collaboration. The teacher should consult the appropriate communication specialists and student. It is individualized, evidence-based, and focused on access and progress.

60. D — The data support this: access should address the motor barrier without replacing learning. The reason is that related-service expertise can guide tools and task adaptations. Other choices miss lowered expectations, delayed access, or peer completion. The teacher should trial supports and monitor independent performance. This response is individualized, evidence-based, and focused on access, participation, and progress.

61. D — This choice follows because visual structure and prompt fading teach task initiation. It is appropriate because the student can see the sequence and practice independence. The alternatives overlook louder repetition, adult completion, or task removal. The teacher should measure independent starts and adjust prompts. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

62. C — Option C is best because executive skills improve through explicit routines and external supports. It fits because checklists make planning and follow-through observable. Other choices miss general reminders, permanent reduction, or delayed instruction. The educator should teach the routine and fade supports gradually. This keeps the decision individualized, focused on student access and progress.

63. A — This answer is strongest because flexible groups should serve instructional needs, not labels. It follows because both teachers can provide differentiated feedback. Other choices miss label-based separation, one-teacher idling, or permanent tracking. The teacher should regroup from current data and shared objectives. It is individualized, evidence-based, and focused on access and progress.

64. B — The data support this: effective co-teaching is shared planning and shared responsibility. The reason is that joint decisions align instruction and IEP supports. Other choices miss circulating, separate planning, or uncoordinated alternation. The teacher should use common objectives and review the lesson together. This response is individualized, evidence-based, and focused on access, participation, and progress.

65. B — This choice follows because paraprofessionals need direction within the teacher's plan. It is appropriate because supervision preserves consistency and professional role boundaries. The alternatives overlook unguided judgment, goal writing, or independent instruction. The teacher should train, observe, and communicate expectations. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

66. C — Option C is best because family participation depends on meaningful linguistic access. It fits because families contribute essential information about strengths and needs. Other choices miss child interpreting, inaccessible documents, or school-only information. The educator should arrange qualified language support and listen actively. This keeps the decision individualized, focused on student access and progress.

67. D — This answer is strongest because students benefit when services are coordinated around the IEP. It follows because shared planning reduces gaps and contradictory supports. Other choices miss isolated work, unilateral assignment, or delayed communication. The teacher should use regular team communication and data review. It is individualized, evidence-based, and focused on access and progress.

68. A — The data support this: professional growth should be evidence-informed and reflective. The reason is that data help identify practices worth refining and extending. Other choices miss stopping, universal adoption, or context-free reporting. The teacher should connect reflection to a specific improvement goal. This response is individualized, evidence-based, and focused on access, participation, and progress.

69. D — This choice follows because student leadership grows through supported preparation. It is appropriate because practice makes participation informed rather than performative. The alternatives overlook adult exclusion, unsupported speaking, or unreviewed writing. The teacher should rehearse and honor the student's preferred role. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

70. B — Option B is best because the IEP and evidence provide a shared starting point. It fits because collaboration focuses disagreement on student access. Other choices miss preference, parent arbitration, or unilateral removal. The educator should seek agreement and use formal revision procedures if needed. This keeps the decision individualized, focused on student access and progress.

71. C — This answer is strongest because outside collaboration requires purposeful planning and privacy safeguards. It follows because agency participation and information sharing must be authorized. Other choices miss automatic disclosure, late contact, or independent goal writing. The teacher should invite appropriate partners and document responsibilities. It is individualized, evidence-based, and focused on access and progress.

72. A — The data support this: inclusive practice balances support with LRE. The reason is that placement and service decisions are individualized. Other choices miss automatic separation, refusal, or unreviewed movement. The teacher should co-plan supports and check IEP requirements. This response is individualized, evidence-based, and focused on access, participation, and progress.

73. D — This choice follows because confidentiality applies to verbal disclosures as well as documents. It is appropriate because access is limited by legitimate educational interest. The alternatives overlook no-record assumptions, private repetition, or informal promises. The teacher should redirect the conversation and review confidentiality procedures. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

74. B — Option B is best because professional judgment must be evidence-based and individualized. It fits because LRE decisions depend on student needs and supplementary aids. Other choices miss automatic restriction, avoidance, or staffing convenience. The educator should bring relevant data to the ARD discussion. This keeps the decision individualized, focused on student access and progress.

75. A — This answer is strongest because parent participation requires reasonable, documented efforts. It follows because communication can occur through flexible, alternative scheduling or methods. Other choices miss single-notice, forced attendance, or unsupported substitution. The teacher should coordinate a mutually accessible participation option. It is individualized, evidence-based, and focused on access and progress.

76. C — The data support this: inclusive planning connects course demands to individual supports. The reason is that team expertise can make participation safe and meaningful. Other choices miss exclusion, isolated responsibility, or generic supports. The teacher should analyze the course and co-plan access. This response is individualized, evidence-based, and focused on access, participation, and progress.

77. B — This choice follows because implementation fidelity protects the student's access. It is appropriate because shared interpretation and monitoring reduce service gaps. The alternatives overlook independent interpretations, removal, or student responsibility. The teacher should coordinate staff support and document concerns. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

78. A — Option A is best because advocacy addresses access rather than assuming inability. It fits because supports can remove barriers while preserving authentic participation. Other choices miss separate activities, unsupported participation, or exclusion. The educator should plan access with the student and activity staff. This keeps the decision individualized, focused on student access and progress.

79. D — This answer is strongest because behavior plans require consistent implementation across adults. It follows because fidelity data help separate plan quality from delivery problems. Other choices miss student blame, unsupported changes, or personal preference. The teacher should retrain staff and examine outcome data. It is individualized, evidence-based, and focused on access and progress.

80. C — The data support this: scheduling should reflect services and meaningful opportunities. The reason is that team coordination can resolve competing access needs. Other choices miss automatic priority, goal dismissal, or unreviewed absence. The teacher should bring the conflict to the appropriate team. This response is individualized, evidence-based, and focused on access, participation, and progress.

81. C — This choice follows because student participation is strengthened by preparation and choice. It is appropriate because data and rehearsal support informed self-advocacy. The alternatives overlook adult replacement, unsupported requests, or imposed scripts. The teacher should coach the student while preserving authentic voice. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

82. A — Option A is best because the data show a specific comprehension need alongside a strength. It fits because instruction can build inference from accurate access to text. Other choices miss broad labels, mismatched drills, or unnecessary exclusion. The educator should target inference with modeling and evidence. This keeps the decision individualized, focused on student access and progress.

83. D — This answer is strongest because oral language can support planning while writing remains the target. It follows because the strength provides an access pathway rather than a replacement outcome. Other choices miss ignoring the strength, permanent substitution, or quantity-only grading. The teacher should connect oral rehearsal to structured written production. It is individualized, evidence-based, and focused on access and progress.

84. B — The data support this: the data reveal a transfer and independence need. The reason is that independent probes show whether prompts have been generalized. Other choices miss assuming mastery, prompt dependence, or goal removal. The teacher should measure independence while gradually fading support. This response is individualized, evidence-based, and focused on access, participation, and progress.

85. B — This choice follows because performance differs by context and level of support. It is appropriate because analysis should examine task conditions before judging mastery. The alternatives overlook single-context conclusions or blind averaging. The teacher should compare conditions and teach transfer explicitly. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

86. C — Option C is best because different data streams point to different instructional needs. It fits because the plan can preserve a strength while targeting the remaining barrier. Other choices miss ending support, mismatched worksheets, or lowered targets. The educator should integrate decoding and comprehension data in planning. This keeps the decision individualized, focused on student access and progress.

87. A — This answer is strongest because the pattern suggests a contextual function worth testing. It follows because antecedents and consequences guide an FBA hypothesis. Other choices miss randomness, universal attention, or label-only explanations. The teacher should adjust directions and teach an appropriate help request. It is individualized, evidence-based, and focused on access and progress.

88. D — The data support this: outcome data cannot be interpreted apart from implementation. The reason is that fidelity checks distinguish a weak plan from weak delivery. Other choices miss premature conclusions, raised criteria, or removal. The teacher should retrain staff and monitor both fidelity and outcomes. This response is individualized, evidence-based, and focused on access, participation, and progress.

89. A — This choice follows because the data identify an access barrier rather than a science deficit. It is appropriate because accommodation and instruction address access and skill together. The alternatives overlook lowered standards, ignoring data, or removing assessment. The teacher should verify the

support and monitor content knowledge. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

90. C — Option C is best because error analysis separates strengths from specific instructional needs. It fits because instruction can target structure without discarding content generation. Other choices miss global judgment, narrow spelling focus, or permanent replacement. The educator should teach planning, transitions, and revision explicitly. This keeps the decision individualized, focused on student access and progress.

91. D — This answer is strongest because the recommendation integrates preference, need, and outcome. It follows because transition services should build skills linked to the postschool goal. Other choices miss generic delay, unrelated activity, or convenience placement. The teacher should connect instruction and community practice to employment. It is individualized, evidence-based, and focused on access and progress.

92. B — The data support this: successful use in one genre identifies a transferable starting point. The reason is that analysis should examine differences in structure and prompts. Other choices miss abandonment, rigid reuse, or deficit assumptions. The teacher should teach the essay-specific planning routine. This response is individualized, evidence-based, and focused on access, participation, and progress.

93. D — This choice follows because variability requires contextual analysis rather than selection of a convenient score. It is appropriate because conditions can influence performance and interpretation. The alternatives overlook highest-only, lowest-only, or data abandonment. The teacher should collect contextual notes with repeated measures. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

94. A — Option A is best because nonuse may reflect an access or teaching problem. It fits because support effectiveness depends on fit and instruction. Other choices miss refusal assumptions, symbol accumulation, or removal. The educator should observe use and adjust the system with the team. This keeps the decision individualized, focused on student access and progress.

95. B — This answer is strongest because the data show a missing connection between representations. It follows because bridging supports gradual abstraction and transfer. Other choices miss indefinite concrete use, abrupt abstraction, or abandonment. The teacher should model the connection and fade support deliberately. It is individualized, evidence-based, and focused on access and progress.

96. C — The data support this: the barrier is representational access, not necessarily content knowledge. The reason is that accessible formats can preserve the same learning objective. Other choices miss exclusion, peer dependence, or lowered content. The teacher should consult the TVI and monitor independent access. This response is individualized, evidence-based, and focused on access, participation, and progress.

97. C — This choice follows because data show that timing and response mode affect participation. It is appropriate because access supports can reveal knowledge without changing the target. The alternatives

overlook surprise speed, forced modality, or exclusion. The teacher should coordinate consistent communication supports. This response remains individualized, evidence-based, and focused on student access, participation, and progress.

98. A — Option A is best because the setting difference may reveal an access or generalization barrier. It fits because cross-context data support an individualized explanation. Other choices miss single-setting data, isolated referrals, or relabeling. The educator should compare supports and teach transfer in context. This keeps the decision individualized, focused on student access and progress.

99. D — This answer is strongest because the observation identifies an environmental access barrier. It follows because placement and routine can make the support usable. Other choices miss punishment, deficit labeling, or premature removal. The teacher should change the environment and monitor independent use. It is individualized, evidence-based, and focused on access and progress.

100. B — The data support this: a defensible response connects evidence to one actionable plan. The reason is that monitoring makes the recommendation testable and revisable. Other choices miss unselected options, popularity, or vague support. The teacher should name the action, evidence, and progress measure. This response is individualized, evidence-based, and focused on access, participation, and progress.