

PRACTICE EXAM 10: TEXES SPECIAL EDUCATION SPECIALIST EC-12 (186) SIMULATION (100 QUESTIONS)

This original 100-question practice exam is organized across the five official TExES 186 content domains. For a full-session simulation, allow up to five hours, the official test time. The official examination includes 90 selected-response questions and one constructed-response question; this companion practice set uses 100 selected-response items. Score one point for each correct answer and review the explanations after completing the test. The current Texas passing standard is set by TEA under 19 TAC 151.1001; confirm the current standard before testing.

1. A campus receives repeated reports that a first-grade student struggles to follow oral directions and has made little progress despite documented classroom interventions. What is the special education teacher's most appropriate Child Find response?
 - A. Continue classroom interventions indefinitely before considering an evaluation.
 - B. Initiate the district's referral and evaluation procedures without waiting for a parent to request testing.
 - C. Require a medical diagnosis before the school may evaluate the student.
 - D. Place the student in special education immediately without an evaluation.

2. Which Individualized Education Program design best reflects the educational benefit standard associated with *Endrew F. v. Douglas County School District*?
 - A. Identical annual goals for every student with the same disability label.
 - B. Any goal that produces minimal progress, regardless of the student's capability.
 - C. Goals chosen mainly because they are easy to measure across the entire campus.
 - D. Ambitious, appropriately challenging goals tied to the student's circumstances and progress data.

3. A student has an impairment that substantially limits a major life activity but does not meet IDEA eligibility criteria. Which support is most appropriate?

- A. A Section 504 plan describing the aids and services needed for equal access.
- B. An IEP with specially designed instruction under IDEA.
- C. An IFSP that must remain in effect through high school.
- D. A manifestation determination meeting before any support is provided.

4. A general education teacher asks about a student's disability while standing in a busy staff lounge. What should the special education teacher do?

- A. Give the teacher the complete eligibility folder so no detail is omitted.
- B. Refuse to discuss the student with any general education teacher.
- C. Move the discussion to a private setting and share only information needed to implement the student's plan.
- D. Discuss the disability openly because all school employees are automatically authorized.

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

- A. A school-course schedule organized around grade-level academic standards.
- B. A discipline plan based primarily on office-referral consequences.
- C. A high-school transition plan focused on employment and graduation credits.
- D. Family-centered outcomes and coordinated services delivered in natural environments when appropriate.

6. A parent cannot attend an ARD committee meeting at the proposed time. Which action best supports legal and collaborative participation?

- A. Hold the meeting immediately and tell the parent to accept the decisions later.
- B. Ask the student to replace the parent as the required family participant.
- C. Make reasonable efforts to arrange a mutually agreeable time or another participation method and document those efforts.
- D. Cancel all services until the parent can attend in person.

7. When determining a student's placement, which action best reflects the least restrictive environment requirement?

- A. Place the student in a separate classroom whenever disability is significant.
- B. Consider supplementary aids and services in general education before moving to a more restrictive setting.
- C. Use the setting preferred by the teacher without reviewing needed supports.
- D. Choose the most restrictive setting first and remove supports only if it fails.

8. Which evaluation conclusion is most consistent with identifying a specific learning disability under IDEA?

- A. The student shows inadequate achievement, needs specially designed instruction, and the difficulties are not primarily explained by exclusionary factors.
- B. The student earns low grades once, so a disability is automatically established.
- C. The student has a medical diagnosis, so school-based evaluation is unnecessary.
- D. The student is an English learner, so disability identification is prohibited.

9. Which practice best reflects appropriate transition planning for a student approaching postsecondary decision making?

- A. Use age-appropriate transition assessment data to develop measurable postsecondary goals and coordinated services.
- B. Choose a career goal based only on the disability category listed in records.
- C. Wait until the final semester of school to ask about the student's interests.
- D. Write a broad goal such as 'will be successful' without services or measures.

10. Which action best prepares a student for the transfer of educational decision-making rights?

- A. Keep the student out of meetings so adults can make decisions efficiently.

- B. Ask the parent to make all future requests on the student's behalf.
- C. Wait until a dispute occurs before explaining the student's participation rights.
- D. Teach the student how to explain strengths, request supports, and participate in decisions before rights transfer.

11. A student who previously performed adequately shows a sudden decline after a community trauma. Which response is most appropriate?

- A. Assume the sudden decline proves a learning disability and change placement immediately.
- B. Treat the behavior as intentional defiance without asking about context.
- C. Collect learning history, cross-setting data, and trauma-informed observations before inferring a disability.
- D. Ignore the change because trauma cannot affect academic performance.

12. A middle-school student with executive-function weaknesses forgets materials and loses track of multistep assignments. Which support is most appropriate?

- A. Remove all multistep work so the student never has to plan.
- B. Use external organization cues, chunked directions, and gradual release toward independent planning.
- C. Give one reminder at the start of the year and expect permanent independence.
- D. Lower every academic standard because organization is difficult.

13. A multilingual learner is struggling with reading comprehension in English. Which evaluation practice is most defensible?

- A. Identify a disability from English scores alone without reviewing language history.
- B. Use language-appropriate measures and bilingual expertise to distinguish language acquisition from disability.
- C. Delay all assessment until the student speaks English like a native speaker.
- D. Compare the student only with English-speaking peers who have no language difference.

14. A teacher discovers that a listed accommodation has not been provided during several assignments. What is the most appropriate first response?

- A. Provide the accommodation, document the implementation barrier, and coordinate with staff to restore faithful IEP implementation.
- B. Wait for the next annual meeting before addressing the missed support.
- C. Remove the accommodation because it was inconvenient for the class schedule.
- D. Tell the student to request the accommodation each time without adult action.

15. When an ARD committee discusses graduation planning, which consideration is most important?

- A. Select the same graduation route used by most students on the campus.
- B. Choose a route based only on the student's disability label.
- C. Delay planning until the student has completed every required course.
- D. Align the student's goals, credits, standards, supports, and postsecondary plans with student and family input.

16. After a proposed disciplinary change in placement, which question is central to a manifestation determination review?

- A. Whether the student has ever received a classroom consequence before.
- B. Whether the teacher believes the conduct was disrespectful.
- C. Whether the conduct was related to the disability or resulted from a failure to implement the IEP.
- D. Whether the student's grades were above the campus average.

17. Which action best reflects disability access obligations under Section 504 and the ADA?

- A. Excuse the student from all essential requirements whenever an impairment exists.
- B. Provide support only if the student also qualifies for IDEA special education.
- C. Use the same instructional access for every student regardless of documented barriers.
- D. Remove access barriers and provide reasonable accommodations without unnecessarily changing essential program expectations.

18. Which classroom practice best protects the dignity of a student receiving special education services?

- A. Use respectful language, provide private correction, and include the student's preferences in support decisions.
- B. Discuss the student's weaknesses publicly so classmates understand the expectations.
- C. Use a disability label as a nickname to make classroom communication faster.
- D. Make all decisions privately without explaining supports to the student.

19. A teacher gives a brief exit ticket and uses the results to plan tomorrow's small groups. What type of assessment is this?

- A. Summative assessment used to determine final mastery after instruction.
- B. Diagnostic evaluation used only to establish IDEA eligibility.
- C. Formative assessment used to adjust instruction during learning.
- D. Norm-referenced assessment used to compare students nationally.

20. Before beginning a new reading intervention, which step establishes the most useful baseline?

- A. Use one informal impression from a teacher who has not observed the skill.
- B. Collect repeated direct measures of the target skill under typical conditions before instruction begins.
- C. Wait until the intervention ends and then estimate the student's starting point.
- D. Compare the student with a classmate who has different instructional history.

21. Which combination provides the strongest basis for a program-planning decision?

- A. A single standardized score interpreted without classroom context.
- B. The student's disability label and a teacher's general impression.
- C. Parent concerns alone without direct measures of the target skill.
- D. Standardized results, classroom work samples, observations, progress data, and family or student input.

22. A student reads 24, 30, and 36 words correctly across three weekly probes. What is the average increase per week?

- A. 6 words correct per week.
- B. 4 words correct per week.
- C. 8 words correct per week.
- D. 10 words correct per week.

23. Which annual goal is written in a measurable form?

- A. The student will improve sight-word reading and try harder.
- B. Given 20 sight words, read at least 18 accurately in four of five probes by review.
- C. The student will participate in sight-word activities during reading class.
- D. The teacher will provide additional sight-word practice every week.

24. During an assessment of grade-level mathematics problem solving, which example is an accommodation rather than a modification?

- A. Replacing grade-level problems with computation at an earlier standard.
- B. Reducing the number of concepts the student is expected to learn.
- C. Allowing the student to use text-to-speech for directions while keeping the same mathematics target.
- D. Changing the success criterion from solving accurately to merely attempting.

25. A student answers 18 of 24 reading items correctly. What percentage of items did the student answer correctly?

- A. 75%.
- B. 70%.
- C. 72%.
- D. 80%.

26. Which practice best helps a student use assessment data to build self-monitoring?

- A. Keep all data private so the student is not distracted by performance.
- B. Tell the student only whether the result was good or bad.
- C. Have the student graph weekly performance, compare it with the goal, and choose a strategy with teacher guidance.
- D. Give the student a score without explaining the target or next step.

27. A student uses an AAC device inconsistently during classroom discussion. Which collaboration is most appropriate?

- A. Require the student to speak orally during every discussion.
- B. Ask the speech-language pathologist to help assess communication functions and embed agreed supports in instruction.
- C. Remove the device because inconsistent use proves it is ineffective.
- D. Wait for an annual meeting before adapting communication opportunities.

28. When auditing a student's schedule, what evidence most directly checks whether services and placement match the IEP?

- A. Compare the student's schedule with the most popular schedule on campus.
- B. Count only the student's elective classes and ignore service periods.
- C. Ask the student whether the schedule feels convenient without reviewing records.
- D. Compare the actual schedule and service minutes with the IEP and confirm access to nondisabled peers as planned.

29. Which data pattern most strongly supports changing an intervention rather than simply continuing it unchanged?

- A. One low score followed by immediate improvement without a change in instruction.

- B. A high score on a task that is unrelated to the intervention target.
- C. Four weeks of stable low performance despite documented intervention fidelity.
- D. Two missing probes during a week when the intervention was not delivered.

30. A progress-monitoring series contains scores of 4, 6, 7, and 9. What is the median score?

- A. 6.5.
- B. 6.
- C. 7.
- D. 5.5.

31. Which description best belongs in the present levels section of an IEP?

- A. A list of services without evidence of current performance.
- B. Current performance, strengths, needs, baseline evidence, and the effect of the disability on access and progress.
- C. A broad statement that the student needs help in every subject.
- D. A future career choice without present academic or functional information.

32. Which information would be most useful in a transition assessment for a student interested in community employment?

- A. Only the student's most recent reading grade.
- B. A disability label with no information about preferences or performance.
- C. A list of jobs selected by adults without student input.
- D. Interest and strength inventories, work samples, observations across settings, and student preference information.

33. Which evaluation practice is most culturally and linguistically responsive?

- A. Translate one test and treat the translated score as the complete evaluation.

- B. Use an interpreter only after the eligibility decision has been made.
- C. Compare the student with peers from a different language and instructional background.
- D. Use valid measures, appropriate language supports, multiple data sources, and a review of instruction and language history.

34. Which data-collection plan is best for understanding why a student frequently leaves independent work?

- A. Record only whether the teacher felt the behavior was disrespectful.
- B. Define the behavior observably and record antecedents, behavior, consequences, setting events, and timing.
- C. Use a clear operational definition and collect context-linked observations.
- D. Count office referrals without recording what happened before the behavior.

35. A student's baseline is 5 correct responses out of 10, and the goal is 8 out of 10. What is the increase in percentage points?

- A. 20 percentage points.
- B. 25 percentage points.
- C. 30 percentage points.
- D. 40 percentage points.

36. Which progress report is most useful to a parent who is reviewing an IEP reading goal?

- A. A plain-language comparison of current data with the goal, explanation of next steps, and an invitation for questions.
- B. A raw score with no explanation of the goal or context.
- C. A technical report that lists assessments without describing progress.
- D. A statement that the student is doing fine without supporting evidence.

37. A student receiving special education services is working toward a grade-level Texas Essential Knowledge and Skills target. Which instructional decision is most appropriate?

- A. Replace the target with unrelated life-skills work without reviewing need.
- B. Give the student the same lesson and materials without supports.
- C. Keep the grade-level target while adjusting explicit instruction, scaffolds, materials, and response options from data.
- D. Remove the target because disability makes grade-level learning impossible.

38. Which practice best supports early literacy for a preschool child receiving special education services?

- A. Use lengthy worksheets that replace play and conversation throughout the day.
- B. Wait for formal reading instruction in elementary school before teaching sound awareness.
- C. Teach isolated letter names without connecting them to communication or meaning.
- D. Embed explicit phonological-awareness and oral-language opportunities in play, routines, and interactive story reading.

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

- A. Providing extended time while preserving the same grade-level learning target and success criterion.
- B. Replacing grade-level text with material written several grades below the target.
- C. Reducing the number of standards the student is expected to master.
- D. Changing the task so the student demonstrates a less complex skill.

40. Which planning decision best reflects Universal Design for Learning?

- A. Teach one format and add accommodations only after students fail.
- B. Plan multiple means of engagement, representation, and action or expression from the beginning of instruction.
- C. Create a separate lesson for every student before identifying common goals.
- D. Allow students to avoid challenging content whenever a format is difficult.

41. Which sequence best describes explicit, systematic instruction for a new academic skill?

- A. Assign independent work first and explain the skill only after errors occur.
- B. Model the skill, guide practice with feedback, and gradually release students to independent practice.
- C. Model once, move immediately to a test, and accept guessing as practice.
- D. Let students discover every step without prompts or corrective feedback.

42. A student with a reading disability is learning the same science concept as classmates. Which response maintains high expectations?

- A. Use grade-level content with accessible text, explicit vocabulary instruction, and a supported way to demonstrate understanding.
- B. Assign unrelated coloring work while classmates study the science concept.
- C. Excuse the student from the concept because reading is difficult.
- D. Lower the science objective automatically without reviewing data or need.

43. Which grouping practice is most responsive to changing student needs?

- A. Keep students in permanent groups based on disability labels.
- B. Group students only by friendship so participation feels comfortable.
- C. Use flexible groups based on current performance data and regroup as evidence shows different needs.
- D. Use one whole-group lesson regardless of performance differences.

44. Which example is a low-tech assistive technology support?

- A. A tablet application that converts speech to text.
- B. A powered speech-generating device with voice output.
- C. A computerized eye-gaze system used for written responses.
- D. A laminated visual schedule with removable icons for classroom routines.

45. A student can solve a budgeting problem in resource class but not at a school store. Which teaching plan best promotes generalization?

- A. Repeat the same worksheet in the resource room until it is memorized.
- B. Practice with varied people, materials, and settings while fading prompts and checking independent use.
- C. Provide the answer whenever the student hesitates in a community setting.
- D. Wait for the student to generalize the skill without practice outside class.

46. Which approach is most appropriate for a student with high support needs participating in a general education lesson?

- A. Provide age-appropriate, grade-connected content with systematic supports and alternative response modes.
- B. Use only infant-level materials because the student needs extensive support.
- C. Remove the student from all grade-level experiences to simplify planning.
- D. Require the same response format even when it blocks communication.

47. A student's transition goal involves preparing a simple meal independently. Which classroom activity is most instructionally aligned?

- A. Assign a worksheet about unrelated food vocabulary.
- B. Discuss future employment without practicing the required skills.
- C. Teach sequencing, safety, measuring, and communication during an authentic cooking routine with fading prompts.
- D. Complete the entire routine for the student so the task is error free.

48. Which classroom routine best supports safe and predictable transitions for a student who becomes anxious when activities change?

- A. Use a visual schedule, pre-correction, a taught transition routine, and reinforcement for independent movement.
- B. Change the schedule without warning so the student learns flexibility through surprise.
- C. Give repeated verbal warnings but no visual or practiced routine.

D. Allow the student to avoid every transition that causes discomfort.

49. Which classroom practice is most consistent with positive behavioral interventions and supports?

- A. Wait for repeated problem behavior before explaining expectations.
- B. Use the same consequence for every behavior regardless of function.
- C. Remove challenging students from instruction without teaching replacement behavior.
- D. Define, teach, and acknowledge expectations, then use behavior data to select and adjust tiered supports.

50. A student begins yelling and pushing materials during a difficult task. Which response is most appropriate for immediate de-escalation?

- A. Argue about the student's behavior until the student admits fault.
- B. Add more verbal directions and require immediate eye contact.
- C. Threaten a larger consequence to force compliance during escalation.
- D. Reduce stimulation, use calm brief language, provide space and safety, and follow the student's crisis plan.

51. What is the primary purpose of analyzing antecedent, behavior, and consequence information in a functional behavioral assessment?

- A. Assign a fixed consequence without examining context.
- B. Use ABC patterns to identify function and teach a replacement behavior.
- C. Determine which disability label best explains the behavior.
- D. Measure academic mastery without recording behavior conditions.

52. Which component is essential in a function-based behavior intervention plan?

- A. A punishment schedule that is unrelated to why the behavior occurs.
- B. A rule that tells staff to ignore all behavior in every setting.

- C. A replacement behavior that meets the same need, with explicit teaching, reinforcement, and progress data.
- D. A consequence selected before the team collects functional information.

53. Which data should a team review to evaluate whether a behavior intervention plan is working?

- A. Only whether the student received a consequence.
- B. Changes in behavior frequency, duration, or intensity together with implementation-fidelity information.
- C. Teacher impressions without an operational definition or baseline.
- D. A single successful day selected by the team.

54. Which teaching sequence best develops a student's social skill for joining a group activity?

- A. Tell the student to be social and wait for spontaneous improvement.
- B. Correct every mistake publicly so classmates can model the expected response.
- C. Model the skill, rehearse it with feedback, and practice across settings with prompts gradually faded.
- D. Provide a script once but never practice it in a real activity.

55. In a grade-level math lesson, which support is an accommodation?

- A. Replacing grade-level problems with counting objects below the course target.
- B. Reducing the expected standard from multi-step reasoning to one-step recall.
- C. Changing the task so correct copying counts as mathematical understanding.
- D. Reading the directions aloud while the student solves the same grade-level problems independently.

56. When a proposed modification changes the content a student is expected to master, what should the team consider?

- A. How the modified curriculum affects the student's graduation pathway and document the individualized decision with the family and student.

- B. Assume modifications never affect future options or credential planning.
- C. Keep the modification informal so it does not need to be discussed.
- D. Use the modification for every assignment without reviewing its purpose.

57. Which approach best teaches a student to use public transportation as part of community-based instruction?

- A. Discuss bus routes abstractly without traveling or practicing safety skills.
- B. Use task analysis, direct practice, safety instruction, prompts, fading, and data on independent steps.
- C. Have an adult complete each step so the student experiences no errors.
- D. Practice only on a worksheet and assume the routine will transfer.

58. Which student behavior best demonstrates self-advocacy?

- A. The student waits silently for adults to decide which support is needed.
- B. The student refuses every difficult task without explaining the barrier.
- C. The student repeats a teacher-written statement without understanding it.
- D. The student explains a learning strength, requests a needed support, and describes how the support helps.

59. A student is learning a four-step locker routine. Which instructional approach is most appropriate?

- A. Break the routine into observable steps, teach the sequence, and collect step-level independence data.
- B. Teach only the final outcome and ignore which step causes difficulty.
- C. Practice the routine once and judge mastery from completion time alone.
- D. Complete the routine for the student until the student watches accurately.

60. A student communicates reliably using a speech-generating device. Which teaching practice is most appropriate?

- A. Require speech before acknowledging any message from the student.

- B. Restrict the device to therapy sessions so classroom routines remain simple.
- C. Honor the device as a valid communication mode, provide wait time, and train partners to support responses.
- D. Answer for the student whenever the device response is slow.

61. Which plan best integrates assistive technology into daily instruction?

- A. Choose the newest device and expect the student to learn it independently.
- B. Use the tool only during evaluations so it does not change classroom habits.
- C. Keep the device available but never collect data on whether it helps.
- D. Select the tool for a specific task, teach the student and partners to use it, embed it routinely, and monitor impact.

62. An inclusive history class has students who need different reading supports but share one learning target. Which approach is most appropriate?

- A. Separate students by disability for the entire unit regardless of the target.
- B. Give every student identical text and remove discussion supports.
- C. Use station teaching so both teachers provide targeted practice while maintaining the common history objective.
- D. Assign the special education teacher to circulate without planned instruction.

63. Which material design best improves access to a grade-level digital text?

- A. Provide navigable text, readable formatting, relevant visuals, alternative response options, and the same learning intent.
- B. Replace the text with unrelated entertainment so reading is no longer required.
- C. Add decorative images that do not clarify meaning or navigation.
- D. Require one response format even when it blocks the student's communication.

64. Two teachers each instruct half of an inclusive class on the same objective while using different examples. Which co-teaching model is this?

- A. One teach, one observe.
- B. Parallel teaching.
- C. Alternative teaching.
- D. Team teaching.

65. Which practice best reflects effective supervision of a paraprofessional?

- A. Clarify responsibilities, model supports, observe implementation, provide private feedback, and retain teacher accountability.
- B. Ask the paraprofessional to design the student's IEP independently.
- C. Give general directions once and avoid checking implementation.
- D. Assign all difficult instruction to the paraprofessional without collaboration.

66. Which action best supports collaboration between a special education and general education teacher?

- A. Send accommodations after the lesson so the general teacher can apply them later.
- B. Ask the general teacher to manage all instruction for the student.
- C. Co-plan the shared target, anticipate barriers, align supports, and review student data together.
- D. Discuss only behavior incidents and omit academic planning.

67. A student's speech and occupational therapy strategies are not appearing in classroom routines. What should the special education teacher do?

- A. Ask the teacher to imitate therapy techniques without consulting the provider.
- B. Keep related services separate so classroom staff do not change instruction.
- C. Wait until the student fails the annual goal before discussing coordination.
- D. Coordinate with providers to embed agreed strategies in daily routines while respecting each provider's role.

68. Which practice best supports collaboration with a family whose preferred language differs from the school's?

- A. Ask a sibling to interpret confidential educational information.
- B. Use the family's preferred language or a qualified interpreter, listen to family knowledge, and share decisions accessibly.
- C. Use technical English and provide a translated summary only if requested later.
- D. Speak only with the student so communication remains efficient.

69. Which action demonstrates effective advocacy for a student whose schedule omits a needed support?

- A. Complain publicly about the campus before gathering records.
- B. Change the schedule independently without notifying the team.
- C. Wait for someone else to notice the problem during an annual review.
- D. Present the documented barrier, explain its impact, propose a feasible correction, and include student and family voice.

70. Which professional learning goal is most likely to improve student outcomes?

- A. Attend a general workshop because its topic is popular with staff.
- B. Collect certificates without changing instruction or reviewing results.
- C. Use student data to identify a decoding-instruction gap, study a targeted method, implement it, and measure impact.
- D. Choose a strategy based on personal preference without student evidence.

71. A student's IEP services conflict with the master schedule. Which collaboration is most appropriate?

- A. Review the schedule with administrators, counselors, and providers, then correct the conflict while preserving the IEP and LRE.
- B. Ask the student to miss the service whenever another class is more popular.
- C. Change service minutes informally so the schedule looks balanced.
- D. Leave the conflict unresolved until the next annual ARD meeting.

72. When transition needs suggest that an outside agency may provide services, what is the most appropriate team action?

- A. Refer the student without consent and share the complete school record.
- B. With required consent and student or family participation, invite the agency and coordinate responsibilities in the transition plan.
- C. Wait until graduation to tell the agency about the student's needs.
- D. Ask the agency to design the IEP without school or family participation.

73. A community partner asks for a student's full eligibility folder to plan a work experience. What should the teacher do?

- A. Send the complete folder immediately because the partner is helping the school.
- B. Refuse all collaboration even after the family provides written consent.
- C. Post the records in a shared drive that all community partners can access.
- D. Share only necessary information through an authorized process after confirming consent and the partner's role.

74. Which co-planning step should occur first when two teachers are preparing an inclusive lesson?

- A. Assign one teacher to manage behavior before discussing the lesson goal.
- B. Agree on the essential learning target and success evidence before selecting differentiated supports.
- C. Choose separate activities without identifying shared content.
- D. Select technology first and decide the learning target afterward.

75. Which preparation best supports a student who wants to participate actively in an ARD meeting?

- A. Rehearse strengths, goals, needed supports, and questions, then offer communication choices during the meeting.
- B. Write the student's statement without discussing it with the student.
- C. Ask the student to attend but prohibit speaking to save time.
- D. Tell the student to agree with adults because they know the program best.

76. A teacher is concerned that a colleague is discussing confidential student information on social media. What is the most professional response?

- A. Join the online discussion to correct the colleague in front of others.
- B. Ignore the concern because it occurred outside school hours.
- C. Document the concern and use the district's supervisory or reporting process rather than posting about it publicly.
- D. Forward the post to families so they can decide whether it is harmful.

77. Which action best supports inclusive participation in an extracurricular activity?

- A. Coordinate needed accommodations with the activity staff and provide access alongside peers whenever appropriate.
- B. Exclude the student unless the student can participate without any support.
- C. Create a separate activity automatically even when the student wants to join peers.
- D. Ask the student to bring all needed support without adult coordination.

78. Which feedback is most appropriate when a paraprofessional is not using a prompting procedure consistently?

- A. Correct the paraprofessional publicly during instruction so the issue is visible.
- B. Say only that the support is not working without explaining the concern.
- C. Give private, specific feedback tied to the agreed procedure and student data, then invite the paraprofessional's perspective.
- D. Take over every task permanently instead of coaching implementation.

79. Which communication is most useful when connecting a family with a community resource?

- A. Send a long list of agencies without explaining which may fit the family's need.

- B. Provide accessible, relevant information in the family's preferred language and follow up to learn whether the resource helped.
- C. Tell the family to search online without offering contact information.
- D. Recommend a service based only on what another family used.

80. Which practice best supports a multidisciplinary team planning instruction for a student with communication and motor needs?

- A. Ask each specialist to write a separate plan without coordination.
- B. Use the classroom teacher's opinion as the only source of information.
- C. Wait until the student fails before inviting related service input.
- D. Define roles, share relevant data, integrate recommendations into one plan, and review implementation together.

81. Which professional learning cycle is most likely to improve a special education teacher's practice?

- A. Read broadly without applying a strategy or reviewing student response.
- B. Identify a student need, learn a targeted strategy, implement it, examine evidence, and refine instruction.
- C. Adopt a strategy permanently after one successful lesson.
- D. Choose training only because it requires no change to current practice.

82. A student earns 85% on oral responses but 52% on written responses, and work samples show difficulty organizing ideas. What is the strongest interpretation?

- A. The student lacks understanding because the written score is lower.
- B. The student should be excused from all writing tasks permanently.
- C. The oral score should be ignored because only written work matters.
- D. The student has an expressive strength orally and a written-organization need that should guide instruction.

83. A student reads grade-level words accurately but answers few inferential questions. Which analysis is most accurate?

- A. Word-level accuracy is a strength, while making inferences from text is a targeted comprehension need.
- B. The student has a global reading disability because any missed question proves weakness.
- C. The student has no reading need because decoding is accurate.
- D. The student needs faster decoding practice even though word reading is accurate.

84. A student confuses several graphemes with similar sounds across word-reading probes. Which recommendation is most directly supported?

- A. Assign independent silent reading without teaching the error pattern.
- B. Focus only on handwriting neatness because the student is young.
- C. Provide explicit phoneme-grapheme mapping instruction with guided practice and cumulative review.
- D. Increase reading volume without providing corrective feedback.

85. Which progress-monitoring plan best evaluates whether a new reading intervention is effective?

- A. Use brief probes of the same target skill at regular intervals, graph results, and apply a decision rule.
- B. Wait until the annual review and rely on memory of classroom performance.
- C. Use a different skill on every probe so the student cannot anticipate the task.
- D. Collect only a final test score without recording implementation.

86. Weekly reading percentages are 55, 60, 66, and 72. What is the approximate average gain per interval?

- A. 3.5 percentage points.
- B. 5.67 percentage points (approximately 5.7).
- C. 7.0 percentage points.
- D. 8.5 percentage points.

87. Which statement correctly distinguishes qualitative and quantitative data in a student analysis?

- A. Both observation notes and percentage correct are qualitative because teachers collected them.
- B. Observation notes are quantitative because they come from a classroom setting.
- C. Percentage correct is qualitative because it describes student performance.
- D. Observation notes describing strategy use are qualitative, while percentage correct is quantitative.

88. A student misses multi-step word problems mainly when the language is dense, but solves computation accurately. What should the teacher do first?

- A. Provide only more computation drills because calculation is the strongest skill.
- B. Remove word problems and teach isolated vocabulary without problem solving.
- C. Use error analysis to teach problem-language and planning strategies while preserving the computation strength.
- D. Lower the mathematics target without examining the language pattern.

89. A student reads accurately, answers literal questions, but struggles to explain evidence for an inference. Which recommendation is best?

- A. Increase decoding practice even though word accuracy is already strong.
- B. Ask the student to reread silently without modeling how to infer.
- C. Teach an explicit comprehension routine for identifying clues, connecting them, and citing evidence.
- D. Replace grade-level text with unrelated worksheets without teaching reasoning.

90. A functional assessment shows that a student calls out to obtain adult attention. Which intervention is most defensible?

- A. Ignore every communication attempt, including appropriate requests.
- B. Increase reprimands after calling out without teaching a replacement.
- C. Remove the student from instruction whenever attention is requested.

D. Teach a functional attention request, reinforce it, and reduce attention for calling out.

91. A student's scores remain flat after an intervention begins. What should the teacher examine before concluding that the intervention is ineffective?

A. Only whether the student liked the activity.

B. Whether the intervention was delivered with fidelity, including frequency, duration, materials, and prompting.

C. The student's disability label without reviewing implementation records.

D. A different academic skill that was not part of the intervention.

92. Progress data show that an intervention was delivered faithfully but performance has plateaued. What is the best next step?

A. Use the error pattern and student response to intensify or adapt the intervention and continue monitoring.

B. Continue unchanged indefinitely because fidelity proves the intervention is correct.

C. Stop collecting data so the plateau is less visible.

D. Replace the goal with a lower expectation without analyzing the evidence.

93. Which element should be prioritized in a constructed response that analyzes student data?

A. List every score without interpreting what the pattern means.

B. State evidence-based strengths and needs, give one connected recommendation, and explain implementation and monitoring.

C. Describe a preferred teaching strategy without linking it to data.

D. Repeat the case facts without identifying an instructional decision.

94. What does it mean to synthesize multiple data sources in a student analysis?

A. Copy every score into the response in the order collected.

- B. Choose the highest score and ignore contradictory evidence.
- C. Average all scores even when they measure different skills.
- D. Connect patterns across measures to explain strengths, needs, and likely instructional priorities.

95. A student is highly interested in trains and struggles to infer meaning from informational text. Which recommendation best uses the student's strengths?

- A. Use train topics only and never require transfer to new content.
- B. Avoid the student's interest so instruction remains academically serious.
- C. Use engaging train-related texts to model inference, cite evidence, and transfer the strategy to other topics.
- D. Replace reading instruction with train videos that require no text analysis.

96. A student misses independent work directions because decoding is slow, but the student can solve the grade-level tasks when directions are understood. Which support is best?

- A. Provide audio or read-aloud directions while preserving the same task and monitoring independent completion.
- B. Lower the task to a simpler standard even though reasoning is adequate.
- C. Grade the student only on copying directions accurately.
- D. Remove independent work so decoding difficulty never appears.

97. A behavior plan defines success as meeting criterion on at least three of four weekly probes. If the student meets criterion on three probes, what percentage of probes met criterion?

- A. 50%.
- B. 67%.
- C. 80%.
- D. 75%.

98. Which organization is most effective for a written analysis of a student's assessment data?

- A. Interpret the evidence, identify strengths and needs, give one recommendation, then describe implementation and monitoring.
- B. Begin with a long background summary and end without an instructional decision.
- C. List recommendations first and add data only if space remains.
- D. Describe classroom activities without identifying the student need they address.

99. Which practice is most ethical when using student assessment data in a written response?

- A. Include the student's full name so the analysis appears authentic.
- B. Treat every teacher opinion as equivalent to a measured observation.
- C. Separate observed evidence from inference, protect identifying information, and use only data relevant to the decision.
- D. Share unrelated medical details to make the response more complete.

100. Which recommendation is strongest when a student's data show a specific academic weakness, a related strength, and limited response to prior support?

- A. Use a broad intervention that addresses every possible need at once.
- B. Tie one targeted recommendation to the weakness and strength, specify implementation, and define how progress will be monitored.
- C. Repeat the same support without checking whether it changes performance.
- D. Choose the most intensive placement without analyzing instruction or response.

Practice Exam 10: Answer Key and Explanations

1. B - Initiating referral procedures is correct because Child Find requires schools to respond when disability is suspected and classroom evidence shows a possible need for evaluation. A school may use interventions while pursuing evaluation, but it may not use them to delay an appropriate referral. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

2. D - Ambitious individualized goals is correct because Endrew F. emphasizes meaningful progress appropriate to the student's circumstances rather than trivial or automatically repeated objectives. The team should use present levels, strengths, needs, and progress evidence to set challenging goals. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

- 3. A** - A Section 504 plan is correct because Section 504 addresses disability-based access and reasonable accommodations even when a student does not qualify for IDEA services. An IEP requires IDEA eligibility, while an IFSP serves an early-intervention context and a manifestation determination addresses discipline. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 4. C** - A private, limited discussion is correct because confidentiality requires protecting personally identifiable information while allowing staff with a legitimate educational need to implement services. The teacher needs relevant implementation information, not unrestricted records or a public conversation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 5. D** - Family-centered early intervention is correct because an IFSP connects the child's developmental needs with family priorities and coordinated supports in everyday settings. The other choices describe later school programming or behavior systems rather than early-intervention planning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 6. C** - Documented efforts to include the parent is correct because ARD decisions are strengthened when the family has a meaningful opportunity to participate through a workable time or communication method. Proceeding without reasonable outreach, substituting the student, or stopping services does not solve the participation problem. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 7. B** - Considering supports in general education is correct because LRE requires educating a student with peers without disabilities to the maximum appropriate extent and considering supplementary aids. A disability label or staff preference alone does not justify a more restrictive placement. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 8. A** - A comprehensive eligibility conclusion is correct because IDEA eligibility requires evidence of educational need and specially designed instruction, considered with appropriate data and exclusionary factors. A single grade, medical label, or language status cannot replace a valid multidisciplinary evaluation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 9. A** - Data-based transition planning is correct because transition decisions should reflect the student's strengths, preferences, interests, and needs and should connect goals with coordinated services. Labels, late conversations, and vague outcomes do not provide an actionable plan for adult life. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 10. D** - Explicit self-advocacy preparation is correct because students are better prepared when they practice communicating needs and participating in decisions before adult rights transfer. Excluding the student, relying exclusively on adults, or waiting for conflict misses the instructional purpose of transition planning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 11. C** - Trauma-informed differential consideration is correct because a sudden performance change may reflect stress, safety, sleep, or emotional factors and requires contextual data before disability

conclusions. Immediate labeling, blame, or dismissal can misidentify the student's needs and delay appropriate support. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

12. B - External organization with fading support is correct because executive-function needs can be addressed by making planning visible, reducing working-memory load, and systematically teaching independence. Removing challenge or providing a single reminder does not build the student's ability to manage future tasks. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

13. B - Language-responsive evaluation is correct because valid evaluation considers the student's language development, instruction, culture, and performance across appropriate languages and measures. English-only conclusions can confuse second-language development with disability and produce an inaccurate eligibility decision. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

14. A - Restoring faithful implementation is correct because school staff are responsible for delivering the IEP as written and addressing barriers when a service or accommodation is missed. Waiting, removing the support, or shifting responsibility to the student leaves a known implementation failure unresolved. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

15. D - Individualized graduation planning is correct because graduation decisions should connect academic requirements with the student's abilities, goals, services, and long-term pathway. A majority choice, disability label, or delayed discussion does not provide an individualized basis for planning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

16. C - Reviewing disability relationship and implementation is correct because a manifestation determination examines the connection between the conduct, the disability, and faithful implementation of the IEP. Past consequences, personal judgments, and class averages do not answer the legal and educational questions at issue. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

17. D - Barrier removal with reasonable access is correct because access laws require meaningful participation and reasonable accommodations while preserving essential program requirements when appropriate. Blanket exemptions, IDEA-only eligibility, and identical treatment can all deny equal access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

18. A - Respectful, private, student-centered practice is correct because dignity is protected when adults communicate respectfully, safeguard privacy, and involve students in decisions affecting them. Public discussion, labeling, and unexplained adult control can undermine trust and self-advocacy. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

19. C - Formative assessment is correct because the exit ticket provides immediate evidence that guides the next instructional decision while learning is still underway. Summative, diagnostic, and norm-referenced assessments serve different purposes and do not best describe this immediate adjustment. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

20. B - Repeated direct baseline measurement is correct because a baseline shows the student's starting performance on the actual target skill and supports later comparison. A single impression, retrospective estimate, or unrelated comparison cannot show whether the intervention changed performance. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

21. D - Multiple converging data sources is correct because program decisions become more valid when formal and informal information is interpreted together across settings and informants. One score, a label, or a concern alone may identify a question but cannot fully describe strengths, needs, and response. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

22. A - 6 words correct per week is correct because the total increase is 36 minus 24, or 12 words, and two intervals separate the three probes. Dividing 12 by two produces a six-word average increase, not a change based on the number of observations alone. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

23. B - The observable performance goal is correct because the goal identifies conditions, a measurable behavior, a criterion, and a timeframe that allow progress to be evaluated. The other choices describe effort, participation, or teacher activity rather than the student's measurable outcome. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

24. C - Text-to-speech for directions is correct because the support changes access to directions but preserves the content and performance expectation being assessed. Replacing standards, reducing concepts, or lowering the criterion changes what the student must learn or demonstrate. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

25. A - 75 percent is correct because 18 divided by 24 equals 0.75, and multiplying by 100 converts the proportion to a percentage. The other percentages reflect nearby estimates but do not match the observed number correct out of the total. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

26. C - Student data review with guided choices is correct because self-monitoring develops when students understand the target, see their performance, and connect evidence with an action. Privacy, vague feedback, or unexplained scores does not teach the student how to interpret and use data. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

27. B - Collaborating with the speech-language pathologist is correct because the SLP can help identify communication needs, partner supports, and device use strategies that should be practiced in authentic routines. Oral-only demands, device removal, and delayed action can restrict communication rather than improve it. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

28. D - Comparing schedule, minutes, and placement is correct because an audit must check whether the services written in the IEP are actually scheduled and delivered in the intended environment. Popularity, elective counts, or convenience do not establish IEP implementation or LRE compliance. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

29. C - Stable low performance with fidelity is correct because consistent implementation and repeated lack of growth suggest the current intensity or method is not meeting the student's need. An isolated score, unrelated task, or missing data cannot show that a faithfully delivered intervention is ineffective. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

30. A - 6.5 is correct because after ordering the four scores, the two middle values are 6 and 7, whose average is 6.5. Selecting one middle value or averaging the endpoints would not follow the definition of a median for an even-sized data set. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

31. B - Evidence-based present levels is correct because present levels establish the student's current starting point and explain how disability-related needs affect participation and progress. Services, broad labels, or future preferences are important elsewhere but do not replace current performance evidence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

32. D - Multiple transition data sources is correct because transition assessment should identify interests, strengths, needs, and preferences across authentic tasks and environments. A single grade, label, or adult-selected job does not provide enough evidence for an individualized postsecondary goal. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

33. D - A culturally and linguistically responsive evaluation is correct because valid interpretation requires language-appropriate tools, context, and multiple measures rather than a single translated score. Translation alone, delayed language support, or mismatched comparisons can produce a misleading picture of disability-related need. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

34. B - Context-linked observable data is correct because an operational definition and antecedent-behavior-consequence information can reveal patterns and possible function. Opinions, referral totals, or labels omit the context needed to design a function-based intervention. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

35. C - 30 percentage points is correct because the baseline is 50 percent and the goal is 80 percent, so the difference is 80 minus 50. The calculation compares percentages, not the raw difference alone or the percentage increase relative to baseline. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

36. A - A plain-language evidence summary is correct because families need interpretable information showing performance, goal comparison, instructional response, and planned next steps. Raw scores, technical lists, and unsupported reassurance do not make progress understandable or actionable. This

supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

37. C - Data-based specially designed instruction is correct because special education adapts the way a student accesses and demonstrates learning while maintaining meaningful alignment to required content when appropriate. Unrelated replacement work, unsupported sameness, or automatic removal of standards does not individualize instruction. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

38. D - Embedded early literacy instruction is correct because young children benefit when explicit language and sound instruction is meaningful, repeated, and connected to natural activities. Worksheets, delayed instruction, or isolated naming miss the developmental and communicative context that supports learning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

39. A - Extended time with the same target is correct because an accommodation changes access or conditions while keeping the intended content and performance expectation intact. Lowered text, fewer standards, or a less complex task changes what the student is expected to learn. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

40. B - Proactive UDL planning is correct because UDL anticipates learner variability by building flexible access and response options into core instruction. Reactive additions, isolated lessons, or avoidance of challenging content do not preserve access and rigor for all learners. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

41. B - Modeling, guided practice, and release is correct because explicit instruction makes the thinking visible, provides supported rehearsal, and reduces prompts as accuracy and independence grow. Independent-first work, one-time modeling, or unguided discovery does not provide the systematic support the new skill requires. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

42. A - Accessible grade-level science instruction is correct because high expectations are preserved when access barriers are addressed without abandoning the meaningful content goal. Unrelated work, automatic exemption, or unsupported lowering of objectives denies an opportunity to learn the intended concept. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

43. C - Flexible data-based grouping is correct because grouping should match the skill being taught and the student's current response, with movement as evidence changes. Permanent labels, friendships, or one-size-fits-all instruction do not provide targeted access to learning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

44. D - A laminated visual schedule is correct because low-tech supports are simple, non-electronic tools that improve access, organization, or communication. Apps, powered speech devices, and eye-gaze systems are electronic or high-tech tools. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

- 45. B** - Varied practice with fading prompts is correct because generalization improves when the learner practices the same functional skill across relevant contexts and receives less assistance over time. Repeated worksheets, adult answers, or no transfer practice do not show whether the skill is usable beyond the original lesson. This supports it. Others confuse concepts, apply rules, or omit a step.
- 46. A** - Age-appropriate access with systematic supports is correct because high support needs affect access and response, not the student's right to meaningful, age-respectful learning experiences. Infantilizing materials, automatic removal, or rigid response demands can create unnecessary barriers. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 47. C** - Authentic, skill-linked cooking instruction is correct because transition instruction is strongest when academic, functional, and self-advocacy skills are practiced in the context where they will be used. Unrelated worksheets, discussion without practice, or adult completion does not build independent performance. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 48. A** - Visual and practiced transition supports is correct because predictable cues and rehearsal reduce uncertainty while teaching the student a routine for moving safely and independently. Unexpected changes, verbal warnings alone, or total avoidance do not teach a transferable transition response. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 49. D** - Teaching and reinforcing expectations is correct because PBIS emphasizes prevention, explicit instruction, positive acknowledgment, and data-based supports across levels of need. Delayed teaching, identical consequences, and exclusion without replacement skills do not address behavior proactively. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.
- 50. D** - Calm, safety-focused de-escalation is correct because de-escalation lowers demands and stimulation while maintaining safety and using the least intrusive response consistent with the plan. Argument, increased verbal pressure, or threats can intensify arousal and reduce the student's ability to respond. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 51. B** - Identifying behavioral function is correct because ABC information helps the team understand what happens before and after behavior and what outcome may be maintaining it. A fixed consequence, disability label, or academic score does not reveal the function needed for intervention design. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 52. C** - A function-based replacement behavior is correct because effective plans teach a socially appropriate response that serves the same function and specify how adults will reinforce it. Unrelated punishment, blanket ignoring, or preselected consequences do not teach a functional alternative. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 53. B** - Outcome and fidelity data is correct because the team must know both whether behavior changed and whether the intervention was delivered as designed. A consequence count, impression, or isolated success cannot distinguish intervention effects from inconsistent implementation or normal variation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

54. C - Modeling, rehearsal, and generalization is correct because social skills improve when the learner sees the behavior, practices safely, receives specific feedback, and uses it in natural contexts. Vague commands, public correction, or one-time scripting does not provide instruction and supported transfer. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

55. D - Reading directions while preserving the target is correct because the support changes access to language but leaves the mathematical construct and expected level of reasoning intact. Lower-level problems, reduced standards, and copying alter what is being learned or measured. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

56. A - Considering long-term pathway effects is correct because modifying content can affect credits, standards, and future options, so the decision must be individualized and transparent. Ignoring those effects, keeping decisions informal, or applying changes automatically prevents informed planning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

57. B - Systematic community-based instruction is correct because functional independence grows when the student practices real steps safely, receives feedback, and gradually assumes responsibility. Discussion, adult completion, or worksheets alone do not demonstrate safe independent performance in the community. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

58. D - Explaining needs and requesting support is correct because self-advocacy involves understanding personal strengths and needs, communicating preferences, and participating in problem solving. Silence, unexplained refusal, or memorized language without understanding does not show meaningful self-advocacy. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

59. A - Task analysis with step-level data is correct because breaking a complex routine into observable steps identifies teachable actions and shows where prompts or fading are needed. An outcome-only judgment, one practice attempt, or adult completion does not reveal independent skill development. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

60. C - Supporting the student's reliable communication mode is correct because access improves when adults recognize AAC, allow processing time, and respond consistently across daily environments. Oral-only requirements, restricted use, or adult answers can reduce communication opportunities and independence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

61. D - Purposeful assistive technology integration is correct because technology is effective when matched to a task and learner, taught to users, embedded in routines, and evaluated with evidence. Novelty, evaluation-only use, or no monitoring does not establish that the tool improves access or performance. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

62. C - Planned station teaching is correct because station teaching can provide focused, differentiated practice while both teachers remain connected to the same meaningful content goal. Permanent separation, identical unsupported materials, or unplanned circulation does not provide coordinated access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

63. A - Accessible materials with preserved intent is correct because access improves when format and response barriers are reduced without removing the knowledge or skill the lesson is meant to teach. Unrelated content, decorative additions, and rigid responses do not address the actual barrier. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

64. B - Parallel teaching is correct because parallel teaching divides the class into groups so both teachers deliver instruction at the same time around a shared objective. One-teach-one-observe uses an observer, alternative teaching uses different content or intensity, and team teaching shares delivery. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

65. A - Structured paraprofessional supervision is correct because the certified teacher coordinates roles, supports skill development, and monitors implementation while remaining accountable for instruction. Independent IEP design, vague directions, or isolated responsibility weakens consistency and professional accountability. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

66. C - Joint planning around evidence is correct because effective collaboration connects common objectives with specially designed supports and uses shared data to adjust instruction. Late notes, one-sided responsibility, or behavior-only conversations do not create an integrated instructional plan. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

67. D - Coordinated embedded services is correct because students benefit when related-service recommendations are translated into consistent classroom opportunities through team collaboration. Imitation without guidance, complete separation, or delayed coordination can prevent skills from generalizing. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

68. B - Accessible, respectful family collaboration is correct because families need meaningful access to information and decision making through appropriate language support and recognition of their expertise. Sibling interpretation, technical language, or exclusion of the family can compromise accuracy, trust, and participation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

69. D - Evidence-based collaborative advocacy is correct because advocacy is strongest when it connects documented need to a practical change through the appropriate decision process. Public complaint, unilateral action, or delayed attention may increase conflict without resolving the student's access barrier. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

70. C - Data-linked professional learning is correct because professional growth is most useful when a documented student need guides learning, implementation, reflection, and evaluation. Popularity, certificates, or preference alone does not show that professional learning addresses a real instructional problem. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

71. A - Team correction of a schedule conflict is correct because schedule decisions must align with written services and placement, so the relevant staff should coordinate a timely correction. Student

sacrifice, informal changes, or delay can result in missed services and nonimplementation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

72. B - Consent-based transition coordination is correct because agency involvement is useful when responsibilities are clear, participation is meaningful, and information is shared appropriately. Unauthorized disclosure, late contact, or handing over planning responsibility undermines collaboration and student-centered decision making. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

73. D - Limited authorized information sharing is correct because confidentiality requires consent and disclosure limited to information needed for the legitimate educational or transition purpose. Full-folder sharing, total refusal, or open posting either exposes unnecessary information or blocks appropriate support. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

74. B - Agreement on target and evidence is correct because a shared objective gives both teachers a common anchor for instruction, differentiation, and progress checks. Behavior-only roles, separate unaligned activities, or technology-first planning can fragment the lesson. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

75. A - Student-led ARD preparation is correct because students participate meaningfully when they understand their strengths and goals and have supported ways to communicate preferences. Adult-written statements, silence, or forced agreement does not build self-determination or authentic participation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

76. C - Using a formal supervisory process is correct because professional responsibility requires protecting confidentiality and addressing concerns through appropriate internal channels. Public correction, ignoring the issue, or distributing the post can expand the disclosure and create additional harm. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

77. A - Coordinated access alongside peers is correct because inclusive participation requires planning supports with responsible adults while preserving the student's opportunity to belong and contribute. Exclusion, automatic separation, or student-only responsibility creates barriers rather than access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

78. C - Specific private coaching is correct because feedback is most useful when it identifies the expected practice, connects it to student evidence, and supports reflection and improvement. Public correction, vague criticism, or permanent takeover does not build consistent team capacity. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

79. B - Accessible, relevant resource communication is correct because families can use referrals when information matches their needs, language, and circumstances and the school checks whether barriers remain. Unfiltered lists, unsupported searching, or another family's experience does not create

individualized access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

80. D - Integrated multidisciplinary planning is correct because students benefit when expertise is combined into coordinated instruction and the team checks whether recommendations work in daily routines. Separate plans, one-source decisions, or delayed collaboration can produce fragmented or impractical support. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

81. B - Evidence-based professional learning cycle is correct because ongoing improvement connects a specific need with study, application, evidence review, and adjustment. Reading without application, one lesson, or no-change training does not establish meaningful professional growth. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

82. D - Interpreting strengths and needs across measures is correct because comparing quantitative performance with work-sample evidence identifies a specific organization barrier while preserving an oral strength. A single score, permanent exemption, or discarded strength would oversimplify the student's learning profile. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

83. A - Separating decoding strength from inference need is correct because the data distinguish accurate word reading from higher-level comprehension and point to a specific instructional target. Global labels, dismissal of need, or faster decoding practice do not match the observed pattern. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

84. C - Explicit phoneme-grapheme mapping is correct because the repeated error pattern calls for direct instruction linking sounds and symbols with practice, feedback, and review. Silent reading, handwriting, or more volume alone does not address the identified source of word-reading errors. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

85. A - Repeated aligned progress monitoring is correct because consistent measures show growth on the intended target and support timely instructional decisions based on a visible trend. Delayed memory, changing targets, or a final score alone cannot show the intervention's response over time. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

86. B - Approximately 5.7 percentage points is correct because the three interval gains are 5, 6, and 6 points, totaling 17; dividing by three gives about 5.67. The answer reflects average change between probes rather than the total gain or the number of scores. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

87. D - The qualitative-quantitative distinction is correct because qualitative data describe characteristics or context, while quantitative data express amounts that can be counted or calculated. The setting or collector does not determine the type; the form of the evidence does. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

88. C - Targeted language and planning instruction is correct because the data show a barrier in interpreting and organizing word problems rather than in computation, so instruction should address that process. More computation, removal of context, or automatic lowering does not match the evidence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

89. C - Explicit evidence-based inference instruction is correct because the data point to a reasoning and evidence-use need, so modeling and guided practice should make the inference process visible. Decoding practice, silent rereading, or unrelated worksheets does not address the identified comprehension process. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

90. D - Function-based attention replacement is correct because the intervention matches the identified function by teaching a socially appropriate request and changing reinforcement contingencies. Total ignoring, reprimands, or removal does not teach an equivalent response and may increase the need. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

91. B - Checking implementation fidelity is correct because flat outcomes may reflect inconsistent delivery, so the teacher should verify the intervention conditions before changing the hypothesis. Preference, label, or unrelated skill data cannot show whether the planned intervention was actually tested. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

92. A - Data-based intervention adjustment is correct because faithful implementation plus a plateau indicates that intensity, method, scaffold, or target alignment may need revision. Fidelity does not guarantee effectiveness, and stopping data or lowering expectations bypasses instructional problem solving. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

93. B - Evidence-to-action reasoning is correct because a strong response interprets data, identifies a priority need, proposes a defensible action, and explains how results will be checked. Score lists, unlinked preferences, and repetition show recall but not analysis or instructional decision making. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

94. D - Connecting patterns across data is correct because synthesis explains how different evidence fits together and why it supports a particular instructional conclusion. Listing, selective reporting, or meaningless averaging can hide differences in skills and contexts. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

95. C - Interest-linked comprehension instruction is correct because motivation can support access while the teacher explicitly teaches a transferable inference strategy and maintains academic rigor. Exclusive topics, ignoring strengths, or replacing reading with passive viewing does not build generalizable comprehension. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

96. A - Access support for directions is correct because the data identify decoding of directions as the barrier, while the academic reasoning target can remain unchanged. Lowering the standard, grading

copying, or removing practice does not address access while preserving learning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

97. D - 75 percent is correct because three successful probes divided by four total probes equals three-fourths, or 75 percent. The other values do not match the observed count and denominator used in the decision rule. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

98. A - Evidence, recommendation, and monitoring structure is correct because this sequence makes the reasoning visible from data to need to action and shows how the teacher will evaluate response. Background without a decision, unlinked recommendations, or activity lists do not demonstrate analysis. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

99. C - Careful, relevant data use is correct because ethical analysis protects privacy and distinguishes what was observed from what the educator infers or recommends. Names, unsupported opinions, and unrelated details add risk without improving the instructional decision. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

100. B - A targeted evidence-linked recommendation is correct because the best response connects the identified need and strength to a feasible instructional action and a measurable follow-up plan. Broad action, repetition without evidence, or placement-first reasoning does not show individualized problem solving. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.