

PRACTICE EXAM 11: TEXES SPECIAL EDUCATION SPECIALIST EC-12 (186) SIMULATION (100 QUESTIONS)

This original 100-question practice exam follows 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 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 parent asks why the district proposes a reevaluation and disagrees with the information in the notice. Which response best reflects procedural safeguards?

- A. Explain the proposed action, the data supporting it, and the parent's rights in understandable language.
- B. Tell the parent that school staff may act without explaining the reason.
- C. Provide only a meeting date and discuss the rationale later if needed.
- D. Ask the parent to sign agreement before sharing any evaluation information.

2. A student who attends a private school is suspected of having a disability. What is the public school district's most appropriate first step?

- A. Wait until the student transfers to public school before collecting any information.
- B. Require the private school to determine eligibility without district involvement.
- C. Coordinate its Child Find responsibilities and evaluation procedures rather than assuming private enrollment ends the inquiry.
- D. Enroll the student immediately before discussing evaluation or services.

3. A parent gives consent for an initial evaluation, and the team determines that the student is eligible. What generally requires an additional parental decision before services begin?

- A. Reviewing the student's classroom work samples.
- B. Inviting the parent to an ARD committee meeting.
- C. Collecting teacher observations during the evaluation.
- D. Providing initial special education services through an IEP.

4. A campus coach requests a student's eligibility records to prepare a general training presentation. What should the special education teacher do?

- A. Send the entire record because the coach works for the district.
- B. Decline the broad request and share only authorized information necessary for a legitimate educational purpose.
- C. Remove the student's name but include every identifying detail.
- D. Post the file in the staff portal so authorized employees can review it.

5. A toddler receiving early intervention services is approaching preschool. Which planning step best supports a smooth transition?

- A. Coordinate with the family and receiving program so relevant goals, supports, and service responsibilities are discussed.
- B. End early intervention without sharing information to preserve privacy.
- C. Choose a preschool placement before asking the family about priorities.
- D. Wait until the child begins school to identify developmental needs.

6. The ARD committee discovers that a student's needs have changed and an existing service is no longer effective. What is the most appropriate action?

- A. Change the service informally and update the record at the next annual meeting.
- B. Stop the service immediately without collecting replacement data.
- C. Keep the service unchanged because an IEP cannot be revised during the year.
- D. Reconvene or amend the IEP through the required process using current data and parent participation.

7. A student can participate in a general education science class when provided with visual directions, peer support, and adapted response options. What placement decision is most defensible?

- A. Move the student to a separate class because visual support is needed.
- B. Place the student wherever the master schedule has an opening.
- C. Consider those supplementary aids before selecting a more restrictive placement.
- D. Use a separate setting first and test supports only if the placement fails.

8. A student has a long history of anxiety, sleep disruption, and inconsistent performance after family upheaval. Which evaluation decision is most appropriate?

- A. Assume the student has a learning disability because grades declined.
- B. Consider trauma and emotional factors; history alone does not establish a learning disability.
- C. Ignore emotional factors because only academic data matter.
- D. End all academic support until a medical diagnosis is provided.

9. A student with ADHD frequently loses assignments but demonstrates strong understanding during oral conferences. Which interpretation is most appropriate?

- A. Assume the student does not understand the content because papers are missing.
- B. Lower academic standards because organization is difficult.
- C. The team should examine executive-function and organization needs while preserving evidence of conceptual understanding.
- D. Ignore the missing work because oral performance is strong.

10. Which practice best prepares a student for becoming the primary decision maker in educational planning?

- A. Teach the student to explain needs, evaluate options, and request supports using accessible communication.
- B. Keep the student out of meetings so adults can decide efficiently.
- C. Ask the family to make every decision without student participation.

D. Provide a written script without checking whether the student understands it.

11. Which participant is essential when an ARD committee develops or revises a student's specially designed instruction?

- A. Only the campus counselor, regardless of the student's instructional needs.
- B. A special education teacher or provider who can interpret and design specially designed instruction.
- C. Only the student's most recent substitute teacher.
- D. A community volunteer who has not worked with the student.

12. A student is not IDEA-eligible but needs a health-related accommodation to participate in field trips and classroom routines. Which plan may address access?

- A. An IEP that provides specially designed instruction without eligibility.
- B. An IFSP that remains the required plan through secondary school.
- C. A behavior intervention plan used as the student's only access document.
- D. A Section 504 plan developed from the student's documented access needs.

13. Which annual-goal decision best reflects the educational benefit standard in Endrew F.?

- A. Repeat the same low-level goal because the student has a disability label.
- B. Set goals that are appropriately challenging in light of the student's circumstances and designed for meaningful progress.
- C. Use goals that are easy to document even when they lack educational importance.
- D. Choose identical goals for students who share an eligibility category.

14. Which transition-planning practice best meets the purpose of postsecondary preparation?

- A. Select a pathway based on the disability category alone.
- B. Wait until the student leaves school before discussing adult goals.
- C. Choose the pathway most convenient for the campus schedule.

D. Use student interests, strengths, needs, and age-appropriate assessment information to connect goals with services.

15. A student is removed for disciplinary reasons, and staff propose a significant change in placement. Which issue must the team examine?

- A. Whether the conduct was related to the disability or to a failure to implement the IEP.
- B. Whether the student has received enough prior classroom warnings.
- C. Whether the student's grades are below the campus average.
- D. Whether the teacher believes the consequence feels fair.

16. A teacher wants to upload a short classroom video showing a student using an AAC device. What is the most ethical first step?

- A. Upload it privately because the classroom is school property.
- B. Share it with colleagues first and request permission afterward.
- C. Check authorization, protect the student's identity, and follow district confidentiality procedures before sharing any recording.
- D. Post it without the student's name because faces are not educational records.

17. When a team discusses a student's graduation pathway, which evidence should guide the decision?

- A. The pathway most commonly used by students with the same label.
- B. The option that requires the fewest meetings for staff.
- C. A decision made before reviewing the student's present levels.
- D. Current performance, required standards, student goals, family input, and the supports needed for the selected pathway.

18. A family requests that school meetings be conducted in its preferred language. Which response best supports meaningful participation?

- A. Arrange qualified language support and provide key information in an accessible form before decisions are made.
- B. Ask the student's sibling to interpret confidential information.
- C. Use technical English and explain the decision after the meeting.
- D. Speak only with the student because the family may misunderstand school terms.

19. A kindergarten teacher uses a brief letter-sound check to identify students who may need additional instruction. What is the primary purpose of this assessment?

- A. Summative grading after a completed instructional unit.
- B. Screening to identify students who may need closer assessment or support.
- C. A final eligibility decision without additional evidence.
- D. A national comparison used to rank the entire class.

20. Which baseline plan gives the strongest starting point for a handwriting intervention?

- A. Ask the student whether handwriting feels easy or difficult.
- B. Use one copied sentence from an unusual testing day.
- C. Collect repeated target-task samples, score the same features, and record typical performance.
- D. Estimate the starting level from the student's report-card grade.

21. A student's weekly probe scores are 40, 45, 50, and 55. What is the average increase per interval?

- A. 5 points.
- B. 3 points.
- C. 10 points.
- D. 15 points.

22. Which behavioral goal is written with the clearest measurable outcome?

- A. The student will improve work habits and become more responsible.

- B. During independent work, the student will begin within two minutes on four of five observed opportunities.
- C. The student will try to start assignments more often.
- D. The teacher will remind the student to begin independent work.

23. During an evaluation, a student's low score may reflect limited English proficiency and interrupted schooling. Which practice is most appropriate?

- A. Use the low score alone because standardized tests are always sufficient.
- B. Exclude the student from evaluation because language differences make testing impossible.
- C. Compare the student only with peers who have identical language histories.
- D. Review language history, instructional opportunity, and multiple measures before drawing an eligibility conclusion.

24. A student needs directions read aloud during a science assessment, but the science standard does not measure independent reading. Which support is appropriate?

- A. Replace the science standard with a lower reading standard.
- B. Allow the student to skip every item involving written directions.
- C. Provide the read-aloud accommodation if it is documented for that assessment context.
- D. Score the student only on effort instead of science understanding.

25. A progress graph shows scores of 42, 43, 44, and 45 on a goal with a target of 70. What is the best initial interpretation?

- A. The student has mastered the goal because the line rises.
- B. Performance is improving but remains below the goal; review intensity and response.
- C. The intervention is proven ineffective because no progress exists.
- D. The graph is unusable because every score is different.

26. Which progress update is most useful when a family asks whether a reading intervention is working?

- A. Report only the latest score without mentioning the goal.
- B. Say the intervention is working because the student attends regularly.
- C. Describe the target, show recent data compared with baseline, explain the instructional response, and identify next steps.
- D. Provide a technical table without explaining what the pattern means.

27. A reading intervention produced no growth, but records show it was delivered only half as often as planned. What should the team do first?

- A. Lower the student's goal immediately.
- B. Conclude that the student cannot learn the skill.
- C. Replace the intervention without reviewing how it was delivered.
- D. Address implementation fidelity before deciding that the intervention itself is ineffective.

28. Which information would best help a team identify the function of a student's repeated task refusal?

- A. Antecedent, behavior, consequence, setting-event, and timing information collected across relevant contexts.
- B. A teacher's opinion that the student is unmotivated.
- C. The student's disability label without observation data.
- D. A list of consequences used after refusal occurs.

29. A high-school student says they want to work with animals after graduation. Which transition assessment is most useful?

- A. Use the student's favorite subject grade as the only evidence.
- B. Combine interest information, work samples, observations, and skill data from authentic animal-care activities.
- C. Select a job based on local openings without student input.
- D. Ask the family to choose a career without observing the student's performance.

30. A data set contains scores of 8, 10, 12, and 14. What is the mean score?

- A. 11.
- B. 10.
- C. 12.
- D. 13.

31. Which goal criterion gives the clearest basis for deciding whether a student has mastered a skill?

- A. The student will work hard during vocabulary instruction.
- B. The student will participate in vocabulary activities when interested.
- C. The student will identify 18 of 20 pictured vocabulary words accurately across three consecutive probes.
- D. The student will improve vocabulary knowledge over time.

32. Which statement belongs in the present levels section of an IEP?

- A. The student will complete algebra after graduation.
- B. The teacher will provide extra practice each afternoon.
- C. The student should receive every available accommodation.
- D. The student solves single-step equations but needs prompts for multi-step problems.

33. Which feature makes a curriculum-based measure useful for progress monitoring?

- A. It changes the target on every administration to keep students guessing.
- B. It relies entirely on teacher impressions rather than performance samples.
- C. It is given only once at the end of the school year.
- D. It samples a clearly defined skill repeatedly with a consistent scoring method.

34. A student performs well on a worksheet but poorly during independent group work. What should the team do before changing the IEP goal?

- A. Use the worksheet score because it is the highest result.
- B. Use the group-work score because it is the most recent result.
- C. Triangulate work samples, observations, task conditions, and student input to understand the performance difference.
- D. Average the scores without examining the different conditions.

35. A student answers 17 of 20 items correctly on a mathematics probe. What percentage is correct?

- A. 85%.
- B. 75%.
- C. 80%.
- D. 90%.

36. Which practice best helps a student use their own assessment data to self-regulate?

- A. Keep the goal hidden so the student focuses only on grades.
- B. Teach the student to compare performance with a goal, identify a barrier, and choose a next strategy.
- C. Give praise without explaining the evidence behind it.
- D. Show the score but do not discuss what the student can do next.

37. A preschool student has difficulty comparing quantities during play. Which specially designed instruction is most appropriate?

- A. Wait for formal arithmetic instruction before addressing quantity.
- B. Use concrete objects, explicit comparison language, repeated guided practice, and meaningful classroom routines.
- C. Use abstract worksheets without objects or verbal models.
- D. Replace numeracy instruction with unrelated fine-motor activities.

38. A student can identify a main idea in short texts but not in grade-level science articles. Which decision reflects vertical alignment?

- A. Replace science reading with unrelated basic reading passages.
- B. Remove the main-idea target because the text is complex.
- C. Keep the grade-level science target while scaffolding text complexity, vocabulary, and evidence selection.
- D. Use only the student's easiest reading level across all content.

39. A team considers reducing the complexity of a science standard for a student. What should it discuss before approving the modification?

- A. Whether the modified task will require less teacher preparation.
- B. Whether every student in the class should receive the same change.
- C. Whether the student can avoid science assignments entirely.
- D. The effect on the student's curriculum, credits, graduation pathway, and long-term goals.

40. Which lesson-planning decision best applies Universal Design for Learning?

- A. Offer varied ways to engage, access information, and demonstrate understanding while keeping the central target clear.
- B. Wait until students fail before adding any access option.
- C. Create separate unrelated objectives for students who need support.
- D. Remove difficult content whenever a format presents a barrier.

41. A student can complete a locker routine only when an adult gives a verbal prompt at every step. What should instruction emphasize next?

- A. Add more prompts so the student never makes an error.
- B. Stop teaching the routine because prompting means the skill is impossible.
- C. Practice only the final step until the student memorizes it.
- D. Systematically fade prompts while reinforcing independent completion of each step.

42. Which strategy best supports vocabulary learning for a student with language-processing needs?

- A. Preteach a small set of words with student-friendly definitions, examples, visuals, and repeated use in context.
- B. Give the student a dictionary and require independent copying of definitions.
- C. Mention difficult words once and assume context will teach them.
- D. Reduce the lesson to pictures without connecting words to meaning.

43. A student understands a lesson through movement but struggles to demonstrate learning in a written format. Which response is most appropriate?

- A. Excuse the student from demonstrating understanding.
- B. Lower the learning target to a simpler skill automatically.
- C. Provide an alternate response mode while preserving the knowledge and reasoning the lesson measures.
- D. Require written responses even when writing is not the target.

44. Which grouping plan is most likely to support cooperative problem solving in an inclusive classroom?

- A. Group students permanently by disability category.
- B. Use flexible groups with assigned roles, modeled discussion routines, and a shared academic product.
- C. Let students choose groups without teaching collaboration skills.
- D. Have one student complete the product while others watch.

45. A student with limited motor control cannot reliably activate a standard classroom switch. Which assistive-technology decision is most appropriate?

- A. Remove the technology so the student is not frustrated.
- B. Require the student to use the standard switch repeatedly.
- C. Choose the most expensive device without observing the student's needs.
- D. Match an adapted switch and positioning support to the student's access method and the classroom task.

46. A student can identify coins in a lesson but cannot pay independently at the school store. Which instruction best promotes generalization?

- A. Practice purchasing with varied prices, people, and settings while fading prompts and tracking independence.
- B. Repeat coin worksheets until every answer is memorized.
- C. Have an adult complete the purchase whenever the student hesitates.
- D. Teach only the store routine used once and assume transfer.

47. A student uses gestures and a communication board to request items. Which classroom practice is most appropriate?

- A. Require spoken words before responding to any request.
- B. Keep the communication board available only during speech therapy.
- C. Honor the student's established communication modes, model expanded messages, and provide wait time.
- D. Interpret every gesture for the student without allowing independent communication.

48. Which practice best supports independence for a student with high support needs during a classroom job?

- A. Complete the job for the student because the routine is difficult.
- B. Use childish materials so the task feels easier.
- C. Teach an age-appropriate routine with task analysis, visual cues, systematic prompting, and opportunities to make choices.
- D. Give verbal directions only and provide no practice with the real routine.

49. Which classroom action best reflects a positive behavioral support approach?

- A. Wait for serious behavior before teaching expectations.
- B. Acknowledge a student specifically for using a taught replacement behavior and record the response.
- C. Use the same punishment for every behavior regardless of function.

D. Praise generally without naming the behavior or its purpose.

50. A student becomes increasingly agitated when several adults give directions at once. Which immediate response is most appropriate?

- A. Add more adults and repeat directions louder.
- B. Reduce verbal input, identify one calm speaker, increase space, and follow the safety plan.
- C. Demand an explanation before allowing the student to pause.
- D. Threaten a consequence if the student does not make eye contact.

51. A functional assessment indicates that a student tears worksheets to escape difficult reading tasks. Which intervention is most appropriate?

- A. Give harder worksheets until tearing stops.
- B. Ignore all requests for help so escape no longer works.
- C. Remove reading instruction permanently to prevent tearing.
- D. Teach a help or break request, provide graduated task support, and reinforce appropriate escape communication.

52. Which behavior-intervention change is most directly preventive when data show outbursts follow lengthy unstructured transitions?

- A. Provide a visual sequence, pre-correction, a shorter transition routine, and reinforcement for successful movement.
- B. Increase the consequence after the next outburst.
- C. Wait silently until the student figures out the transition.
- D. Remove all transitions from the student's schedule.

53. Which approach is best for teaching a student to complete a three-step classroom cleanup routine?

- A. Teach only the final result and ignore individual steps.

- B. Provide the routine once and measure only speed.
- C. Use task analysis, model each step, practice with feedback, and fade prompts as independence develops.
- D. Do the cleanup while the student watches the adult model it.

54. A student and peer have repaired a conflict after discussing harm and agreeing on a plan. Which practice does this illustrate?

- A. A purely punitive response focused on exclusion.
- B. Restorative discipline focused on accountability, repair, and rebuilding relationships.
- C. A diagnostic assessment of academic skill.
- D. A reinforcement schedule unrelated to the conflict.

55. Which strategy best teaches a student to monitor attention during a lengthy assignment?

- A. Use a student-friendly checklist, scheduled self-ratings, a taught reset strategy, and fading adult reminders.
- B. Give one warning at the beginning and provide no follow-up.
- C. Remove the assignment whenever attention decreases.
- D. Tell the student to focus without teaching a monitoring routine.

56. A student's transition goal involves workplace punctuality. Which instruction is most directly aligned?

- A. Assign a worksheet about unrelated time vocabulary.
- B. Discuss punctuality without practicing a real sequence.
- C. Have an adult prepare every material so the student arrives on time.
- D. Practice reading a schedule, preparing materials, traveling through the routine, and checking arrival data.

57. A digital assignment is inaccessible because headings are not navigable and directions are embedded in images. What should the teacher do?

- A. Remove the assignment and provide no replacement learning task.
- B. Add decorative images without changing navigation or text.
- C. Require the student to ask an adult to read every screen.
- D. Provide structured, navigable content with readable text and equivalent access to directions.

58. Which example changes access without changing the academic standard?

- A. Replacing the essay with a drawing unrelated to the writing objective.
- B. Reducing the rubric so ideas are not evaluated.
- C. Allowing a student to type an essay when handwriting is not the writing standard.
- D. Assigning a lower-grade writing standard instead of the course target.

59. A behavior occurs most often during the five minutes before lunch. Which data collection would best clarify the pattern?

- A. Record the time, activity, antecedent, behavior, consequence, and relevant setting events across several days.
- B. Record only the total number of incidents for the month.
- C. Ask staff whether the student seems difficult before lunch.
- D. Use the student's disability label to predict the behavior.

60. Which instructional feature is most important when teaching a student who has persistent difficulty connecting sounds to print?

- A. Use independent silent reading without teaching the sound pattern.
- B. Use explicit, cumulative sound-symbol instruction with guided practice, corrective feedback, and review.
- C. Rely on pictures so the student can guess unfamiliar words.
- D. Increase reading volume without changing the instructional method.

61. Which peer-mediated strategy best supports a student who rarely initiates conversation during cooperative work?

- A. Teach peers to model invitations, wait for responses, and reinforce appropriate communication without speaking for the student.
- B. Ask peers to complete all communication for the student.
- C. Remove the student from cooperative work to avoid awkward interactions.
- D. Tell peers to correct every communication error publicly.

62. A student wants to work in a veterinary setting. Which classroom activity best supports career readiness?

- A. Copy a list of animal words without practicing workplace actions.
- B. Choose a career for the student based on adult preference.
- C. Practice following a task sequence, using workplace vocabulary, requesting clarification, and recording task completion.
- D. Discuss employment generally without collecting performance evidence.

63. A student with limited endurance wants to participate in physical education. Which adaptation best preserves the lesson's purpose?

- A. Excuse the student from physical education for the entire unit.
- B. Assign a written worksheet while classmates participate.
- C. Require the same distance and pace regardless of health needs.
- D. Adjust equipment, distance, pacing, or response method while maintaining the shared physical-activity objective.

64. A general education teacher reports that a student's accommodations are difficult to use during laboratory activities. What should the special education teacher do first?

- A. Tell the teacher to stop the laboratory activities.
- B. Review the task, identify the barrier, and co-design support that preserves the learning target.

- C. Ask the student to solve the problem without adult collaboration.
- D. Remove the accommodation because it creates planning work.

65. Which responsibility should remain with the certified special education teacher when supervising a paraprofessional?

- A. Ask the paraprofessional to make placement decisions independently.
- B. Coordinate instruction, monitor implementation, and ensure services align with the student's IEP.
- C. Transfer all progress monitoring to the paraprofessional without review.
- D. Allow the paraprofessional to change goals whenever classroom needs shift.

66. Which co-teaching arrangement is most appropriate when one teacher leads a new lesson and the other collects focused observation data?

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

67. Which co-planning practice best supports an inclusive mathematics lesson?

- A. Assign behavior management to one teacher and omit academic planning.
- B. Choose materials separately and combine them during class.
- C. Wait until the lesson ends to discuss whether accommodations worked.
- D. Agree on the standard, success evidence, likely barriers, teacher roles, and planned supports before instruction.

68. A family believes a proposed service will limit the student's opportunities. What is the best first response?

- A. Tell the family that school professionals already made the decision.

- B. Avoid the concern because disagreement makes meetings inefficient.
- C. Listen to the concern, explain the data and alternatives, and invite the family into collaborative problem solving.
- D. Ask the family to choose between services without reviewing evidence.

69. A speech-language pathologist recommends a visual communication support for class discussions. Which action best supports collaboration?

- A. Use the support only in therapy so classroom staff do not interfere.
- B. Clarify the strategy, practice it with the student and staff, and monitor communication across classroom routines.
- C. Ask staff to guess how the strategy should work.
- D. Wait for the annual meeting before trying the recommendation.

70. Which advocacy action is most likely to improve a student's access to an extracurricular club?

- A. Ask the student to attend without support to prove readiness.
- B. Exclude the student until participation is effortless.
- C. Identify the barrier, propose specific accommodations, and coordinate implementation with the club sponsor and family.
- D. Complain publicly without identifying a feasible access plan.

71. After reviewing student work, a teacher realizes that directions routinely contain unnecessary language barriers. What is the best professional-learning response?

- A. Attend any available workshop without linking it to the student evidence.
- B. Keep the directions unchanged because the curriculum is already adopted.
- C. Ask students to adapt independently without changing teacher practice.
- D. Set a focused goal to improve accessible directions, apply a strategy, and examine student response over time.

72. A transition team believes a community agency may provide adult services. Which action best supports coordination?

- A. With appropriate consent, involve the agency and clarify responsibilities with the student and family.
- B. Send the agency the entire record without checking authorization.
- C. Wait until after graduation to begin communication.
- D. Ask the agency to make school decisions without the ARD committee.

73. A paraprofessional reports that a student is refusing work because the student 'does not care.' What should the teacher do?

- A. Accept the label and remove challenging work permanently.
- B. Ask for observable examples, review context and data, and collaboratively identify a supportable hypothesis.
- C. Correct the paraprofessional publicly for using an opinion.
- D. Ignore the report because paraprofessionals do not collect useful information.

74. Which practice best supports a student's participation in a multidisciplinary meeting?

- A. Use technical language so the meeting remains efficient for professionals.
- B. Ask the student to attend silently while adults speak.
- C. Share accessible agendas, explain roles, prepare the student, and provide a communication method that works for the student.
- D. Give the student a summary only after all decisions are final.

75. Which practice best demonstrates reciprocal collaboration between general and special education teachers?

- A. The special education teacher works only with students outside the lesson.
- B. The general education teacher makes all decisions about the IEP supports.
- C. One teacher provides materials while the other carries all instructional responsibility.

D. Both teachers contribute content expertise, instructional planning, accommodations, and analysis of student response.

76. A teacher receives constructive feedback that a lesson provided too little wait time for an AAC user. What response demonstrates professional learning?

- A. Reject the feedback because the lesson covered all content.
- B. Stop using AAC opportunities to prevent future delays.
- C. Agree publicly but make no change to instruction.
- D. Reflect on the feedback, adjust the routine, observe student response, and seek follow-up input.

77. Which action best protects confidentiality when teachers need to discuss a student's support needs?

- A. Use a private setting and share only information relevant to staff responsibilities.
- B. Discuss the student in a hallway because no family members are present.
- C. Share the entire evaluation so staff have full background.
- D. Use the student's name in a public training example.

78. A paraprofessional is using prompts more frequently than the student's plan specifies. What feedback is most appropriate?

- A. Tell the paraprofessional to stop helping immediately.
- B. Ignore the difference because any help is beneficial.
- C. Review the prompting plan, connect it to independence data, and practice fading.
- D. Correct the paraprofessional publicly during instruction.

79. Which family-resource referral is most useful?

- A. A long list of agencies with no indication of which service fits.
- B. A relevant contact is explained in the family's preferred language, with eligibility information and follow-up support.

- C. A verbal suggestion to search online without contact details.
- D. A referral chosen because it helped a different family.

80. Which activity best develops a special education teacher's professional goal?

- A. Set a measurable improvement target, implement a strategy, collect student evidence, and reflect on results.
- B. Read a general article without applying any change.
- C. Select a goal because it sounds impressive to colleagues.
- D. Complete a training certificate without examining student impact.

81. A student wants to explain personal accommodations during an ARD meeting. Which support is most appropriate?

- A. Rehearse the explanation, use accessible communication, and let the student choose how to participate.
- B. Write the statement without asking the student what matters.
- C. Tell the student to listen but not speak during the meeting.
- D. Use adult terminology the student has not been taught.

82. A student earns high scores on oral vocabulary questions but low scores on written explanations. What is the most defensible analysis?

- A. The student does not understand vocabulary because writing is weak.
- B. The student should be exempt from all written work.
- C. Oral vocabulary is a strength, while written organization or response production is a targeted need.
- D. The oral evidence should be ignored because it is less formal.

83. A student's work samples show accurate computation but repeated errors when selecting an operation in word problems. Which recommendation is best?

- A. Assign more computation drills without addressing problem interpretation.
- B. Teach a problem-analysis routine that identifies quantities, relationships, operation clues, and a reasonableness check.
- C. Remove word problems because computation is the student's strength.
- D. Lower the mathematics goal to copying numbers accurately.

84. A student correctly decodes a passage but cannot explain how details support the central idea. What should the teacher recommend?

- A. Provide faster decoding practice despite accurate word reading.
- B. Ask the student to reread independently without modeling reasoning.
- C. Replace the passage with unrelated work that requires no explanation.
- D. Model selecting relevant details, connect them to the central idea, and practice explaining the relationship.

85. Weekly performance scores are 52, 58, 64, and 70. What is the average gain per interval?

- A. 4 points.
- B. 8 points.
- C. 6 points.
- D. 18 points.

86. Which statement correctly distinguishes qualitative from quantitative evidence in a written student analysis?

- A. Both are quantitative because the teacher collected them.
- B. Anecdotal notes describe context qualitatively, while accuracy percentages express quantitative performance.
- C. Anecdotal notes are quantitative because they occur in class.
- D. Percentages are qualitative because they describe learning.

87. A student's assessment scores are low in independent reading but much higher when text is read aloud. What should the team investigate?

- A. Whether decoding or access to print, rather than comprehension, is creating the performance gap.
- B. Assume the student lacks all reading comprehension.
- C. Ignore the read-aloud result because it changes the task.
- D. Lower every reading goal without analyzing the response difference.

88. A student knows how to use a graphic organizer but rarely uses it independently. Which recommendation is most appropriate?

- A. Require the organizer on every assignment regardless of purpose.
- B. Stop using organizers because the student is not independent yet.
- C. Complete the organizer for the student to ensure accuracy.
- D. Teach when to select the organizer, model varied use, and fade prompts.

89. A behavior occurs after difficult writing tasks and stops when the task is removed. Which hypothesis is best supported?

- A. The behavior is maintained by peer attention in every setting.
- B. The behavior may be maintained by escape from a difficult writing demand.
- C. The behavior proves the student is unwilling to learn.
- D. The behavior is unrelated to task difficulty because consequences never matter.

90. A response includes test scores, work samples, and observations. What makes the response an analysis rather than a list?

- A. It explains the pattern across sources and connects the pattern to a specific instructional decision.
- B. It includes every score in the order collected.
- C. It repeats the case description with more detail.
- D. It chooses the highest result and ignores conflicting evidence.

91. Which feature makes a written recommendation especially defensible?

- A. It proposes several unrelated interventions to cover every possibility.
- B. It uses a favorite strategy without explaining the student's data.
- C. It recommends a more restrictive setting before examining instruction.
- D. It identifies one priority need, links the action to evidence, and explains implementation and monitoring.

92. A student meets an IEP goal on structured probes but not during natural classroom activities. What should the team consider next?

- A. Declare mastery and end instruction immediately.
- B. Discard the structured-probe data as invalid.
- C. Plan generalization across authentic settings and monitor skill transfer.
- D. Lower the goal without examining task conditions.

93. A student answers 14 of 20 items correctly on a progress probe. What percentage is correct?

- A. 70%.
- B. 60%.
- C. 65%.
- D. 75%.

94. Which organization is strongest for a written response analyzing assessment data?

- A. Begin with background and end without naming an instructional decision.
- B. List several strategies before explaining what the data show.
- C. Describe activities without connecting them to a student need.
- D. Interpret the evidence, identify a strength and need, recommend one action, and explain implementation and monitoring.

95. Which practice is most ethical when writing about a student's assessment results?

- A. Include the student's full name to make the case sound realistic.
- B. Treat every adult opinion as equivalent to measured data.
- C. Use relevant evidence, distinguish observation from inference, and remove identifying information.
- D. Add unrelated medical history to show thoroughness.

96. A student performs a skill in a resource room but not during a community-based task. What should the written response recommend?

- A. Continue resource-room practice only because it is more controlled.
- B. Plan practice in the community context with relevant materials, fading prompts, and data on independent performance.
- C. Assume the student will transfer the skill without direct practice.
- D. Stop teaching the skill because community performance is difficult.

97. A behavior plan requires the student to meet a criterion on three of five weekly probes. The student meets it on three probes. What percentage met criterion?

- A. 40%.
- B. 50%.
- C. 75%.
- D. 60%.

98. A student has strong oral reasoning and weak written organization. Which recommendation best uses the strength while addressing the need?

- A. Use oral rehearsal and graphic planning before requiring a structured written response with gradual fading.
- B. Remove writing so the oral strength is never challenged.
- C. Require independent writing without planning support.
- D. Teach handwriting mechanics only, despite the organization pattern.

99. Which student perspective should be included when interpreting transition data?

- A. Only adult ratings because students may not understand transition planning.
- B. The student's preferences, interests, perceived strengths, and requested supports.
- C. Only the most recent grade because it is objective.
- D. Only family preference without observing student performance.

100. Which final recommendation best responds to data showing a specific skill weakness, a related strength, and limited response to prior instruction?

- A. Use a broad intervention that changes every part of the student's program.
- B. Repeat the prior instruction without examining why progress was limited.
- C. Target the weakness through the strength, specify the instructional routine, and define how response will be monitored.
- D. Choose a restrictive placement before reviewing instructional variables.

Practice Exam 11: Answer Key and Explanations

1. A - Explaining the proposed action and rights is correct because parents need understandable information about what the school proposes, why it is proposed, and how to participate or challenge the decision. A meeting notice, unexplained authority, or forced agreement does not provide meaningful procedural access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

2. C - Coordinating Child Find responsibilities is correct because school location does not eliminate the district's obligation to respond appropriately when a disability is suspected and evaluation may be needed. Waiting, shifting the decision entirely, or enrolling first does not address the evaluation responsibility. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

3. D - Consent for initial services is correct because evaluation consent allows the team to gather information, but initial provision of special education services requires the parent's informed decision. Work samples, invitations, and observations support planning but do not substitute for the separate services decision. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

- 4. B** - Limiting disclosure to a legitimate purpose is correct because confidential records should be disclosed only through an authorized process and only to the extent needed for the educational task. District employment, partial redaction, or broad posting does not automatically justify unrestricted access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 5. A** - Coordinated early-intervention transition is correct because a planned transition connects family priorities, current developmental information, and receiving-program supports while protecting appropriate privacy. Abrupt ending, adult-only placement, or delayed planning can create gaps in service and continuity. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 6. D** - Using the amendment process is correct because an IEP is an individualized working document that can be revised when data show changed needs, with required participation and documentation. Informal changes, abrupt termination, or refusal to revise can leave services misaligned with current performance. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 7. C** - Considering supplementary aids first is correct because LRE analysis asks whether the student can be educated with peers using appropriate supports before a more restrictive option is selected. Need for support, scheduling convenience, or placement-first reasoning does not establish that separation is necessary. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 8. B** - Considering trauma alongside eligibility data is correct because evaluation should distinguish disability-related need from environmental, emotional, or health influences that may affect learning and behavior. Automatic labeling, ignoring context, or withholding support can produce an incomplete and harmful conclusion. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 9. C** - Separating organization from understanding is correct because different performance conditions can reveal an executive-function barrier without erasing the student's demonstrated knowledge. Global assumptions, lowered standards, or ignored organization needs do not guide individualized support. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.
- 10. A** - Instruction in self-determination is correct because students need repeated opportunities to understand choices, communicate preferences, and participate in decisions before responsibility changes. Exclusion, adult-only decisions, or unexplained scripts does not build authentic decision-making skill. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.
- 11. B** - Including a special education instructional provider is correct because the committee needs someone qualified to interpret disability-related needs and connect them to specially designed instruction. Counselor-only, substitute-only, or unrelated community participation cannot fulfill that instructional expertise. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

12. D - A Section 504 access plan is correct because Section 504 can address disability-related access needs when the student does not meet IDEA eligibility criteria. An IEP requires IDEA eligibility, an IFSP serves early intervention, and a behavior plan does not replace an access plan. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

13. B - Meaningfully challenging individualized goals is correct because the standard expects an IEP to be reasonably calculated to enable progress appropriate to the student's circumstances. Repeated minimal goals, easy paperwork, and category-based sameness do not demonstrate individualized educational benefit. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

14. D - Assessment-based transition planning is correct because postsecondary planning should be individualized and connected to evidence about preferences, strengths, needs, and needed supports. Labels, delayed planning, and campus convenience do not establish an actionable adult-life pathway. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

15. A - Reviewing the disability and implementation connection is correct because a manifestation determination focuses on whether the conduct reflects the disability or an IEP implementation failure. Warnings, grade averages, and personal fairness judgments do not answer the required relationship question. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

16. C - Protecting authorization and identity is correct because recordings can contain personally identifiable information, so sharing must follow authorization and local confidentiality procedures. Privacy settings, delayed permission, or removal of a name does not automatically make a recording safe to share. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

17. D - Evidence-based graduation planning is correct because graduation decisions connect present performance and required standards with the student's goals, supports, and long-term plan. Disability labels, staff convenience, or decisions made without present levels are not individualized. 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 - Qualified language access is correct because families need understandable information and an authentic opportunity to participate in educational decisions. Sibling interpretation, technical language, or excluding the family can reduce accuracy and meaningful participation. 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. B - Screening is correct because screening is a brief first look used to identify possible risk and determine whether more information or intervention is warranted. A grade, eligibility decision, or national ranking requires different evidence and purposes. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

20. C - Repeated aligned baseline samples is correct because a useful baseline measures the target skill consistently and provides evidence that can be compared with later performance. Feelings, one unusual sample, or a report-card grade cannot describe the skill precisely enough. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

21. A - 5 points is correct because each adjacent score increases by five, so the average interval gain is the total change divided across three intervals. Using the number of scores, the total change, or an unrelated estimate would not calculate the interval trend. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

22. B - The observable behavior goal is correct because the goal identifies a context, an observable action, a time criterion, and a repeated opportunity for measurement. General improvement, effort, or teacher activity does not define the student's measurable outcome. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

23. D - Contextual and nondiscriminatory evaluation is correct because evaluation must consider whether performance reflects disability rather than language, opportunity, or cultural and educational differences. One score, exclusion from assessment, or mismatched comparison can produce an invalid conclusion. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

24. C - Providing a documented access accommodation is correct because reading directions can remove an access barrier when reading is not the construct being measured. Lower standards, skipped items, or effort-only scoring changes the task rather than supporting access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

25. B - A small upward trend below criterion is correct because the graph shows growth but also a meaningful gap from the target, requiring examination of intervention strength and instructional fit. Mastery, zero-growth conclusions, or dismissal of the graph overstates or ignores the evidence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

26. C - An interpretable data update is correct because families need a clear connection among baseline, current performance, instruction, and the decision that follows. A single score, attendance, or unexplained table does not show response to 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.

27. D - Reviewing fidelity first is correct because an intervention cannot be evaluated fairly when its planned frequency, duration, or procedures were not consistently delivered. Lowering goals, judging ability, or replacing instruction without fidelity data confounds the decision. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

28. A - Context-linked functional data is correct because patterns before and after behavior can reveal what the behavior accomplishes and guide a function-based response. Opinion, labels, and consequence lists alone do not identify the relevant environmental relationship. This supports the choice. Others

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

29. B - Authentic, multi-source transition assessment is correct because postsecondary planning should connect stated interests with observed strengths, support needs, and performance in relevant tasks. One grade, local convenience, or adult-only choice does not establish a defensible employment goal. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

30. A - 11 is correct because the four scores total 44, and dividing by four observations produces a mean of 11. Choosing a middle score or using the highest values would not calculate the arithmetic average. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

31. C - A criterion with repeated probes is correct because the goal specifies the behavior, accuracy level, task context, and repeated evidence needed to judge mastery. Effort, participation, and general improvement are not precise enough for a reliable mastery decision. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

32. D - A current strength-and-need statement is correct because present levels describe observable current performance and explain how disability-related needs affect access and progress. Future outcomes, teacher activities, and blanket supports do not establish the student's present starting point. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

33. D - Repeated aligned skill sampling is correct because progress monitoring requires consistent measurement of the target so changes in performance can be interpreted over time. Changing targets, impressions, or one final administration prevents a meaningful growth comparison. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

34. C - Triangulating context and performance is correct because different task conditions may reveal a support or generalization need, so the team should interpret evidence rather than select one score. Highest-score, latest-score, or context-free averaging can conceal the reason performance changes. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

35. A - 85 percent is correct because 17 divided by 20 equals 0.85, which becomes 85 percent when multiplied by 100. The other choices are nearby estimates but do not match the observed number correct and total items. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

36. B - Goal-based student data review is correct because self-regulation grows when students understand the target, interpret evidence, and connect performance with a planned action. Hidden goals, vague praise, or unexplained scores do not teach data-based self-regulation. 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. B - Concrete, explicit early numeracy instruction is correct because young learners benefit when quantity concepts are modeled and practiced with meaningful objects, language, and repetition. Delayed

teaching, unsupported abstraction, or unrelated work does not address the identified numeracy need. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

38. C - Maintaining the target with aligned scaffolds is correct because vertical alignment connects current skills to increasingly complex content while instruction adapts access and support. Unrelated passages, target removal, or one fixed level does not connect instruction to grade-level learning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

39. D - Considering long-term curriculum effects is correct because a modified standard may affect future coursework and graduation options, so the decision must be individualized and transparent. Teacher convenience, blanket use, or total avoidance does not address the student's educational pathway. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

40. A - Multiple proactive access and response options is correct because UDL anticipates variability by designing flexible pathways into instruction without abandoning the meaningful learning target. Reactive additions, unrelated objectives, or content removal does not provide inclusive access with rigor. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

41. D - Prompt fading toward independence is correct because the goal of instructional prompting is to support success temporarily and transfer control to the student's own performance. More prompts, abandoning instruction, or practicing one isolated step does not build the complete independent routine. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

42. A - Explicit contextual vocabulary instruction is correct because students learn new words more effectively when meaning, examples, visuals, and repeated use are connected. Dictionary copying, one-time mention, or wordless pictures does not provide durable semantic learning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

43. C - An alternate response mode is correct because students can demonstrate the same knowledge through an appropriate modality when the original format creates an unrelated barrier. Exemption, automatic target reduction, or rigid writing demands can misrepresent understanding. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

44. B - Structured flexible cooperative groups is correct because roles, modeling, and a shared product make participation explicit while flexible grouping responds to instructional needs. Permanent labels, unstructured choice, or passive participation does not establish meaningful collaboration. 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. D - Matching access technology to the task is correct because assistive technology should be selected from observed motor, positioning, communication, and task requirements. Removal, repeated failure with the standard device, or cost-based selection is not individualized. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

46. A - Varied authentic practice is correct because generalization requires using the skill with changed materials and contexts while support decreases and independence is measured. Worksheets, adult completion, or one unvaried routine does not show functional transfer. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

47. C - Supporting multimodal communication is correct because communication access improves when adults recognize reliable modes, model growth, and allow the student time to respond. Oral-only demands, restricted tools, or adult interpretation can reduce autonomy and communication practice. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

48. C - Age-appropriate systematic independence instruction is correct because students with high support needs can build meaningful independence when complex routines are taught explicitly and choices are honored. Adult completion, infantilized materials, or verbal-only directions can create unnecessary dependence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

49. B - Specific acknowledgment of replacement behavior is correct because positive support strengthens appropriate behavior when feedback is timely, specific, and connected to a taught alternative. Delayed teaching, identical punishment, or vague praise does not build or measure the replacement skill. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

50. B - Reducing input during escalation is correct because fewer words, one calm communicator, and safe space can lower demands while preserving safety and dignity. More adults, forced explanation, or threats can increase arousal and interfere with regulation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

51. D - Function-based escape replacement is correct because the plan addresses the escape function by teaching a safer request and adjusting task support while maintaining instruction. More difficulty, total ignoring, or permanent removal does not teach an appropriate alternative. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

52. A - Preventive transition supports is correct because changing the antecedent and teaching a predictable routine addresses the condition that precedes the behavior. Larger consequences, passive waiting, or total avoidance does not teach a safe transition response. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

53. C - Task analysis with fading support is correct because breaking the routine into observable actions provides teachable units and shows exactly where prompts are needed. Outcome-only scoring, one exposure, or adult completion does not establish independent performance. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

54. B - Restorative discipline is correct because restorative practice centers on understanding impact, taking responsibility, repairing harm, and restoring the relationship. Exclusion, academic testing, or

unrelated reinforcement does not address the social repair process. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

55. A - A structured self-monitoring routine is correct because students build regulation when they observe their own behavior, apply a practiced strategy, and gradually rely less on adults. One warning, task removal, or vague commands does not teach an independent regulation process. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

56. D - Authentic punctuality instruction is correct because transition-focused teaching connects time concepts with the actual preparation, travel, and self-monitoring demands of employment. Unrelated worksheets, discussion without practice, or adult completion does not build workplace independence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

57. D - Accessible digital design is correct because navigation and readable directions reduce barriers while preserving the intended learning task and student independence. Removal, decoration, or adult dependence does not provide equivalent 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.

58. C - Typing instead of handwriting is correct because the response method changes while the student still develops and demonstrates the same writing ideas and standard. Unrelated drawing, reduced criteria, or lower standards change the expected learning. 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 - Time-linked ABC data is correct because repeated context-specific records can show whether hunger, transition, task demands, or consequences are related to the behavior. Monthly totals, impressions, or labels do not reveal the conditions that may be maintaining it. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

60. B - Explicit cumulative sound-symbol instruction is correct because persistent decoding difficulty calls for systematic teaching, practice, feedback, and review of the sound-print relationship. Silent reading, picture guessing, or volume alone does not directly teach the missing skill. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

61. A - Peer-mediated communication support is correct because trained peers can create natural opportunities for initiation while preserving the student's agency and providing appropriate wait time. Speaking for the student, removal, or public correction reduces authentic communication and belonging. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

62. C - Authentic career-readiness practice is correct because employment preparation includes functional performance, communication, self-advocacy, and evidence of independence in relevant routines. Word copying, adult choice, or general discussion does not demonstrate workplace readiness.

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

63. D - Purpose-preserving PE adaptation is correct because access can be improved by changing conditions or equipment while keeping the meaningful activity goal and peer participation. Exemption, unrelated work, or rigid demands either remove the opportunity or create an unsafe barrier. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

64. B - Collaborative problem solving is correct because examining the task with the teacher can reveal how to maintain the standard while making the accommodation practical. Stopping instruction, student-only problem solving, or removal does not address the access barrier. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

65. B - Teacher accountability for coordinated services is correct because the certified teacher remains responsible for instructional planning, IEP alignment, and oversight while using paraprofessional expertise. Independent placement, unchecked monitoring, or unapproved goal changes exceed the paraprofessional role. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

66. A - One teach, one observe is correct because this model assigns primary instruction to one teacher while the other gathers planned information about student response. Parallel divides instruction, alternative uses different content or intensity, and team teaching shares delivery. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

67. D - Planning the target and supports together is correct because shared preparation aligns instruction, differentiation, roles, and evidence before students encounter the task. Behavior-only roles, separate materials, or after-the-fact discussion can produce fragmented support. 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. C - Respectful collaborative problem solving is correct because families need understandable evidence, genuine participation, and consideration of alternatives when they question an educational plan. Professional authority, avoidance, or unsupported choice does not resolve the concern or build partnership. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

69. B - Embedding and monitoring the provider recommendation is correct because collaboration turns related-service expertise into consistent classroom opportunities and checks whether the support improves participation. Therapy-only use, guessing, or delay prevents generalization and timely adjustment. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

70. C - Specific coordinated advocacy is correct because effective advocacy connects a documented barrier with a practical accommodation and the adults responsible for implementation. Student-only responsibility, exclusion, or public complaint does not create an actionable access plan. This supports

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

71. D - Evidence-linked professional learning is correct because reflection should connect a documented instructional barrier with targeted learning, implementation, and review of impact. Generic training, unchanged practice, or student-only responsibility does not address the identified problem. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

72. A - Consent-based agency coordination is correct because transition planning is stronger when relevant partners participate with clear roles and appropriate information sharing. Unauthorized records, late contact, or transfer of school decisions does not support student-centered planning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

73. B - Moving from labels to observable data is correct because professional collaboration improves when staff describe what happened, under what conditions, and what support may be needed. Permanent removal, public correction, or dismissal of staff observations does not support effective problem solving. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

74. C - Accessible student participation is correct because students can contribute when information, roles, preparation, and communication access are planned before the meeting. Technical language, silence, or after-the-fact summaries do not create meaningful participation. 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. D - Reciprocal shared expertise is correct because inclusive instruction improves when both teachers contribute to content, pedagogy, access, and data-based adjustment. Separate roles, one-sided decisions, or unequal responsibility weakens implementation and shared ownership. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

76. D - Reflective adjustment after feedback is correct because professional learning requires applying feedback, observing impact, and refining instruction rather than treating feedback as personal criticism. Rejection, removing access, or symbolic agreement does not improve the student's communication opportunity. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

77. A - Private need-to-know communication is correct because confidentiality is protected when relevant staff receive necessary information through an appropriate private channel. Hallway discussion, full-record sharing, or public examples can expose unnecessary personally identifiable information. 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 - Private data-linked coaching is correct because prompting should support independence, so staff need a shared procedure, evidence, and practice in fading assistance. Abrupt removal, ignoring data, or

public correction does not build consistent implementation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

79. B - Individualized accessible referral is correct because families are more likely to use resources when information is relevant, understandable, and connected to their circumstances. Unfiltered lists, unsupported searching, or another family's experience does not establish fit. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

80. A - A measurable improvement cycle is correct because professional goals are strengthened by action, evidence, reflection, and adjustment tied to student learning. Reading without application, impressive wording, or certificates alone does not demonstrate impact. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

81. A - Supported student-led participation is correct because preparation and communication access allow the student to express authentic preferences and build self-advocacy. Adult-written content, silence, or unexplained terminology does not create meaningful participation. 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. C - Separating knowledge from response demands is correct because different response modes can reveal a production or organization barrier without erasing demonstrated vocabulary knowledge. Global conclusions, permanent exemption, or discarded oral evidence oversimplifies the data. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

83. B - Explicit word-problem analysis is correct because the data point to a decision-making and language problem rather than a computation deficit. More computation, removal, or a lower copying goal does not address the identified need. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

84. D - Explicit central-idea reasoning is correct because the evidence identifies a comprehension and explanation need, so instruction should make the evidence-to-idea connection visible. Decoding, unsupported rereading, or unrelated work does not target the demonstrated weakness. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

85. C - 6 points is correct because each of the three intervals increases by six, so the average interval gain is six points. The answer is based on change between adjacent probes, not the total change or the number of scores. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

86. B - Distinguishing evidence types is correct because qualitative notes describe characteristics or context, whereas percentages represent measurable amounts. The setting or collector does not determine

the evidence type; the form of information does. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

87. A - Investigating the source of the discrepancy is correct because performance changes across conditions can show whether print access is masking comprehension strengths. Global assumptions, ignored evidence, or automatic lowering does not identify the instructional need. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

88. D - Teaching strategic and independent use is correct because the need is not knowledge of the tool alone but selecting and applying it without excessive prompting. Universal requirement, abandonment, or adult completion does not build strategic independence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

89. B - An escape-related hypothesis is correct because the pattern links the behavior to a difficult demand and removal of that demand, which suggests a possible escape function. Attention, motivation labels, or consequence-free explanations do not match the observed sequence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

90. A - Connecting evidence to an instructional decision is correct because analysis interprets what the sources mean together and explains why they support a particular recommendation. Chronological lists, repetition, or selective reporting does not demonstrate synthesis. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

91. D - One evidence-linked recommendation is correct because a focused response shows how the identified need leads to a feasible action and a way to evaluate its effect. Multiple unrelated actions, preference-based teaching, or placement-first reasoning does not show data-based problem solving. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

92. C - Planning for generalization is correct because different performance across contexts suggests the student needs supported transfer rather than an immediate mastery conclusion. Ending instruction, discarding evidence, or lowering the goal ignores the context-specific pattern. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

93. A - 70 percent is correct because 14 divided by 20 equals 0.70, which converts to 70 percent. The other values are plausible estimates but do not match the observed score and denominator. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

94. D - A data-to-action structure is correct because this sequence makes the reasoning visible from evidence through need, recommendation, implementation, and follow-up. Background alone, unlinked strategies, or activity lists do not demonstrate analysis. 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 - Relevant confidential evidence use is correct because ethical analysis protects privacy and clearly separates what was observed from what the educator concludes. Names, unsupported opinions, and unrelated details add risk without strengthening the instructional 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.

96. B - Contextualized transfer practice is correct because the data show a generalization gap, so instruction should bring the skill into the setting and conditions where it is needed. Controlled-only practice, assumed transfer, or instructional withdrawal does not address the gap. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

97. D - 60 percent is correct because three successful probes divided by five total probes equals three-fifths, or 60 percent. The other values use a different numerator or denominator and do not represent the observed 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 - Using oral rehearsal to support writing is correct because the recommendation builds from an observed reasoning strength while directly teaching organization and independence in written expression. Removal, unsupported writing, or handwriting-only instruction does not match the full data pattern. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

99. B - Including the student's perspective is correct because transition decisions are stronger when the student's voice is combined with performance evidence and family or team information. Adult-only ratings, one grade, or family-only preference cannot fully describe the student's goals and needs. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

100. C - A focused evidence-linked recommendation is correct because the strongest response connects the pattern to one feasible action and a measurable plan for checking whether it works. Broad change, repetition without analysis, or placement-first reasoning does not demonstrate individualized problem solving. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.