

PRACTICE EXAM 16: 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. A second-grade teacher reports persistent writing difficulty despite classroom supports. What should the special education teacher do first?
 - A. Follow Child Find and campus referral procedures without waiting for more tiers.
 - B. Require a medical diagnosis before the school considers evaluation.
 - C. Wait until the student repeats a grade before documenting concerns.
 - D. Select a disability category from the teacher's report alone.

2. Which statement best distinguishes an IEP from a Section 504 plan?
 - A. A 504 plan is required for every student who has an IEP.
 - B. An IEP is limited to students with physical disabilities.
 - C. An IEP includes specially designed instruction; a 504 plan generally addresses access.
 - D. A 504 plan replaces evaluation whenever a parent requests help.

3. A general education teacher says an IEP accommodation slows instruction. What is the best response?
 - A. Use the accommodation only when the lesson has extra time.

- B. Collaborate on implementation and request ARD review if the plan needs revision.
- C. Remove it until the next annual meeting without team action.
- D. Ask the family to provide the accommodation outside school.

4. A parent asks the school to send an IEP to a private counselor who is not a school official. Which action is best?

- A. Send it after the counselor describes the student's treatment need.
- B. Share only the pages that list classroom accommodations.
- C. Allow the counselor to inspect it without documenting permission.
- D. Obtain appropriate written consent before releasing the education record.

5. A student can succeed in general education science with co-teaching and visual supports. What should guide placement?

- A. Whether the student has ever used a separate special education class.
- B. Whether the content teacher prefers a smaller instructional group.
- C. Whether the disability category automatically determines placement.
- D. Whether the student can be educated satisfactorily with supplementary aids and services.

6. An ARD committee is revising goals for a student whose progress has stalled. Which proposal best reflects FAPE?

- A. A plan reasonably calculated to support 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 gives every student identical annual outcomes.

7. A parent who speaks limited English appears confused during an ARD meeting. What should the school do?

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

8. Under current Texas transition guidance, when must required transition planning begin no later than?

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

9. Before an adult student assumes educational decision-making rights, which practice is most appropriate?

- A. Ask the parent to make all educational decisions indefinitely.
- B. Wait until the last ARD meeting to introduce adult rights.
- C. Teach the student what rights and decision-making supports will change.
- D. Exclude the parent from every meeting as soon as the student turns seventeen.

10. A sixteen-year-old student wants to attend the next ARD meeting and discuss a preferred career. What should the teacher do?

- A. Prepare and invite the student to contribute to transition planning.
- B. Exclude the student because adults must write the transition plan.
- C. Wait until the student completes a formal vocational program.
- D. Use only the family's preference because it is easier to document.

11. Which feature is most characteristic of an Individualized Family Service Plan?

- A. A grade-level curriculum tied to statewide secondary testing.

- B. A postschool employment plan for a graduating adolescent.
- C. A disciplinary plan based on classroom behavior referrals.
- D. Family-centered outcomes and early-intervention services developed with the family.

12. An LEA refuses a parent's request to add a related service to an IEP. What should the parent receive?

- A. A verbal decision from the classroom teacher only.
- B. Prior written notice explaining the proposed action and its basis.
- C. A new disability label before the committee can respond.
- D. A promise to reconsider after the student graduates.

13. A disciplinary removal may change a student's placement. What should the school prioritize?

- A. Follow required discipline procedures, including reviewing disability-related factors.
- B. Assume the behavior is unrelated because a rule was broken.
- C. Cancel special education services during the removal automatically.
- D. Wait for the next annual ARD meeting to examine the incident.

14. A reevaluation team is considering eligibility after reviewing one low standardized score. Which practice is most defensible?

- A. Use the lowest score as the sole eligibility decision.
- B. Use multiple sources and procedures to interpret the student's educational needs.
- C. Reject eligibility because classroom grades are average.
- D. Ask the parent to choose the disability category.

15. A teacher leaves printed IEP pages on a shared conference table. What is the best corrective action?

- A. Leave them because only school employees use the room.
- B. Cover student names while keeping the pages publicly available.
- C. Secure the pages and review procedures for protecting confidential records.

D. Photocopy them so each staff member has a personal version.

16. A student who recently experienced housing instability becomes withdrawn and fatigued. What is the best initial response?

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

17. An IEP lists speech services during the same period as a required general education lab. What should the campus do?

- A. Keep the conflict because related services always replace academics.
- B. Audit the schedule with the service plan and coordinate an ARD-approved solution.
- C. Tell the student to miss whichever class feels less important.
- D. Change the schedule independently without documenting the revision.

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

- A. How the modification may affect graduation options and postsecondary planning.
- B. Whether modified instruction eliminates progress monitoring.
- C. Whether the student can be exempted from all academic content.
- D. Whether the family must select one career immediately.

19. A teacher begins an intervention for reading fluency. Which information should be collected first?

- A. A final grade from the previous school year.
- B. A single parent estimate of reading speed.
- C. A baseline using the same task and scoring method planned for monitoring.

D. A general intelligence score without reading-specific information.

20. A teacher gives a brief exit task after each lesson and changes the next lesson's modeling. 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. Transition assessment used to identify postschool outcomes.
- D. Formative assessment used to adjust instruction during learning.

21. An IEP goal requires solving multi-step word problems with 80 percent accuracy. Which monitoring practice is strongest?

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

22. An emergent bilingual student is 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 language specialists to interpret language effects.

23. An IEP permits a student to dictate written responses to a scribe during eligible assessments. How should staff handle it?

- A. Add it automatically because it helped during classroom work.
- B. Replace it with a modification that lowers the writing demand.

- C. Provide it as documented and allowable for the specific assessment.
- D. Use it only if the student asks after testing begins.

24. When drafting an IEP, which evidence belongs in the PLAAFP narrative?

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

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

26. Which proposed annual goal is written in the most measurable form?

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

27. Progress-monitoring data show 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 delivered.
- D. Lower the goal so the graph appears closer to mastery.

28. A teacher is checking whether a behavior plan is implemented as written. Which data are most relevant?

- A. Only the student's final quarterly grade.
- B. A teacher's overall impression of the student's attitude.
- C. A comparison with a different student's behavior.
- D. Fidelity data showing whether each planned step occurred.

29. A reading intervention team wants a brief measure that can be given repeatedly to monitor oral reading growth. Which feature matters most?

- A. The measure should sample the targeted skill consistently across comparable passages.
- B. The measure should change its scoring rules each week.
- C. The measure should assess a different skill to prevent practice.
- D. The measure should rely only on the teacher's global rating.

30. A student completes math correctly with a number line but not without it. What should assessment examine next?

- A. Whether the student should be denied access to grade-level math.
- B. Whether the support is an accommodation, a needed instructional scaffold, or both.
- C. Whether the number line should be removed to reveal true ability.
- D. Whether one unsupported trial proves the student has no skill.

31. A reevaluation includes classroom work, observations, family input, and standardized measures. Why is this approach appropriate?

- A. It guarantees that the student will qualify for services.

- B. It allows the team to ignore contradictory information.
- C. Multiple data sources provide a fuller picture of educational impact and need.
- D. It replaces the need to interpret the student's classroom performance.

32. A family reports that homework performance is much stronger than classwork performance. What should the team do?

- A. Dismiss the report because it is not a standardized score.
- B. Use homework alone as the student's baseline.
- C. Assume the teacher's data must be more accurate.
- D. Examine task conditions and include the family information in interpretation.

33. A transition assessment shows that a student prefers culinary work but needs support with workplace communication. What should the IEP include?

- A. A postschool employment goal linked to communication instruction and practice.
- B. A generic goal to improve all academic skills first.
- C. A career selected by adults without student input.
- D. A preference statement with no measurable service or activity.

34. A behavior graph shows fewer call-outs after a student receives a visual cue. What should the teacher do next?

- A. Stop collecting data because the intervention worked once.
- B. Remove the cue immediately to test independence.
- C. Increase the consequence for any future call-out.
- D. Continue monitoring and examine whether the cue generalizes across settings.

35. An IEP team is choosing between two reading interventions. What evidence should carry the most weight?

- A. Which intervention is newest in the district catalog.
- B. Which intervention requires the fewest progress checks.
- C. The student's baseline, skill need, prior response, and implementation demands.
- D. Which intervention the teacher personally prefers.

36. A student is learning to self-monitor assignment completion. Which assessment practice best supports the goal?

- A. Have the teacher complete every checklist for the student.
- B. Compare the student's self-record with teacher checks and gradually fade checks.
- C. Score only the finished assignments without checking accuracy.
- D. Use a single end-of-year survey to judge independence.

37. A teacher writes an annual goal for a seventh-grade student receiving special education services. What should anchor the goal?

- A. A separate set of expectations unrelated to the student's enrolled course.
- B. The student's present level, disability-related need, and grade-level curriculum access.
- C. The teacher's preferred worksheet sequence.
- D. The student's disability label without current performance data.

38. A science teacher wants all students to show understanding in the same written format. Which UDL response is best?

- A. Offer multiple ways to access and express learning while keeping the target clear.
- B. Lower the science target for students who need support.
- C. Require every student to use the same response format.
- D. Remove assessment for students who need an alternate modality.

39. A student cannot independently use a new reading strategy after one explanation. What should the teacher do?

- A. Assign independent practice without additional modeling.
- B. Repeat the same explanation louder and more quickly.
- C. Model the strategy, provide guided practice, and fade prompts systematically.
- D. Replace the strategy with easier work permanently.

40. During math instruction, a student makes the same subtraction error repeatedly. Which response is most effective?

- A. Mark each answer wrong without explaining the pattern.
- B. Give more problems at the same level without feedback.
- C. Skip subtraction and assign unrelated computation.
- D. Identify the error pattern, model the correction, and provide immediate practice.

41. A student can state a reading prediction but does not cite evidence. Which strategy best targets the need?

- A. Ask for more predictions without teaching evidence use.
- B. Replace grade-level reading with isolated vocabulary lists.
- C. Model predicting, locating evidence, and explaining how the evidence supports the prediction.
- D. Accept any prediction as correct if it is confidently stated.

42. Which activity best develops phonemic awareness for a young student who confuses initial sounds?

- A. Ask the student to copy sentences with correct punctuation.
- B. Have the student memorize a list of irregular sight words.
- C. Require silent reading of a grade-level chapter.
- D. Have the student compare and sort words by their initial sounds.

43. A student has strong ideas but writes disorganized paragraphs. What instruction is most appropriate?

- A. Grade only spelling so the student can avoid planning.

- B. Teach planning, paragraph structure, transitions, drafting, and revision explicitly.
- C. Replace writing with oral answers for every assignment.
- D. Provide longer writing tasks without teaching organization.

44. A student solves addition with manipulatives but not with drawings. Which sequence is best?

- A. Bridge concrete models to drawings with explicit modeling and guided practice.
- B. Use manipulatives indefinitely without teaching representation changes.
- C. Move immediately to abstract equations to increase rigor.
- D. Stop the strategy because the student is not yet independent.

45. A student has difficulty identifying the main idea in a social studies passage. Which support is most targeted?

- A. Provide only a shorter passage without teaching comprehension.
- B. Ask the student to copy the first sentence as the main idea.
- C. Focus exclusively on spelling unfamiliar words.
- D. Teach the student to identify repeated ideas and select a concise central statement.

46. A student with low vision needs to interpret a graph in science. What is the best instructional response?

- A. Provide an accessible equivalent representation while teaching graph interpretation.
- B. Excuse the student from graph work permanently.
- C. Ask a peer to interpret every graph aloud.
- D. Replace the science objective with simpler vocabulary work.

47. A student uses a communication device to answer questions. Which teacher practice best supports access?

- A. Call on the student only when a rapid oral response is possible.

- B. Provide planned wait time and ensure the device is available during instruction.
- C. Require a peer to answer whenever device use takes time.
- D. Accept device use only during special education class.

48. A student performs a learned self-care routine at school but not in a community setting. What should instruction add?

- A. Practice only in the classroom until performance is perfect.
- B. Add more verbal directions without changing the setting.
- C. Practice the routine in varied settings and systematically fade prompts.
- D. Remove the routine from instruction because transfer is difficult.

49. In an inclusive class, the general education teacher presents new content while the special educator circulates to provide planned prompts. Which co-teaching model is illustrated?

- A. One teach, one assist, when the assistance is planned and purposeful.
- B. Station teaching, because students rotate through every activity.
- C. Parallel teaching, because both teachers teach identical groups.
- D. Alternative teaching, because one teacher always reteaches content.

50. A teacher is grouping students for a lesson on solving equations. What should determine the group arrangement?

- A. Permanent disability-based groups for the entire semester.
- B. The fastest arrangement for adult supervision only.
- C. The instructional purpose, student data, and support needed for the task.
- D. Random grouping that ignores language and learning needs.

51. A student with extensive support needs is learning to request a break. Which teaching sequence is strongest?

- A. Wait for a crisis before explaining the request.
- B. Teach the request, prompt it during natural routines, and reinforce appropriate use.
- C. Require the student to use the request perfectly before honoring it.
- D. Give breaks unpredictably without teaching a communication form.

52. Which activity most directly supports community-based instruction?

- A. Complete a worksheet defining transportation vocabulary.
- B. Watch a video about buses without practicing the routine.
- C. Memorize a list of community locations in the classroom.
- D. Practice reading a bus schedule and paying a fare on an actual route.

53. A student wants competitive employment in a grocery store. Which classroom activity best supports that pathway?

- A. Complete generic coloring activities unrelated to workplace routines.
- B. Choose a job for the student without collecting preferences.
- C. Teach only isolated academic facts about grocery stores.
- D. Practice stocking, asking for clarification, and tracking task completion.

54. A student misses peer conversations because turn-taking is difficult. Which support is most appropriate?

- A. Teach turn-taking with visual cues, modeling, and practice in natural interactions.
- B. Remove the student from cooperative activities.
- C. Expect peers to interpret every communication attempt.
- D. Teach only isolated vocabulary without interaction practice.

55. Before a difficult transition, a student often refuses work. Which preventive practice is best?

- A. Wait until refusal occurs before explaining the schedule.

- B. Preview the routine, provide a visual choice, and pre-correct the expected response.
- C. Remove every transition so refusal cannot happen.
- D. Increase verbal warnings without showing the student the routine.

56. A student leaves independent work to obtain adult help. What should a behavior plan teach first?

- A. A punishment for leaving before the task is clarified.
- B. A longer assignment so the student practices persistence.
- C. An appropriate help request that produces timely assistance and task support.
- D. Removal of all independent work from the schedule.

57. A student becomes agitated and begins pacing during a noisy group activity. What should staff do first?

- A. Deliver a lengthy correction in front of peers.
- B. Block the student from leaving without checking the plan.
- C. Reduce stimulation, use a calm brief prompt, and follow the student's safety plan.
- D. Add demands immediately to test compliance.

58. After a conflict, a student and peer are ready to repair the relationship. Which restorative response is most appropriate?

- A. Require a public apology without discussing what happened.
- B. Facilitate a supported conversation about impact, responsibility, and repair.
- C. Exclude the student from future group work automatically.
- D. Ignore the conflict because instruction has resumed.

59. A student forgets the steps for beginning independent work. Which support is most likely to build independence?

- A. Post a concise visual routine, teach its use, and fade adult prompts.

- B. Give repeated verbal reminders from across the room.
- C. Complete the first steps for the student every time.
- D. Add a consequence for each missed step without teaching the routine.

60. Which statement correctly distinguishes an accommodation from a modification?

- A. Both terms mean lowering every learning expectation.
- B. A modification changes only the student's seating arrangement.
- C. An accommodation always changes the grade-level content target.
- D. An accommodation changes access; a modification changes the learning target.

61. A student is distracted by fluorescent lights and struggles to begin work. Which response is most appropriate?

- A. Reduce the sensory barrier and teach a consistent start routine.
- B. Remove the student from grade-level instruction permanently.
- C. Tell the student to ignore the lights without changing conditions.
- D. Lower all academic goals because attention is difficult.

62. A student's transition goal involves managing a weekly medication schedule with adult oversight. What is an appropriate school activity?

- A. Have the student handle medication independently without safeguards.
- B. Avoid all instruction because health tasks are never educational.
- C. Practice reading a schedule and identifying when to seek an adult's help.
- D. Assign a generic worksheet unrelated to the student's routine.

63. A student with a speech-language disability participates more when peers use wait time. Which practice is best?

- A. Have peers answer for the student whenever a pause occurs.

- B. Teach peers the agreed interaction supports and monitor authentic participation.
- C. Limit participation to yes-or-no questions.
- D. Require the student to speak faster before joining group work.

64. A general education teacher asks for help adapting a lab for a student with an IEP. What should the special educator do first?

- A. Provide a separate worksheet without discussing the lab objective.
- B. Tell the teacher to follow the IEP without offering collaboration.
- C. Remove the student from the lab whenever materials are complex.
- D. Co-plan the essential target, barriers, supports, and evidence of learning.

65. A paraprofessional asks whether to complete a student's difficult assignment. What guidance is most appropriate?

- A. Use the planned prompt and support while preserving the student's active role.
- B. Complete the assignment to prevent frustration.
- C. Refuse all assistance so the student learns independence.
- D. Change the goal whenever the student needs a prompt.

66. A co-teaching team notices that the same students always work with the special educator. What should the team consider?

- A. Keep the pattern because those students always need special education.
- B. Move the students to a separate room for all difficult tasks.
- C. Have the general educator teach while the special educator only manages behavior.
- D. Vary grouping and co-teaching roles so support is not stigmatizing or segregating.

67. Which factor should guide a team's selection of a co-teaching model for a lesson?

- A. The model used most often on the campus.

- B. Which teacher has the stronger classroom voice.
- C. The lesson objective, student needs, class context, and roles each teacher can perform.
- D. A permanent rule that one teacher always leads.

68. A speech-language pathologist reports that a student's communication device is rarely used in class. What should the team do?

- A. Conclude that the device is ineffective without observing use.
- B. Examine classroom routines, device access, partner training, and communication opportunities.
- C. Limit the device to speech sessions so it remains available.
- D. Ask the student to use it more without changing instruction.

69. A family requests information about a new behavior support, but the family prefers another language. What is the best response?

- A. Send an English-only handout because the plan is already written.
- B. Ask the student to interpret the technical discussion.
- C. Use the same plan without family input to avoid delay.
- D. Provide understandable information and invite the family's observations and preferences.

70. A student wants to lead part of an ARD meeting but feels unsure. Which support is best?

- A. Tell the student the teacher will speak because it will be faster.
- B. Require the student to lead without preparation.
- C. Review data with the student, rehearse the message, and offer presentation choices.
- D. Write a script without asking whether it reflects the student's view.

71. A special educator wants to set a professional learning goal for the year. Which goal is strongest?

- A. Use student data to improve one instructional practice and monitor its effect.
- B. Attend as many workshops as possible without applying a strategy.

- C. Choose a goal based only on a colleague's favorite topic.
- D. Set a broad goal to become a better teacher someday.

72. A teacher wants to email a student's diagnosis to an entire grade-level list. What is the best professional response?

- A. Send it because everyone teaches the same grade.
- B. Share only necessary information with authorized staff through a secure channel.
- C. Remove the student's first name but keep all other identifiers.
- D. Post it in a shared folder so staff can find it later.

73. A campus club has no accessible procedure for a student who uses a communication device. What should the special educator advocate for?

- A. Identify the barrier and plan equivalent participation with the student and club staff.
- B. Offer a separate club only for students with disabilities.
- C. Tell the student to attend without requesting any support.
- D. Excuse the student because extracurricular activities are optional.

74. A colleague asks the special educator to sign a progress report for services the colleague did not observe. What is the most ethical response?

- A. Sign it to avoid conflict because the colleague requested help.
- B. Review the underlying data and sign only information the educator can accurately support.
- C. Refuse all collaboration on future progress reports.
- D. Estimate performance from the student's disability category.

75. A counselor and special educator discover that a student's schedule conflicts with IEP service minutes. What should they do?

- A. Let the student choose which service to miss each week.

- B. Keep the schedule because changing it is inconvenient.
- C. Move services informally without updating the plan.
- D. Coordinate with administration and the ARD team to resolve the conflict lawfully.

76. A transition team needs an adult agency to discuss employment support with a student. What should the school do?

- A. Share records automatically because the agency serves adults.
- B. Wait until graduation to involve any outside agency.
- C. Invite the agency with required consent and coordinate roles around the student's goals.
- D. Ask the agency to select a job without student input.

77. A teacher is documenting a parent conference about a proposed IEP change. Which note is most useful?

- A. Record only that the parent was difficult.
- B. Record the concern, information considered, agreed action, and follow-up responsibility.
- C. Record a general statement that everyone agreed.
- D. Record the teacher's opinion without the family's response.

78. A general education teacher believes an accommodation is unfair to classmates. How should the special educator respond?

- A. Remove it so classmates perceive equal treatment.
- B. Tell the teacher that fairness is not relevant to instruction.
- C. Explain its access purpose and examine implementation with the teacher.
- D. Tell the student to explain the legal requirement to peers.

79. A family describes a culturally specific routine that affects homework completion. What should the teacher do?

- A. Require the family to adopt the school's routine immediately.
- B. Ignore the information because homework occurs outside school.
- C. Assume the routine explains every academic difficulty.
- D. Ask respectful questions and adapt supports without treating difference as a deficit.

80. A vocational rehabilitation counselor and teacher are planning work experiences for a student. What should guide the partnership?

- A. The student's strengths, preferences, needs, and measurable transition outcomes.
- B. The agency's available placement regardless of student preference.
- C. A generic job rotation for every student in the program.
- D. The family's preferred job without student assessment data.

81. After a lesson, a teacher notices that a visual support helped one student but distracted another. What is the best reflective response?

- A. Keep the support unchanged because it helped one student.
- B. Remove all visual supports from the class.
- C. Examine each student's response and adjust supports rather than applying one solution universally.
- D. Assign the same support to every student for consistency.

82. A student reads grade-level text accurately but misses inferential questions. Which analysis best identifies the need?

- A. The student needs easier text because all reading difficulties are decoding problems.
- B. The student has a decoding strength but needs explicit inference instruction.
- C. The student needs only more fluency drills.
- D. The student should stop reading grade-level text until comprehension is perfect.

83. A learner explains ideas well aloud but produces disorganized written work. Which recommendation uses that strength appropriately?

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

84. A math work sample shows correct procedures but frequent place-value errors in regrouping. What should the teacher recommend?

- A. Use place-value models and explicit regrouping steps with immediate feedback.
- B. Assign more problems without addressing place value.
- C. Replace the task with addition because it is easier.
- D. Grade only the final answer and ignore the procedure.

85. Behavior data show that a student leaves class after lengthy writing directions and returns when help is offered. What should the team infer?

- A. The behavior is random because it does not happen every time.
- B. Test whether task avoidance and unclear directions contribute to the behavior.
- C. The student seeks attention in every activity.
- D. The disability label alone explains the behavior.

86. An intervention graph shows little progress, but observation reveals inconsistent staff implementation. What should happen 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.

87. A student meets a reading goal in a quiet room but not in general education. What should the team examine?

- A. Only additional data from the quiet room.
- B. A general education referral without classroom observation.
- C. Comparable performance data across settings and the supports used in each.
- D. A new disability label based on the setting difference.

88. A student contributes more when given extra response time and an AAC device. Which recommendation follows?

- A. Include planned wait time and reliable device access across relevant settings.
- B. Call on the student without warning to build speed.
- C. Accept participation only through oral responses.
- D. Stop asking questions because communication takes longer.

89. A transition assessment shows a student prefers hands-on work, needs support reading workplace directions, and wants competitive employment. What should be recommended?

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

90. A student completes content assignments but cannot independently access digital graphs. Which analysis should guide the response?

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

91. A progress chart shows accurate performance with teacher prompts but inconsistent independent performance. What should the teacher recommend?

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

92. A learner succeeds on quizzes after guided small-group reteaching but struggles on solo assignments. Which conclusion is best supported?

- A. The quiz scores prove no further instruction is needed.
- B. The independent work proves the student learned nothing.
- C. The student may need support generalizing the strategy beyond reteaching.
- D. Average the scores without examining task conditions.

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

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

94. A writing sample contains relevant ideas but few transitions and weak organization. Which analysis is most useful?

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

95. A student uses a graphic organizer for narratives but not essays. What should the teacher analyze next?

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

96. A student uses a checklist inconsistently. Observation shows that it is stored across the room. What recommendation follows?

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

97. A student shows little response to a reading intervention, but the teacher used a different sequence than the plan specifies. What should happen next?

- A. Declare the student nonresponsive immediately.
- B. Address fidelity before deciding whether the intervention matches the student's need.
- C. Lower the reading goal to match the current graph.
- D. End data collection because the intervention was attempted.

98. An ARD team must recommend one instructional response after reviewing tests, work samples, and family input. What is strongest?

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

99. A student is mastering multiplication facts but not applying them in word problems. Which instructional change is most justified?

- A. Continue fact practice only because facts are the weak area.
- B. Remove word problems until all facts are automatic.
- C. Teach the student to identify problem structures and select the operation explicitly.
- D. Grade the student's answer without examining the representation.

100. An assessment profile shows strong listening comprehension, weak decoding, and improved performance with text-to-speech. What should the response include?

- A. Replace all reading with listening permanently.
- B. Ignore text-to-speech because decoding must be independent first.
- C. Lower content expectations to match decoding performance.
- D. Teach decoding while using allowable access support for grade-level content.

Practice Exam 16: Answer Key and Explanations

1. A — The best answer is A: persistent concerns may indicate a suspected disability requiring timely action. It works because Child Find does not depend on a medical diagnosis or grade retention. The alternatives overlook medical prerequisites, delay, or label selection without evaluation. The educator should document the concern and begin the appropriate referral process. This protects individualized access and measurable progress.

2. C — Option C is best because the plans address different educational obligations. It fits because IDEA eligibility includes a need for special education and related services. Other choices miss treating plans as interchangeable, diagnosis-based, or request-driven. The educator should match the plan to documented disability-related educational needs. This keeps the plan individualized and focused on student access and progress.

3. B — Option B is best because staff must implement the current IEP even when delivery is difficult. It fits because implementation concerns require collaboration or formal revision. Other choices miss convenience-based use, unilateral removal, or shifting duties home. The educator should clarify the requirement and coordinate a lawful solution. This keeps the plan individualized and focused on student access and progress.

4. D — The best answer is D: an outside provider is not automatically entitled to the record. It works because FERPA generally requires consent for disclosure outside an exception. The alternatives overlook service need, partial sharing, or informal inspection without consent. The educator should

secure documented permission before making the disclosure. This protects individualized access and measurable progress.

5. D — Option D is best because LRE analysis begins with participation in the general environment. It fits because removal is considered when supplementary aids are insufficient. Other choices miss past placement, teacher preference, or label-driven decisions. The educator should consider and document effective supplementary aids first. This keeps the plan individualized and focused on student access and progress.

6. A — Option A is best because FAPE requires appropriately ambitious individualized progress. It fits because goals and services must respond to the student's circumstances. Other choices miss repeating goals, narrowing targets, or using identical outcomes. The educator should use current data to revise goals and services. This keeps the plan individualized and focused on student access and progress.

7. C — Option C is best because meaningful parent participation requires understandable communication. It fits because the committee must take reasonable steps to support understanding. Other choices miss notice alone, child translation, or an unnecessary fluency delay. The educator should provide appropriate language support for the meeting. This keeps the plan individualized and focused on student access and progress.

8. B — Texas begins required transition planning no later than age 14. This fits because the ARD committee may determine that earlier planning is appropriate. Other choices miss using only the federal date, waiting until exit, or delaying student input. The educator should use age-appropriate assessment and student preferences to plan services. This protects access and progress.

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

10. A — Option A is best because student preferences are essential transition information. It fits because participation connects strengths, goals, services, and course planning. Other choices miss adult-only planning, delayed participation, or family-only decisions. The educator should coach the student to share strengths and postschool preferences. This keeps the plan individualized and focused on student access and progress.

11. D — Option D is best because an IFSP coordinates early intervention around the child and family. It fits because services are developed with family participation in natural contexts. Other choices miss secondary testing, postschool planning, or discipline procedures. The educator should collaborate with the family and early-intervention team. This keeps the plan individualized and focused on student access and progress.

12. B — Option B is best because a refusal of a requested change requires understandable notice. It fits because the notice explains the action, reasons, and information considered. Other choices miss teacher-

only communication, relabeling, or indefinite delay. The educator should document the decision and provide the required procedural information. This keeps the plan individualized and focused on student access and progress.

13. A — The best answer is A: discipline decisions must account for the student's disability and supports. It works because required review procedures examine the relationship between behavior and disability. The alternatives overlook automatic unrelatedness, service cancellation, or annual-meeting delay. The educator should use the required review and existing behavior data. This protects individualized access and measurable progress.

14. B — Option B is best because eligibility and service decisions should not rely on one measure. It fits because multiple data sources clarify performance and educational impact. Other choices miss single-score decisions, grade-only conclusions, or parent-selected labels. The educator should integrate assessment, observation, classroom, and family information. This keeps the plan individualized and focused on student access and progress.

15. C — Option C is best because confidentiality depends on secure handling and limited access. It fits because good instructional intent does not make an exposed record permissible. Other choices miss employee status, partial covering, or wider copying. The educator should retrieve the pages and use approved secure storage. This keeps the plan individualized and focused on student access and progress.

16. D — Option D is best because stress and trauma can affect learning without establishing a disability. It fits because supportive relationships and coordinated services can reduce barriers. Other choices miss premature labeling, pressure, or a behavior-only interpretation. The educator should consult appropriate personnel and monitor access and engagement. This keeps the plan individualized and focused on student access and progress.

17. B — The best answer is B: the schedule must reflect the IEP and meaningful access. It works because team coordination can resolve conflicts without unilateral changes. The alternatives overlook automatic service priority, student choice alone, or undocumented changes. The educator should review the service minutes, LRE, and course access together. This protects individualized access and measurable progress.

18. A — Option A is best because curriculum decisions can affect long-term educational pathways. It fits because the committee connects instruction, services, graduation, and outcomes. Other choices miss removing monitoring, eliminating content, or forcing an early career choice. The educator should document the impact and align instruction with transition goals. This keeps the plan individualized and focused on student access and progress.

19. C — Option C is best because baseline data establish the student's starting performance. It fits because the measure should match the future progress-monitoring procedure. Other choices miss old grades, estimates, or unrelated scores. The educator should collect repeated task-specific baseline observations. This keeps the plan individualized and focused on student access and progress.

20. D — Option D is best because the assessment informs immediate instructional decisions. It fits because formative evidence is gathered during instruction. Other choices miss final grading, eligibility, or postschool planning. The educator should use the results to reteach or extend learning. This keeps the plan individualized and focused on student access and progress.

21. B — Option B is best because repeated probes show movement toward the stated goal. It fits because graphing reveals level, trend, and response to instruction. Other choices miss engagement impressions, peer comparisons, or delayed testing. The educator should review the data regularly and adjust instruction. This keeps the plan individualized and focused on student access 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 unqualified translation. The educator should interpret results in the student's cultural and language context. This keeps the plan individualized and focused on student access and progress.

23. C — Option C is best because assessment supports must be planned and implemented consistently. It fits because an accommodation preserves access without changing the target. Other choices miss automatic additions, lowered demands, or last-minute choices. The educator should check the IEP and assessment policy before testing. This keeps the plan individualized and focused on student access and progress.

24. A — Option A is best because PLAAFP describes the student's present educational performance. It fits because it links strengths and needs to access and instruction. Other choices miss service menus, unsupported preferences, or labels alone. The educator should synthesize current data into an individualized description. This keeps the plan individualized and focused on student access and progress.

25. B — Option B is best because the observations examine patterns surrounding the behavior. It fits because ABC data help the team develop a functional hypothesis. Other choices miss grades, intelligence testing, or transition inventories. The educator should analyze patterns before selecting an intervention. This keeps the plan individualized and focused on student access and progress.

26. C — Option C 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 plan individualized and focused on student access and progress.

27. A — Option A is best because limited growth calls for problem solving rather than a fixed conclusion. It fits because data can reveal a mismatch in strategy or intensity. Other choices miss deficit assumptions, discontinued monitoring, or lowered standards. The educator should analyze fidelity and revise the intervention. This keeps the plan individualized and focused on student access and progress.

28. D — Option D is best because outcome data are difficult to interpret without implementation information. It fits because fidelity checks distinguish plan quality from delivery problems. Other

choices miss grades, impressions, or unrelated peer comparisons. The educator should record the planned steps and their actual delivery. This keeps the plan individualized and focused on student access and progress.

29. A — Option A is best because repeated measures must represent the skill being monitored. It fits because consistent tasks make changes in performance interpretable. Other choices miss changing rules, unrelated skills, or global ratings. The educator should select a reliable measure aligned to the goal. This keeps the plan individualized and focused on student access and progress.

30. B — Option B is best because performance differs under supported and unsupported conditions. It fits because the team must interpret access needs before changing instruction. Other choices miss denial of content, abrupt removal, or single-trial conclusions. The educator should compare conditions and plan a gradual, data-based release. This keeps the plan individualized and focused on student access and progress.

31. C — Option C is best because evaluation should integrate varied evidence about the learner. It fits because different sources reveal strengths, needs, and context. Other choices miss guaranteed eligibility, ignored contradictions, or classroom exclusion. The educator should consider converging and conflicting evidence together. This keeps the plan individualized and focused on student access and progress.

32. D — Option D is best because family observations can clarify how context affects performance. It fits because multiple perspectives improve interpretation without replacing other data. Other choices miss dismissal, homework-only baselines, or automatic hierarchy. The educator should compare conditions and seek additional corroborating information. This keeps the plan individualized and focused on student access and progress.

33. A — Option A is best because transition assessment should inform individualized postschool planning. It fits because services connect interests and identified needs to an outcome. Other choices miss generic delay, adult-only choice, or an unsupported preference. The educator should write a measurable goal and related transition activities. This keeps the plan individualized and focused on student access and progress.

34. D — Option D is best because initial improvement supports continued data-based evaluation. It fits because generalization and independence require evidence across contexts. Other choices miss premature stopping, abrupt removal, or stronger punishment. The educator should track performance and fade support deliberately when appropriate. This keeps the plan individualized and focused on student access and progress.

35. C — Option C is best because instructional decisions should be linked to student-specific evidence. It fits because matching need, response, and feasible delivery supports fidelity. Other choices miss novelty, fewer checks, or personal preference. The educator should compare options against the student's data and context. This keeps the plan individualized and focused on student access and progress.

36. B — Option B is best because self-monitoring requires both accurate recording and increasing independence. It fits because comparison data show whether the student's judgments are reliable. Other choices miss adult replacement, completion-only scoring, or a delayed survey. The educator should teach accurate checking and monitor agreement over time. This keeps the plan individualized and focused on student access and progress.

37. B — Option B is best because individualized goals connect need to meaningful curriculum access. It fits because alignment preserves high expectations while addressing barriers. Other choices miss unrelated expectations, worksheet preference, or label-only planning. The educator should use current data to connect instruction with grade-level standards. This keeps the plan individualized and focused on student access and progress.

38. A — Option A is best because UDL anticipates variability in access and expression. It fits because varied pathways can preserve the essential learning objective. Other choices miss lowered targets, rigid format, or assessment removal. The educator should plan accessible options before instruction begins. This keeps the plan individualized and focused on student access and progress.

39. C — Option C is best because explicit instruction makes the thinking process visible. It fits because scaffolding and guided practice build accurate independent use. Other choices miss unsupported practice, louder repetition, or permanent simplification. The educator should use a gradual release sequence and monitor each step. This keeps the plan individualized and focused on student access and progress.

40. D — Option D is best because repeated errors provide information about the student's misconception. It fits because specific correction and practice address the process causing the error. Other choices miss marking alone, uncorrected volume, or unrelated work. The educator should teach the missing step and check transfer. This keeps the plan individualized and focused on student access and progress.

41. C — Option C is best because the student needs explicit instruction linking claims and evidence. It fits because modeling makes the reasoning process observable and repeatable. Other choices miss more unsupported predictions, unrelated vocabulary, or confidence-only scoring. The educator should use think-alouds and guided text evidence practice. This keeps the plan individualized and focused on student access and progress.

42. D — Option D is best because the target is noticing and manipulating speech sounds. It fits because comparison and sorting focus attention on the initial phoneme. Other choices miss writing mechanics, irregular-word memorization, or silent reading. The educator should give oral practice with immediate feedback. This keeps the plan individualized and focused on student access and progress.

43. B — Option B is best because the work sample identifies organization as a teachable writing need. It fits because explicit planning and revision connect ideas into a coherent structure. Other choices miss spelling-only grading, permanent substitution, or unsupported volume. The educator should use models, organizers, and guided revision. This keeps the plan individualized and focused on student access and progress.

44. A — Option A is best because the student needs a connection between concrete and representational forms. It fits because bridging supports gradual abstraction and transfer. Other choices miss indefinite concrete use, abrupt abstraction, or abandonment. The educator should model the connection and fade support deliberately. This keeps the plan individualized and focused on student access and progress.

45. D — Option D is best because main-idea work requires identifying central rather than incidental information. It fits because explicit modeling helps the student compare details and importance. Other choices miss shortening alone, first-sentence copying, or spelling-only instruction. The educator should use think-alouds and guided practice with varied texts. This keeps the plan individualized and focused on student access and progress.

46. A — Option A is best because the barrier is access to the representation, not necessarily the concept. It fits because accessible materials can preserve the same learning objective. Other choices miss exclusion, peer dependence, or lowered content. The educator should coordinate an accessible format and monitor independent use. This keeps the plan individualized and focused on student access and progress.

47. B — Option B is best because communication access depends on time and reliable availability. It fits because wait time allows the student to demonstrate knowledge independently. Other choices miss speed-only participation, peer replacement, or setting restrictions. The educator should coordinate consistent access across relevant classes. This keeps the plan individualized and focused on student access and progress.

48. C — Option C is best because the student needs generalization and independence across contexts. It fits because varied practice and prompt fading support functional transfer. Other choices miss single-setting practice, more directions, or goal removal. The educator should teach the skill in the environments where it will be used. This keeps the plan individualized and focused on student access and progress.

49. A — The best answer is A: the model uses one lead teacher and one supporting teacher. It works because planned assistance should address access without creating dependence. The alternatives overlook rotation, equal-group delivery, or a fixed reteaching role. The educator should define roles and vary models according to student needs. This protects individualized access and measurable progress.

50. C — Option C is best because grouping should be responsive to the lesson and learner. It fits because flexible groups allow targeted instruction and meaningful participation. Other choices miss permanent labels, supervision-only grouping, or ignored needs. The educator should use data and vary groups as the learning purpose changes. This keeps the plan individualized and focused on student access and progress.

51. B — Option B is best because functional communication should be taught before challenging situations escalate. It fits because practice, prompting, and reinforcement make the skill usable. Other choices miss crisis-only teaching, perfection requirements, or random breaks. The educator should embed practice across predictable routines and fade prompts. This keeps the plan individualized and focused on student access and progress.

52. D — Option D is best because community-based instruction connects skills to authentic environments. It fits because practice on the route allows feedback on functional performance. Other choices miss worksheets, passive video, or classroom memorization alone. The educator should teach and monitor the routine in the community context. This keeps the plan individualized and focused on student access and progress.

53. D — Option D is best because instruction should connect student interests to employment skills. It fits because authentic routines build performance and self-advocacy for the goal. Other choices miss unrelated activities, adult-only choices, or isolated facts. The educator should coordinate practice with community and employment partners. This keeps the plan individualized and focused on student access and progress.

54. A — Option A is best because social communication can be explicitly taught and supported. It fits because modeling and natural practice connect the skill to real interactions. Other choices miss removal, peer interpretation, or isolated vocabulary instruction. The educator should use peers and visual supports to practice reciprocal exchanges. This keeps the plan individualized and focused on student access and progress.

55. B — Option B is best because predictability and pre-correction can prevent avoidable escalation. It fits because students can use a practiced response before the difficult moment. Other choices miss reactive explanations, total avoidance, or verbal warnings alone. The educator should teach and rehearse the transition routine in advance. This keeps the plan individualized and focused on student access and progress.

56. C — Option C is best because the replacement behavior should meet the same likely need safely. It fits because a functional help request can reduce escape and promote engagement. Other choices miss punishment, increased demand, or total task removal. The educator should teach, prompt, and reinforce the replacement request. This keeps the plan individualized and focused on student access and progress.

57. C — Option C is best because early de-escalation should reduce demands and stimulation safely. It fits because a calm response can prevent escalation while preserving dignity. Other choices miss public correction, unplanned blocking, or immediate added demands. The educator should use individualized crisis-prevention procedures and monitor safety. This keeps the plan individualized and focused on student access and progress.

58. B — Option B is best because restorative practice addresses harm and future participation. It fits because a supported conversation builds responsibility without humiliation. Other choices miss public performance, automatic exclusion, or avoidance. The educator should guide a private, voluntary repair process with clear supports. This keeps the plan individualized and focused on student access and progress.

59. A — Option A is best because executive-function supports should make the routine visible and usable. It fits because visual cues and prompt fading transfer responsibility to the student. Other choices miss distant reminders, adult completion, or consequences without teaching. The educator should

practice the routine and monitor independent initiation. This keeps the plan individualized and focused on student access and progress.

60. D — The best answer is D: the distinction concerns access conditions versus learning expectations. It works because access supports preserve the target while modifications alter it. The alternatives overlook lowering everything, seating-only changes, or target changes labeled access. The educator should document and implement the support according to the IEP. This protects individualized access and measurable progress.

61. A — Option A is best because environmental access and executive functioning can both affect participation. It fits because reducing the barrier plus teaching a routine addresses the task. Other choices miss permanent removal, willpower-only expectations, or lowered goals. The educator should coordinate an individualized environmental and instructional support. This keeps the plan individualized and focused on student access and progress.

62. C — Option C is best because transition instruction can build self-management without unsafe independence. It fits because practice should teach decision making and appropriate support seeking. Other choices miss unsupervised handling, total avoidance, or unrelated worksheets. The educator should coordinate a safe, authorized routine with the relevant team. This keeps the plan individualized and focused on student access and progress.

63. B — Option B is best because peer support can increase access without replacing the student's voice. It fits because wait time and responsive partners make communication more effective. Other choices miss peer replacement, restricted questions, or speed demands. The educator should coordinate inclusive communication routines across activities. This keeps the plan individualized and focused on student access and progress.

64. D — The best answer is D: effective consultation begins with a shared understanding of the lesson. It works because co-planning aligns access supports with the same meaningful target. The alternatives overlook separate work, referral back to the document, or removal. The educator should identify the barrier and design the support together. This protects individualized access and measurable progress.

65. A — Option A is best because paraprofessional support should increase access without replacing instruction. It fits because planned prompting preserves participation and provides information for fading. Other choices miss adult completion, no support, or unapproved goal changes. The educator should review the role, model the prompt, and monitor independence. This keeps the plan individualized and focused on student access and progress.

66. D — The best answer is D: co-teaching should expand access rather than create a fixed second classroom. It works because varied roles and groups support participation and shared responsibility. The alternatives overlook fixed labels, routine removal, or behavior-only collaboration. The educator should review the lesson purpose and rotate models intentionally. This protects individualized access and measurable progress.

67. C — Option C is best because co-teaching models should be selected for the instructional purpose. It fits because flexibility allows teachers to address academic and access needs. Other choices miss campus habit, personality, or permanent leadership rules. The educator should co-plan the model and define each teacher's responsibility. This keeps the plan individualized and focused on student access and progress.

68. B — The best answer is B: device use depends on access, opportunity, and knowledgeable communication partners. It works because collaborative observation can identify barriers that a therapy-room trial misses. The alternatives overlook premature conclusions, setting restriction, or student-only responsibility. The educator should coordinate with the SLP and adjust daily communication routines. This protects individualized access and measurable progress.

69. D — The best answer is D: family collaboration requires accessible communication and genuine participation. It works because family knowledge can improve the cultural and contextual fit of support. The alternatives overlook English-only materials, child interpretation, or exclusion for speed. The educator should arrange language support and revise the plan with the family. This protects individualized access and measurable progress.

70. C — Option C is best because student leadership is strengthened by preparation and choice. It fits because rehearsal and accessible data support authentic self-advocacy. Other choices miss adult replacement, unsupported performance, or imposed wording. The educator should coach the student while preserving the student's voice. This keeps the plan individualized and focused on student access and progress.

71. A — Option A is best because professional growth should connect reflection, practice, and student outcomes. It fits because a measurable practice goal permits feedback and adjustment. Other choices miss attendance counts, personal preference, or vague aspiration. The educator should define the practice, evidence, timeline, and review point. This keeps the plan individualized and focused on student access and progress.

72. B — Option B is best because professional collaboration must preserve confidentiality and legitimate need. It fits because secure limited disclosure supports instruction without exposing the record. Other choices miss grade-level membership, partial identifiers, or broad posting. The educator should use approved secure communication and the minimum necessary detail. This keeps the plan individualized and focused on student access and progress.

73. A — Option A is best because advocacy addresses access to authentic school opportunities. It fits because planned supports can preserve participation without lowering the activity's purpose. Other choices miss separate activities, unsupported participation, or exclusion. The educator should collaborate on communication access before the activity. This keeps the plan individualized and focused on student access and progress.

74. B — Option B is best because professional documentation must be accurate and evidence based. It fits because reviewing source data protects the student and the integrity of reporting. Other choices miss conflict avoidance, total refusal, or label-based estimation. The educator should clarify roles and correct

the report before submission. This keeps the plan individualized and focused on student access and progress.

75. D — Option D is best because schedules must implement services while preserving meaningful access. It fits because team coordination prevents unilateral changes and service gaps. Other choices miss student-only choice, convenience, or undocumented movement. The educator should compare the schedule with the IEP and document the solution. This keeps the plan individualized and focused on student access and progress.

76. C — Option C is best because community collaboration should be individualized and appropriately authorized. It fits because consent and coordinated roles protect privacy and support continuity. Other choices miss automatic disclosure, graduation delay, or agency-only decisions. The educator should secure permission and connect services to the transition plan. This keeps the plan individualized and focused on student access and progress.

77. B — Option B is best because documentation should make decisions and next steps interpretable. It fits because specific records support continuity, accountability, and follow-up. Other choices miss character judgments, vague agreement, or one-sided notes. The educator should write objective details and identify the next action. This keeps the plan individualized and focused on student access and progress.

78. C — Option C is best because an accommodation provides equitable access rather than an unearned advantage. It fits because shared understanding can resolve concerns while preserving the IEP. Other choices miss removal, dismissive communication, or student responsibility. The educator should review the target and support collaboratively. This keeps the plan individualized and focused on student access and progress.

79. D — Option D is best because culturally responsive collaboration treats family knowledge as relevant evidence. It fits because understanding context helps the team design feasible support. Other choices miss forced assimilation, dismissal, or overgeneralization. The educator should incorporate the family's perspective into problem solving. This keeps the plan individualized and focused on student access and progress.

80. A — Option A is best because transition collaboration should remain student-centered and outcome-oriented. It fits because shared planning connects agency resources to individualized instruction. Other choices miss availability-only placement, generic rotations, or family-only choice. The educator should align roles and activities with the student's transition assessment. This keeps the plan individualized and focused on student access and progress.

81. C — Option C is best because reflection uses evidence to individualize practice. It fits because different responses show that access supports require a student-task match. Other choices miss single-student generalization, total removal, or uniform assignment. The educator should review data and adapt the support for each learner. This keeps the plan individualized and focused on student access and progress.

82. B — Option B 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 reduction, mismatched drills, or unnecessary exclusion. The educator should teach inference with modeling, evidence, and guided practice. This keeps the plan individualized and focused on student access and progress.

83. D — The best answer is D: oral language can support planning while writing remains the target. It works because the strength provides an access pathway rather than a replacement outcome. The alternatives overlook ignoring strength, permanent substitution, or quantity-only grading. The educator should connect oral rehearsal to structured written production. This protects individualized access and measurable progress.

84. A — The best answer is A: the error pattern points to a specific conceptual and procedural need. It works because models make regrouping relationships visible before independent practice. The alternatives overlook unmatched volume, task replacement, or final-answer-only scoring. The educator should teach the missing concept and monitor transfer to varied problems. This protects individualized access and measurable progress.

85. B — Option B is best because the pattern suggests a contextual function worth testing. It fits because antecedents and consequences guide an FBA hypothesis. Other choices miss randomness, universal attention, or label-only explanations. The educator should adjust directions and teach an appropriate help request. This keeps the plan individualized and focused on student access and progress.

86. D — Option D is best because outcome data cannot be interpreted apart from implementation. It fits because fidelity checks distinguish a weak plan from weak delivery. Other choices miss premature conclusions, raised criteria, or removal. The educator should retrain staff and monitor fidelity and student outcomes. This keeps the plan individualized and focused on student access and progress.

87. C — Option C 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 referral, or relabeling. The educator should compare conditions and teach transfer in the target setting. This keeps the plan individualized and focused on student access and progress.

88. A — Option A is best because data show that timing and response mode affect participation. It fits because access supports can reveal knowledge without changing the target. Other choices miss speed demands, forced modality, or exclusion. The educator should coordinate communication supports across the student's day. This keeps the plan individualized and focused on student access and progress.

89. D — Option D is best because the recommendation integrates preference, need, and outcome. It fits because transition services build skills linked to the postschool goal. Other choices miss generic delay, unrelated activity, or convenience placement. The educator should connect instruction and community practice to employment. This keeps the plan individualized and focused on student access and progress.

90. A — Option A is best because the barrier may be representational access rather than content knowledge. It fits because accessible formats can preserve the same learning objective. Other choices

miss exclusion, peer dependence, or lowered content. The educator should consult the appropriate specialist and monitor independent access. This keeps the plan individualized and focused on student access and progress.

91. B — Option B is best because the data reveal a transfer and independence need. It fits because independent probes show whether prompts have generalized. Other choices miss assuming mastery, prompt dependence, or goal removal. The educator should measure independence while gradually reducing support. This keeps the plan individualized and focused on student access and progress.

92. C — Option C is best because performance differs by context and level of support. It fits because analysis should examine conditions before judging mastery. Other choices miss single-context conclusions or blind averaging. The educator should compare conditions and teach transfer explicitly. This keeps the plan individualized and focused on student access and progress.

93. A — Option A is best because variability requires contextual analysis rather than a convenient score. It fits because conditions can influence performance and interpretation. Other choices miss highest-only, lowest-only, or data abandonment. The educator should collect contextual notes with repeated measures. This keeps the plan individualized and focused on student access and progress.

94. B — Option B 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, spelling-only focus, or permanent replacement. The educator should teach planning, transitions, and revision explicitly. This keeps the plan individualized and focused on student access and progress.

95. C — Option C is best because successful use in one genre identifies a transferable starting point. It fits because analysis should examine structure and prompt differences. Other choices miss abandonment, rigid reuse, or deficit assumptions. The educator should teach an essay-specific planning routine. This keeps the plan individualized and focused on student access and progress.

96. D — Option D is best because the observation identifies an environmental access barrier. It fits because placement and routine can make the support usable. Other choices miss punishment, deficit labeling, or premature removal. The educator should change the environment and monitor independent use. This keeps the plan individualized and focused on student access and progress.

97. B — Option B is best because the intervention cannot be judged fairly without adequate implementation. It fits because fidelity information separates delivery problems from student response. Other choices miss premature labeling, lowered goals, or stopped monitoring. The educator should retrain staff and collect comparable outcome data. This keeps the plan individualized and focused on student access and progress.

98. A — Option A is best because a defensible response connects evidence to one actionable plan. It fits because monitoring makes the recommendation testable and revisable. Other choices miss unselected options, popularity, or vague support. The educator should name the action, evidence, and progress measure. This keeps the plan individualized and focused on student access and progress.

99. C — Option C is best because the data distinguish calculation fluency from problem representation. It fits because explicit structure analysis supports transfer from facts to application. Other choices miss fact-only practice, removal, or answer-only analysis. The educator should model problem types and monitor operation selection. This keeps the plan individualized and focused on student access and progress.

100. D — The best answer is D: the profile identifies both an underlying skill need and an access strength. It works because instruction and accommodation can address different parts of the profile. The alternatives overlook permanent replacement, support denial, or lowered content. The educator should monitor decoding and content access as separate outcomes. This protects individualized access and measurable progress.