

PRACTICE EXAM 17: 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 parent reports that a fourth-grade student continues to struggle with decoding after classroom interventions. What should the special educator do?
 - A. Document the concern and follow Child Find and referral procedures.
 - B. Require the parent to obtain a private diagnosis first.
 - C. Wait until every general education intervention is exhausted.
 - D. Assign a disability category based on the reading report.

2. A parent wants the school to release an eligibility evaluation to an independent reading tutor. What is the best response?
 - A. Release it because the tutor is helping with schoolwork.
 - B. Obtain appropriate consent before disclosing the education record.
 - C. Send only the pages that contain test scores.
 - D. Allow the tutor to photograph the folder during a visit.

3. A substitute teacher cannot find the IEP accommodations for a student assigned to the class. What should the campus ensure?

- A. Tell the substitute to use ordinary classroom practice.
- B. Ask the student to explain every accommodation independently.
- C. Wait until the annual ARD meeting to provide the information.
- D. Authorized staff have timely access to the current IEP and its implementation requirements.

4. A student participates successfully in general education history with captioned media and guided notes. What placement principle applies?

- A. Place the student in a separate class because support is needed.
- B. Use the disability category to select placement automatically.
- C. Consider general education with supplementary aids before a more restrictive setting.
- D. Let the content teacher decide placement without committee review.

5. An ARD committee is revising services for a student who made minimal progress last year. Which proposal is most defensible?

- A. Individualized goals and services reasonably calculated to support meaningful progress.
- B. The same goals with fewer supports to promote independence.
- C. A single low target chosen to match the class average.
- D. Identical goals for all students in the same grade.

6. During an ARD meeting, a parent asks for an explanation in a language the parent understands. What should the committee do?

- A. Continue because the written notice was sent in English.
- B. Ask the student's older sibling to interpret the meeting.
- C. Postpone all services until the parent becomes fluent in English.
- D. Arrange appropriate interpretation or translation to support meaningful participation.

7. A Texas student is approaching the transition-planning age and has not expressed postschool preferences. What should the ARD committee do?

- A. Wait until the student chooses a career before planning.
- B. Use only the federal age and postpone Texas requirements.
- C. Begin transition planning no later than age 14 and use assessment to elicit preferences.
- D. Write a generic employment goal without student information.

8. An ARD committee is considering inviting an adult-service representative to discuss postschool supports. What is required before the invitation?

- A. Invite the agency automatically because it serves adults.
- B. Obtain the required consent before inviting the outside agency.
- C. Share the student's records before asking the family.
- D. Wait until graduation because agencies cannot attend ARD meetings.

9. A student is preparing to assume educational decision-making rights. Which teacher action best supports the transition?

- A. Continue making all decisions for the student indefinitely.
- B. Exclude the family from all future planning immediately.
- C. Teach the student how to participate in decisions and use available supports.
- D. Mention the change only after the student leaves school.

10. Which statement best describes an IFSP compared with an IEP?

- A. An IFSP is a secondary transition plan for employment.
- B. An IFSP is a statewide testing accommodation document.
- C. An IFSP is a disciplinary agreement for classroom behavior.
- D. An IFSP coordinates early-intervention outcomes with family participation.

11. A reevaluation team has conflicting test results and classroom observations. Which practice is most appropriate?

- A. Interpret all relevant data and resolve discrepancies through additional evaluation when needed.
- B. Choose the score that supports the preferred eligibility decision.
- C. Ignore classroom evidence because standardized tests are objective.
- D. Ask the family to select which result should control.

12. A student is removed for repeated aggression, and the team suspects the behavior may relate to the disability. What should the school do?

- A. Treat the conduct as unrelated because the rule was clear.
- B. Follow required discipline review procedures and examine disability-related factors.
- C. End IEP services during removal without further review.
- D. Wait for the next annual meeting to examine the behavior.

13. A teacher posts a student's IEP goal in a shared staff lounge to invite suggestions. What is the best correction?

- A. Remove the posting and share needed information only through secure, authorized channels.
- B. Leave it because staff suggestions could improve instruction.
- C. Replace the student's name with initials and leave the goal visible.
- D. Post the entire IEP so staff have complete context.

14. A student who recently witnessed community violence becomes hypervigilant and avoids group work. What should the teacher do initially?

- A. Assume the change proves a new learning disability.
- B. Increase group demands until the student participates.
- C. Provide predictable support and coordinate information about the student's current needs.
- D. Begin a disciplinary behavior plan without considering trauma.

15. An English learner's low English reading score is being considered as evidence of disability. What safeguard is essential?

- A. Treat the English score as conclusive proof of disability.
- B. Delay all evaluation until the student is fully bilingual.
- C. Ask a classmate to translate standardized assessment directions.
- D. Distinguish language acquisition from disability through culturally and linguistically responsive evaluation.

16. A family asks whether a modified high-school program will affect graduation planning. What should the ARD committee explain?

- A. Modified curriculum never affects graduation planning.
- B. The committee should discuss the modification's effect on graduation and postschool options.
- C. The family must choose one career before instruction begins.
- D. The student can stop receiving progress monitoring after modification.

17. A student's IEP service minutes conflict with a required career and technical education class. What should the campus do?

- A. Coordinate with the ARD committee to resolve the schedule while implementing the IEP.
- B. Have the student choose which service to miss each week.
- C. Cancel the class because special education services always take priority.
- D. Move services informally without documenting the change.

18. An LEA declines a parent's request for an additional evaluation. Which action supports procedural transparency?

- A. Give the parent only a verbal answer from the case manager.
- B. Require a new disability label before explaining the refusal.
- C. Provide prior written notice explaining the decision and information considered.
- D. Promise to reconsider after the next school year.

19. A teacher wants to monitor a student's multiplication-fact fluency during intervention. What should the baseline include?

- A. One classroom grade from the prior marking period.
- B. Several comparable probes using the skill, conditions, and scoring planned for monitoring.
- C. A parent estimate of how quickly facts are recalled.
- D. A reading score unrelated to mathematics performance.

20. A brief phonics screen identifies students who may need further reading assessment. What is the screen's primary purpose?

- A. Determine the final disability category by itself.
- B. Replace progress monitoring after intervention begins.
- C. Measure whether the student met an annual IEP goal.
- D. Identify possible risk and guide decisions about additional assessment or support.

21. A teacher reviews exit slips after a lesson and reteaches the skill most students missed. What does this illustrate?

- A. Summative assessment used to assign a final course grade.
- B. Eligibility assessment used to determine disability status.
- C. Transition assessment used to select a postschool outcome.
- D. Formative assessment used to adjust instruction during the learning process.

22. An IEP goal targets identifying supporting details with 75 percent accuracy. Which progress record is most useful?

- A. A graph of repeated probes scored with the goal's stated criterion.
- B. A narrative saying the student worked hard during reading.
- C. A comparison with the class median on unrelated assignments.
- D. A single end-of-year reading grade.

23. A student's IEP lists text-to-speech for classroom assessments. What should the teacher verify before a statewide test?

- A. That any classroom support can be added automatically.
- B. That the support changes the tested content standard.
- C. That the support is documented and permitted for the specific statewide assessment.
- D. That the student requests it after testing has started.

24. Which statement best describes useful present-level information for an IEP?

- A. A list of all services offered by the district.
- B. Current performance, strengths, needs, and the disability's effect on access.
- C. A placement preference without supporting student data.
- D. A disability label without describing current performance.

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

- A. The student will improve math skills as much as possible.
- B. The student will understand computation by the end of school.
- C. The student will try harder on difficult assignments.
- D. Given ten mixed problems, the student will solve eight correctly on three probes.

26. A student tears up worksheets when independent work begins. Which information is most useful for an FBA?

- A. The student's final report-card grade.
- B. Direct observations of events before and after the worksheet behavior.
- C. A general description that the student dislikes school.
- D. A transition survey about future employment interests.

27. A teacher records whether a student calls out, waits, or receives a turn during discussion. What kind of data are these?

- A. A norm-referenced cognitive score.
- B. A summative content grade.
- C. Direct frequency or opportunity data about an observable behavior.
- D. A family-centered transition outcome.

28. A behavior intervention shows no improvement, and fidelity data show that half the planned prompts were omitted. What should the team do?

- A. Address implementation fidelity before deciding that the intervention failed.
- B. Conclude the student is not capable of learning the replacement behavior.
- C. Increase the consequence without checking delivery.
- D. Stop collecting data because the plan was attempted.

29. A student's graph shows scores of 42, 44, 45, 45, and 46 on comparable probes. What should the teacher consider?

- A. The student has mastered the goal because the score increased once.
- B. The data are useless because the scores are not identical.
- C. The teacher should lower the goal to match the first score.
- D. The student shows a gradual upward trend that may require continued monitoring.

30. A student completes a strategy with the intervention teacher but not in the science classroom. What assessment is needed next?

- A. More trials only in the intervention room.
- B. Comparable data across settings with the supports and task demands documented.
- C. A new disability label based on classroom performance.
- D. A behavior referral without recording instructional conditions.

31. A bilingual evaluator is assessing a student who recently entered an English-speaking school. Which practice is most valid?

- A. Use the student's language history and qualified bilingual expertise when interpreting results.
- B. Use English scores alone because all instruction is in English.
- C. Wait indefinitely before evaluating any suspected disability.
- D. Have a family member translate standardized test instructions.

32. A transition assessment indicates a student's preference for technical training but limited knowledge of application requirements. What should the team do?

- A. Choose a different goal because the student lacks current knowledge.
- B. Wait until graduation to discuss training requirements.
- C. Use the information to plan a postsecondary goal and instruction about application steps.
- D. Write only a broad goal to improve independence.

33. A student reviews weekly behavior data and chooses a strategy for reducing interruptions. What does this practice promote?

- A. Adult-only behavior management.
- B. Self-monitoring, self-regulation, and informed student participation.
- C. Summative grading of disability status.
- D. Placement selection without student input.

34. An intervention improves accuracy but takes twice as long as the student's classroom schedule permits. What should the team review?

- A. End the intervention because improvement is not enough.
- B. Keep it unchanged regardless of scheduling impact.
- C. Lower the accuracy criterion to save time.
- D. The intervention's efficiency, intensity, and fit with the student's instructional context.

35. A student uses several writing tools inconsistently. What assessment should guide assistive-technology planning?

- A. Compare tool performance across tasks, environments, and the student's needs.
- B. Choose the most expensive tool without observing the student.
- C. Use the tool preferred by the teacher for every activity.
- D. Wait until the student fails the course before assessing access.

36. A student earns strong class grades but performs poorly on an independent skill probe. What should the team do first?

- A. Use the grades alone as proof of mastery.
- B. Use the probe alone to justify the most restrictive placement.
- C. Examine the difference in task demands, supports, scoring, and performance conditions.
- D. Discard the discrepancy because one measure must be wrong.

37. A fifth-grade student receives special education services in mathematics. What should guide specially designed instruction?

- A. A separate curriculum unrelated to the enrolled course.
- B. The grade-level mathematics target, present needs, and needed access supports.
- C. The student's label without analyzing the task.
- D. Only the easiest skills the student can already perform.

38. A beginning reader can say individual sounds but cannot blend them into a word. Which instruction is most targeted?

- A. Model continuous blending and provide guided practice with immediate feedback.
- B. Assign silent reading of a long passage.
- C. Focus only on copying words with correct spacing.
- D. Teach punctuation before addressing sound blending.

39. A student can recall facts from a passage but cannot explain the author's claim. Which strategy is best?

- A. Assign more fact-recall questions without discussion.
- B. Replace the passage with isolated vocabulary practice.
- C. Accept a copied sentence as an explanation of the claim.
- D. Teach the student to identify the claim and connect it to supporting evidence.

40. A student confuses tens and hundreds when regrouping. What intervention should come first?

- A. Assign longer worksheets using the same notation.
- B. Skip regrouping and teach unrelated multiplication.
- C. Use concrete place-value representations before moving to written regrouping.
- D. Require mental computation without visual support.

41. A student understands a science process orally but struggles with the textbook vocabulary. Which support is most appropriate?

- A. Lower the science objective to copying vocabulary.
- B. Avoid the textbook and teach only through memorization.
- C. Assess the student only on spelling the terms.
- D. Preteach essential terms with accessible definitions and repeated contextual use.

42. A student writes several relevant sentences but has no clear beginning, middle, or conclusion. What should instruction target?

- A. Assign longer essays without teaching structure.
- B. Use planning frames and models to teach organized composition.
- C. Grade only spelling and punctuation.
- D. Replace all writing with oral presentations.

43. A history unit requires students to analyze primary sources. Which UDL design best supports varied learners?

- A. Use a simpler target for students who need access support.
- B. Require every student to read the same format independently.
- C. Provide accessible text, audio, and visual options while keeping the analysis target.
- D. Excuse students who cannot access the original scan.

44. A student is learning how to solve a multi-step science problem. Which lesson design is most effective?

- A. Model the process, guide practice, and release responsibility as accuracy develops.
- B. Give the completed answer after each attempt.
- C. Assign independent problems after one brief explanation.
- D. Remove the multi-step task until high school.

45. A student completes a classroom routine only when an adult points to each step. What should the teacher do?

- A. Add more prompts so the student never makes an error.
- B. Fade prompts systematically while monitoring independent completion.
- C. Remove the routine because the student is prompt dependent.
- D. Have the adult complete the routine every day.

46. A student can identify coins in class but cannot pay for an item at a school store. What should instruction add?

- A. Continue naming coins only in a worksheet setting.
- B. Remove purchasing practice because the skill is inconsistent.
- C. Teach a more advanced budgeting lesson first.
- D. Practice the money routine in varied settings with natural feedback.

47. A student uses a picture-based communication system. Which classroom practice best supports communication?

- A. Store it away until speech therapy sessions.
- B. Ask peers to interpret all communication attempts.
- C. Keep the system available and model its use during meaningful activities.
- D. Require spoken responses whenever the class is large.

48. A student with low vision receives a worksheet containing dense small print. What is the best instructional response?

- A. Provide an accessible format while preserving the worksheet's learning target.
- B. Excuse the student from the assignment.
- C. Ask a classmate to read every item aloud.
- D. Replace the target with an easier worksheet.

49. In an inclusive lesson, students rotate through teacher-led, collaborative, and independent activities. Which co-teaching model is represented?

- A. Parallel teaching, because both teachers lead identical groups.
- B. One teach, one observe, because only one teacher instructs.
- C. Alternative teaching, because one group is always below grade level.
- D. Station teaching, when roles and station objectives are deliberately planned.

50. A teacher is selecting partners for a cooperative reading task. What should guide the decision?

- A. Permanent groups based only on disability labels.
- B. Random assignment without considering the task.
- C. The task purpose, communication needs, strengths, and supports required.
- D. Groups formed only for adult convenience.

51. A student rarely initiates with peers during group work. Which instructional approach is most appropriate?

- A. Remove the student from group work until communication improves.
- B. Teach and practice a peer-mediated interaction routine with modeling and feedback.
- C. Expect peers to interpret every attempt without instruction.
- D. Teach isolated vocabulary without practicing interaction.

52. A student with extensive support needs is learning to pack materials for dismissal. Which approach is strongest?

- A. Break the routine into steps, teach each step, and reinforce increasing independence.
- B. Complete the routine for the student to ensure it is done.
- C. Give one verbal direction and expect the whole routine.
- D. Practice only on days when dismissal is not busy.

53. Which activity is the strongest example of community-based instruction for a student learning transportation skills?

- A. Color a worksheet showing different bus symbols.
- B. Use a route map to plan and ride a bus with appropriate support.
- C. Watch a transportation video without practicing a route.
- D. Memorize city names during a classroom lesson.

54. A student wants a job in a hotel and needs support following a cleaning checklist. What instruction is most relevant?

- A. Assign unrelated classroom chores without a checklist.
- B. Select a different job because the checklist is difficult.
- C. Teach only hotel vocabulary through flashcards.
- D. Practice the checklist, workplace communication, and task completion in a hotel-like setting.

55. A student wants to request a different testing accommodation during an ARD meeting. Which instruction is most useful beforehand?

- A. Tell the student the teacher will make the request instead.
- B. Ask the student to demand the support without preparation.
- C. Teach the student to explain the barrier, support, and evidence for the request.
- D. Choose the support based only on what peers receive.

56. A campus is introducing a routine for entering class quietly and starting work. Which PBIS practice is most appropriate?

- A. Teach, model, practice, and reinforce the expected routine schoolwide.
- B. Wait for violations and assign consequences without teaching.
- C. Tell students to infer the expectation from adult reactions.
- D. Create different expectations for each student without explanation.

57. A student rips papers after being given long independent assignments. Which BIP feature should follow an FBA hypothesis?

- A. Add a harsher consequence for damaged papers.
- B. Remove every academic task from the student's schedule.
- C. Teach an appropriate break or help request that serves the likely function.
- D. Ignore the behavior so it no longer receives attention.

58. A student begins shouting during a crowded hallway transition. What should staff do first?

- A. Reduce stimulation, use calm brief language, and follow the safety plan.
- B. Deliver a public lecture about appropriate behavior.
- C. Add a demand to test whether the student will comply.
- D. Physically block movement without checking individualized procedures.

59. Two students have repaired a disagreement and want to return to cooperative work. Which response is restorative?

- A. Require a public apology before allowing participation.
- B. Separate one student from the group indefinitely.
- C. Ignore the disagreement because the lesson has resumed.
- D. Guide a private discussion about impact, responsibility, and next steps.

60. A student often arrives late to class because the sequence of rooms is confusing. What support is most appropriate?

- A. Assign a consequence for every late arrival without teaching navigation.
- B. Teach and practice a visual route routine with gradually faded adult support.
- C. Have an adult escort the student permanently.
- D. Remove the student from classes that require transitions.

61. A student becomes distracted by cafeteria noise during lunch. Which support best preserves participation?

- A. Require the student to remain without any support.
- B. Exclude the student from lunch with peers permanently.
- C. Offer an individualized sensory support and teach how to request a break.
- D. Lower academic goals because lunch is difficult.

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

- A. Providing extended time for the same assignment.
- B. Assigning fewer or less complex standards than the enrolled course measures.
- C. Using speech-to-text to produce the same written response.
- D. Allowing a quiet setting for the same assessment.

63. A student's transition goal is independent meal preparation. How can the teacher integrate it into academic instruction?

- A. Teach meal preparation only after academic instruction is complete.
- B. Replace academic standards with unmeasured cooking practice.
- C. Use a worksheet about food without practicing the routine.
- D. Use measurement, reading, and sequencing lessons with a real recipe and kitchen routine.

64. A general education teacher asks how to make a lab accessible without reducing its science objective. What should the special educator do?

- A. Co-plan the target, barriers, materials, supports, and evidence of learning.
- B. Provide an unrelated worksheet for the student.
- C. Tell the teacher to solve the access problem alone.
- D. Remove the student from the lab whenever equipment is complex.

65. A paraprofessional asks whether to read every answer choice to a student during instruction. What guidance is best?

- A. Use the planned support while preserving opportunities for the student to respond independently.
- B. Read every answer and select the response for the student.
- C. Refuse all support so the student must work alone.
- D. Change the IEP goal whenever the student needs assistance.

66. A co-teaching team plans a unit but never discusses how students will be assessed. What should the team add?

- A. Let each teacher grade a different objective without discussion.
- B. Agree on common learning evidence and how each teacher will support access.
- C. Have the special educator handle only behavior during assessment.
- D. Wait to compare results after the unit ends.

67. A co-teaching pair wants more students to receive targeted instruction without leaving the classroom. Which model may help?

- A. One teach, one assist with the special educator always circulating.
- B. One teach, one observe with no instructional role for the second teacher.
- C. Parallel teaching with both teachers delivering the same target to smaller groups.
- D. A fixed separate class for students who need additional practice.

68. A physical therapist recommends a seating change, but the general educator is unsure how to use it during group work. What should happen?

- A. Ignore the recommendation because the therapist is not the classroom teacher.
- B. Use it permanently without checking the student's response.
- C. Ask peers to decide whether the seating works.
- D. Coordinate a demonstration and observe whether the support improves access.

69. A family requests a meeting about behavior but prefers communication in a language other than English. What should the school provide?

- A. An English-only summary because the plan is already complete.
- B. The student as the sole interpreter for technical discussion.
- C. Accessible communication and a genuine opportunity for family input.
- D. A decision made before the family meeting to avoid delay.

70. A student wants to present progress data during an ARD meeting. What support is most appropriate?

- A. Tell the student the teacher will present because it is more efficient.
- B. Help the student interpret the data and practice explaining strengths and needs.
- C. Ask the student to improvise without reviewing the data.
- D. Prepare an adult script without checking the student's perspective.

71. A special educator's data show that visual supports improve task initiation. Which professional learning goal is strongest?

- A. Refine visual-support use and monitor whether initiation improves across settings.
- B. Attend a workshop without applying or measuring a strategy.
- C. Set a broad goal to become more organized someday.
- D. Copy a colleague's goal without using student data.

72. A teacher wants to discuss a student's medication history with all campus staff. What is the best professional response?

- A. Share it broadly because health information affects instruction.
- B. Post it in the staff lounge without the student's name.
- C. Email the full record to every teacher on the grade level.
- D. Share only necessary information with authorized staff through a secure process.

73. An extracurricular coach says a student with a disability cannot participate because the activity is too demanding. What should the special educator do?

- A. Create a separate activity without asking the student.
- B. Tell the student to participate without requesting support.
- C. Accept exclusion because extracurricular participation is optional.
- D. Identify barriers and coordinate reasonable supports for equivalent participation.

74. A colleague asks a teacher to report progress on a goal using memory rather than recorded data. What is the best response?

- A. Estimate progress from the student's disability category.
- B. Use documented evidence and identify any missing information before reporting.
- C. Report that the goal was met to avoid concern.
- D. Refuse to discuss progress with the family at all.

75. A counselor notices that a student's schedule omits a service listed in the IEP. What should the team do?

- A. Review the schedule with administration and the ARD team and correct the mismatch.
- B. Wait to see whether the student complains.
- C. Treat the omission as acceptable during busy weeks.
- D. Change the service informally without documenting it.

76. A transition coordinator wants a workforce agency to meet with a student about training. What should the school do?

- A. Send the student's records automatically because the agency is helpful.
- B. Wait until the student exits school to make contact.
- C. Secure consent and connect the agency's role to the student's transition plan.
- D. Let the agency choose the training pathway without student input.

77. A teacher is assembling a resource list for a family seeking adult services. Which practice is best?

- A. Give a long list without matching resources to the family's needs.
- B. Select one agency and require the family to use it.
- C. Provide relevant contacts in an accessible format and explain how to use them.
- D. Wait for the family to locate all resources independently.

78. A family explains that a home routine differs from the school's assumed routine. What should the teacher do?

- A. Require the family to adopt the school's routine immediately.
- B. Ask respectful questions and adapt supports to the student's context.
- C. Ignore the difference because instruction occurs at school.
- D. Assume the routine causes every difficulty the student has.

79. After a lesson, a teacher notices students responded differently to the same graphic organizer. What should reflective practice involve?

- A. Examine the data and adapt the tool to different student and task needs.
- B. Use the organizer unchanged because it worked for some students.
- C. Remove all organizers so instruction is consistent.
- D. Assign the same organizer to every class next year.

80. A general educator and special educator disagree about whether a support is effective. What should resolve the disagreement?

- A. Use the more senior teacher's opinion automatically.
- B. Ask the student to decide without collecting evidence.
- C. Continue arguing until the next annual ARD meeting.
- D. Review shared student data and observe the support under agreed conditions.

81. A special educator is asked to supervise a new paraprofessional who lacks training in a student's communication system. What should happen first?

- A. Have the paraprofessional learn by trial and error.
- B. Clarify responsibilities and arrange training with the appropriate communication professional.
- C. Limit the paraprofessional to behavior management only.
- D. Ask the student to train the adult during instruction.

82. A student reads words accurately but answers only literal questions about a passage. What should the teacher recommend?

- A. Teach inferencing and evidence use while maintaining the student's decoding strength.
- B. Provide easier text without teaching comprehension.
- C. Use only additional word-reading drills.
- D. Stop grade-level reading until all questions are correct.

83. A student explains mathematical thinking orally but produces incomplete written solutions. Which recommendation is best?

- A. Grade only the amount of writing produced.
- B. Replace written mathematics with oral answers permanently.
- C. Use oral rehearsal and a structured template while teaching written notation.
- D. Require silent written work without using the oral strength.

84. A student's work shows correct addition facts but errors when choosing operations in word problems. What should instruction target?

- A. Assign more isolated fact drills only.
- B. Remove word problems until facts are perfect.
- C. Score only the final answer without analyzing the process.
- D. Teach problem structures and how to select an operation from the situation.

85. Observations show that a student refuses work after multi-step directions but accepts help when directions are chunked. What should the team infer?

- A. Task complexity and unclear access may contribute to the refusal behavior.
- B. The behavior is random because it does not occur every time.
- C. The disability label fully explains the behavior.
- D. The student should be removed from all multi-step work.

86. An intervention graph remains flat, while observations show that staff skip the modeling step. What should the team do?

- A. Declare the student nonresponsive immediately.
- B. Lower the expected outcome to fit the graph.
- C. End the intervention because it was listed in the plan.
- D. Correct implementation and collect new data before judging the intervention.

87. A student using AAC responds when given ten seconds but not when adults move quickly. What recommendation follows?

- A. Require faster responses so the student matches peers.
- B. Build planned wait time and device access into routine classroom interactions.
- C. Have peers answer whenever the student pauses.
- D. Ask questions only when the device is unavailable.

88. A transition inventory shows interest in culinary work, weak workplace reading, and a goal of paid employment. What should the team recommend?

- A. Delay employment planning until reading is perfect.
- B. Choose an unrelated sheltered activity.
- C. Combine job-site practice with instruction in reading relevant workplace information.
- D. Select a job based only on adult convenience.

89. A student understands a graph orally but cannot access the graph image in a digital assignment. What should the teacher recommend?

- A. Excuse the student from graph analysis.
- B. Ask a peer to describe every graph permanently.
- C. Replace the objective with vocabulary matching.
- D. Provide an equivalent accessible representation and teach how to interpret it.

90. A progress record shows high accuracy with verbal prompts and low accuracy without them. Which recommendation is best?

- A. Fade prompts in planned steps and collect independent performance data.
- B. Add stronger prompts so errors never occur.
- C. Count prompted accuracy as complete mastery.
- D. Remove the goal because independent performance is inconsistent.

91. A student succeeds during guided practice but not during homework. What should the teacher analyze?

- A. Assume guided practice proves complete mastery.
- B. Assume homework proves the student learned nothing.
- C. The differences in directions, supports, task length, and opportunities to generalize.
- D. Average both results without studying their conditions.

92. A student's assessment scores fluctuate when testing follows poor sleep or a medication change. What is the most defensible analysis?

- A. Use only the highest score as the student's ability.
- B. Interpret scores with relevant health and testing-condition information.
- C. Use only the lowest score to determine placement.
- D. Discard all data because performance varies.

93. A writing sample contains strong details but lacks topic sentences and logical sequencing. What should the teacher recommend?

- A. Describe the writing as globally poor without analyzing skills.
- B. Focus only on spelling because it is easy to score.
- C. Replace all writing with multiple-choice responses.
- D. Teach paragraph structure and sequencing while preserving the student's detail strength.

94. A student uses a planning map successfully for science reports but not persuasive essays. What should the teacher examine?

- A. Stop using planning maps in every subject.
- B. Require the science map unchanged for essays.
- C. The differences in genre demands and whether the map needs adaptation.
- D. Assume the student cannot plan any writing.

95. A student leaves the seat most often when independent writing begins and returns after an adult reduces the task. What should the team test?

- A. Whether the behavior is caused by the disability label alone.
- B. Whether task avoidance and task difficulty contribute to the behavior.
- C. Whether every class produces attention-seeking behavior.
- D. Whether all writing should be removed immediately.

96. A student completes a visual schedule when it is on the desk but ignores it when it is posted far away. What recommendation follows?

- A. Place it at the routine and teach the student to use it.
- B. Add a consequence for ignoring the schedule.
- C. Conclude the student cannot use visual supports.
- D. Remove the schedule because use is inconsistent.

97. A student's behavior incidents decrease after a choice board is introduced, but only in one class. What should the team recommend?

- A. Examine how the choice board is implemented and plan generalization across settings.
- B. Stop monitoring because the board worked once.
- C. Remove the board immediately to test compliance.
- D. Conclude that the behavior was unrelated to choice.

98. A student has not improved after a reading intervention, but the teacher used different materials each session. What should happen next?

- A. Declare the student nonresponsive immediately.
- B. Lower the reading goal to the current score.
- C. Standardize implementation enough to evaluate the intervention fairly.
- D. Stop progress monitoring because materials varied.

99. An ARD team reviews assessment results, work samples, and family input and must select one instructional response. What is strongest?

- A. List several possible strategies without choosing one.
- B. Choose one evidence-linked strategy and specify how progress will be monitored.
- C. Select the campus's most popular intervention.
- D. Recommend more support without describing the action.

100. A student understands grade-level content orally but cannot complete a digital assignment because the interface is inaccessible. What should the team recommend?

- A. Lower the content standard to match the interface difficulty.
- B. Excuse the student from digital work permanently.
- C. Have a peer complete the assignment for the student.
- D. Remove the interface barrier while preserving the grade-level content objective.

Practice Exam 17: Answer Key and Explanations

1. A — Option A is best because ongoing concerns may indicate a suspected disability. It fits because Child Find requires timely consideration without a medical prerequisite. Other choices miss private diagnosis, indefinite waiting, or premature labeling. The educator should gather school data and initiate the appropriate referral process. This keeps the plan individualized and focused on student access and progress.

2. B — Option B is best because an independent tutor is not automatically entitled to student records. It fits because FERPA generally requires consent unless a specific exception applies. Other choices miss helpful purpose, partial release, or informal photography. The educator should document permission and disclose only the authorized information. This keeps the plan individualized and focused on student access and progress.

3. D — The best answer is D: all responsible staff need information required to implement the IEP. It works because student access cannot depend on memory or student self-advocacy alone. The alternatives overlook ordinary practice, student-only responsibility, or delayed access. The educator should use approved procedures to provide the current information securely. This protects individualized access and measurable progress.

4. C — Option C is best because LRE analysis starts with participation in the general environment. It fits because supplementary aids may make satisfactory education possible there. Other choices miss support-based removal, label-driven placement, or teacher-only decisions. The educator should

document the aids considered and their effectiveness. This keeps the plan individualized and focused on student access and progress.

5. A — Option A is best because FAPE requires an appropriately ambitious individualized program. It fits because the plan must respond to the student's present needs and circumstances. Other choices miss fewer supports, class-average targets, or identical goals. The educator should use current evidence to revise goals, services, and monitoring. This keeps the plan individualized and focused on student access and progress.

6. D — Option D is best because parent participation requires understandable communication. It fits because language access supports informed discussion and decision making. Other choices miss English-only notice, child interpretation, or unnecessary postponement. The educator should provide qualified language assistance for the meeting. This keeps the plan individualized and focused on student access and progress.

7. C — Texas requires transition planning to begin no later than age 14. This fits because assessment and student involvement help identify strengths, interests, and needs. Other choices miss waiting for a choice, using only the federal date, or generic planning. The educator should invite the student and gather age-appropriate transition information. This protects access and progress.

8. B — Option B is best because outside-agency participation must be appropriately authorized. It fits because consent protects privacy while allowing coordinated transition planning. Other choices miss automatic invitation, premature disclosure, or unnecessary delay. The educator should secure permission and coordinate the representative's role. This keeps the plan individualized and focused on student access and progress.

9. C — Option C is best because transfer of rights requires preparation for informed participation. It fits because practice and accessible information can build self-advocacy. Other choices miss indefinite adult control, premature exclusion, or late notice. The educator should include rights instruction and decision-making practice in planning. This keeps the plan individualized and focused on student access and progress.

10. D — Option D is best because an IFSP is designed for early intervention with the family. It fits because services and outcomes are coordinated around the child and family. Other choices miss secondary planning, testing accommodations, or discipline. The educator should collaborate with the family and early-intervention team. This keeps the plan individualized and focused on student access and progress.

11. A — Option A is best because eligibility decisions require an integrated evaluation. It fits because conflicting evidence may require analysis or additional information. Other choices miss selective scoring, classroom dismissal, or family-selected results. The educator should consider convergence, context, and educational impact together. This keeps the plan individualized and focused on student access and progress.

12. B — Option B is best because discipline decisions must account for disability-related circumstances. It fits because the required review helps determine appropriate supports and next steps. Other choices miss automatic unrelatedness, service termination, or annual-meeting delay. The educator should use the applicable review process and current behavior information. This keeps the plan individualized and focused on student access and progress.

13. A — Option A is best because instructional purpose does not eliminate confidentiality obligations. It fits because records should be limited to authorized personnel with legitimate interests. Other choices miss helpful intent, initials-only posting, or broad disclosure. The educator should use secure collaboration with the minimum necessary information. This keeps the plan individualized and focused on student access and progress.

14. C — Option C is best because trauma can affect attention and behavior without establishing a disability. It fits because safety, supportive relationships, and coordinated information guide response. Other choices miss premature diagnosis, forced demands, or a discipline-only response. The educator should consult appropriate personnel and monitor access and regulation. This keeps the plan individualized and focused on student access and progress.

15. D — Option D is best because language difference must not be confused with disability. It fits because qualified interpretation and multiple measures improve evaluation validity. Other choices miss conclusive English scores, indefinite delay, or peer translation. The educator should include language history, specialists, and varied evidence. This keeps the plan individualized and focused on student access and progress.

16. B — Option B is best because curriculum decisions may influence long-term educational pathways. It fits because the ARD committee connects instruction, graduation, and transition outcomes. Other choices miss no effect, forced career choice, or discontinued monitoring. The educator should document implications and align services with the student's goals. This keeps the plan individualized and focused on student access and progress.

17. A — Option A is best because scheduling must implement services and preserve meaningful access. It fits because team review prevents unilateral decisions and avoidable exclusion. Other choices miss student-only choice, automatic cancellation, or informal changes. The educator should audit the schedule and document an appropriate team solution. This keeps the plan individualized and focused on student access and progress.

18. C — Option C is best because a refusal of requested action requires understandable explanation. It fits because prior written notice documents the proposal, reasons, and evidence. Other choices miss verbal-only response, relabeling, or indefinite delay. The educator should document the decision and provide required procedural information. This keeps the plan individualized and focused on student access and progress.

19. B — Option B is best because baseline should represent the target skill under planned conditions. It fits because comparable probes make later change interpretable. Other choices miss old grades,

estimates, or unrelated measures. The educator should collect repeated task-specific baseline data. This keeps the plan individualized and focused on student access and progress.

20. D — The best answer is D: screening is an initial indicator rather than a complete evaluation. It works because the result helps determine next steps and does not establish eligibility alone. The alternatives overlook sole categorization, replacement monitoring, or annual-goal measurement. The educator should use the screen with other information and follow up appropriately. This protects individualized access and measurable progress.

21. D — The best answer is D: the teacher is using immediate evidence to guide instruction. It works because formative data inform next teaching steps before final evaluation. The alternatives overlook final grading, eligibility, or postschool decision making. The educator should use patterns in responses to reteach or extend the lesson. This protects individualized access and measurable progress.

22. A — Option A is best because the record should directly measure the stated goal. It fits because repeated criterion-aligned probes show level and trend. Other choices miss effort narratives, unrelated comparisons, or one delayed grade. The educator should collect and graph comparable performance data. This keeps the plan individualized and focused on student access and progress.

23. C — Option C is best because assessment supports must match the plan and assessment rules. It fits because an allowable accommodation provides access without changing the construct. Other choices miss automatic additions, content changes, or late requests. The educator should review the IEP and current state assessment guidance. This keeps the plan individualized and focused on student access and progress.

24. B — Option B is best because present levels explain how the student is performing now. It fits because the information connects assessment evidence to goals and services. Other choices miss service menus, unsupported preferences, or labels alone. The educator should synthesize current academic and functional evidence. This keeps the plan individualized and focused on student access and progress.

25. D — The best answer is D: the goal states conditions, observable behavior, criterion, and repetition. It works because specific criteria allow progress to be measured and reported. The alternatives overlook vague improvement, understanding, or effort language. The educator should define what the student will do and how success is judged. This protects individualized access and measurable progress.

26. B — Option B is best because the team needs information about the behavior's context and consequence. It fits because direct observation can reveal patterns that support a functional hypothesis. Other choices miss grades, global descriptions, or transition surveys. The educator should collect systematic antecedent and consequence information. This keeps the plan individualized and focused on student access and progress.

27. C — Option C is best because the record counts observable behavior in a defined context. It fits because frequency or opportunity data can show change after intervention. Other choices miss cognitive scores, content grades, or transition outcomes. The educator should define the behavior and collect consistent observations. This keeps the plan individualized and focused on student access and progress.

28. A — Option A is best because outcomes cannot be interpreted fairly when delivery is inconsistent. It fits because fidelity data separate an implementation problem from an intervention problem. Other choices miss ability conclusions, stronger consequences, 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.

29. D — Option D is best because the series suggests growth but not automatic mastery. It fits because trend and level should be interpreted against the goal criterion. Other choices miss single-score mastery, data dismissal, or goal lowering. The educator should continue instruction and compare future performance with the criterion. This keeps the plan individualized and focused on student access and progress.

30. B — Option B is best because the discrepancy may reflect transfer or access conditions. It fits because cross-setting data identify whether the skill generalizes. Other choices miss single-setting data, relabeling, or unsupported referral. The educator should compare instruction, supports, prompts, and independent performance. This keeps the plan individualized and focused on student access and progress.

31. A — Option A is best because language background is necessary for valid interpretation. It fits because qualified assessment and multiple measures help distinguish language from disability. Other choices miss English-only scoring, indefinite delay, or family translation of testing. The educator should document language factors and use appropriate assessment support. This keeps the plan individualized and focused on student access and progress.

32. C — Option C is best because transition assessment should lead to individualized postschool planning. It fits because identified information gaps can become teachable transition activities. Other choices miss goal replacement, delayed planning, or vague independence language. The educator should connect the preference to measurable preparation activities. This keeps the plan individualized and focused on student access and progress.

33. B — Option B is best because students can use understandable data to guide their own support. It fits because reflection and choice build self-advocacy and self-efficacy. Other choices miss adult-only management, grading, or placement decisions. The educator should teach the student to interpret and act on the data. This keeps the plan individualized and focused on student access and progress.

34. D — Option D is best because program decisions must consider both response and feasible implementation. It fits because data can guide adjustments without abandoning the effective component. Other choices miss premature ending, rigid delivery, or lowered standards. The educator should adapt dosage or scheduling while preserving the effective practice. This keeps the plan individualized and focused on student access and progress.

35. A — Option A is best because assistive-technology decisions require a task and student match. It fits because performance across contexts shows whether a tool improves participation. Other choices miss cost-only choice, teacher preference, or delayed assessment. The educator should observe actual use and

select supports from the evidence. This keeps the plan individualized and focused on student access and progress.

36. C — Option C is best because different measures may capture different conditions or skills. It fits because triangulation helps explain discrepancies before decisions are made. Other choices miss grade-only conclusions, probe-only placement, or data dismissal. The educator should collect contextual information and compare the measures carefully. This keeps the plan individualized and focused on student access and progress.

37. B — The best answer is B: specially designed instruction should connect individual need to meaningful curriculum. It works because alignment preserves rigor while addressing disability-related barriers. The alternatives overlook unrelated curriculum, label-only planning, or mastery of easy skills. The educator should identify the standard and design targeted access and instruction. This protects individualized access and measurable progress.

38. A — Option A is best because the student needs instruction connecting phonemes into spoken words. It fits because explicit modeling and guided practice target the missing process. Other choices miss silent passage reading, copying, or punctuation-first instruction. The educator should use brief repeated blending practice and monitor accuracy. This keeps the plan individualized and focused on student access and progress.

39. D — Option D is best because the need involves analysis and evidence rather than recall alone. It fits because explicit text reasoning supports deeper comprehension. Other choices miss more recall, isolated vocabulary, or copied sentences. The educator should model claim-evidence reasoning with guided passages. This keeps the plan individualized and focused on student access and progress.

40. C — Option C is best because the error suggests a place-value concept needs strengthening. It fits because concrete representations make the value relationship visible. Other choices miss unmatched worksheet volume, unrelated content, or unsupported mental work. The educator should connect models to symbols through explicit guided practice. This keeps the plan individualized and focused on student access and progress.

41. D — The best answer is D: the barrier is access to specialized language rather than the concept alone. It works because explicit vocabulary instruction can support grade-level content access. The alternatives overlook lowered objective, decontextualized memorization, or spelling-only assessment. The educator should teach terms in meaningful examples and monitor content understanding. This protects individualized access and measurable progress.

42. B — Option B is best because the writing sample reveals a structure and organization need. It fits because planning supports help the student sequence ideas for a reader. Other choices miss unsupported length, mechanics-only grading, or permanent substitution. The educator should model organization and guide planning, drafting, and revision. This keeps the plan individualized and focused on student access and progress.

43. C — Option C is best because UDL varies access without removing the essential learning outcome. It fits because multiple representations can preserve analytical rigor. Other choices miss lowered targets, rigid format, or exclusion. The educator should plan accessible representations and common evidence criteria. This keeps the plan individualized and focused on student access and progress.

44. A — Option A is best because explicit instruction makes complex thinking visible and supported. It fits because gradual release builds accuracy and independence. Other choices miss answer replacement, unsupported practice, or unnecessary removal. The educator should use think-alouds, guided practice, and independent checks. This keeps the plan individualized and focused on student access and progress.

45. B — Option B is best because the student needs independence rather than more permanent prompting. It fits because planned fading transfers control from the adult to the routine. Other choices miss prompt escalation, goal removal, or adult completion. The educator should reduce prompt intrusiveness and collect independent performance data. This keeps the plan individualized and focused on student access and progress.

46. D — Option D is best because the student needs functional generalization and fluency. It fits because varied practice connects the classroom skill to authentic use. Other choices miss worksheet-only instruction, removal, or premature complexity. The educator should rehearse the purchase routine in increasingly natural contexts. This keeps the plan individualized and focused on student access and progress.

47. C — Option C is best because communication access must be available where communication is needed. It fits because partner modeling and authentic opportunities support functional use. Other choices miss therapy-only access, peer replacement, or speech-only requirements. The educator should coordinate consistent communication routines across settings. This keeps the plan individualized and focused on student access and progress.

48. A — Option A is best because the barrier is format access rather than the academic objective. It fits because accessible materials support independent participation. Other choices miss exclusion, peer dependence, or lowered content. The educator should coordinate the format with the appropriate vision professional. This keeps the plan individualized and focused on student access and progress.

49. D — Option D is best because students receive instruction through planned stations. It fits because each teacher can address a distinct objective or support need. Other choices miss identical groups, observation-only roles, or fixed ability grouping. The educator should define station purposes and coordinate transitions. This keeps the plan individualized and focused on student access and progress.

50. C — Option C is best because grouping should be responsive to learners and the instructional purpose. It fits because intentional grouping supports participation and productive interaction. Other choices miss label-based permanence, random assignment, or convenience-only grouping. The educator should use data and vary partners as the learning goal changes. This keeps the plan individualized and focused on student access and progress.

51. B — Option B is best because social communication can be taught through supported peer interaction. It fits because modeling, rehearsal, and feedback connect the skill to natural contexts. Other choices miss removal, untrained peers, or isolated vocabulary practice. The educator should coordinate a structured peer routine and monitor participation. This keeps the plan individualized and focused on student access and progress.

52. A — Option A is best because a functional routine benefits from systematic task analysis. It fits because sequencing and reinforcement make performance teachable and measurable. Other choices miss adult completion, one-direction demands, or rare practice. The educator should use a task analysis across authentic dismissal routines. This keeps the plan individualized and focused on student access and progress.

53. B — Option B is best because community-based instruction occurs in the environment where skills are used. It fits because authentic practice permits feedback on functional performance. Other choices miss worksheet coloring, passive video, or memorization alone. The educator should teach the route and monitor safety and independence. This keeps the plan individualized and focused on student access and progress.

54. D — Option D is best because instruction should connect the student's goal with functional employment skills. It fits because authentic practice builds performance and self-advocacy. Other choices miss unrelated chores, adult-only job selection, or vocabulary alone. The educator should coordinate job-related practice and fade support gradually. This keeps the plan individualized and focused on student access and progress.

55. C — Option C is best because self-advocacy requires explaining needs and supports clearly. It fits because rehearsal and evidence help the student participate meaningfully. Other choices miss adult replacement, unsupported demands, or peer comparison. The educator should practice a student-led explanation using accessible data. This keeps the plan individualized and focused on student access and progress.

56. A — Option A is best because positive behavior systems explicitly teach expected routines. It fits because practice and feedback make expectations observable and consistent. Other choices miss consequence-only responses, inference, or unexplained variation. The educator should state the routine, model it, and acknowledge successful use. This keeps the plan individualized and focused on student access and progress.

57. C — Option C is best because a replacement behavior should meet the relevant need safely. It fits because functional communication can replace escape or help-seeking behavior. Other choices miss punishment alone, total task removal, or ignoring the pattern. The educator should teach, prompt, reinforce, and monitor the replacement request. This keeps the plan individualized and focused on student access and progress.

58. A — Option A is best because early de-escalation prioritizes safety and reduced stimulation. It fits because calm predictable responses can prevent escalation and preserve dignity. Other choices miss public lecture, added demand, or unplanned blocking. The educator should use the student's documented

crisis-prevention supports. This keeps the plan individualized and focused on student access and progress.

59. D — Option D is best because restorative practice addresses harm and future participation. It fits because a supported conversation can build responsibility without humiliation. Other choices miss public performance, indefinite exclusion, or avoidance. The educator should facilitate a safe repair conversation with student choice. This keeps the plan individualized and focused on student access and progress.

60. B — Option B is best because the barrier involves navigation and routine independence. It fits because visual practice and fading can build reliable transitions. Other choices miss punishment without teaching, permanent escort, or removal. The educator should rehearse the route and monitor independent arrival. This keeps the plan individualized and focused on student access and progress.

61. C — Option C is best because sensory access can affect participation in school routines. It fits because support plus communication preserves inclusion and self-advocacy. Other choices miss unsupported endurance, permanent exclusion, or lowered goals. The educator should coordinate a reasonable environmental and communication support. This keeps the plan individualized and focused on student access and progress.

62. B — Option B is best because a modification changes the content or performance expectation. It fits because accommodations change access conditions while preserving the target. Other choices miss extended time, speech-to-text, or quiet setting. The educator should document the distinction and implement the IEP as written. This keeps the plan individualized and focused on student access and progress.

63. D — Option D is best because transition instruction can be embedded in meaningful grade-level skills. It fits because integrated practice supports both academic access and functional outcomes. Other choices miss separation, replacement of standards, or worksheet-only instruction. The educator should align the recipe activity with academic and transition objectives. This keeps the plan individualized and focused on student access and progress.

64. A — Option A is best because consultation begins with a shared understanding of the instructional target. It fits because co-planning aligns supports with meaningful participation. Other choices miss unrelated work, teacher-only problem solving, or removal. The educator should identify the barrier and design the support together. This keeps the plan individualized and focused on student access and progress.

65. A — Option A is best because paraprofessional assistance should increase access without replacing instruction. It fits because planned prompting and fading support student participation. Other choices miss adult answer selection, no support, or unapproved goal changes. The educator should model the prompt and monitor the student's independent response. This keeps the plan individualized and focused on student access and progress.

66. B — Option B is best because co-planning should include the target, instruction, access, and assessment. It fits because shared criteria make student performance and support decisions coherent. Other choices miss uncoordinated grading, behavior-only roles, or delayed planning. The educator should define roles and evidence before teaching begins. This keeps the plan individualized and focused on student access and progress.

67. C — Option C is best because parallel teaching divides the class while preserving the common target. It fits because smaller groups can increase response opportunities and targeted feedback. Other choices miss permanent assistance, observation-only roles, or separate placement. The educator should plan equivalent instruction and rotate roles when appropriate. This keeps the plan individualized and focused on student access and progress.

68. D — Option D is best because related-service recommendations need classroom collaboration and monitoring. It fits because demonstration and observation connect professional advice to actual participation. Other choices miss dismissal, unmonitored use, or peer decision making. The educator should plan the routine with the therapist and review student data. This keeps the plan individualized and focused on student access and progress.

69. C — Option C is best because family partnership depends on understandable two-way communication. It fits because family knowledge can improve the contextual fit of supports. Other choices miss English-only communication, child interpretation, or predecided outcomes. The educator should arrange language support and revise the plan collaboratively. This keeps the plan individualized and focused on student access and progress.

70. B — Option B is best because student participation is strengthened by preparation and choice. It fits because accessible data and rehearsal support authentic self-advocacy. Other choices miss adult replacement, unsupported presentation, 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 be connected to evidence and practice. It fits because a focused goal can be implemented, reviewed, and adjusted. Other choices miss attendance-only goals, vague aspirations, or copied plans. The educator should define the practice, evidence, timeline, and reflection point. This keeps the plan individualized and focused on student access and progress.

72. D — Option D is best because professional collaboration must respect privacy and legitimate educational need. It fits because limited secure disclosure supports instruction without exposing records. Other choices miss broad sharing, public posting, or mass emailing. The educator should use approved channels and the minimum necessary information. This keeps the plan individualized and focused on student access and progress.

73. D — Option D is best because advocacy addresses access to authentic school opportunities. It fits because supports can remove barriers without eliminating the activity's purpose. Other choices miss

separate activity, unsupported participation, or exclusion. The educator should plan access with the student and activity staff. This keeps the plan individualized and focused on student access and progress.

74. B — Option B is best because progress reporting must be accurate and evidence based. It fits because recorded data support interpretable communication and accountability. Other choices miss label-based estimation, unsupported success, or total refusal. The educator should review source data and document limitations honestly. This keeps the plan individualized and focused on student access and progress.

75. A — Option A is best because the schedule must match the current IEP. It fits because team review protects implementation and prevents service gaps. Other choices miss student complaint, convenience, or undocumented change. The educator should audit services and coordinate a documented correction. This keeps the plan individualized and focused on student access and progress.

76. C — Option C is best because agency collaboration should be authorized and student centered. It fits because consent and coordinated roles support continuity without unnecessary disclosure. Other choices miss automatic disclosure, delayed contact, or agency-only decisions. The educator should invite the agency appropriately and document its contribution. This keeps the plan individualized and focused on student access and progress.

77. C — Option C is best because resource sharing should be relevant, accessible, and collaborative. It fits because clear information supports informed family choice and follow-through. Other choices miss unmatched lists, forced selection, or family-only navigation. The educator should review options with the family and clarify next steps. This keeps the plan individualized and focused on student access and progress.

78. B — Option B is best because culturally responsive practice treats context as relevant information. It fits because understanding routines helps make supports feasible and respectful. Other choices miss forced assimilation, dismissal, or overgeneralization. The educator should include family knowledge in individualized problem solving. This keeps the plan individualized and focused on student access and progress.

79. A — Option A is best because reflection should lead to evidence-based individualization. It fits because different responses show that tools require a student-task match. Other choices miss unchanged use, total removal, or universal assignment. The educator should review performance and revise the support for future lessons. This keeps the plan individualized and focused on student access and progress.

80. D — Option D is best because collaboration should be grounded in evidence rather than status. It fits because shared observation and data can clarify the support's effects. Other choices miss seniority, unsupported student choice, or delay. The educator should define the question, collect data, and revisit the plan. This keeps the plan individualized and focused on student access and progress.

81. B — Option B is best because staff need role clarity and relevant professional development. It fits because training improves consistent access and reduces inappropriate dependence. Other choices miss

trial and error, behavior-only assignment, or student training. The educator should coordinate instruction and monitor implementation fidelity. This keeps the plan individualized and focused on student access and progress.

82. A — Option A is best because the data show comprehension reasoning as the primary need. It fits because instruction can build inference from accurate access to text. Other choices miss text reduction, mismatched drills, or unnecessary exclusion. The educator should model inference and require evidence for responses. This keeps the plan individualized and focused on student access and progress.

83. C — The best answer is C: oral reasoning is a strength that can support written production. It works because an access pathway should support rather than replace the target. The alternatives overlook quantity-only grading, permanent substitution, or ignored strength. The educator should connect oral explanations to a scaffolded written format. This protects individualized access and measurable progress.

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

85. A — Option A is best because the pattern links behavior with a modifiable instructional condition. It fits because antecedent analysis can guide clearer directions and replacement skills. Other choices miss randomness, label-only explanation, or total removal. The educator should chunk directions and teach an appropriate help response. This keeps the plan individualized and focused on student access and progress.

86. D — Option D is best because flat outcomes cannot be interpreted apart from delivery fidelity. It fits because implementation correction permits a fair test of the intervention. Other choices miss premature labeling, lowered expectations, or stopped monitoring. The educator should retrain staff and monitor fidelity and outcomes together. This keeps the plan individualized and focused on student access and progress.

87. B — Option B is best because response timing and access conditions affect communication performance. It fits because planned wait time reveals knowledge without changing the target. Other choices miss speed demands, peer replacement, or restricted questioning. The educator should coordinate consistent communication supports across settings. This keeps the plan individualized and focused on student access and progress.

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

89. D — Option D is best because the evidence suggests an access barrier rather than a concept deficit. It fits because an equivalent representation preserves the intended learning target. Other choices miss exclusion, peer dependence, or lowered content. The educator should coordinate accessible materials and monitor independent analysis. This keeps the plan individualized and focused on student access and progress.

90. A — The best answer is A: the pattern shows a need for independence and transfer. It works because prompt fading reveals whether the student can use the skill independently. The alternatives overlook prompt dependence, assumed mastery, or goal removal. The educator should reduce support gradually and monitor performance in the target context. This protects individualized access and measurable progress.

91. C — Option C is best because performance differences require contextual comparison. It fits because task conditions can explain why a strategy does not transfer. Other choices miss single-context conclusions or blind averaging. The educator should compare conditions and teach the strategy beyond guided practice. This keeps the plan individualized and focused on student access and progress.

92. B — Option B is best because context can affect performance and must be considered in interpretation. It fits because repeated data with contextual notes support better decisions. Other choices miss highest-only, lowest-only, or data abandonment. The educator should collect comparable measures and document relevant conditions. This keeps the plan individualized and focused on student access and progress.

93. D — Option D is best because error analysis identifies organization as a teachable need. It fits because instruction can add structure without discarding content generation. Other choices miss global judgment, spelling-only focus, or permanent replacement. The educator should use models, planning, and revision focused on organization. This keeps the plan individualized and focused on student access and progress.

94. C — Option C is best because success in one genre provides a starting point for transfer. It fits because task analysis can identify which structure requires additional teaching. Other choices miss total abandonment, rigid reuse, or deficit assumptions. The educator should adapt the planning tool to persuasive-essay demands. This keeps the plan individualized and focused on student access and progress.

95. B — The best answer is B: the pattern suggests a function related to task conditions. It works because antecedent and consequence data support a testable hypothesis. The alternatives overlook label-only reasoning, universal attention, or total removal. The educator should adjust task access and teach an appropriate help or break request. This protects individualized access and measurable progress.

96. A — Option A is best because the observation identifies a location and access barrier. It fits because support placement and explicit teaching affect independent use. Other choices miss punishment, deficit labeling, or premature removal. The educator should change the environment and monitor routine use. This keeps the plan individualized and focused on student access and progress.

97. A — The best answer is A: the response suggests a possible support effect with limited generalization. It works because cross-setting fidelity and outcome data are needed before broad conclusions. The alternatives overlook premature stopping, abrupt removal, or dismissing the pattern. The educator should train relevant staff and compare results across classes. This protects individualized access and measurable progress.

98. C — Option C is best because inconsistent delivery limits interpretation of the outcome. It fits because comparable implementation permits a valid response evaluation. Other choices miss premature labeling, lowered goals, or stopped monitoring. The educator should clarify the intervention steps and collect consistent data. This keeps the plan individualized and focused on student access and progress.

99. B — Option B is best because a strong analysis leads to one actionable recommendation. 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.

100. D — Option D is best because the evidence points to access rather than content knowledge. It fits because accessible technology can preserve the same learning expectation. Other choices miss lowered standards, exclusion, or peer completion. The educator should coordinate accessible design and monitor independent content performance. This keeps the plan individualized and focused on student access and progress.