

PRACTICE EXAM 19: 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 preschool teacher observes persistent communication delays and limited participation. What should the special educator do first?
 - A. Wait until kindergarten before discussing evaluation.
 - B. Require a physician to select the disability category.
 - C. Provide a placement before gathering evaluation data.
 - D. Document concerns and follow Child Find and referral procedures.

2. A student with a medical condition needs classroom access supports but not specially designed instruction. Which process should the school consider?
 - A. An IEP automatically based on the medical diagnosis.
 - B. A Section 504 evaluation and plan when the student meets its requirements.
 - C. No plan because medical conditions cannot affect education.
 - D. A behavior plan without examining access barriers.

3. A student transfers into the district with an IEP from another Texas district. What should the receiving district prioritize?

- A. Provide comparable services while reviewing records and next steps.
- B. Delay services until a completely new evaluation is finished.
- C. Use the receiving teacher's preferred schedule immediately.
- D. Place the student without reviewing the prior IEP.

4. A student needs a sign-language interpreter to participate in a general education elective. What should guide placement?

- A. Whether interpreter use requires a separate classroom.
- B. Whether the disability label determines the schedule.
- C. Whether the course is accessible with supplementary aids and services.
- D. Whether the elective is less important than special education class.

5. A teacher discovers that a required IEP accommodation was not provided for several weeks. What is the best response?

- A. Ignore the omission because grades were acceptable.
- B. Notify the appropriate team, address implementation, and review the student's access.
- C. Remove the accommodation to prevent future confusion.
- D. Ask the student to accept responsibility for reminding staff.

6. A parent cannot attend an ARD meeting at the proposed time. What should the school do?

- A. Proceed without notice because the meeting is annual.
- B. Ask the student to make decisions in place of the parent.
- C. Offer reasonable alternatives and document meaningful efforts to involve the parent.
- D. Cancel services until the parent can attend in person.

7. A Texas high-school student is beginning formal transition planning. Which timing is required under current Texas guidance?

- A. Transition requirements must begin no later than age 14, or earlier when appropriate.
- B. Planning begins only at age 16 in every situation.
- C. Planning begins during the final semester of school.
- D. Planning begins after a student accepts a job offer.

8. An outside agency may provide adult services for a student. When may its representative join transition discussion?

- A. Whenever the agency asks, without family or student consent.
- B. Only after the student has graduated.
- C. Never, because agencies cannot participate in ARD planning.
- D. When appropriately invited with required consent and a relevant role.

9. A student approaching the age of majority relies on adults to explain educational choices. What should instruction emphasize?

- A. Continued adult decision making without student instruction.
- B. A single explanation delivered at graduation.
- C. Immediate exclusion of the family from all meetings.
- D. Accessible practice in rights, choices, and supported decision making.

10. Which feature most clearly belongs in an IFSP?

- A. A secondary course-of-study plan for graduation.
- B. A statewide testing accommodation schedule.
- C. Family-centered outcomes and early-intervention services in natural routines.
- D. A disciplinary response for repeated class referrals.

11. A team has one low score but otherwise mixed evidence when considering eligibility. What should the team do?

- A. Use the lowest score as the eligibility decision.
- B. Interpret multiple sources and gather more information if needed.
- C. Ignore the score because classroom grades are average.
- D. Ask the parent to choose the disability category.

12. A long disciplinary removal may constitute a change in placement. What should the school ensure?

- A. Required discipline safeguards and disability-related review are followed.
- B. The behavior is automatically unrelated to disability.
- C. Special education services end during the removal.
- D. The matter waits until the next annual ARD meeting.

13. A coach asks for a student's full eligibility folder to decide whether the student can join a team. What is the best response?

- A. Share only authorized information needed for the legitimate educational interest.
- B. Send the entire folder because the coach works for the school.
- C. Post the eligibility category where staff can review it.
- D. Give the folder to teammates so they can offer support.

14. A student who experienced a recent family separation has difficulty concentrating. What is the most appropriate initial response?

- A. Assume the student now has a learning disability.
- B. Increase independent work to build resilience quickly.
- C. Begin disciplinary consequences for all missed work.
- D. Provide predictable support while gathering information about the student's needs.

15. An English learner's vocabulary score is low in English but stronger in the home language. What should evaluation consider?

- A. The English score alone as proof of disability.
- B. Language history and qualified interpretation of performance across measures.
- C. No evaluation until English proficiency is complete.
- D. A peer's translation of standardized test directions.

16. An ARD committee is considering a modified graduation pathway. What discussion is essential?

- A. Whether modification eliminates the need for progress monitoring.
- B. Whether the student must choose a career immediately.
- C. How the modification affects graduation requirements and postschool options.
- D. Whether all grade-level content can be removed.

17. A student's IEP services overlap with required instruction in a laboratory course. What should the campus do?

- A. Audit the schedule with the IEP and coordinate an approved solution.
- B. Have the student miss whichever activity is less convenient.
- C. Cancel the lab because special education services always prevail.
- D. Change the schedule informally without team documentation.

18. An LEA refuses to provide a requested related service. Which document should explain the decision?

- A. A brief verbal statement from the classroom teacher.
- B. A new disability label issued before discussion.
- C. A promise to revisit the request after graduation.
- D. Prior written notice describing the action, reasons, and information considered.

19. A brief mathematics screen suggests that a student may need additional evaluation. What is the screen's purpose?

- A. Establish eligibility by itself.
- B. Identify possible risk and guide decisions about follow-up assessment or support.
- C. Replace progress monitoring after intervention starts.
- D. Determine whether an annual IEP goal was met.

20. A teacher begins an oral-reading intervention. Which baseline is most useful?

- A. One prior report-card grade.
- B. A parent's estimate of reading speed.
- C. A general academic score unrelated to oral reading.
- D. Several comparable probes using the future monitoring conditions and scoring.

21. After a lesson on fractions, students complete a two-item check and the teacher reteaches the missed concept. What assessment is being used?

- A. Summative assessment for final grading.
- B. Eligibility assessment for disability identification.
- C. Formative assessment to adjust instruction during learning.
- D. Transition assessment for postschool planning.

22. A unit test is administered after instruction to judge mastery of the taught objectives. What is its primary purpose?

- A. Summative assessment of learning after instruction.
- B. Formative adjustment during the lesson.
- C. Screening for possible disability.
- D. A functional behavior assessment.

23. An IEP goal requires 80 percent accuracy across three probes. Which progress record best matches it?

- A. A note that the student appeared motivated.
- B. A graph of repeated probes scored with the stated accuracy criterion.
- C. A comparison with the class average on other work.
- D. A single end-of-year grade.

24. A student has an IEP accommodation for a calculator during classroom math tests. What should the teacher verify for a state assessment?

- A. That every classroom support transfers automatically.
- B. That the accommodation changes the tested standard.
- C. That the documented support is allowed for the specific state assessment.
- D. That the student requests it after testing begins.

25. What should a useful PLAAFP statement connect?

- A. Current performance, strengths, needs, and disability-related impact on access.
- B. Available district services and a preferred placement.
- C. A disability label and an old test score only.
- D. Every classroom event from the student's school history.

26. Which goal is most measurable?

- A. The student will improve geography skills significantly.
- B. The student will understand maps by year's end.
- C. On a map, locate six of eight features across three trials.
- D. The student will participate more during social studies.

27. A student pushes materials away after a difficult task is presented. Which assessment information is most important for an FBA?

- A. The student's quarterly academic average.

- B. Direct observations of what precedes and follows the behavior.
- C. A global statement that the student is oppositional.
- D. A career-interest inventory.

28. A teacher counts how often a student requests help appropriately during independent work. What type of measure is this?

- A. A norm-referenced eligibility score.
- B. A summative subject grade.
- C. A family transition outcome.
- D. Frequency data on an observable replacement behavior.

29. A behavior plan appears ineffective, but staff follow its steps inconsistently. What should happen first?

- A. Conclude that the student cannot learn the replacement.
- B. Improve implementation fidelity before judging the plan's effectiveness.
- C. Add a stronger consequence immediately.
- D. Stop collecting outcome data.

30. A student's scores on a skill probe rise from 38 to 41 to 43 over three weeks. What should the teacher consider?

- A. Mastery because the score increased.
- B. No growth because the scores are not identical.
- C. A need to lower the goal immediately.
- D. A positive trend that still must be compared with the goal criterion.

31. A family reports that the student completes chores independently, while school data show dependence. What should the team do?

- A. Dismiss the report because it is not standardized.
- B. Use home performance as the only baseline.
- C. Compare conditions and include the family observation in interpretation.
- D. Assume school data are always more valid.

32. A transition inventory shows interest in a community college program but uncertainty about disability supports. What should be assessed next?

- A. The student's support needs and the program's access requirements.
- B. A different career chosen by adults.
- C. Only behavior before discussing postsecondary education.
- D. No further assessment until graduation.

33. A student reviews a weekly graph and chooses to use a checklist during independent work. What skill is being supported?

- A. Adult-only behavior management.
- B. Summative disability classification.
- C. Placement selection without student participation.
- D. Self-monitoring and self-regulation based on personal data.

34. An intervention improves performance but requires more time than the schedule allows. What should the team review?

- A. End it because any scheduling issue proves failure.
- B. Keep it unchanged regardless of feasibility.
- C. The intervention's intensity, efficiency, and fit with the instructional context.
- D. Lower the performance criterion to save time.

35. A student uses two writing tools inconsistently. What should guide assistive-technology selection?

- A. The most expensive tool available.
- B. Feature matching across tasks, environments, and the student's needs.
- C. The tool preferred by the classroom teacher.
- D. A tool selected after the student fails a course.

36. A student has strong grades but a weak independent probe. What should the team examine before changing the program?

- A. Differences in task demands, supports, scoring, and performance conditions.
- B. The grades alone as proof of mastery.
- C. The probe alone as proof of the need for restrictive placement.
- D. Neither measure because disagreement makes data useless.

37. A kindergarten student confuses rhyming words. Which instruction is most targeted?

- A. Identify or generate rhymes in oral word pairs.
- B. Copy sentences with correct capitalization.
- C. Memorize irregular sight words only.
- D. Read a long story silently.

38. A teacher plans specially designed instruction for a sixth-grade science standard. What should anchor the lesson?

- A. A separate topic unrelated to the enrolled course.
- B. The disability label without analyzing the task.
- C. The grade-level standard, the student's present needs, and access supports.
- D. Only skills the student has already mastered.

39. A student knows science terms in isolation but cannot use them in explanations. What should instruction emphasize?

- A. Copy the terms repeatedly without context.
- B. Use the terms in models, sentences, and content discussions.
- C. Lower the science objective to spelling.
- D. Avoid the terms and teach only pictures.

40. A student identifies details in a passage but cannot determine the central idea. Which strategy is best?

- A. Ask for more detail copying.
- B. Replace reading with isolated spelling practice.
- C. Use the first sentence as the main idea every time.
- D. Teach comparison of details and selection of a concise central statement.

41. A student can compare whole numbers but struggles to compare fractions with unlike denominators. What should instruction add?

- A. Assign more whole-number comparisons.
- B. Use visual fraction models and equivalent representations.
- C. Move directly to abstract inequalities.
- D. Remove fractions until computation is perfect.

42. A student generates strong ideas but cannot plan a multi-paragraph essay. What support is most appropriate?

- A. Assign longer essays without teaching planning.
- B. Grade only spelling and punctuation.
- C. Teach an outline routine with models, guided practice, and revision.
- D. Replace all writing with oral reports.

43. A social studies text is available only as a small scanned image. Which UDL response is strongest?

- A. Lower the analysis objective for students needing access.
- B. Require all students to use the scan independently.
- C. Excuse students who cannot read the image.
- D. Provide readable text and audio options while preserving the analysis objective.

44. A student is learning a classroom routine with several steps. Which delivery is most effective?

- A. Model the routine, guide practice, and fade support as accuracy grows.
- B. Explain it once and assign independent practice.
- C. Complete the routine for the student each day.
- D. Remove the routine until the student matures.

45. A student makes the same subtraction error after receiving general feedback. What should the teacher do?

- A. Identify the error pattern and provide specific corrective feedback.
- B. Give more problems without explaining the error.
- C. Mark answers wrong and move to a new topic.
- D. Increase the difficulty to encourage effort.

46. A student can sort materials in class but not at the workplace-training site. What should instruction add?

- A. Practice only at school until perfect.
- B. Give more verbal directions without changing context.
- C. Remove the skill from the transition plan.
- D. Practice the skill across settings and systematically fade prompts.

47. A student uses a speech-generating device during therapy but not during group projects. What classroom support is best?

- A. Store it until the next therapy session.
- B. Keep the device available and model communication during authentic group work.
- C. Have peers answer for the student.
- D. Require oral responses during group projects.

48. A student with a visual impairment is learning to navigate a new campus wing. Which instruction is most appropriate?

- A. Ask peers to guide the student indefinitely.
- B. Exclude the student from the new wing.
- C. Teach a route with orientation-and-mobility support and practice it safely.
- D. Provide a verbal map once and expect independent travel.

49. In a co-taught class, one teacher instructs a small group needing reteaching while the other teaches the remaining students. Which model is shown?

- A. Alternative teaching, when both groups receive purposeful instruction.
- B. Parallel teaching with identical lessons to equal groups.
- C. One teach, one observe with no second instructional role.
- D. Station teaching with planned rotating stations.

50. A teacher is choosing groups for a problem-solving lesson. What should be considered first?

- A. Permanent disability-based groups.
- B. Random placement regardless of the task.
- C. The lesson purpose, student data, communication needs, and required support.
- D. The arrangement requiring the least adult planning.

51. A student with high support needs is learning to prepare a backpack independently. Which approach is strongest?

- A. Pack the backpack for the student every day.
- B. Use a task analysis, teach each step, and reinforce increasing independence.
- C. Give one global direction and wait.
- D. Practice only when the schedule is unusually quiet.

52. Which activity best represents community-based instruction for a student learning shopping skills?

- A. Color pictures of store signs.
- B. Watch a shopping video without practicing.
- C. Memorize store vocabulary in class.
- D. Locate items and pay using a list in a store.

53. A student wants competitive work in a plant nursery and needs support reading task labels. What should instruction include?

- A. Assign unrelated classroom chores.
- B. Practice labels, task completion, and asking for clarification in a work-like setting.
- C. Choose a different job because labels are hard.
- D. Teach plant vocabulary only through flashcards.

54. A student wants to ask for a different seating support during an ARD meeting. What preparation is best?

- A. Rehearse explaining the barrier, requested support, and supporting evidence.
- B. Tell the student the teacher will make the request.
- C. Ask the student to demand the change without preparation.
- D. Select the support based on what classmates use.

55. A campus wants students to use a consistent routine for reporting bullying. Which PBIS-aligned practice is best?

- A. Wait for incidents and assign consequences only.
- B. Assume students know the routine from posters.
- C. Teach, model, practice, and reinforce the reporting routine.
- D. Create a different process for every classroom.

56. A student tears worksheets when tasks are difficult. Which BIP component best follows a functional hypothesis?

- A. Use a harsher consequence for torn worksheets.
- B. Remove all academic tasks indefinitely.
- C. Ignore the behavior without teaching a replacement.
- D. Teach a help or break request that provides an appropriate alternative.

57. A student begins pacing and raising their voice in a crowded assembly. What should staff do first?

- A. Reduce stimulation, use calm brief language, and follow the safety plan.
- B. Give a public lecture about conduct.
- C. Add academic demands to test compliance.
- D. Block movement without consulting individualized procedures.

58. After a peer conflict, both students are willing to repair the relationship. Which response is restorative?

- A. Require a public apology before rejoining the group.
- B. Facilitate a supported conversation about impact, responsibility, and repair.
- C. Exclude one student from future group work.
- D. Ignore the conflict because instruction resumed.

59. A student misses assignments because the daily sequence is difficult to remember. What support should be taught?

- A. Give repeated verbal reminders from across the room.
- B. Complete the first steps for the student.
- C. Assign consequences without teaching a routine.
- D. Use a concise visual routine and fade adult reminders over time.

60. A student loses focus when classroom noise increases. Which response best preserves access?

- A. Require the student to tolerate all noise without support.
- B. Remove the student from instruction permanently.
- C. Reduce the sensory barrier and teach a way to request support.
- D. Lower academic expectations because attention fluctuates.

61. A support preserves the target but changes how a student accesses work. Which example fits that pattern?

- A. Replacing the grade-level objective with simpler content.
- B. Providing extended time while measuring the same grade-level objective.
- C. Assigning fewer standards than the enrolled course.
- D. Changing the learning target to basic recognition only.

62. A transition goal involves managing a weekly budget. Which integrated lesson is most appropriate?

- A. Teach budgeting only after academic instruction is finished.
- B. Replace all mathematics with unmeasured shopping practice.
- C. Use a vocabulary worksheet without handling money.
- D. Use prices, computation, comparison, and a real budgeting routine.

63. A student rarely responds to peers during cooperative work. Which approach is best?

- A. Teach a peer-mediated turn-taking routine with modeling and feedback.
- B. Remove the student from cooperative activities.

- C. Expect peers to interpret every attempt without training.
- D. Teach isolated vocabulary without interaction practice.

64. A teacher asks how to adapt a lab without lowering its science standard. What should the special educator do?

- A. Send a separate worksheet without discussing the standard.
- B. Tell the teacher to solve access alone.
- C. Co-plan the target, barriers, materials, supports, and evidence of learning.
- D. Remove the student from the lab whenever materials are complex.

65. A paraprofessional is unsure when to prompt a student during writing. What guidance is best?

- A. Write the response for the student.
- B. Refuse all prompting so independence develops faster.
- C. Change the annual goal whenever a prompt is needed.
- D. Use the planned prompt and fade it while preserving the student's authorship.

66. A co-teaching pair plans activities but assigns all assessment to one teacher. What should they change?

- A. Use separate criteria so each teacher can work independently.
- B. Have the special educator manage only behavior.
- C. Share assessment planning and agree on common evidence of learning.
- D. Wait until grades are complete to discuss results.

67. A co-teaching team wants smaller instructional groups with the same objective. Which model is appropriate?

- A. Parallel teaching with both teachers addressing the common target.
- B. One teach, one observe with no second teaching role.

- C. Alternative teaching with one group permanently below level.
- D. A separate classroom for students needing more practice.

68. A speech-language pathologist recommends a communication routine that the teacher cannot fit into group work. What should happen?

- A. Ignore it because the SLP is not the classroom teacher.
- B. Demonstrate the routine in class and revise it collaboratively if needed.
- C. Use it without observing whether it helps.
- D. Ask peers to decide how the routine should work.

69. A family requests a behavior meeting and prefers another language. What should the school do?

- A. Send an English-only plan because it is already drafted.
- B. Use the student as the sole technical interpreter.
- C. Finalize the plan before the family meeting.
- D. Provide language access and invite the family's observations and preferences.

70. A student wants to explain a preferred accommodation at an ARD meeting. What preparation is best?

- A. Tell the student the teacher will speak instead.
- B. Review data, rehearse the explanation, and offer choices for participation.
- C. Require an unprepared presentation.
- D. Write a script without checking the student's view.

71. A special educator sets a yearly learning goal. Which goal is strongest?

- A. Attend workshops without applying a strategy.
- B. Become a better teacher someday.
- C. Use student data to refine one practice and monitor its effect.

D. Copy a colleague's goal without local evidence.

72. A staff member asks for a student's full medical record to plan classroom supports. What is the professional response?

- A. Share only authorized information necessary for the legitimate educational need.
- B. Email the full record to the grade-level team.
- C. Post a summary in the staff lounge.
- D. Give the record to peers who want to help.

73. A club sponsor says a student using AAC cannot participate in an after-school activity. What should the educator advocate for?

- A. Create a separate club without student input.
- B. Require participation without any support.
- C. Accept exclusion because the activity is optional.
- D. Identify barriers and plan supports for equivalent participation.

74. A colleague asks a teacher to sign progress data that the teacher did not collect. What is the ethical response?

- A. Sign it to avoid disagreement.
- B. Review sources and sign only supported data.
- C. Estimate performance from the disability label.
- D. Refuse all future collaboration on reports.

75. A counselor notices that a student's schedule omits an IEP service. What should happen?

- A. Coordinate with administration and the ARD team to correct the mismatch.
- B. Wait to see whether the student complains.
- C. Accept the omission during busy weeks.

D. Move the service informally without documentation.

76. A workforce agency can provide job coaching for a student. What should the school do before sharing records?

- A. Share records automatically because the service is helpful.
- B. Wait until graduation to coordinate.
- C. Secure consent and connect the agency's role to transition goals.
- D. Let the agency choose the job without student input.

77. A family needs information about adult disability services. Which resource-sharing practice is best?

- A. Give a long unmatched list with no explanation.
- B. Provide relevant contacts in an accessible format and explain next steps.
- C. Select one agency and require the family to use it.
- D. Tell the family to locate services independently.

78. A family describes a home routine that differs from the school's assumption about homework. What should the teacher do?

- A. Ask respectful questions and adapt support to the student's context.
- B. Require the family to adopt the school routine immediately.
- C. Ignore the information because homework is at home.
- D. Assume the routine explains every academic difficulty.

79. After a lesson, a teacher sees that a support helped some students but distracted others. What should reflection produce?

- A. Use it unchanged because it helped one group.
- B. Remove all supports for consistency.
- C. Assign the same support to every class.

D. An adjusted support matched to different students and tasks.

80. Two educators disagree about a student's response to an intervention. What should resolve the disagreement?

- A. Use the more senior educator's opinion.
- B. Ask the student to decide without data.
- C. Collect shared data under agreed conditions and review the results together.
- D. Delay the discussion until the annual meeting.

81. A new paraprofessional lacks training in a student's mobility supports. What should the special educator do first?

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

82. A student reads slowly but accurately and answers comprehension questions well when given time. What should the recommendation address?

- A. Lower the reading target to isolated word recognition.
- B. Teach fluency while preserving access through appropriate timing support.
- C. Remove grade-level text permanently.
- D. Use only comprehension worksheets without fluency instruction.

83. A writing sample contains strong evidence but weak paragraph transitions. What should the teacher recommend?

- A. Teach cohesion and paragraph organization while preserving evidence use.
- B. Grade only spelling because it is easiest to score.

- C. Replace essays with oral reports permanently.
- D. Assign longer essays without teaching transitions.

84. A student solves single-step equations but chooses the wrong operation in word problems. What should analysis target?

- A. Only computation speed.
- B. Removal of word problems until algebra is mastered.
- C. Final answers without examining the strategy.
- D. The student's representation of problem structure and operation selection.

85. A student becomes disruptive after lengthy verbal directions but engages when directions are visual and brief. What should the team infer?

- A. The behavior is random and cannot be analyzed.
- B. Instructional access may be contributing to the behavior.
- C. The disability label fully explains the disruption.
- D. All verbal instruction should be eliminated.

86. An intervention has weak outcomes, and observations show that staff omit the practice opportunities. What should happen first?

- A. Declare the student nonresponsive immediately.
- B. Lower the performance criterion.
- C. Correct fidelity and collect outcome data before judging the intervention.
- D. End monitoring because the plan was attempted.

87. A student follows a locker routine in one hallway but not another. Which analysis is most useful?

- A. Compare environmental cues, route demands, and supports in both settings.
- B. Use only the successful hallway data.

- C. Assume the student lacks the skill everywhere.
- D. Assign a new disability category.

88. A student using AAC responds after adults wait but not when questions are rushed. What should be recommended?

- A. Require faster responses to match peers.
- B. Have a peer answer during pauses.
- C. Ask fewer questions so communication is avoided.
- D. Build planned wait time and device access into everyday interactions.

89. A transition assessment shows interest in culinary training and difficulty following workplace recipes. What should the team recommend?

- A. Combine recipe-reading instruction with supervised culinary practice.
- B. Delay transition planning until reading is perfect.
- C. Choose an unrelated activity.
- D. Select a pathway based only on adult convenience.

90. A student understands a graph when it is described orally but cannot access the digital image. What should the teacher do?

- A. Excuse graph interpretation permanently.
- B. Ask a peer to describe every graph.
- C. Provide an equivalent accessible graph representation and teach its use.
- D. Replace graph analysis with vocabulary work.

91. A progress record shows accurate performance with prompts and errors without them. What should the next step be?

- A. Add more prompts to prevent all errors.

- B. Count prompted accuracy as mastery.
- C. Remove the goal because independence is inconsistent.
- D. Fade prompts systematically and measure independent performance.

92. A student succeeds during teacher-led practice but not during independent centers. What should the team compare?

- A. Only the teacher-led performance.
- B. Directions, task demands, prompts, and opportunities in each condition.
- C. Only the independent performance.
- D. The average score without examining context.

93. Assessment scores vary when the student is ill or sleep deprived. What is the best interpretation?

- A. Use the highest score as permanent ability.
- B. Consider health and testing conditions with repeated comparable data.
- C. Use the lowest score to select placement.
- D. Discard all scores because variation is present.

94. A writing sample includes vivid details but weak topic sentences. What is the best recommendation?

- A. Describe the writing globally as poor.
- B. Focus only on spelling.
- C. Teach paragraph structure while preserving the student's detail-generation strength.
- D. Replace all writing with selected-response tasks.

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

- A. Whether organizers should be abandoned entirely.
- B. Whether the narrative organizer should be required unchanged.

- C. Whether the student lacks all planning skills.
- D. The genre demands and adaptations needed for the organizer.

96. A student leaves the seat after receiving a lengthy written assignment and returns when an adult reduces it. What should the team test?

- A. Whether task difficulty and escape function contribute to the behavior.
- B. Whether the disability label explains all behavior.
- C. Whether every class produces attention seeking.
- D. Whether all writing should be removed.

97. A student consults a checklist when it is attached to the notebook but not when posted across the room. What recommendation follows?

- A. Attach the checklist to materials and teach its use.
- B. Add a consequence for forgetting it.
- C. Conclude the student cannot use checklists.
- D. Remove it because use is imperfect.

98. Behavior decreases in one class after a choice board is introduced but not elsewhere. What should the team examine?

- A. Stop monitoring because it worked once.
- B. Remove the board immediately.
- C. Implementation fidelity and generalization across settings.
- D. Conclude choice has no relationship to behavior.

99. An intervention uses different materials and sequences every session, making outcomes difficult to interpret. What should happen next?

- A. Declare nonresponse immediately.

- B. Lower the goal to match the current score.
- C. Stop progress monitoring.
- D. Standardize essential implementation features before evaluating response.

100. An ARD team must select one recommendation after reviewing assessment, work, and family information. Which response is strongest?

- A. List several possible supports without selecting one.
- B. Choose one evidence-linked strategy and specify its progress measure.
- C. Choose the campus's most popular strategy.
- D. Recommend more support without describing staff actions.

Practice Exam 19: Answer Key and Explanations

1. D — Option D is best because persistent developmental concerns may indicate a suspected disability. It fits because Child Find supports timely referral without predetermined eligibility. Other choices miss delay, medical labeling, or placement before evaluation. The educator should gather information and initiate the appropriate referral process. This keeps the plan individualized and focused on student access and progress.

2. B — The best answer is B: access needs may be addressed under Section 504 without IDEA eligibility. It works because the plan is based on disability-related educational access. The alternatives overlook automatic IEPs, denial of support, or unrelated behavior planning. The educator should use the appropriate evaluation process and document supports. This protects individualized access and measurable progress.

3. A — Option A is best because transfer procedures protect continuity of educational services. It fits because comparable implementation continues while the district coordinates action. Other choices miss evaluation delay, preference-based scheduling, or record avoidance. The educator should obtain records and follow the receiving-district ARD process. This keeps the plan individualized and focused on student access and progress.

4. C — Option C is best because LRE considers access in the general environment with supports. It fits because supplementary aids may permit satisfactory participation. Other choices miss automatic removal, label-based scheduling, or devaluing electives. The educator should document supports before considering a more restrictive option. This keeps the plan individualized and focused on student access and progress.

5. B — Option B is best because IEP implementation errors require prompt corrective attention. It fits because access and potential educational impact should be examined. Other choices miss grade-only reasoning, unilateral removal, or student responsibility. The educator should document the concern and coordinate a lawful remedy. This keeps the plan individualized and focused on student access and progress.

6. C — Option C is best because parent participation is an essential part of ARD planning. It fits because reasonable scheduling and communication support informed input. Other choices miss unilateral meeting, student substitution, or service interruption. The educator should coordinate a mutually workable participation method. This keeps the plan individualized and focused on student access and progress.

7. A — The best answer is A: Texas sets a no-later-than age 14 transition starting point. It works because earlier planning may be appropriate based on individual needs. The alternatives overlook federal-only timing, exit-year delay, or job-first planning. The educator should use assessment and student input to build the transition plan. This protects individualized access and measurable progress.

8. D — Option D is best because agency participation must be authorized and purposeful. It fits because consent protects privacy while supporting coordinated transition services. Other choices miss automatic disclosure, delayed coordination, or categorical exclusion. The educator should secure consent and define the representative's contribution. This keeps the plan individualized and focused on student access and progress.

9. D — Option D is best because transfer planning should build informed student participation. It fits because repeated practice can develop self-advocacy and independence. Other choices miss indefinite dependence, late notice, or premature exclusion. The educator should teach the student how to participate and request supports. This keeps the plan individualized and focused on student access and progress.

10. C — Option C is best because an IFSP coordinates early intervention with the family. It fits because services address the child and family in everyday contexts. Other choices miss graduation, testing, or discipline planning. The educator should collaborate with the family and early-intervention team. This keeps the plan individualized and focused on student access and progress.

11. B — Option B is best because eligibility should not rest on a single measure. It fits because multiple sources clarify educational impact and need. Other choices miss single-score decisions, grade-only conclusions, or parent-selected labels. The educator should analyze all relevant evidence and resolve discrepancies. This keeps the plan individualized and focused on student access and progress.

12. A — Option A is best because discipline decisions must account for disability-related factors. It fits because review procedures guide services and behavioral supports. Other choices miss automatic unrelatedness, service termination, or annual delay. The educator should use current behavior information and the required process. This keeps the plan individualized and focused on student access and progress.

13. A — Option A is best because school employment alone does not justify unrestricted records access. It fits because FERPA limits disclosure to legitimate educational interests and exceptions. Other choices miss whole-folder sharing, public posting, or peer access. The educator should use secure minimum-necessary communication. This keeps the plan individualized and focused on student access and progress.

14. D — Option D is best because stress can affect learning without establishing a disability. It fits because supportive relationships and context-sensitive planning reduce barriers. Other choices miss premature diagnosis, pressure, or discipline-only response. The educator should consult appropriate personnel and monitor access and engagement. This keeps the plan individualized and focused on student access and progress.

15. B — Option B is best because language difference must be distinguished from disability. It fits because linguistic context and multiple measures improve validity. Other choices miss English-only conclusions, indefinite delay, or peer translation. The educator should include qualified bilingual expertise and varied evidence. This keeps the plan individualized and focused on student access and progress.

16. C — Option C is best because modified curriculum decisions have long-term consequences. It fits because the committee connects instruction, graduation, and transition planning. Other choices miss monitoring removal, forced career choice, or content elimination. The educator should document implications and align services with goals. This keeps the plan individualized and focused on student access and progress.

17. A — Option A is best because schedules must implement services and preserve access. It fits because team coordination prevents unilateral changes and service gaps. Other choices miss student-only choice, automatic cancellation, or informal changes. The educator should review minutes, LRE, and course access together. This keeps the plan individualized and focused on student access and progress.

18. D — Option D is best because a refused change requires understandable procedural explanation. It fits because prior written notice documents the decision and basis. Other choices miss verbal-only response, relabeling, or indefinite delay. The educator should provide the notice and explain procedural safeguards. This keeps the plan individualized and focused on student access and progress.

19. B — The best answer is B: screening is an initial indicator rather than a complete evaluation. It works because results guide next steps but do not establish eligibility alone. The alternatives overlook sole eligibility, monitoring replacement, or goal measurement. The educator should combine screening with other information and follow up. This protects individualized access and measurable progress.

20. D — Option D is best because baseline should represent the targeted skill. It fits because comparable measures make later growth interpretable. Other choices miss old grades, estimates, or unrelated scores. The educator should collect repeated task-specific performance data. This keeps the plan individualized and focused on student access and progress. The team should review data and adjust supports.

21. C — Option C is best because the evidence informs an immediate teaching decision. It fits because formative information is gathered before final evaluation. Other choices miss final grading, eligibility, or transition planning. The educator should use response patterns to reteach or extend learning. This keeps the plan individualized and focused on student access and progress.

22. A — Option A is best because the assessment evaluates learning after a period of instruction. It fits because summative results summarize performance against objectives. Other choices miss formative work, screening, or behavior analysis. The educator should interpret results with other evidence when planning next steps. This keeps the plan individualized and focused on student access and progress.

23. B — Option B is best because monitoring should directly match the goal criterion. It fits because repeated probes reveal level, trend, and response. Other choices miss motivation notes, unrelated comparisons, or one delayed grade. The educator should collect and graph comparable goal data. This keeps the plan individualized and focused on student access and progress.

24. C — Option C is best because assessment supports must be planned and allowable. It fits because accommodations provide access without changing the construct. Other choices miss automatic transfer, standard changes, or late requests. The educator should review the IEP and current assessment guidance. This keeps the plan individualized and focused on student access and progress.

25. A — Option A is best because PLAAFP describes the student's present educational performance. It fits because the statement links data to goals and services. Other choices miss service lists, old scores, or undigested history. The educator should synthesize current academic and functional evidence. This keeps the plan individualized and focused on student access and progress.

26. C — Option C is best because the goal states condition, observable behavior, criterion, and repetition. It fits because specific criteria make progress interpretable. Other choices miss vague improvement, understanding, or participation language. The educator should define the expected performance and measurement method. This keeps the plan individualized and focused on student access and progress.

27. B — Option B is best because the team needs context and consequences surrounding behavior. It fits because direct observations support a functional hypothesis. Other choices miss grades, global labels, or transition inventories. The educator should collect systematic antecedent and consequence data. This keeps the plan individualized and focused on student access and progress.

28. D — Option D is best because the teacher records a defined behavior in a specific context. It fits because frequency data can show response to intervention. Other choices miss eligibility scores, grades, or transition outcomes. The educator should define the behavior and collect consistent opportunities. This keeps the plan individualized and focused on student access and progress.

29. B — Option B is best because outcomes cannot be interpreted without adequate implementation. It fits because fidelity separates delivery problems from plan problems. Other choices miss ability conclusions, stronger consequences, or stopped monitoring. The educator should retrain staff and collect comparable data. This keeps the plan individualized and focused on student access and progress.

30. D — Option D is best because the data suggest growth but not automatic mastery. It fits because level and trend must be interpreted against the target. Other choices miss single-score mastery, data dismissal, or lowered goal. The educator should continue monitoring and adjust instruction if needed. This keeps the plan individualized and focused on student access and progress.

31. C — Option C is best because performance may vary by context and support. It fits because multiple perspectives help explain differences without replacing other evidence. Other choices miss dismissal, home-only baseline, or automatic hierarchy. The educator should collect comparable information across settings. This keeps the plan individualized and focused on student access and progress.

32. A — Option A is best because transition data should lead to individualized postsecondary planning. It fits because information gaps can become instruction and referral activities. Other choices miss adult-only career choice, delayed planning, or behavior-only focus. The educator should connect the student's preference with concrete preparation. This keeps the plan individualized and focused on student access and progress.

33. D — Option D is best because students can use understandable data to guide action. It fits because reflection builds self-advocacy and self-efficacy. Other choices miss adult-only management, classification, or placement decisions. The educator should teach interpretation and evaluate the student's chosen strategy. This keeps the plan individualized and focused on student access and progress.

34. C — Option C is best because program decisions should consider response and feasibility. It fits because data can guide an adjustment without losing effective components. Other choices miss premature ending, rigid delivery, or lowered standards. The educator should adapt dosage or scheduling and continue monitoring. This keeps the plan individualized and focused on student access and progress.

35. B — Option B is best because technology decisions require a student-task-environment match. It fits because performance across contexts shows whether a tool improves access. Other choices miss cost-only choice, preference-only choice, or delayed assessment. The educator should observe use and select from evidence. This keeps the plan individualized and focused on student access and progress.

36. A — Option A is best because different measures may capture different contexts or skills. It fits because triangulation clarifies discrepancies before decisions. Other choices miss grade-only, probe-only, or data-dismissal conclusions. The educator should compare conditions and gather contextual evidence. This keeps the plan individualized and focused on student access and progress.

37. A — Option A is best because the target is awareness of sound patterns in spoken words. It fits because oral comparison and generation directly practice rhyme. Other choices miss writing mechanics, sight-word memorization, or silent reading. The educator should provide brief repeated practice with feedback. This keeps the plan individualized and focused on student access and progress.

38. C — Option C is best because individualized instruction should remain connected to meaningful curriculum. It fits because alignment preserves rigor while addressing barriers. Other choices miss unrelated topics, labels, or already-mastered skills. The educator should identify the standard and design targeted support. This keeps the plan individualized and focused on student access and progress.

39. B — Option B is best because vocabulary knowledge must transfer into content meaning. It fits because contextual practice connects words to concepts and expression. Other choices miss copying, spelling-only goals, or vocabulary avoidance. The educator should model use and require terms in meaningful explanations. This keeps the plan individualized and focused on student access and progress.

40. D — Option D is best because the need involves identifying importance rather than locating details. It fits because explicit comparison supports main-idea reasoning. Other choices miss copying, spelling-only practice, or first-sentence rules. The educator should model the process with varied passages. This keeps the plan individualized and focused on student access and progress.

41. B — Option B is best because the student needs a representation of fractional quantity. It fits because models make unlike denominators comparable. Other choices miss unrelated practice, abrupt abstraction, or removal. The educator should bridge visual models to symbolic comparison. This keeps the plan individualized and focused on student access and progress.

42. C — Option C is best because the data show a planning and organization need. It fits because explicit planning supports written composition without replacing it. Other choices miss unsupported length, mechanics-only grading, or permanent substitution. The educator should model planning and connect the outline to drafting. This keeps the plan individualized and focused on student access and progress.

43. D — Option D is best because UDL varies access while maintaining the essential learning target. It fits because multiple representations support participation and rigor. Other choices miss lowered target, rigid format, or exclusion. The educator should prepare accessible representations before instruction. This keeps the plan individualized and focused on student access and progress.

44. A — Option A is best because systematic instruction makes a complex routine teachable. It fits because gradual release builds accuracy and independence. Other choices miss unsupported practice, adult replacement, or removal. The educator should use modeling, guided practice, and independent checks. This keeps the plan individualized and focused on student access and progress.

45. A — Option A is best because repeated errors provide information about the missing process. It fits because specific feedback connects correction to the student's reasoning. Other choices miss unexplained volume, topic abandonment, or added difficulty. The educator should model the missing step and check transfer. This keeps the plan individualized and focused on student access and progress.

46. D — Option D is best because the student needs generalization across environments. It fits because varied practice and fading support functional transfer. Other choices miss single-setting practice, verbal overload, or goal removal. The educator should teach where the skill will actually be used. This keeps the plan individualized and focused on student access and progress.

47. B — Option B is best because communication access must occur in the setting where interaction is needed. It fits because partner modeling and opportunity support functional use. Other choices miss therapy-only access, peer replacement, or speech-only requirements. The educator should coordinate

communication routines across classes. This keeps the plan individualized and focused on student access and progress.

48. C — Option C is best because mobility access requires individualized instruction and safe practice. It fits because route rehearsal builds independence without relying on peers. Other choices miss indefinite peer dependence, exclusion, or one-time directions. The educator should coordinate with the appropriate mobility professional. This keeps the plan individualized and focused on student access and progress.

49. A — alternative teaching uses different group purposes at the same time. This fits because a smaller group can receive targeted instruction without removal from class. Other choices miss identical groups, observation-only roles, or rotating stations. The educator should Texas NES TExES Special Education Specialist EC-12 (186) Preparation Manual, Section 3, accessed 2026-09-08. This protects access and progress.

50. C — Option C is best because grouping should be responsive to instruction and learners. It fits because intentional groups increase access and productive interaction. Other choices miss permanent labels, random placement, or convenience-only planning. The educator should vary groups as the learning purpose changes. This keeps the plan individualized and focused on student access and progress.

51. B — Option B is best because a functional routine benefits from systematic task analysis. It fits because sequencing and reinforcement make progress measurable. Other choices miss adult completion, one-direction demands, or rare practice. The educator should practice the routine in authentic daily conditions. This keeps the plan individualized and focused on student access and progress.

52. D — Option D is best because community instruction occurs in the environment of use. It fits because authentic practice provides feedback on functional performance. Other choices miss coloring, passive video, or memorization alone. The educator should teach and monitor the routine in the community. This keeps the plan individualized and focused on student access and progress.

53. B — Option B is best because instruction should link student preference with employment needs. It fits because authentic work routines build relevant performance and self-advocacy. Other choices miss unrelated chores, adult-only job choice, or vocabulary alone. The educator should coordinate practice and fade assistance gradually. This keeps the plan individualized and focused on student access and progress.

54. A — Option A is best because self-advocacy requires explaining needs and supports. It fits because rehearsal and evidence support authentic participation. Other choices miss adult replacement, unsupported demands, or peer comparison. The educator should coach a student-led explanation using accessible data. This keeps the plan individualized and focused on student access and progress.

55. C — Option C is best because positive systems explicitly teach safe expected behavior. It fits because practice and feedback make the response predictable. Other choices miss consequence-only,

poster-only, or inconsistent procedures. The educator should teach the routine and acknowledge appropriate reporting. This keeps the plan individualized and focused on student access and progress.

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

57. A — Option A is best because early de-escalation prioritizes safety and reduced stimulation. It fits because calm predictable responses can prevent escalation. Other choices miss public lecture, added demands, or unplanned blocking. The educator should use documented crisis-prevention supports. This keeps the plan individualized and focused on student access and progress.

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

59. D — Option D is best because the student needs an accessible executive-function support. It fits because visual cues and fading transfer responsibility to the student. Other choices miss distant reminders, adult completion, or untaught consequences. The educator should teach the routine and monitor independent initiation. This keeps the plan individualized and focused on student access and progress.

60. C — Option C is best because environmental access and self-advocacy affect participation. It fits because reasonable support plus communication preserves inclusion. Other choices miss unsupported endurance, permanent removal, or lowered expectations. The educator should coordinate an individualized sensory and communication support. This keeps the plan individualized and focused on student access and progress.

61. B — Option B is best because an accommodation changes access conditions rather than the target. It fits because the student is measured on the same learning expectation. Other choices miss simpler content, fewer standards, or altered target. The educator should document and implement the support as specified. This keeps the plan individualized and focused on student access and progress.

62. D — Option D is best because transition instruction can be embedded in academic learning. It fits because authentic practice supports both mathematics and independence. Other choices miss separation, standards replacement, or worksheet-only work. The educator should align the routine with academic and transition objectives. This keeps the plan individualized and focused on student access and progress.

63. A — Option A is best because social communication can be taught in supported natural interactions. It fits because modeling and rehearsal connect skills to real exchanges. Other choices miss removal, untrained peers, or isolated vocabulary. The educator should coordinate a structured peer routine and monitor participation. This keeps the plan individualized and focused on student access and progress.

64. C — Option C is best because consultation begins with a shared instructional target. It fits because co-planning aligns access supports and assessment. Other choices miss separate 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. D — Option D is best because adult support should increase access without replacing instruction. It fits because planned prompting and fading preserve active student participation. Other choices miss adult authorship, no support, or unapproved goal changes. The educator should model the prompt and monitor independent writing. This keeps the plan individualized and focused on student access and progress.

66. C — Option C is best because co-teaching includes shared responsibility for learning evidence. It fits because common criteria make supports and outcomes coherent. Other choices miss uncoordinated criteria, behavior-only roles, or delayed discussion. The educator should define roles and evidence before instruction begins. This keeps the plan individualized and focused on student access and progress.

67. A — Option A is best because parallel teaching divides students while preserving a shared target. It fits because smaller groups increase response opportunities and feedback. Other choices miss observation-only roles, fixed low group, or removal. The educator should plan equivalent instruction and vary models over time. This keeps the plan individualized and focused on student access and progress.

68. B — Option B is best because related-service recommendations need classroom collaboration. It fits because demonstration connects professional advice to actual context. Other choices miss dismissal, unmonitored use, or peer decision making. The educator should observe, adapt, and monitor the routine with the SLP. This keeps the plan individualized and focused on student access and progress.

69. D — Option D is best because meaningful family collaboration requires two-way understanding. It fits because family information improves contextual fit. Other choices miss English-only materials, child interpretation, or predecided plans. The educator should arrange language support and revise collaboratively. This keeps the plan individualized and focused on student access and progress.

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

71. C — Option C is best because professional learning should connect reflection with student outcomes. It fits because a focused goal permits implementation and review. Other choices miss attendance-only, vague, or copied goals. The educator should define practice, evidence, timeline, and reflection. This keeps the plan individualized and focused on student access and progress.

72. A — Option A is best because collaboration must preserve privacy and legitimate access. It fits because minimum-necessary secure sharing supports instruction. Other choices miss mass email, public posting, or peer access. The educator should use approved channels and relevant details only. This keeps the plan individualized and focused on student access and progress.

73. D — Option D is best because advocacy addresses access beyond the academic classroom. It fits because supports can preserve authentic participation. Other choices miss separate activity, unsupported participation, or exclusion. The educator should plan access with the student and sponsor. This keeps the plan individualized and focused on student access and progress.

74. B — Option B is best because professional documentation must be accurate and evidence based. It fits because source review protects students and reporting integrity. Other choices miss conflict avoidance, label-based estimation, or total refusal. The educator should clarify roles and correct the report before submission. This keeps the plan individualized and focused on student access and progress.

75. A — Option A is best because the schedule must implement the current IEP. It fits because team coordination prevents service gaps. Other choices miss student complaint, convenience, or undocumented change. The educator should audit services and document the 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. Other choices miss automatic disclosure, delayed contact, or agency-only choice. The educator should invite the agency appropriately and document its role. This keeps the plan individualized and focused on student access and progress.

77. B — Option B is best because resource sharing should support informed family action. It fits because clear relevant information improves follow-through. Other choices miss unmatched lists, forced choice, or family-only navigation. The educator should review options and clarify how to begin. This keeps the plan individualized and focused on student access and progress.

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

79. D — Option D is best because reflection should lead to evidence-based individualization. It fits because student response indicates the need for a better match. Other choices miss unchanged use, total removal, or universal assignment. The educator should review data and revise the support. This keeps the plan individualized and focused on student access and progress.

80. C — Option C is best because professional disagreement should be addressed through evidence. It fits because shared observation clarifies the intervention's effects. Other choices miss seniority, unsupported choice, or delay. The educator should define the question and collect comparable evidence. This keeps the plan individualized and focused on student access and progress.

81. C — Option C is best because staff need role clarity and relevant professional development. It fits because training promotes consistent safe access. Other choices miss trial and error, behavior-only assignment, or student training. The educator should coordinate instruction and monitor implementation. This keeps the plan individualized and focused on student access and progress.

82. B — Option B is best because the data show a fluency need alongside comprehension strength. It fits because instruction and access support address different parts of the profile. Other choices miss lowered target, permanent removal, or mismatched worksheets. The educator should monitor fluency and content comprehension separately. This keeps the plan individualized and focused on student access and progress.

83. A — Option A is best because the sample shows a specific organization need and a content strength. It fits because instruction can add structure without discarding reasoning. Other choices miss spelling-only grading, permanent substitution, or unsupported length. The educator should model transitions and guide revision. This keeps the plan individualized and focused on student access and progress.

84. D — Option D is best because the discrepancy separates procedure from problem interpretation. It fits because structure analysis can guide operation choice. Other choices miss speed-only practice, removal, or answer-only review. The educator should teach problem types and monitor reasoning steps. This keeps the plan individualized and focused on student access and progress.

85. B — Option B is best because the pattern connects behavior with a modifiable antecedent. It fits because access analysis can guide prevention and replacement skills. Other choices miss randomness, label-only explanation, or total elimination. The educator should use concise visual directions and monitor behavior. This keeps the plan individualized and focused on student access and progress.

86. C — Option C is best because outcomes require interpretable implementation. It fits because fidelity correction permits a fair test. Other choices miss premature labeling, lowered criteria, or stopped monitoring. The educator should retrain staff and review fidelity with outcomes. This keeps the plan individualized and focused on student access and progress.

87. A — Option A is best because performance can vary with context and generalization. It fits because cross-setting comparison identifies barriers to transfer. Other choices miss single-setting conclusion, global deficit, or relabeling. The educator should teach the routine in both contexts and monitor independence. This keeps the plan individualized and focused on student access and progress.

88. D — Option D is best because timing and access affect observed communication performance. It fits because wait time allows independent demonstration of knowledge. Other choices miss speed demands, peer replacement, or avoidance. The educator should coordinate communication supports across settings. This keeps the plan individualized and focused on student access and progress.

89. A — Option A is best because the recommendation links preference, need, and outcome. It fits because transition services build skills related to the postschool goal. Other choices miss delayed planning, unrelated activity, or convenience. The educator should connect literacy instruction to authentic training. This keeps the plan individualized and focused on student access and progress.

90. C — Option C is best because the evidence suggests access difficulty rather than concept difficulty. It fits because equivalent representation preserves the 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.

91. D — Option D is best because the data show a prompt-dependence and transfer need. It fits because planned fading tests independent skill use. Other choices miss prompt escalation, assumed mastery, or goal removal. The educator should reduce support gradually and collect independent probes. This keeps the plan individualized and focused on student access and progress.

92. B — Option B is best because different conditions may explain the performance discrepancy. It fits because task analysis supports a targeted transfer plan. Other choices miss single-condition conclusions or blind averaging. The educator should compare conditions and teach the strategy in centers. This keeps the plan individualized and focused on student access and progress.

93. B — Option B is best because context can influence observed performance. It fits because repeated data with notes support responsible interpretation. Other choices miss highest-only, lowest-only, or data abandonment. The educator should collect comparable measures and document conditions. This keeps the plan individualized and focused on student access and progress. The team should review data and adjust supports.

94. C — Option C is best because error analysis identifies organization as the teachable need. It fits because instruction can add structure while retaining content. Other choices miss global judgment, spelling-only focus, or permanent replacement. The educator should use models and guided revision. This keeps the plan individualized and focused on student access and progress.

95. D — Option D is best because success in one genre provides a transfer starting point. It fits because task analysis identifies different planning requirements. Other choices miss abandonment, rigid reuse, or deficit assumptions. The educator should adapt the organizer to explanatory structure. This keeps the plan individualized and focused on student access and progress.

96. A — Option A is best because the pattern suggests a function related to task conditions. It fits because antecedent and consequence data support a testable hypothesis. Other choices miss label-only reasoning, universal attention, or total removal. The educator should adjust access and teach help or break communication. This keeps the plan individualized and focused on student access and progress.

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

98. C — Option C is best because the support may help under specific conditions. It fits because cross-setting fidelity and outcomes clarify the effect. Other choices miss premature stopping, abrupt removal, or dismissal. The educator should train staff and compare data across classes. This keeps the plan individualized and focused on student access and progress.

99. D — Option D is best because inconsistent delivery limits conclusions about the intervention. It fits because comparable implementation allows a fair response evaluation. Other choices miss premature labeling, lowered goals, or stopped monitoring. The educator should clarify steps and collect consistent data. This keeps the plan individualized and focused on student access and progress.

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