

PRACTICE EXAM 18: TEXES SPECIAL EDUCATION SPECIALIST EC-12 (186) SIMULATION (100 QUESTIONS)

This standalone simulation contains 100 selected-response questions. The official TExES Special Education Specialist EC-12 (186) assessment uses 90 selected-response questions and 1 constructed-response question within a 5-hour appointment, including 4 hours 45 minutes of testing time. The official passing score is 240. Select the best answer for each practice question, then review the explanations after completing the set.

1. A parent requests an independent educational evaluation after disagreeing with the district's evaluation. What should the teacher do?

- A. Tell the parent an independent evaluation is never allowed.
- B. Delay the request until the next annual ARD meeting.
- C. Ask the parent to obtain approval from every teacher.
- D. Provide the parent with information about the district's procedures and procedural safeguards.

2. A teacher accidentally emails a student's IEP to a staff member who does not work with the student. What is the best immediate response?

- A. Forward the message to the entire grade-level team.
- B. Report the inadvertent disclosure through local privacy procedures and limit further access.
- C. Delete the email and take no further action.
- D. Ask the student to decide whether the disclosure matters.

3. A student has a disability-related access need but does not require specially designed instruction. Which plan is generally appropriate?

- A. A Section 504 plan specifying the aids and services needed for equal access.

- B. An IEP with specialized instruction regardless of need.
- C. An informal verbal promise from one classroom teacher.
- D. A behavior plan that replaces all academic supports.

4. A private preschool refers a child with persistent developmental concerns to the public school. What responsibility is implicated?

- A. The district may act only after a physician confirms disability.
- B. The private preschool must provide the district's evaluation itself.
- C. The district should consider the referral under its Child Find responsibilities.
- D. The district should wait until the child enters kindergarten.

5. During an ARD meeting, which member represents the district's authority to commit or obtain resources?

- A. The parent, because the parent controls the district budget.
- B. The LEA representative authorized to commit or obtain district resources.
- C. The general education teacher, regardless of assigned role.
- D. The student's paraprofessional, because that person provides daily support.

6. An audit shows a student's schedule omits a service listed in the IEP. What should the special educator do first?

- A. Wait to see whether the student notices the missing service.
- B. Change the IEP independently without informing the team.
- C. Remove the service from the IEP to match the schedule.
- D. Notify the appropriate team members and correct the schedule so the IEP is implemented.

7. A student will reach the age of majority during the current school year. Which action is most appropriate?

- A. Provide required notice and information about the transfer of rights before the birthday.
 - B. End the IEP on the student's birthday.
 - C. Transfer decisions automatically to the school counselor.
 - D. Continue parental decision making without explaining the change.
- 8.** A ninth-grade student is beginning transition planning. Which information should the team prioritize?
- A. Only the student's current report-card average.
 - B. A career selected by the school based on staffing.
 - C. The student's preferences, strengths, needs, and measurable postsecondary goals.
 - D. A generic transition goal used for every student.
- 9.** A student who recently experienced housing instability shows new difficulty concentrating. What is the best interpretation?
- A. Treat the change as proof of a newly eligible disability.
 - B. Ignore the change because home circumstances are not educational data.
 - C. Consider environmental stressors while gathering data before attributing the change to a disability.
 - D. Use discipline as the primary response to reduced attention.
- 10.** An English learner performs differently when directions are explained in the student's strongest language. What should the team consider?
- A. Whether language access affects the validity of conclusions about disability-related performance.
 - B. Whether the stronger-language performance should be excluded.
 - C. Whether a disability can be identified from English scores alone.
 - D. Whether language background should be omitted from the report.
- 11.** Where should a teacher keep an eligibility report during the school day?
- A. On an open desk so substitute teachers can find it.

- B. In a public staff-room binder.
- C. With a student who can deliver it to the next class.
- D. In a secure location accessible only to authorized personnel with an educational need.

12. A classroom teacher says an IEP accommodation is inconvenient during a lab. What is the special educator's best response?

- A. Tell the teacher to omit it for hands-on activities.
- B. Explain the required accommodation and collaborate on a feasible way to implement it.
- C. Replace it with an easier support without team review.
- D. Ask the student to waive the accommodation that day.

13. Before evaluating a student suspected of having a disability, what must the school generally obtain?

- A. A teacher vote approving the evaluation.
- B. A medical diagnosis from a private provider.
- C. Informed parental consent for the initial evaluation, as required by procedure.
- D. A passing grade from the current teacher.

14. A student is disciplined for conduct that may relate to the disability. What question belongs in a manifestation review?

- A. Whether the student should lose eligibility permanently.
- B. Whether the conduct was caused by, or directly and substantially related to, the disability.
- C. Whether the classroom teacher can decide the outcome alone.
- D. Whether disability-related behavior should never have consequences.

15. A parent believes the district violated the student's rights and wants a formal hearing. What should the teacher provide?

- A. Information about procedural safeguards and the district's dispute-resolution process.

- B. A promise that the teacher will decide the dispute.
- C. A warning that the parent may not challenge the district.
- D. A request that the parent withdraw the complaint.

16. A toddler receiving early-intervention services is approaching the transition to preschool. Which practice is best?

- A. Use the early-intervention plan as the school IEP without review.
- B. Wait until the child begins school before contacting the family.
- C. Require the family to repeat every assessment without collaboration.
- D. Coordinate with the family and early-childhood team to support a timely transition.

17. A student who uses a wheelchair is excluded from a field trip because the bus is not accessible. What should the school do?

- A. Plan an accessible transportation and participation arrangement that preserves meaningful access.
- B. Tell the student to complete an unrelated worksheet instead.
- C. Require the family to provide transportation without assistance.
- D. Cancel the student's participation as an unavoidable consequence.

18. Which IEP statement best reflects an individualized FAPE obligation?

- A. The student must meet every grade-level standard in one year.
- B. Any minimal benefit satisfies the obligation automatically.
- C. The district may use the same program for all students with the category.
- D. The program is reasonably calculated to enable progress appropriate in light of the student's circumstances.

19. A universal screening measure flags many students, but it does not explain why they struggle. What assessment should follow?

- A. A second broad screener with no additional analysis.
- B. A placement decision based only on the screening score.
- C. A diagnostic assessment that examines the specific skills and error patterns involved.
- D. A behavior consequence for incomplete screening work.

20. Two observers record very different numbers of calling-out incidents during the same lesson. What should the team examine?

- A. Only the higher count because it appears more serious.
- B. The operational definition and observer agreement before interpreting the behavior trend.
- C. The average count without reviewing how it was recorded.
- D. The student's disability label instead of the measurement procedure.

21. A test is intended to measure independent reading comprehension, but the examiner reads every passage aloud. What is the primary concern?

- A. The student will automatically receive a higher disability classification.
- B. The score will be valid because any support is acceptable.
- C. The administration may no longer measure the intended construct.
- D. The test becomes a behavior assessment instead.

22. A teacher needs a starting point for a goal targeting independent task completion. Which baseline is strongest?

- A. A general statement that the student needs motivation.
- B. The percentage of assigned tasks completed independently across several comparable observations.
- C. One unusually high score from a preferred activity.
- D. The student's attendance percentage.

23. Which annual goal is most measurable for a student learning to identify main ideas?

- A. The student will understand main ideas better. under the stated conditions
- B. The student will become a stronger reader this year. under the stated conditions
- C. The student will pay attention to important information. under the stated conditions
- D. Given a grade-level passage and a graphic organizer, the student will identify the main idea in 4 of 5 trials.

24. A teacher wants to monitor a multiplication-fluency goal twice each week. What should remain consistent?

- A. The target skill, scoring rule, and comparable probe conditions.
- B. The number of skills measured on every probe.
- C. The scoring rule selected after seeing each result.
- D. The type of skill measured whenever a score is low.

25. Which assessment best tells a teacher whether students understood today's modeled strategy?

- A. A brief formative check completed during or immediately after instruction.
- B. A statewide assessment given months later.
- C. A summative examination covering an entire course.
- D. An eligibility evaluation used for classification.

26. What is the primary purpose of a summative assessment?

- A. To provide immediate prompts during first teaching.
- B. To identify the function of one behavior.
- C. To evaluate achievement after a defined period of instruction.
- D. To replace all classroom observation data.

27. A teacher is collecting data on task refusal for an FBA. Which record is most useful?

- A. A daily rating of whether the student seemed cooperative.

- B. Only the consequence used after refusal.
- C. A global description of the student's personality.
- D. Antecedent, observable behavior, consequence, duration, and relevant setting information.

28. A student uses a communication device inconsistently during assessment. What should the team document?

- A. Only the number of spoken responses.
- B. The device's availability, partner prompts, response opportunities, and task demands.
- C. Whether the student should be assessed without the device.
- D. The lowest score as the sole measure of ability.

29. Which support is most likely an accommodation for a mathematics assessment?

- A. Replacing grade-level problems with easier standards.
- B. Removing multistep problems from the required outcome.
- C. Giving the student the operation for every item.
- D. Providing extended time while keeping the same mathematics content and response target.

30. Which change is a curriculum modification rather than an accommodation?

- A. Reducing the complexity of the mathematical standard the student is expected to master.
- B. Allowing a calculator when calculation is not the target.
- C. Providing a larger-print copy of the same problems.
- D. Allowing additional time for the same task.

31. A district score, classroom work, and parent report disagree. What should the team do?

- A. Average the results without investigating differences.
- B. Use the district score automatically because it is standardized.
- C. Examine the purposes and conditions of the measures and gather additional relevant evidence.

D. Discard the parent report because it is informal.

32. Which PLAAFP statement is most useful for planning instruction?

- A. The student is below grade level in reading. under the stated conditions
- B. During independent grade-level reading, the student answers 3 of 8 inferential questions and uses a teacher-modeled annotation strategy.
- C. The student needs substantial support with comprehension. under the stated conditions
- D. The student will improve reading during the year. under the stated conditions

33. A transition assessment shows a student wants competitive employment but needs practice with punctuality. What should the IEP include?

- A. A generic career goal without a skill target.
- B. A measurable goal and instruction addressing attendance or punctuality in a relevant work context.
- C. A job selected by staff without student input.
- D. Only academic goals until the student graduates.

34. An intervention is delivered inconsistently, and the student makes little progress. What should the team do before judging effectiveness?

- A. Correct the fidelity problem and collect sufficient data under the intended conditions.
- B. Conclude the student cannot benefit from instruction.
- C. Change the goal without reviewing delivery.
- D. Declare the intervention ineffective from one low score.

35. How can a teacher help a student use assessment data for self-advocacy?

- A. Keep the data private so the student is not worried.
- B. Show only grades without discussing their meaning.
- C. Teach the student to identify the goal, interpret the graph, and request a useful support.

D. Tell the student to accept the teacher's conclusion.

36. Which display would best help an ARD team interpret progress across eight weekly observations?

- A. A list of scores without dates or a criterion.
- B. A single end-of-year percentage.
- C. A narrative describing effort without performance data.
- D. A line graph showing the target criterion, observed scores, and relevant intervention phase.

37. A fourth-grade student needs reading support while studying the grade-level science unit. What is the best plan?

- A. Teach the science concept with accessible text and explicit reading supports tied to the unit.
- B. Remove science and teach unrelated reading worksheets. under the stated conditions
- C. Use the grade-level text without any access support. under the stated conditions
- D. Lower every science expectation automatically. under the stated conditions

38. A preschool student is learning to compare quantities. Which activity best supports early numeracy?

- A. Require written equations before using objects. under the stated conditions
- B. Teach only rote counting without comparison. under the stated conditions
- C. Replace numeracy with a coloring activity. under the stated conditions
- D. Use concrete objects, comparison language, and repeated opportunities in play and routines.

39. Which sequence best reflects explicit instruction for a new academic strategy?

- A. Assign independent work before modeling. under the stated conditions
- B. Model the strategy, guide practice with feedback, and then provide structured independent practice.
- C. Let students guess until one discovers the strategy. under the stated conditions
- D. Provide a worksheet without success criteria. under the stated conditions

40. A student reads single-syllable words accurately but struggles with vowel teams. Which intervention is most targeted?

- A. Practice handwriting without word reading. under the stated conditions
- B. Use only listening comprehension activities. under the stated conditions
- C. Teach the vowel-team pattern explicitly with cumulative decoding and connected-text practice.
- D. Increase silent reading time without feedback. under the stated conditions

41. A student has strong ideas but writes disconnected sentences. Which scaffold is most appropriate?

- A. Give the student a finished paragraph to copy. under the stated conditions
- B. Use a planning frame that teaches sequencing and transition words, then fade it gradually.
- C. Grade only spelling and ignore organization. under the stated conditions
- D. Assign longer essays without planning instruction. under the stated conditions

42. A student solves computation problems but cannot choose an operation in word problems. What should instruction emphasize?

- A. Require memorization of isolated key words only.
- B. Provide the operation before the student reads.
- C. Teach problem-type schemas, represent knowns and unknowns, and explain operation choices.
- D. Practice computation without contexts.

43. Which practice best applies UDL in a middle-school lesson?

- A. Offer multiple ways to access content and demonstrate learning while maintaining a challenging target.
- B. Create a separate low-level lesson for every student with a disability.
- C. Use one response mode for everyone.
- D. Remove complex tasks whenever students need support.

44. A co-teaching team is beginning a unit on ecosystems. What should happen before instruction?

- A. Have one teacher plan while the other waits for directions.
- B. Assign all students with IEPs to a separate table.
- C. Let the special educator provide unplanned assistance only.
- D. Jointly identify the essential target, likely barriers, supports, and evidence of learning.

45. A student using AAC is answering history questions. Which teacher action best preserves the content target?

- A. Require spoken responses before crediting knowledge.
- B. Score device navigation instead of the history answer.
- C. Accept the student's established communication mode while scoring the historical response.
- D. Limit the student to yes-or-no questions regardless of the goal.

46. A student cannot access a digital textbook with a screen reader. What is the best response?

- A. Provide an accessible version and verify that it preserves the intended instructional content.
- B. Excuse the student from the reading target.
- C. Assign a peer to read every page aloud.
- D. Require the inaccessible version to build persistence.

47. A student needs to enter peer conversations appropriately. Which instructional sequence is best?

- A. Define conversation rules without rehearsal. under the stated conditions
- B. Model an entry phrase, role-play it, provide feedback, and practice in natural settings.
- C. Remove the student from cooperative work. under the stated conditions
- D. Wait for peers to teach the skill informally. under the stated conditions

48. An FBA suggests that work refusal results in escape from difficult tasks. Which BIP element is essential?

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

49. A student begins yelling and pushing materials during a difficult transition. What should staff prioritize?

- A. Argue about consequences until the student agrees.
- B. Give several simultaneous verbal directions.
- C. Use the safety plan, reduce stimulation, and follow trained de-escalation procedures.
- D. Add an untrained adult to physically intervene.

50. A student becomes distracted by hallway noise during independent work. Which preventive support is most appropriate?

- A. Offer a planned low-distraction workspace and teach the student how to request it.
- B. Remove all independent work.
- C. Wait until the student fails before offering any option.
- D. Punish the student for looking away.

51. A student with extensive support needs is participating in a grade-level weather unit. What is the best approach?

- A. Replace the unit with unrelated drill work.
- B. Give the same worksheet without adapting access.
- C. Have a peer complete the work for the student.
- D. Teach the essential concept with accessible materials and an individualized way to demonstrate understanding.

52. A student with visual impairment is learning to navigate a new hallway. Which practice is most appropriate?

- A. Require the student to memorize the route independently.
- B. Teach the route systematically with orientation, mobility instruction, landmarks, and fading assistance.
- C. Avoid the hallway permanently.
- D. Have peers guide the student without instruction.

53. Which practice best teaches independence during a cafeteria routine?

- A. Use a task analysis, prompt the next step, and fade assistance as performance stabilizes.
- B. Complete the routine for the student to avoid mistakes.
- C. Use worksheets instead of practicing the routine.
- D. Wait for independence without teaching the sequence.

54. A student is interested in veterinary work but needs practice following workplace safety rules. What should instruction include?

- A. Choose a different career without discussing the interest. under the stated conditions
- B. Practice relevant safety routines in a supervised setting connected to the student's career interest.
- C. Complete career worksheets only. under the stated conditions
- D. Wait until employment begins to teach safety. under the stated conditions

55. Which activity is strongest for community-based instruction?

- A. Complete a worksheet about transportation vocabulary. under the stated conditions
- B. Watch a transportation video without practicing. under the stated conditions
- C. Practice reading a bus schedule, planning a route, and completing the trip with graded support.
- D. Have an adult perform the entire trip. under the stated conditions

56. Which classroom routine most directly teaches self-advocacy?

- A. Provide supports without telling students why.
- B. Speak for students in every problem-solving conversation.
- C. Wait for students to fail before discussing accommodations.
- D. Have students identify a barrier, select a support, and practice explaining the request.

57. A student performs a new skill in the resource room but not in science class. What should instruction do next?

- A. Declare mastery from the resource-room performance. under the stated conditions
- B. Practice the skill in science with relevant materials, varied prompts, and fading support.
- C. Continue resource-room practice indefinitely. under the stated conditions
- D. Remove the student from science. under the stated conditions

58. A teacher wants to reduce prompts during a dressing routine. Which plan is best?

- A. Give every prompt on every trial permanently.
- B. Remove all prompts at once.
- C. Use a least-to-most or most-to-least prompting sequence and collect independence data.
- D. Change prompt levels randomly without recording them.

59. A student completes assignments when specific feedback follows each completed step. What should the teacher do?

- A. Provide praise at random times regardless of performance.
- B. End all feedback immediately.
- C. Use punishment instead of acknowledging progress.
- D. Continue contingent feedback while gradually shifting toward natural reinforcement and independence.

60. A student is learning to participate in a mixed-ability group. Which grouping choice is most defensible?

- A. Use flexible grouping based on the lesson target, student strengths, and needed support.
- B. Keep the student in a fixed ability group for every subject.
- C. Always provide one-to-one instruction.
- D. Group by disability label alone.

61. A student needs text-to-speech for a social studies assignment. Which teacher action is required?

- A. Provide the accommodation under the conditions specified in the IEP.
- B. Offer it only if the student asks after beginning.
- C. Use it only in special education class.
- D. Replace it with a teacher-selected support without team review.

62. A transition curriculum addresses apartment living. Which lesson is most instructionally appropriate?

- A. Discuss adulthood only through a general lecture. under the stated conditions
- B. Complete unrelated worksheets about school rules. under the stated conditions
- C. Choose the student's future residence without input. under the stated conditions
- D. Teach a measurable routine such as comparing utility costs and paying a simulated bill.

63. A science worksheet uses color alone to distinguish data lines, creating an access barrier. What should the teacher do?

- A. Excuse the student from interpreting the data. under the stated conditions
- B. Add labels, patterns, or text so the information is accessible without changing the science target.
- C. Ask a peer to answer every item. under the stated conditions
- D. Remove the graph from the lesson. under the stated conditions

64. Before a co-taught lesson, what planning task should both teachers complete?

- A. Have one teacher plan while the other waits.
- B. Assign the special educator only to behavior management.
- C. Agree on the learning target, roles, access supports, and evidence of learning.
- D. Separate students with IEPs from the lesson.

65. A family requests an evening ARD meeting because work prevents daytime attendance. What should the school do?

- A. Proceed without the family because attendance is optional. under the stated conditions
- B. Require the family to miss work. under the stated conditions
- C. Offer a reasonable alternative time or participation method and document efforts to involve the family.
- D. Ask the student to make all decisions. under the stated conditions

66. When using an interpreter at a meeting, which practice best supports communication?

- A. Speak directly to the family in clear language and pause so the interpreter can convey each idea.
- B. Speak only to the interpreter using unexplained jargon. under the stated conditions
- C. Ask a child to interpret complex information. under the stated conditions
- D. Skip questions to finish more quickly. under the stated conditions

67. A speech-language pathologist and teacher disagree about a communication prompt. What should they do?

- A. Let each adult use a different prompt without recording it.
- B. Choose the prompt based on seniority.
- C. Stop communication instruction until agreement happens informally.
- D. Review shared data, define the target, and implement a consistent approach for comparison.

68. What is the special educator's best role when directing a paraprofessional?

- A. Delegate all instructional decisions without oversight.
- B. Provide clear procedures, model support, monitor effects, and give timely feedback.
- C. Ask the paraprofessional to write the IEP alone.
- D. Limit communication so roles stay separate.

69. Which professional learning goal is most actionable?

- A. Implement and review a structured progress-monitoring routine for two IEP goals by semester's end.
- B. Become better at teaching special education. under the stated conditions
- C. Learn more about disabilities someday. under the stated conditions
- D. Attend professional learning whenever possible. under the stated conditions

70. A colleague asks the special educator to discuss a student's family situation in a public hallway. What should the teacher do?

- A. Discuss the situation openly because both are employees. under the stated conditions
- B. Post the details in the staff room. under the stated conditions
- C. Move the conversation to a private setting and share only information needed for educational purposes.
- D. Ask students nearby to help explain the concern. under the stated conditions

71. A teacher wants to send a full evaluation report to a community volunteer who tutors the student. What is the best response?

- A. Send the full report because tutoring is educational.
- B. Share only authorized, necessary information through the appropriate privacy process.
- C. Post the report in the volunteer office.
- D. Ask the student to approve the disclosure informally.

72. An ARD team disagrees about placement. What should the special educator do?

- A. Change placement privately after the meeting.
- B. Tell the parent that disagreement ends services.
- C. Ask the student to choose the legally required placement.
- D. Follow required notice and dispute-resolution procedures while maintaining appropriate services.

73. A postsecondary agency may provide adult services. When may it participate in an ARD meeting?

- A. Whenever the agency requests records without consent. under the stated conditions
- B. When the parent or adult student consents and the agency's participation is relevant to transition.
- C. Only after graduation. under the stated conditions
- D. Instead of the family and school team. under the stated conditions

74. A team wants to know whether a classroom support is being used consistently. What should collaborators establish?

- A. An informal promise that staff will remember.
- B. Different procedures for each adult.
- C. A final judgment based on student effort alone.
- D. A shared fidelity checklist, responsible staff, schedule, and review date.

75. Which statement best describes professional advocacy?

- A. The educator chooses all services without student input.
- B. The educator avoids disagreement to preserve relationships.
- C. The educator communicates barriers and needed supports while centering the student's rights and voice.
- D. The educator advocates only for the easiest schedule.

76. A teacher suspects a student is being abused. What is the appropriate response?

- A. Follow mandated-reporting law and district procedures promptly without conducting an independent investigation.
- B. Wait for proof beyond the disclosure. under the stated conditions
- C. Question classmates before reporting. under the stated conditions
- D. Promise absolute secrecy to the student. under the stated conditions

77. A family uses a cultural practice that affects homework routines. What should the teacher do first?

- A. Assume the family does not value education. under the stated conditions
- B. Ask respectful questions, learn the family's priorities, and collaborate on a workable support.
- C. Replace the family's routine without discussion. under the stated conditions
- D. Document noncompliance before seeking context. under the stated conditions

78. A student wants to lead the progress portion of an ARD meeting. How should staff prepare?

- A. Rehearse strengths, data, support needs, and a request the student wants to make.
- B. Let the student attend but prohibit speaking. under the stated conditions
- C. Read a script without explaining the content. under the stated conditions
- D. Exclude the student because professionals decide. under the stated conditions

79. Which collaboration best supports a student's community employment goal?

- A. Choose a job based only on school convenience.
- B. Wait until graduation to involve partners.
- C. Coordinate with family, school staff, and relevant community partners around measurable tasks and supports.
- D. Allow a partner to write the IEP independently.

80. A teacher observes inconsistent use of an agreed visual schedule. What is the best coaching response?

- A. Blame the staff member publicly. under the stated conditions
- B. Abandon the schedule immediately. under the stated conditions
- C. Assume the student is the cause of inconsistency. under the stated conditions
- D. Review the agreed routine, model it, observe implementation, and provide nonjudgmental feedback.

81. A student's scores rise from 42 to 50, but the expected aimline reaches 60. What should the team conclude?

- A. The student has mastered the goal because scores rose.
- B. The data show regression because scores differ.
- C. Performance is improving but below the expected rate, so instruction should be reviewed.
- D. The aimline should be ignored.

82. A student performs well on a teacher-made task but poorly on a state assessment. What is the best next step?

- A. Use the state score as the student's only ability measure.
- B. Examine task demands, accommodations, conditions, and additional data before interpreting the discrepancy.
- C. Discard classroom evidence automatically.
- D. Average the scores without analysis.

83. A writing sample contains accurate ideas but errors in organizing paragraphs. What should instruction target?

- A. Planning, sequencing, and revision strategies while preserving the student's content strengths.
- B. Spelling only, regardless of the goal. under the stated conditions
- C. A lower writing standard automatically. under the stated conditions
- D. Copying a model without teaching planning. under the stated conditions

84. A student refuses work most often after a lengthy, difficult assignment is presented. What hypothesis is most supported?

- A. The behavior is maintained by peer attention in every setting.
- B. The behavior is random and cannot be analyzed.
- C. The student lacks motivation globally.
- D. The behavior may function to escape or delay a demanding task.

85. A visual checklist increases task completion, but staff use it inconsistently. What should the team do?

- A. Attribute all improvement to the checklist immediately.
- B. Remove the checklist to test compliance.
- C. Collect fidelity data while continuing to monitor student outcomes.
- D. Stop measuring because the support seems useful.

86. A student is not progressing after a well-delivered intervention. What is the most defensible response?

- A. Review the target, data trend, and student needs, then intensify or revise instruction.
- B. Continue unchanged because fidelity was strong. under the stated conditions
- C. Lower the goal without reviewing evidence. under the stated conditions
- D. Conclude the student cannot learn the skill. under the stated conditions

87. A student meets a goal in role-play but not during lunch with peers. What should the team plan?

- A. Declare mastery from role-play alone. under the stated conditions
- B. Use role-play forever without natural practice. under the stated conditions
- C. Remove lunch participation. under the stated conditions
- D. Practice the skill in lunch with prompts and collect data as supports fade.

88. A student says a support helps, and classroom data show better work completion when it is used. What should the teacher do?

- A. Ignore the student's report because it is subjective.
- B. Include the student's perspective and performance data when reviewing the support.
- C. Use the support without monitoring outcomes.
- D. Remove the support because adult preference is sufficient.

89. A progress report lists only the latest score even though the goal requires sustained performance. What is missing?

- A. A disability label repeated several times. under the stated conditions
- B. A description of the trend, criterion, conditions, and recommended next step.
- C. A comparison with a classmate. under the stated conditions
- D. A statement that effort was acceptable. under the stated conditions

90. A student's trend remains below the goal criterion after several data points. What should the IEP team consider?

- A. Changing scores to reflect effort. under the stated conditions
- B. Declaring failure without reviewing fidelity. under the stated conditions
- C. Whether to adjust instruction, supports, or the implementation plan based on the evidence.
- D. Ending progress monitoring. under the stated conditions

91. A graph shows scores increasing only after an intervention begins. What additional information strengthens the interpretation?

- A. The highest score only.
- B. Anecdotes without dates.
- C. A new measure used halfway through.
- D. The intervention phase, fidelity data, and comparable baseline conditions.

92. A student reads words accurately but answers few comprehension questions. What does the discrepancy suggest?

- A. Instruction should target comprehension processes rather than assuming decoding is the primary need.
- B. Reading is mastered because word accuracy is high. under the stated conditions
- C. Only phonics instruction is appropriate. under the stated conditions
- D. Comprehension data should be discarded. under the stated conditions

93. A student solves single-step problems but misses multistep problems. What should error analysis examine?

- A. Sequencing, identifying subgoals, and checking intermediate results.
- B. Only handwriting quality.
- C. Whether the student should stop mathematics.
- D. The student's overall attitude toward school.

94. A behavior decreases after a replacement request is taught, but task completion remains low. What should the team infer?

- A. The academic problem is solved completely. under the stated conditions
- B. The replacement should be removed. under the stated conditions
- C. The replacement reduced the behavior, but academic task completion requires separate instruction and measurement.
- D. Completion no longer needs to be measured. under the stated conditions

95. A student communicates a need successfully with an AAC device in one class but not another. What should be analyzed?

- A. Only the student's motivation.
- B. Partner behavior, device access, response opportunities, and task demands across classes.
- C. The lowest class score as the student's ability.

D. Whether communication should be limited to one setting.

96. A transition assessment shows a strong career preference but limited knowledge of job requirements. What should follow?

- A. End transition planning because a preference was stated. under the stated conditions
- B. Choose a different career without discussion. under the stated conditions
- C. Focus only on academic grades. under the stated conditions
- D. Teach the student to connect the preference with tasks, skills, supports, and practice opportunities.

97. A student performs below expectation only when worksheets use dense text. What response is best supported?

- A. Lower the academic target automatically. under the stated conditions
- B. Remove all written tasks. under the stated conditions
- C. Provide an accessible format while monitoring whether performance improves on the same learning target.
- D. Assume the student refuses written work. under the stated conditions

98. A teacher recommends a restrictive placement using one low score despite stronger classroom evidence. What should happen?

- A. Use the low score because it is decisive.
- B. Select the most restrictive option for safety.
- C. Ignore classroom performance because it is informal.
- D. Review validity, context, and multiple data sources before making the placement recommendation.

99. Which implementation plan is most defensible after an intervention recommendation?

- A. Begin intervention and decide later what counts as success.
- B. Define a baseline, intervention, fidelity check, progress schedule, and decision rule.

- C. Use one final score at year's end.
- D. Change the intervention daily without recording it.

100. A student's performance improves after a support is introduced, but the team changed the task at the same time. What should analysis examine?

- A. Whether the task change, the support, or both could explain the observed improvement.
- B. Attribute all improvement to the support immediately.
- C. Ignore the task change because the score increased.
- D. End data collection because the student improved.

Practice Exam 18: Answer Key and Explanations

1. D — Families must receive understandable information when they disagree with an evaluation. The teacher should follow district procedures rather than dismissing the request informally. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

2. B — An accidental disclosure still requires prompt attention and appropriate documentation. Privacy procedures help the school contain the disclosure and protect the student's record. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

3. A — Section 504 can address access when IDEA special education services are not needed. The plan should document the student's disability-related supports and implementation conditions. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

4. C — Child Find applies when a public agency suspects a child may have a disability. A referral and educational concerns can prompt appropriate evaluation procedures. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

5. B — The LEA representative brings agency authority to service and placement decisions. Other members contribute expertise, but they do not replace the authorized district representative. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

6. D — A schedule must reflect the services the team documented in the IEP. Prompt correction protects implementation fidelity and the student's access to FAPE. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

7. A — Students and families need advance information about decision-making rights. Timely notice supports informed participation and continuity of educational planning. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

8. C — Transition planning connects student information to adult-outcome goals. Individualized data are more useful than a predetermined pathway or isolated grade. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

9. C — Stress and instability can affect learning and regulation without establishing eligibility. Context-sensitive support and additional evidence prevent premature conclusions. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

10. A — Language factors can affect assessment performance and interpretation. The team should use appropriate language supports and qualified expertise before deciding. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

11. D — Secure storage and limited access protect confidential educational records. Convenience does not justify exposing personally identifiable information. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

12. B — IEP accommodations remain required across relevant instructional settings. Collaborative problem solving can address logistics without removing the student's access. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

13. C — Initial evaluation procedures include informed parental consent. Educational concerns may prompt referral, but they do not replace required consent. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

14. B — Manifestation review examines the relationship between disability and conduct. The process requires evidence rather than automatic punishment or automatic exemption. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

15. A — Parents have procedural protections when they challenge special education decisions. The teacher should communicate options accurately and avoid discouraging lawful participation. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

16. D — Transition planning connects early intervention, family priorities, and school procedures. Coordination reduces service gaps while preserving the appropriate school-based process. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

17. A — Accessibility and dignity require planning for participation in school activities. A logistical barrier should prompt an access solution rather than exclusion. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

18. D — FAPE requires individualized planning for meaningful progress. The standard does not require identical outcomes, but it does reject trivial or generic programming. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

19. C — Screening identifies possible risk, while diagnostic assessment explores specific needs. The next measure should inform instruction rather than simply repeat the initial flag. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

20. B — Large observer differences can indicate inconsistent definitions or recording. Reliable measurement is necessary before the team makes an intervention decision. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

21. C — Assessment validity depends on preserving the construct being measured. An access support is appropriate only when it does not change the intended target. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

22. B — Baseline data should directly sample the skill named in the goal. Repeated comparable observations provide a more defensible starting point than impressions. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

23. D — The goal specifies conditions, an observable response, and a criterion. Measurable wording lets the team collect data and judge progress. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

24. A — Stable measurement procedures make progress trends interpretable. Changing the target or scoring rule can make apparent growth misleading. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

25. A — Formative assessment provides timely information for instructional adjustment. Its value comes from feedback during learning rather than final classification. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

26. C — Summative measures evaluate learning after instruction or a course segment. They complement, rather than replace, formative data and ongoing instructional checks. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

27. D — FBA data describe events before and after an observable target behavior. Contextual information supports a testable function hypothesis rather than a label. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

28. B — Communication conditions affect the validity of performance data. The team should separate communication access from the academic skill being assessed. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

29. D — An accommodation changes access conditions without changing the intended construct. Changing content or supplying answers would alter what the assessment measures. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

30. A — A modification changes the learning expectation or content target. Access supports can preserve the standard, while modified content changes the outcome. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

31. C — Multiple sources should be interpreted in context rather than ranked automatically. Differences may reveal setting effects, validity limits, or supports that affect performance. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

32. B — A strong PLAAFP describes current performance, conditions, and existing supports. Specific information connects present levels to measurable goals and instructional decisions. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

33. B — Transition assessment should connect preferences with skills needed for adult outcomes. A practical need becomes instructionally useful when stated as a measurable target. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

34. A — Fidelity data are necessary for interpreting intervention outcomes. The team cannot fairly judge an intervention that was not implemented as planned. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

35. C — Accessible data routines build self-monitoring and self-advocacy. Students participate more meaningfully when evidence is connected to an action they can take. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

36. D — A visual display can make level, trend, and intervention timing easier to interpret. The display should support a decision rather than merely decorate the meeting packet. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

37. A — Specially designed instruction should preserve meaningful content access. Reading supports can address the barrier without disconnecting instruction from the grade-level concept. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

38. D — Early numeracy develops through meaningful concrete experiences and language. Instruction can build from accessible representations toward later symbolic work. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

39. B — Explicit teaching makes the process and expected performance visible. Gradual release supports accuracy before independence is required. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

40. C — The error pattern identifies a specific decoding feature for instruction. Cumulative practice connects the pattern to accurate reading in text. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

41. B — A temporary organizer can make the writing process explicit. Fading the scaffold preserves ownership while increasing independent organization. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

- 42. C** — Problem schemas connect relationships in the situation to operation selection. Representations and explanations reveal reasoning more effectively than keyword matching. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.
- 43. A** — UDL anticipates variability in access, engagement, and expression. Multiple pathways can preserve rigor while reducing unnecessary barriers. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.
- 44. D** — Co-planning connects specialized expertise to the general curriculum. Shared preparation supports meaningful participation for the whole class. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.
- 45. C** — Communication access should not obscure the academic skill being assessed. The response mode can vary while the content target remains appropriately challenging. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.
- 46. A** — Accessible materials are necessary for meaningful participation. The adapted format should preserve the same learning purpose while removing the access barrier. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.
- 47. B** — Social skills require explicit modeling, practice, and feedback. Natural-setting practice supports transfer beyond a structured lesson. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.
- 48. D** — A function-based plan teaches a practical replacement response. The replacement must be efficient and paired with instruction that increases endurance. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.
- 49. C** — Safety and regulation take priority during escalation. Consistent trained responses reduce risk and preserve the student's dignity. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.
- 50. A** — Environmental design can reduce a predictable access barrier. Teaching a request promotes independence rather than relying on adult guesswork. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

51. D — Individualized response modes can preserve connection to grade-level content. Access supports should not remove the student's opportunity to learn the essential concept. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

52. B — Orientation and mobility instruction builds safe, transferable independence. Systematic practice is more reliable than avoidance or untrained assistance. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

53. A — Life-skills instruction should occur in authentic routines. Task analysis and fading make the routine teachable and increasingly independent. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

54. B — Transition instruction should connect preference with required workplace skills. Authentic practice makes the postsecondary goal actionable and measurable. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

55. C — Community instruction develops functional performance in the actual environment. Graded support can be faded as the student demonstrates safe independent steps. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

56. D — Self-advocacy combines awareness of needs with an effective request. Students gain agency when they can explain supports connected to participation. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

57. B — Generalization requires planned practice across people, materials, and settings. Instruction should transfer the skill while preserving meaningful participation in class. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

58. C — Prompting should be systematic and connected to an independence measure. Data help the teacher fade support without sacrificing successful performance. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

59. D — Effective reinforcement is contingent, meaningful, and adjusted as skills grow. A planned shift toward natural consequences prevents dependence on constant adult attention. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

60. A — Flexible grouping responds to task demands and individual learning needs. No single grouping arrangement is appropriate for every content area or lesson. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

61. A — IEP accommodations are implementation responsibilities, not optional preferences. Consistent delivery across applicable settings protects access and progress. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

62. D — Transition curricula should teach functional skills linked to adult outcomes. Concrete practice allows the team to measure performance and identify needed supports. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

63. B — Accessible design provides more than one way to distinguish important information. The modification should remove the barrier while preserving the intended scientific reasoning. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

64. C — Shared planning establishes shared responsibility for instruction. Clear roles and evidence help both teachers respond to student data. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

65. C — Meaningful family participation requires accessible notice and reasonable scheduling efforts. Flexibility strengthens informed participation in decisions about services. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

66. A — Direct communication and qualified interpretation support informed participation. The family should receive understandable information and opportunities to respond. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

67. D — Collaborative decisions should be anchored in a shared target and evidence. Consistent implementation allows the team to evaluate which support is effective. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

68. B — Supervision supports fidelity while recognizing the paraprofessional's contribution. Clear expectations and feedback improve consistent implementation across settings. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

69. A — An actionable goal names a practice, timeframe, and evidence. Specific evidence permits reflection and adjustment rather than a vague improvement claim. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

70. C — Professional ethics require discretion and need-to-know communication. A private conversation protects dignity and limits unnecessary disclosure. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

71. B — Confidential records should not be disclosed beyond authorized educational need. The teacher should verify authorization and limit information to what is necessary. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

72. D — Established procedures protect participants when the team cannot agree. The teacher should not bypass the team or suspend services arbitrarily. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

73. B — Agency participation supports transition when consent and relevance are established. The agency contributes information but does not replace the educational team. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

74. D — Fidelity requires observable implementation criteria and assigned responsibility. A common process makes support delivery comparable across adults and days. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

75. C — Advocacy addresses access and rights through informed collaboration. Student-centered advocacy can be firm while remaining evidence-based and respectful. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

76. A — Mandated reporters act on reasonable suspicion through designated channels. Authorized investigators, not classroom staff, determine the facts of a report. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

77. B — Cultural responsiveness begins with curiosity and respectful partnership. Understanding context can prevent deficit assumptions and improve shared planning. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

78. A — Preparation makes student participation meaningful and self-directed. Rehearsal supports confidence without replacing the student's authentic voice. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

79. C — Employment planning benefits from coordinated, role-specific collaboration. Shared information must remain authorized and connected to the student's goals. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

80. D — Coaching improves fidelity through modeling, observation, and feedback. A supportive process identifies barriers without undermining team relationships. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

81. C — Observed growth should be compared with the expected rate and criterion. An upward trend may still require an instructional adjustment. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

82. B — Conflicting results require contextual interpretation and additional evidence. The team should identify whether access, format, or construct differences explain the pattern. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

83. A — Error analysis should identify the component that limits performance. Instruction can preserve strengths while directly teaching organization. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

84. D — Antecedent patterns support a tentative escape-related function hypothesis. The team should test the hypothesis and teach a more appropriate response. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

85. C — Outcome interpretation depends on knowing whether the support was implemented. Fidelity data strengthen conclusions about the relationship between support and performance. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

86. A — Strong fidelity does not guarantee that an intervention is sufficient. Outcome data should guide an individualized instructional adjustment. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

87. D — Performance differences across contexts indicate a generalization need. Instruction should deliberately bridge rehearsal and authentic use. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

88. B — Student voice and performance data can provide complementary evidence. Both perspectives help the team make a more responsive decision. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

89. B — Interpretable progress reporting explains performance over time and against the goal. One score cannot show whether improvement is stable or generalizes. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

90. C — Persistent performance below criterion calls for a data-based response. Adjustment should follow analysis of fidelity, task demands, and student need. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

91. D — Phase information and fidelity help connect outcome changes to implementation. A graph is more useful when its measurement conditions are transparent. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

92. A — Disaggregated data identify a specific component of performance. Instruction should match the weaker skill and the demands of the task. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

93. A — The error pattern points to a multistep planning demand. Targeted strategy instruction is more appropriate than unrelated practice. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

94. C — Different outcomes may reflect separate behavior and skill variables. The team should distinguish behavior reduction from acquisition of the target skill. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.

95. B — Communication performance can vary with environmental and partner conditions. Comparing conditions can reveal barriers that staff can address. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

96. D — A preference is a starting point for measurable transition instruction. Analysis turns interest into knowledge and an actionable preparation plan. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

97. C — A format-specific pattern may indicate an access barrier. The team should change access conditions and examine the resulting performance. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

98. D — Placement decisions require converging evidence and contextual interpretation. A single score may not represent typical performance or support conditions. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

99. B — A complete plan links evidence, delivery, monitoring, and action. Predetermined decision rules make adjustments transparent and repeatable. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond. This supports careful review and implementation.

100. A — Concurrent changes make it difficult to identify which condition produced the outcome. The team should document variables and continue comparable measurement before drawing a conclusion. The other choices omit a safeguard, rely on an unsupported assumption, or address a different need. This answer gives the team a specific, measurable, and reviewable way to respond.