

PRACTICE EXAM 12: 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 district proposes to change a student's evaluation plan. Which action best supports the parent's procedural participation?
 - A. Provide prior written notice describing the proposal, reasons, and relevant safeguards.
 - B. Send only the meeting date and postpone all explanation.
 - C. Ask the parent to approve the change before receiving details.
 - D. Tell the family that staff decisions cannot be questioned.

2. A teacher suspects that a student may need special education evaluation. What is the most appropriate school response?
 - A. Wait for several failing report cards before responding.
 - B. Ask the family to arrange all evaluation steps privately.
 - C. Document concerns, consult appropriate staff, and follow the district's referral and Child Find procedures.
 - D. Provide tutoring only and close the referral discussion.

3. A student already receiving special education services shows new concerns in reading. What consent issue should the team address before testing?

- A. Begin every test immediately because the student already has an IEP.
- B. Obtain informed parental consent when the proposed reevaluation requires it.
- C. Use only the student's last evaluation and skip new data.
- D. Require the parent to select the instruments without team input.

4. A staff member asks for a student's evaluation report to prepare a presentation unrelated to the student's services. What should happen?

- A. Share the full report because the staff member works on campus.
- B. Remove the name but keep every identifying detail.
- C. Post the report in a shared folder for convenience.
- D. Decline the broad request and disclose information only through an authorized educational purpose.

5. A child is moving from an early-intervention program into a school setting. Which transition practice is most appropriate?

- A. End services first and wait for the school to ask questions.
- B. Select a placement before discussing the family's priorities.
- C. Delay planning until the child has already entered school.
- D. Coordinate family priorities, current information, and receiving-program supports before the transition.

6. The team learns that a student's current service schedule no longer matches documented needs. What is the best response?

- A. Review the data with the ARD committee and revise the IEP through the required process.
- B. Change the schedule informally and document it next year.
- C. Keep the schedule unchanged because annual meetings control all revisions.
- D. Stop the service immediately while a replacement is considered.

7. A student can learn grade-level content in general education with specialized materials and peer support. Which placement reasoning is strongest?

- A. Select a separate class because any adaptation indicates inability.
- B. Consider supplementary aids and services before moving to a more restrictive setting.
- C. Choose the setting with the most open seats on the schedule.
- D. Start with separation and test supports only after failure.

8. A multilingual student has uneven performance after inconsistent prior schooling. Which evaluation approach is most defensible?

- A. Treat a low English score as proof of disability.
- B. Exclude the student from evaluation because language affects testing.
- C. Consider language history, instruction, culture, and multiple measures before interpreting disability evidence.
- D. Compare the student only with peers sharing the same language.

9. A student understands lessons but routinely loses materials and misses multi-step deadlines. What should the team examine?

- A. Assume missing materials prove the student lacks understanding.
- B. Lower academic expectations without analyzing the performance pattern.
- C. Assess executive-function and organization needs while preserving evidence of content knowledge.
- D. Ignore organization because the student performs well orally.

10. Which practice best prepares a student to participate in decisions about future educational supports?

- A. Teach the student to describe needs, compare choices, and request supports in an accessible way.
- B. Keep the student out of meetings so adults can decide faster.
- C. Give the family every decision without student participation.
- D. Provide a script without checking the student's understanding.

11. Which ARD committee participant provides essential expertise about specially designed instruction?

- A. Only a counselor, regardless of the student's instructional needs.
- B. A special education teacher or provider who can interpret and design specialized instruction.
- C. Only a substitute who taught the student briefly.
- D. A volunteer who has not worked with the student.

12. A student does not meet IDEA eligibility but has a documented disability-related access barrier. Which school-based support may be appropriate?

- A. Write an IEP without establishing special education eligibility.
- B. Continue an IFSP as the required secondary-school document.
- C. Use a behavior plan as the student's only access plan.
- D. Develop a Section 504 plan addressing documented access needs.

13. Which annual-goal decision best reflects the expectation that an IEP provide meaningful educational progress?

- A. Repeat an easy goal because the student has a disability label.
- B. Set appropriately challenging goals based on the student's circumstances and current performance.
- C. Use identical goals for all students in one eligibility category.
- D. Choose goals that are easy to record but educationally minor.

14. Which transition-planning action best connects school services with a student's adult goals?

- A. Choose a pathway from the disability category alone.
- B. Wait until graduation to discuss adult outcomes.
- C. Select the pathway that requires the fewest staff meetings.
- D. Use student strengths, interests, needs, and assessment information to select coordinated goals and services.

15. A disciplinary removal may change a student's placement. Which question must the team address?

- A. Whether the conduct was related to the disability or to failure to implement the IEP.
- B. Whether the student received enough 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 share a classroom video showing a student using an AAC system. What should happen first?

- A. Upload it privately because the classroom belongs to the school.
- B. Share it with colleagues and request permission afterward.
- C. Confirm authorization, protect identity, and follow confidentiality procedures before sharing it.
- D. Post it without a name because the face is not a record.

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

- A. The pathway most often used for the same disability category.
- B. Current performance, standards, student goals, family input, and needed supports.
- C. The option requiring the fewest meetings for staff.
- D. A decision made before reviewing present levels and goals.

18. A family requests school communication in a language they understand best. Which response supports meaningful participation?

- A. Ask a sibling to interpret confidential meeting content.
- B. Use technical English and explain the decision afterward.
- C. Speak only with the student because school terms are complex.
- D. Arrange qualified language assistance and accessible information before decisions are made.

19. A teacher checks students' understanding during a lesson and adjusts the next examples. What assessment purpose is illustrated?

- A. Summative grading after instruction is complete.
- B. Eligibility determination from one classroom response.
- C. Formative assessment used to guide immediate instruction.
- D. A ranking measure for comparing all students.

20. Which baseline plan would best measure a student's independent use of a daily planner?

- A. Observe repeated real assignments, score the same behaviors, and record typical conditions.
- B. Ask whether the student thinks planning is easy.
- C. Use one unusually difficult day as the baseline.
- D. Estimate performance from the student's course grade.

21. A student's weekly probe scores are 36, 42, 48, and 54. What is the average increase per interval?

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

22. Which annual goal gives the clearest measurable outcome for independent work initiation?

- A. The student will become more responsible during independent work.
- B. The student will try harder to begin assignments.
- C. Given a task, the student will begin within three minutes on four of five opportunities.
- D. The teacher will remind the student to start work.

23. A standardized score is low for a student who has received limited instruction in the tested language. What should the team do?

- A. Treat the score alone as proof of disability.
- B. Review language background, opportunity to learn, and multiple measures before concluding eligibility.
- C. Cancel evaluation because language differences prevent all testing.
- D. Compare only with students who share the same home language.

24. A social studies assessment measures historical reasoning, not reading fluency. Which support may preserve the target?

- A. Replace the history task with a lower reading standard.
- B. Remove every item containing written directions.
- C. Score participation instead of historical reasoning.
- D. Read directions aloud as documented without changing the history standard.

25. A student scores 31, 34, 37, and 40 on four weekly probes toward a goal of 60. What is the best initial interpretation?

- A. The student has mastered the goal because scores increased.
- B. No progress exists because the goal has not been reached.
- C. The student is improving steadily but remains below the goal, so response should be reviewed.
- D. The data are unusable because the scores differ.

26. A parent asks whether a writing intervention is helping. Which progress report is most informative?

- A. Explain the target, compare recent data with baseline, describe instruction, and identify next steps.
- B. Give only the latest score without a goal.
- C. Say it works because the student attends regularly.
- D. Provide a data table without interpreting the pattern.

27. A behavior plan shows little improvement, but staff delivered the planned support inconsistently. What should happen first?

- A. Lower the behavior goal immediately.
- B. Conclude that the student cannot learn the replacement skill.
- C. Replace the plan without examining delivery.
- D. Review implementation fidelity before deciding that the intervention is ineffective.

28. A student leaves independent work whenever difficult items appear. Which information would best clarify the behavior's function?

- A. Use a teacher opinion that the student is unmotivated.
- B. Record antecedents, task features, behavior, consequences, setting events, and timing across contexts.
- C. Review the disability label without direct observations.
- D. List consequences without recording what happened before behavior.

29. A student is interested in culinary work after graduation. Which transition assessment would provide the strongest evidence?

- A. Combine student interests with observations, work samples, and skill data from authentic food-service tasks.
- B. Use the student's favorite class grade as the only evidence.
- C. Choose a job from local openings without student input.
- D. Ask adults to select a career without observing performance.

30. A student answers 17 of 20 reading items correctly. What percentage is correct?

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

31. Which mastery criterion provides the clearest basis for deciding whether a student learned a self-advocacy phrase?

- A. The student will try to advocate more often.
- B. The student will use the phrase appropriately in four of five opportunities across three probes.
- C. The student will participate when the topic feels interesting.
- D. The student will improve self-advocacy over time.

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

- A. The student will cite evidence independently by June.
- B. The teacher will provide a graphic organizer daily.
- C. The student summarizes grade-level text orally but needs prompts to cite written evidence.
- D. The student should receive every available accommodation.

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

- A. It samples a defined skill with consistent administration and scoring across probes.
- B. It changes the target every time to prevent memorization.
- C. It relies only on teacher impressions.
- D. It is administered once at the end of the year.

34. A student performs well in one-to-one testing but struggles during cooperative projects. What should the team do before revising the goal?

- A. Use the highest score as the complete picture.
- B. Compare observations, work samples, task demands, and student input across both conditions.
- C. Use the newest score without examining context.
- D. Average the scores without analyzing the different demands.

35. A student completes 21 of 28 problems correctly. What percentage is correct?

- A. 70%.
- B. 80%.

- C. 85%.
- D. 75%.

36. Which practice best helps a student use progress data to select a learning strategy?

- A. Keep the goal hidden so the student focuses only on grades.
- B. Praise effort without discussing the evidence.
- C. Teach the student to compare performance with a goal, identify a barrier, and choose a next step.
- D. Show the score but do not plan a response.

37. A preschool student has difficulty hearing the first sound in a spoken word. Which instruction is most appropriate?

- A. Wait until formal spelling instruction begins.
- B. Use brief, playful sound-identification activities with modeling, repetition, and immediate feedback.
- C. Assign abstract worksheets without oral practice.
- D. Replace early literacy with unrelated motor tasks.

38. A student can identify a claim in short passages but not in complex science texts. Which instructional decision best preserves alignment?

- A. Replace science with unrelated basic reading passages.
- B. Remove the claim target because the text is complex.
- C. Use only the student's easiest reading level in every class.
- D. Keep the science claim target while scaffolding vocabulary, text structure, and evidence selection.

39. Before modifying a grade-level mathematics standard, what should the team discuss?

- A. Whether the modified work requires less preparation.
- B. Whether every classmate should receive the same change.
- C. Consider effects on course expectations, credits, graduation options, and long-term goals.

D. Whether the student can avoid mathematics assignments.

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

- A. Offer varied ways to engage, access information, and demonstrate the same central learning target.
- B. Wait for failure before providing any access option.
- C. Create unrelated objectives for students needing support.
- D. Remove difficult content whenever one format creates a barrier.

41. A student completes a dressing routine only after an adult gives a prompt at every step. What should instruction emphasize?

- A. Add more prompts so errors never occur.
- B. Use systematic prompt fading while reinforcing increasingly independent steps.
- C. Stop teaching because prompting proves the routine is impossible.
- D. Practice only the final step until it is memorized.

42. Which strategy best supports a student who struggles to organize written paragraphs?

- A. Assign longer essays without changing instruction.
- B. Require copying a model without discussing its structure.
- C. Grade final products only and omit feedback during drafting.
- D. Model planning, use a visual organizer, write a shared example, and fade support gradually.

43. A student explains scientific reasoning orally but cannot show it in handwriting. What response best preserves the instructional target?

- A. Allow an alternate response mode while continuing to assess the scientific reasoning.
- B. Excuse the student from demonstrating the concept.
- C. Lower the science target automatically.
- D. Require handwriting even when handwriting is not measured.

44. Which grouping plan is most likely to support productive peer discussion during a history task?

- A. Group students permanently by disability category.
- B. Let students choose groups without teacher collaboration.
- C. Use flexible groups with modeled roles, discussion stems, and a shared evidence-based product.
- D. Have one student complete the product while peers watch.

45. A student cannot reliably activate a standard classroom switch. Which assistive-technology decision is best?

- A. Remove technology so the student cannot become frustrated.
- B. Require repeated use of the standard switch.
- C. Match an adapted switch and positioning support to the student's access method and task.
- D. Select the most expensive device without observing needs.

46. A student uses a checklist in one classroom but not during a community trip. Which instruction best promotes transfer?

- A. Repeat the original classroom practice only.
- B. Practice the checklist across settings, materials, people, and routines while fading prompts.
- C. Have an adult complete the checklist whenever the student hesitates.
- D. Assume transfer will occur without practice in the new setting.

47. A student uses a speech-generating device to request materials. Which classroom practice is most appropriate?

- A. Require spoken words before honoring any request.
- B. Limit the device to therapy sessions.
- C. Speak for the student whenever a response takes time.
- D. Keep the device available, model useful messages, and allow adequate wait time for responses.

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

- A. Teach an age-appropriate routine with task analysis, visual cues, choices, and systematic prompting.
- B. Complete the task for the student because it is difficult.
- C. Use childish materials to make the task easier.
- D. Give verbal directions once without practice in the routine.

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

- A. Teach a replacement behavior, acknowledge its use specifically, and monitor the response.
- B. Wait for serious behavior before teaching expectations.
- C. Use the same punishment regardless of behavioral function.
- D. Praise generally without naming the expected behavior.

50. Several adults giving directions causes a student to become more agitated. What is the best immediate response?

- A. Add adults and repeat directions more loudly.
- B. Reduce verbal input, designate one calm speaker, increase space, and follow the safety plan.
- C. Demand an explanation before allowing a pause.
- D. Threaten a consequence if the student avoids eye contact.

51. A functional assessment indicates that work refusal results in escape from difficult math tasks. Which intervention is most appropriate?

- A. Assign harder tasks until refusal stops.
- B. Ignore every request so escape cannot occur.
- C. Teach a break request, support difficult tasks, and reinforce it.
- D. Remove mathematics instruction permanently.

52. Data show that outbursts occur during lengthy, unstructured hallway transitions. Which change is most preventive?

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

53. Which approach best teaches a student to complete a four-step classroom materials routine?

- A. Teach only the finished result.
- B. Give the directions once and measure speed only.
- C. Use task analysis, model the sequence, practice with feedback, and fade prompts.
- D. Complete the routine while the student watches.

54. A student and peer discuss harm, repair the interaction, and agree on a future plan. Which approach is illustrated?

- A. A purely punitive exclusion response.
- B. An academic assessment of social studies knowledge.
- C. A reinforcement schedule unrelated to the conflict.
- D. Restorative practice focused on accountability, repair, and rebuilding relationships.

55. Which strategy best teaches a student to manage attention during a long independent assignment?

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

56. A student's transition goal involves arriving on time for a work shift. Which instruction is most directly aligned?

- A. Assign a worksheet about unrelated time vocabulary.
- B. Practice reading schedules, preparing materials, following travel steps, and checking arrival data.
- C. Discuss punctuality without practicing a real routine.
- D. Have an adult prepare everything so arrival is guaranteed.

57. A digital lesson uses unlabeled images for directions and headings that cannot be navigated by keyboard. What should the teacher do?

- A. Remove the lesson without providing an equivalent task.
- B. Add decorative images without changing navigation.
- C. Provide accessible text, navigable headings, and equivalent access to all directions.
- D. Require an adult to read every screen aloud.

58. Which example changes how a student accesses a task without changing the academic standard?

- A. Allowing speech-to-text when the writing standard measures ideas rather than handwriting.
- B. Replacing the essay with an unrelated drawing.
- C. Lowering the rubric so ideas are not evaluated.
- D. Assigning a lower-grade standard instead of the course target.

59. A behavior increases during the five minutes before a noisy assembly. Which data collection would clarify the pattern?

- A. Record only the monthly total of incidents.
- B. Record timing, setting events, activity, antecedent, behavior, and consequence across several days.
- C. Ask staff whether the student seems difficult.
- D. Use the disability label to predict the behavior.

60. Which instructional feature is most important for a student who has persistent difficulty connecting sounds to letters?

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

61. Which peer-mediated practice best supports a student who rarely initiates during group work?

- A. Teach peers to invite participation, wait, and reinforce communication without speaking for the student.
- B. Ask peers to complete all communication for the student.
- C. Remove the student from group work to avoid awkwardness.
- D. Tell peers to correct every error publicly.

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

- A. Copy retail vocabulary without practicing workplace actions.
- B. Practice following a task sequence, greeting customers, requesting clarification, and recording completion.
- C. Choose the job based only on adult preference.
- D. Discuss employment generally without collecting performance data.

63. A student with limited endurance wants to participate in a shared physical-education activity. Which adaptation best preserves the purpose?

- A. Excuse the student from physical education for the unit.
- B. Assign a worksheet while peers participate.
- C. Require identical distance and pace regardless of health needs.
- D. Adjust equipment, distance, pacing, or response method while maintaining the common activity goal.

64. A general education teacher says a student's accommodation is difficult to use during a lab. What should the special education teacher do first?

- A. Tell the teacher to cancel the lab activity.
- B. Ask the student to solve the problem without collaboration.
- C. Review the task, identify the barrier, and co-design support that preserves the learning target.
- D. Remove the accommodation because it requires planning.

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

- A. Allow the paraprofessional to make placement decisions.
- B. Transfer all progress monitoring without review.
- C. Permit the paraprofessional to change goals independently.
- D. Coordinate services, monitor implementation, and ensure support aligns with the student's IEP.

66. One teacher introduces a new lesson while the other collects focused data on student engagement. Which co-teaching model is illustrated?

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

67. Which co-planning practice best prepares two teachers for an inclusive algebra lesson?

- A. Assign behavior management to one teacher and skip academic planning.
- B. Agree on the standard, success evidence, barriers, roles, and supports before teaching.
- C. Choose materials separately and combine them during class.
- D. Wait until after class to discuss accommodations.

68. A family disagrees with a proposed service because they fear it will reduce opportunities. What is the best first response?

- A. Tell the family professionals have already decided.
- B. Avoid the concern because disagreement slows meetings.
- C. Listen, explain the evidence and alternatives, and invite collaborative problem solving.
- D. Ask the family to choose without reviewing data.

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

- A. Clarify the strategy, practice it with staff and student, and monitor use across routines.
- B. Use it only in therapy sessions.
- C. Ask staff to guess how it should work.
- D. Wait until the annual meeting to try it.

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

- A. Ask the student to participate without support to prove readiness.
- B. Exclude the student until participation feels effortless.
- C. Complain publicly without proposing an access plan.
- D. Identify the barrier, propose specific supports, and coordinate implementation with responsible staff.

71. After reviewing student work, a teacher sees that directions contain unnecessary language barriers. What professional-learning response is strongest?

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

72. A transition team thinks a community agency may offer adult services. What action best supports coordination?

- A. Send the full record without checking authorization.
- B. Wait until after graduation to begin contact.
- C. With consent, involve the agency and clarify roles with the family.
- D. Ask the agency to make school decisions independently.

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

- A. Accept the label and permanently remove challenging work.
- B. Correct the paraprofessional publicly for using an opinion.
- C. Ignore the report because paraprofessionals lack useful information.
- D. Request observable examples, review context and data, and develop a testable support hypothesis.

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

- A. Use technical language to make the meeting faster.
- B. Ask the student to attend silently.
- C. Share an accessible agenda, explain roles, prepare the student, and provide a usable communication method.
- D. Give the student a summary after decisions are final.

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

- A. The special education teacher works only outside the lesson.
- B. Both teachers contribute content expertise, planning, supports, instruction, and analysis of student response.
- C. The general education teacher makes all support decisions.
- D. One teacher provides materials while the other carries all instruction.

76. A teacher receives feedback that an AAC user was given too little wait time. What response demonstrates professional learning?

- A. Reflect, adjust the routine, observe student response, and seek follow-up feedback.
- B. Reject the feedback because all content was covered.
- C. Stop AAC opportunities to avoid delays.
- D. Agree publicly but change nothing.

77. Teachers need to discuss a student's support needs before class. Which practice best protects confidentiality?

- A. Discuss the student in a hallway without family present.
- B. Use a private setting and share only information relevant to assigned responsibilities.
- C. Share the full evaluation so everyone knows the history.
- D. Use the student's name in a public training example.

78. A paraprofessional is prompting more often than the student's independence 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 plan privately, link prompts to data, and practice fading.
- D. Correct the paraprofessional publicly during instruction.

79. Which family-resource referral is most useful?

- A. Give a long agency list without identifying a match.
- B. Suggest searching online without contact details.
- C. Choose a referral because it helped another family.

D. Explain a relevant contact in the family's preferred language and provide eligibility and follow-up information.

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

- A. Set a measurable target, apply a strategy, collect evidence, and reflect.
- B. Read a general article without changing practice.
- C. Choose a goal because it sounds impressive.
- D. Complete training without examining student impact.

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

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

82. A student answers oral comprehension questions accurately but produces disorganized written responses. What is the strongest analysis?

- A. Oral understanding is a strength, while written organization is a targeted need.
- B. The student lacks comprehension because writing is weak.
- C. The student should be exempt from all written work.
- D. Oral evidence should be ignored because it is less formal.

83. Work samples show accurate computation but repeated errors choosing operations in word problems. What should instruction target?

- A. Assign more computation drills without interpreting problems.

- B. Remove word problems because computation is strong.
- C. Teach a problem-analysis routine for quantities, relationships, operation choice, and reasonableness.
- D. Lower the goal to copying numbers accurately.

84. A student decodes a passage accurately but cannot explain how details support the central idea. What recommendation is best?

- A. Provide faster decoding practice despite accurate word reading.
- B. Model choosing details, link them to the central idea, and practice.
- C. Ask for independent rereading without modeling reasoning.
- D. Replace the passage with work requiring no explanation.

85. Weekly performance scores are 44, 50, 56, and 62. 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 and quantitative evidence in a student analysis?

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

87. A student's independent reading scores are low but improve greatly when text is read aloud. What should the team investigate?

- A. Whether decoding or print access, rather than comprehension, is causing the performance gap.
- B. Assume the student lacks all reading comprehension.

- C. Ignore the read-aloud result because the task changed.
- D. Lower every reading goal without analyzing the difference.

88. A student uses a planning template correctly in tutoring but rarely uses it independently in class. What should the written response recommend?

- A. Require the template for every assignment.
- B. Teach when to choose the template, practice across classes, and fade prompts.
- C. Stop using templates because independence is incomplete.
- D. Complete the template for the student to ensure accuracy.

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

- A. The behavior may be maintained by escape from a difficult academic demand.
- B. The behavior is maintained by peer attention in every setting.
- C. The behavior proves the student refuses to learn.
- D. The behavior is unrelated to task difficulty.

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

- A. It reports every score in collection order.
- B. It explains patterns across sources and connects them to one specific instructional decision.
- C. It repeats the case description with more detail.
- D. It selects the highest result and ignores conflicts.

91. Which feature makes a written instructional recommendation especially defensible?

- A. It proposes many unrelated interventions at once.
- B. It names a favorite strategy without using student data.

- C. It recommends a restrictive setting before examining instruction.
- D. It identifies one priority need, links action to evidence, and explains monitoring.

92. A student meets a reading goal on structured probes but not during independent classwork. What should the team consider next?

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

93. A student answers 15 of 20 progress-probe items correctly. What percentage is correct?

- A. 75%.
- B. 65%.
- C. 70%.
- D. 80%.

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

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

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

- A. Include the student's full name for realism.
- B. Treat every adult opinion as measured data.
- C. Use relevant evidence, separate observation from inference, and remove identifying information.
- D. Add unrelated medical history to appear thorough.

96. A student performs a skill in a resource room but not during a community task. What recommendation best addresses the data?

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

97. A behavior plan requires meeting a criterion on four of five weekly probes. The student meets it on four probes. What percentage met criterion?

- A. 60%.
- B. 75%.
- C. 80%.
- D. 85%.

98. A student reasons well orally but has weak written organization. Which recommendation best uses the strength while addressing the need?

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

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

- A. The student's preferences, interests, perceived strengths, and requested supports.
- B. Only adult ratings because students may not understand planning.
- 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 a specific weakness, related strength, and limited response to prior instruction?

- A. Change every part of the program with a broad intervention.
- B. Target the weakness through the strength, specify instruction, and define response monitoring.
- C. Repeat prior instruction without examining limited progress.
- D. Choose a restrictive placement before reviewing instructional variables.

Practice Exam 12: Answer Key and Explanations

1. A - Prior written notice with safeguards is correct because families need understandable information about the proposed action, its basis, and their rights before the decision is implemented. A date alone, forced approval, or unexplained authority does not support informed participation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

2. C - Following referral and Child Find procedures is correct because suspected disability requires timely attention through documented school processes rather than delay, family-only action, or informal support alone. Waiting for failure or ending the inquiry can postpone needed evaluation and services. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

3. B - Consent for a required reevaluation is correct because an existing IEP does not eliminate the need to follow consent requirements when new evaluation data are proposed. Automatic testing, outdated data, or parent-only instrument selection does not replace the required process. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

4. D - Limiting disclosure to an authorized purpose is correct because confidential information should be shared only when access is permitted and the information is necessary for a legitimate educational responsibility. Employment, partial redaction, or broad posting does not automatically authorize unrestricted disclosure. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

5. D - Coordinated transition planning is correct because continuity improves when the family and receiving program review relevant strengths, goals, supports, and responsibilities before services change. Abrupt ending, adult-only placement, or delayed planning can create avoidable gaps in support. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

6. A - Reviewing and revising the IEP process is correct because an IEP can be amended when current data show changed needs, but revisions require appropriate participation, documentation, and

implementation. Informal changes, refusal to revise, or abrupt stopping can leave services misaligned with the student's needs. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

7. B - Considering supplementary aids first is correct because least restrictive placement analysis asks whether the student can be educated satisfactorily with appropriate supports in a less restrictive setting. Disability labels, scheduling convenience, or placement-first reasoning do not establish that separation is necessary. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

8. C - Considering language and instructional context is correct because valid evaluation distinguishes disability-related needs from limited English proficiency, interrupted opportunity, and cultural or linguistic factors. A single score, exclusion, or narrow comparison can produce an inaccurate eligibility conclusion. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

9. C - Examining executive-function needs is correct because different conditions can reveal organization barriers without negating demonstrated conceptual knowledge, so support should address both access and learning. Assuming inability, lowering standards, or ignoring the barrier does not create an individualized response. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

10. A - Teaching self-determination is correct because students need repeated opportunities to understand choices, communicate preferences, and participate meaningfully in decisions affecting their education. Exclusion, adult-only decisions, or unexplained scripts do not build authentic participation or 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.

11. B - Including a special education instructional provider is correct because the committee needs someone qualified to connect disability-related needs with specially designed instruction, goals, and services. Counselor-only, substitute-only, or unrelated community participation cannot fulfill that instructional responsibility. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

12. D - Using a Section 504 access plan is correct because Section 504 can address disability-related access needs when a student does not qualify for specially designed instruction under IDEA. An unsupported IEP, age-inappropriate IFSP, or behavior-only document does not address the access framework. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

13. B - Setting appropriately challenging goals is correct because individualized goals should be ambitious in light of the student's circumstances and connected to meaningful progress rather than labels or convenience. Low repeated goals, category-based sameness, or documentation convenience does not reflect individualized educational benefit. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

14. D - Connecting transition goals to student data is correct because effective transition planning combines student voice, strengths, needs, assessment information, and coordinated services for

postschool outcomes. Category-only decisions, delayed planning, or staff convenience does not prepare an individualized pathway. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

15. A - Reviewing manifestation-related questions is correct because disciplinary decision making for a student with a disability requires examining the conduct's relationship to the disability and IEP implementation. Warnings, grades, or a teacher's sense of fairness do not answer the required causal questions. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

16. C - Checking authorization and confidentiality first is correct because a recording can contain identifiable educational information, so sharing requires authorized purpose, identity protection, and policy compliance. School ownership, delayed permission, or removing a name does not automatically make disclosure appropriate. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

17. B - Using individualized graduation evidence is correct because a defensible pathway reflects current performance, required standards, student and family priorities, and supports needed for the selected outcome. Category averages, staff convenience, or decisions made before reviewing data do not individualize graduation planning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

18. D - Providing qualified language support is correct because families need understandable communication and a genuine opportunity to participate before educational decisions are finalized. Using a sibling, unexplained technical language, or excluding the family does not ensure meaningful access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

19. C - Using formative assessment is correct because formative checks provide information during instruction so the teacher can adjust modeling, practice, grouping, or feedback. Summative grading, eligibility decisions, and class rankings serve different purposes and cannot replace responsive lesson-level information. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

20. A - Collecting repeated aligned baseline data is correct because a useful baseline samples the target behavior consistently across typical tasks and uses a stable scoring method. Self-report, one unusual event, or a course grade does not directly measure independent planner use. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

21. A - Six points is correct because the successive increases are 6, 6, and 6, so the consistent average gain per interval is 6 points. Four and eight do not match the observed change, while eighteen is the total increase rather than the interval gain. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

22. C - Writing a measurable initiation goal is correct because the goal identifies a condition, observable behavior, time criterion, and performance standard that can be monitored. Responsibility, effort, and teacher reminders are vague or describe adult action rather than the student's measurable outcome. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

23. B - Reviewing language and instructional opportunity is correct because evaluation must separate disability evidence from linguistic experience and inadequate opportunity to learn by using contextual information and multiple measures. A single score, total exclusion, or narrow comparison can produce an invalid conclusion about disability. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

24. D - Providing an access accommodation is correct because when reading fluency is not the construct, an approved access support can remove a barrier while preserving historical reasoning. Lowering the standard, deleting content, or scoring effort changes or abandons the intended construct. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

25. C - Interpreting steady but insufficient progress is correct because the upward pattern shows improvement, while the distance from the target suggests examining instructional intensity and response. Mastery, no progress, or unusable data misreads the trend and provides no basis for adjustment. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

26. A - Interpreting progress for the family is correct because families need an understandable link between the goal, baseline, current evidence, instructional response, and planned decision. A single score, attendance claim, or unexplained table does not show whether the intervention is effective. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

27. D - Reviewing implementation fidelity is correct because the team cannot fairly judge an intervention's effect until it knows whether the planned components were delivered consistently. Lowering goals, blaming ability, or replacing the plan prematurely confuses delivery failure with intervention failure. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

28. B - Collecting functional behavior data is correct because patterns across antecedents, behavior, consequences, settings, and timing can support a testable hypothesis about why the behavior occurs. Labels, opinions, or consequence-only notes cannot identify the relevant environmental relation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

29. A - Combining authentic transition evidence is correct because transition decisions are stronger when interests are tested against observed performance, work samples, and skills in relevant settings. A single grade, local availability, or adult-only choice does not establish an individualized vocational match. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

30. D - Eighty-five percent is correct because dividing 17 correct responses by 20 total responses and multiplying by 100 gives 85 percent. Eighty, seventy-five, and ninety use an incorrect numerator, denominator, or rounding 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.

31. B - Writing an observable mastery criterion is correct because the criterion identifies the behavior, context, accuracy standard, and repeated measurement needed to judge mastery. Trying, interest, and

general improvement are not sufficiently specific for a reliable instructional decision. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

32. C - Describing present performance is correct because present levels summarize current strengths, needs, and conditions affecting performance rather than future goals or planned services. A future outcome, teacher action, or blanket accommodation list belongs elsewhere in the IEP. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

33. A - Using a consistent curriculum-based measure is correct because repeated samples are interpretable when the target, administration, and scoring remain stable enough to show change over time. Changing targets, impressions alone, or one annual administration cannot provide dependable progress evidence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

34. B - Comparing performance across conditions is correct because triangulation can reveal how task demands, social context, supports, and student experience affect performance before a goal is changed. One score, recency alone, or an unexamined average can hide the reason for the difference. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

35. D - Seventy-five percent is correct because the correct proportion is 21 divided by 28, which equals 0.75 or 75 percent. Seventy, eighty, and eighty-five result from using an inaccurate proportion or rounding to an unsupported value. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

36. C - Teaching data-based self-regulation is correct because students build self-monitoring when they understand the goal, interpret evidence, identify obstacles, and select an actionable strategy. Hidden goals, unexplained praise, or scores without response planning do not build independent regulation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

37. B - Teaching phonological awareness explicitly is correct because young learners benefit from short oral activities that isolate the target skill, provide models, and build accurate responses through practice. Waiting, abstract worksheets, or unrelated tasks does not address the specific sound-awareness need. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

38. D - Scaffolding while preserving the content target is correct because alignment requires maintaining the grade-level reasoning goal while providing access through vocabulary, structure, and evidence supports. Unrelated passages, removing the target, or using one easy level across subjects reduces meaningful access to the curriculum. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

39. C - Considering the consequences of a modification is correct because a modified standard can affect curriculum access, credits, graduation planning, and future opportunities, so the decision must be individualized. Teacher convenience, sameness, or assignment avoidance does not address the educational consequences. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

40. A - Applying Universal Design for Learning is correct because UDL anticipates learner variability by offering multiple means of engagement, representation, and action while preserving meaningful goals. Failure-first planning, unrelated objectives, or removing content does not create accessible and challenging instruction. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

41. B - Fading prompts systematically is correct because instruction should transfer control from adult prompts to natural cues while reinforcing independent completion of the routine. More prompts increase dependence, stopping instruction abandons learning, and one-step practice omits the full skill. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

42. D - Using explicit writing supports is correct because modeling, planning tools, shared practice, and gradual fading make paragraph structure visible while building independent composition. More work, copying without explanation, or final-product-only grading does not teach the organization process. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

43. A - Using an alternate response mode is correct because a response accommodation can remove a production barrier while preserving the content, reasoning, and evidence the lesson measures. Excusal, automatic lowering, or insisting on an irrelevant production method does not provide equitable access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

44. C - Structuring collaborative groups is correct because flexible grouping, explicit roles, discussion supports, and shared accountability teach students how to participate in academic collaboration. Permanent labels, unsupported choice, or one-student production does not build reciprocal 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.

45. C - Matching technology to access needs is correct because assistive technology should be selected from observed motor access, positioning, task demands, and student preference rather than cost or convenience. Removal, repeated failure with an unsuitable device, or price-based selection does not establish functional access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

46. B - Programming for generalization is correct because transfer improves when the student practices the same skill with varied cues and materials in the environments where it is needed. Single-setting repetition, adult completion, or assumed transfer does not teach flexible use. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

47. D - Supporting consistent AAC access is correct because communication is strengthened when the student's system is available across routines, adults model language, and wait time supports independent expression. Speech-only demands, therapy-only access, or adult speaking for the student restrict communication and autonomy. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

48. A - Teaching an age-appropriate routine is correct because task analysis, visual support, choice, and systematic prompting create meaningful participation while respecting age and building independence. Adult completion, childish materials, or one-time directions reduces participation and provides insufficient instruction. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

49. A - Teaching and reinforcing replacement behavior is correct because positive support proactively teaches an effective alternative, gives specific feedback, and uses data to examine whether the behavior changes. Waiting, function-blind punishment, or vague praise does not teach the student what to do instead. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

50. B - Reducing stimulation during escalation is correct because fewer words, one calm communicator, space, and a practiced safety plan can reduce demands while preserving safety and dignity. More adults, demands for explanations, or threats can increase arousal and interfere with de-escalation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

51. C - Teaching functional escape communication is correct because the plan should make appropriate help or break requests efficient while increasing access to difficult work through graduated support. Harder demands, ignored communication, or permanent removal does not teach a safer replacement or preserve instruction. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

52. D - Changing transition conditions preventively is correct because visual structure, pre-correction, shorter routines, and reinforcement alter predictable antecedents before the behavior occurs. After-the-fact consequences, passive waiting, or eliminating all transitions does not build a usable transition skill. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

53. C - Teaching through task analysis is correct because breaking the routine into observable steps allows modeling, practice, feedback, and prompt fading for independent performance. A final result, one-time directions, or adult completion does not teach the sequence the student must perform. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

54. D - Using restorative practice is correct because restorative approaches address harm, include affected people, build accountability, and support repaired relationships. 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 - Teaching self-monitoring for attention is correct because a checklist, planned ratings, and a practiced reset routine make attention observable and gradually transfer control to the student. A warning, task removal, or vague instruction does not teach a repeatable self-regulation method. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

56. B - Teaching workplace punctuality in context is correct because authentic practice connects schedule reading, preparation, travel, and self-monitoring to the actual employment routine. Unrelated

vocabulary, discussion alone, or adult completion does not build independent punctuality. 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. C - Repairing digital accessibility barriers is correct because accessible structure and equivalent text allow students to navigate and receive the same instructional information through appropriate access methods. Removal, decoration, or adult-dependent reading does not create independent equivalent access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

58. A - Using an access accommodation is correct because speech-to-text changes production access while preserving the writing knowledge or ideas being measured. An unrelated product, reduced rubric, or lower standard changes the task or 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. B - Collecting context-rich behavior data is correct because repeated information about timing, setting events, antecedents, behavior, and consequences can reveal a predictable environmental pattern. Totals, opinions, or labels do not show the conditions that may influence the behavior. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

60. D - Using explicit cumulative phonics instruction is correct because systematic sound-symbol teaching with modeling, practice, corrective feedback, and review directly addresses the decoding process. Silent reading, picture guessing, or more volume without explicit instruction does not build reliable sound-print connections. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

61. A - Teaching peers to support communication is correct because trained peers can create natural invitations and wait time while preserving the student's own voice and independence. Speaking for the student, removing participation, or public correction reduces authentic communication opportunities. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

62. B - Practicing authentic employment behaviors is correct because career readiness improves when instruction rehearses observable workplace routines, communication, problem solving, and self-monitoring. Vocabulary copying, adult choice, or general discussion does not provide evidence of job-related performance. 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 - Adapting access while preserving participation is correct because adjusting task demands can provide safe access to the shared physical objective without removing the student from meaningful instruction. Total excusal, unrelated worksheets, or identical demands regardless of need does not provide inclusive access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

64. C - Co-designing a workable accommodation is correct because collaborative problem solving identifies the actual task barrier and adapts implementation while preserving the intended academic

target. Cancellation, student-only responsibility, or accommodation removal avoids the barrier instead of solving it. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

65. D - Maintaining certified instructional responsibility is correct because the teacher remains accountable for coordinating, monitoring, and aligning delegated support with the student's individualized program. Independent placement, unreviewed monitoring, or goal changes exceed appropriate paraprofessional responsibility. 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. A - One teach, one observe is correct because one teacher leads instruction while the other gathers planned observation data for later collaborative analysis. Parallel, alternative, and team teaching involve different distributions of simultaneous instruction or group responsibility. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

67. B - Planning instruction collaboratively is correct because shared planning aligns content, evidence, roles, access supports, and anticipated barriers before students encounter the lesson. Behavior-only division, separate preparation, or after-the-fact discussion limits effective inclusive instruction. 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 - Responding through collaborative problem solving is correct because listening and reviewing evidence, alternatives, and family priorities creates a shared basis for an individualized decision. Authority, avoidance, or unsupported choice does not address the family's concern or the student's needs. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

69. A - Coordinating related-service implementation is correct because collaboration requires shared understanding, practice, and monitoring so a communication strategy transfers into classroom routines. Therapy-only use, guessing, or delay prevents consistent access and useful feedback. 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. D - Advocating through a specific access plan is correct because effective advocacy identifies the barrier, names feasible supports, and coordinates responsibilities so participation is actually implemented. Proof demands, exclusion, or public complaint does not remove the identified access barrier. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

71. B - Using an evidence-based professional-learning cycle is correct because professional growth is strongest when a teacher identifies a need, applies a focused change, and studies its effect on students. Unrelated workshops, unchanged practice, or student-only adaptation does not improve the instructional barrier. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

72. C - Coordinating with a community agency is correct because consented collaboration can connect adult supports while preserving student and family participation and clarifying each party's role. Unauthorized disclosure, delayed contact, or agency control of school decisions does not support

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

73. D - Converting labels into observable data is correct because collaboration improves when staff replace assumptions with descriptions of what happened, when it occurred, and what supports may help. Permanent removal, public correction, or dismissal of staff observations does not build a useful hypothesis. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

74. C - Preparing the student for participation is correct because accessible preparation, role clarity, and communication support allow the student to contribute before and during decisions. Technical language, silent attendance, or after-the-fact summaries do not create meaningful participation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

75. B - Sharing reciprocal instructional responsibility is correct because inclusive practice improves when both teachers contribute expertise, plan together, deliver instruction, and examine student evidence. Outside-only service, unilateral decisions, or one-sided labor does not represent reciprocal 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.

76. A - Using feedback to improve practice is correct because professional learning requires translating feedback into an instructional adjustment and checking whether the student benefits. Rejection, removing communication opportunities, or passive agreement does not improve instruction. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

77. B - Using need-to-know confidentiality is correct because private, limited communication protects dignity while giving responsible staff the information required to implement support. Hallway discussion, full-record sharing, or public examples can expose more information than the educational task requires. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

78. C - Coaching toward planned prompt fading is correct because private feedback can connect the agreed prompting plan to independence data and support consistent implementation without embarrassment. Abrupt stopping, ignoring the difference, or public correction does not build reliable practice. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

79. D - Making a usable family referral is correct because families are more likely to access support when the referral is relevant, understandable, specific about eligibility, and supported with follow-up. A long list, vague search suggestion, or unrelated success story does not provide actionable assistance. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

80. A - Using a measurable improvement cycle is correct because professional goals become meaningful when they connect a specific practice change to student evidence and reflection. Reading, appearance, or completion certificates without application and impact data do not demonstrate improvement. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

81. D - Supporting student-led participation is correct because rehearsal, accessible communication, and choice help the student express priorities while retaining meaningful control of participation. Adult-written content, silence, or unfamiliar terminology can replace rather than support the student's voice. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

82. A - Separating comprehension from written organization is correct because different response modes show a content strength alongside a production need, which supports targeted writing instruction. Assuming no comprehension, removing all writing, or ignoring oral evidence does not explain the full data pattern. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

83. C - Targeting word-problem analysis is correct because the evidence isolates interpretation and operation selection, so instruction should teach a routine rather than repeat an already strong computation skill. More computation, removal, or copying does not address the identified reasoning need. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

84. B - Teaching evidence-to-idea reasoning is correct because the data show accurate decoding but a comprehension-explanation need, so instruction should model and practice the missing relationship. More decoding, unsupported rereading, or eliminating explanation does not target the identified skill. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

85. C - Six points is correct because the three interval gains are 6, 6, and 6, so the average gain per interval is 6 points. Four and eight do not match the repeated change, while eighteen is the total gain across the entire series. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

86. D - Distinguishing evidence types is correct because qualitative notes explain context and behavior descriptively, while percentages summarize performance numerically. Collection method and subject matter do not change whether evidence is descriptive or numerical. 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 performance gap is correct because the response difference suggests examining access to print and decoding before concluding that comprehension is broadly impaired. Global assumptions, discarded evidence, or blanket goal reduction does not explain the condition-specific pattern. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

88. B - Teaching generalized independent use is correct because the recommendation should connect selection, varied practice, prompt fading, and independence data so the tool becomes functional. Universal requirements, abandonment, or adult completion does not teach flexible self-directed use. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

89. A - Hypothesizing an escape function is correct because the consistent relation between difficult demands and task removal supports an escape hypothesis that should be tested with further data. Peer

attention, moral labels, or denial of task effects does not fit the observed pattern. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

90. B - Synthesizing multiple data sources is correct because analysis interprets relationships among evidence and uses the pattern to justify a focused instructional action. Chronology, repetition, or selective reporting does not explain what the combined evidence means. 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 - Writing an evidence-linked recommendation is correct because a focused recommendation is defensible when the need, action, implementation, and progress check are connected to the data. Unrelated strategies, preferences, or placement-first reasoning does not show individualized 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 conditions suggests the student needs supported transfer into authentic tasks while the team examines relevant demands. Immediate mastery, discarded evidence, or unexplained goal lowering does not address the condition difference. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

93. A - Seventy-five percent is correct because 15 correct responses divided by 20 total responses equals 0.75, or 75 percent. Sixty-five, seventy, and eighty do not match the stated correct-response proportion. 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 - Organizing an analytical response is correct because this structure moves from evidence to interpretation, priority need, focused recommendation, implementation, and progress monitoring. Background alone, strategy lists, or disconnected activities do not demonstrate evidence-based reasoning. 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 - Using relevant and confidential evidence is correct because ethical analysis protects privacy and distinguishes what was observed from what the educator infers when making an instructional decision. Names, unsupported opinions, or unrelated history add risk without strengthening the analysis. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

96. B - Programming in the context of need is correct because the generalization gap calls for practice with authentic materials and conditions while prompts and independence are monitored. Controlled-only practice, assumed transfer, or withdrawal does not address the context-specific need. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

97. C - Eighty percent is correct because four successful probes divided by five total probes equals four-fifths, or 80 percent. Sixty, seventy-five, and eighty-five use an incorrect numerator, denominator, or unsupported rounding. 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. D - Building from oral reasoning to writing is correct because oral rehearsal and planning can activate a demonstrated reasoning strength while instruction directly develops written organization and independence. Removal, unsupported writing, or handwriting-only instruction does not address the full evidence pattern. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

99. A - Including the student's transition perspective is correct because student voice contributes goals, preferences, perceived strengths, and support needs that adult measures alone cannot fully capture. Adult-only ratings, one grade, or family-only preference does not provide a complete individualized transition analysis. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

100. B - Writing a focused final recommendation is correct because the strongest response uses the student's strength to address the need, names an actionable routine, and defines how progress will be judged. Broad change, unexamined repetition, or placement-first reasoning does not provide individualized evidence-based problem solving. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.