

PRACTICE EXAM 13: 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. Select your answers before reviewing the explanations. The current Texas passing standard is set by TEA under 19 TAC 151.1001; confirm the current standard before testing.

1. A parent receives notice that the district refuses a requested evaluation. Which notice content best supports informed participation?

- A. Provide only the meeting date and no reason.
- B. Ask the parent to accept the refusal before explaining it.
- C. Explain the refusal, the data relied upon, considered alternatives, and procedural safeguards.
- D. State that staff decisions are final and unreviewable.

2. A student's repeated difficulty suggests a possible disability, but classroom supports have not been documented. What should the teacher do?

- A. Wait until the student fails another grading period.
- B. Ask the family to arrange evaluation without school involvement.
- C. Stop general instruction until eligibility is decided.
- D. Document observations and interventions while initiating the appropriate referral and Child Find process.

3. A student with an IEP is being considered for a reevaluation. What should the team obtain before conducting the proposed evaluation?

- A. Informed parental consent when the reevaluation requires new evaluation procedures.
- B. Begin all testing automatically because an IEP already exists.
- C. Use the previous evaluation indefinitely without review.
- D. Ask the parent to choose every assessment instrument alone.

4. A teacher plans to email a student's eligibility report to a community organization for a general presentation. What is the appropriate response?

- A. Send it because the presentation supports education generally.
- B. Do not disclose the report without authorized purpose, consent when required, and confidentiality safeguards.
- C. Remove the student's name but retain all distinctive details.
- D. Post it publicly after changing the file name.

5. A preschool team is preparing for a child to move from early intervention into school services. Which step best supports continuity?

- A. Coordinate goals and supports with the family and receiving team before transition.
- B. End early intervention before contacting the receiving program.
- C. Select services without asking about family priorities.
- D. Wait until enrollment to gather developmental information.

6. Current data show that a student's IEP accommodations no longer address an access barrier. What should the team do?

- A. Add the accommodation informally and wait for the annual meeting.
- B. Keep the plan unchanged because IEPs cannot be revised midyear.
- C. Remove the existing accommodation before discussing alternatives.
- D. Review the evidence with the ARD committee and amend the IEP through the required process.

7. A student succeeds in a general education class with adapted materials and adult consultation. Which placement decision is most consistent with LRE?

- A. Move the student because adapted materials prove the class is inappropriate.
- B. Continue considering the general setting with supplementary aids before selecting separation.
- C. Choose a setting based on the easiest schedule.
- D. Begin in a separate class and add supports only after failure.

8. A student has limited English proficiency and a history of interrupted schooling. Which evaluation practice is most defensible?

- A. Use a low English score as the eligibility decision.
- B. Exclude the student because valid evaluation is impossible.
- C. Interpret results with language history, instruction, culture, and multiple measures in view.
- D. Compare only with peers sharing the same home language.

9. A student demonstrates strong ideas in conversation but misses deadlines and loses multi-step directions. What need should the team examine?

- A. Executive functioning and organization, while preserving evidence of conceptual understanding.
- B. Assume missed work proves the student lacks content knowledge.
- C. Lower academic expectations without analyzing the barrier.
- D. Ignore organization because oral answers are strong.

10. Which practice best helps a student prepare to participate in future educational decisions?

- A. Keep the student out of meetings so adults can work efficiently.
- B. Teach the student to communicate preferences, compare options, and request supports.
- C. Ask adults to make every decision for the student.
- D. Give a script without checking comprehension or preference.

11. Which ARD committee member contributes essential expertise when specially designed instruction is being planned?

- A. Only the campus counselor, regardless of instructional needs.
- B. Only a substitute who briefly taught the student.
- C. A community volunteer without student-specific experience.
- D. A special education teacher or provider who can design and interpret specialized instruction.

12. A student does not qualify for IDEA services but has a disability-related barrier to field-trip access. What support may be considered?

- A. An IEP without establishing IDEA eligibility.
- B. An IFSP continuing through the student's secondary years.
- C. A Section 504 plan addressing the student's documented access needs.
- D. A behavior plan used as the sole access document.

13. Which annual-goal practice best reflects individualized educational benefit?

- A. Repeat a simple goal because the student has a disability label.
- B. Use the same goals for every student with one category.
- C. Choose goals mainly because they are easy to document.
- D. Set challenging goals connected to current performance, circumstances, and meaningful progress.

14. Which transition-planning practice best connects a student's school program to postsecondary outcomes?

- A. Use student interests, strengths, needs, and assessment information to coordinate future goals and services.
- B. Choose a pathway from the disability category alone.
- C. Wait until the student leaves school to discuss adult plans.
- D. Select the option most convenient for the campus.

15. A disciplinary decision may result in a significant placement change. What must the team examine?

- A. Whether the student received enough prior warnings.
- B. Whether grades are below the campus average.
- C. Whether the conduct related to disability or an unimplemented IEP.
- D. Whether the teacher considers the consequence fair.

16. A teacher wants to post a short video of a student using AAC on a staff social channel. What should happen first?

- A. Post it because staff members work for the district.
- B. Confirm authorization, protect identity, and follow district confidentiality procedures.
- C. Share it first and ask permission afterward.
- D. Remove the student's name and assume the video is safe.

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

- A. The route most commonly used by students with the same label.
- B. The option requiring the fewest staff meetings.
- C. A choice made before current performance is reviewed.
- D. Present levels, required standards, student goals, family input, and needed supports.

18. A family asks for an ARD meeting in its preferred language. Which response best supports participation?

- A. Ask a sibling to interpret confidential information.
- B. Use technical English and summarize after the meeting.
- C. Arrange qualified language assistance and provide understandable information before decisions are made.
- D. Speak only with the student because the family may misunderstand.

19. A teacher gives a quick vocabulary check before planning tomorrow's lesson. What is the primary assessment purpose?

- A. Use formative information to adjust upcoming instruction.
- B. Rank the class after the unit is complete.
- C. Make an eligibility decision from one brief check.
- D. Assign a final grade for the marking period.

20. Which baseline plan best measures a student's independent use of a classroom help routine?

- A. Ask the student whether asking for help feels easy.
- B. Observe repeated authentic tasks and score the same behaviors under typical conditions.
- C. Use one unusually difficult assignment as the baseline.
- D. Estimate performance from the student's overall grade.

21. A student's weekly scores are 28, 34, 40, and 46. What is the average increase per interval?

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

22. Which goal most clearly measures a student's ability to request clarification?

- A. The student will become a better communicator.
- B. The student will try to ask questions more often.
- C. The teacher will prompt the student to clarify directions.
- D. The student will request clarification within one minute in four of five observed opportunities.

23. During evaluation, a student's test performance may reflect limited English proficiency. Which practice is most appropriate?

- A. Treat the lowest score as conclusive.
- B. Exclude the student from evaluation entirely.
- C. Use language history, instructional opportunity, and multiple measures before interpreting eligibility evidence.
- D. Compare only with students from the same language background.

24. A science test measures understanding of ecosystems, not handwriting. Which support preserves the intended construct?

- A. Allow an approved alternate response method without changing the science standard.
- B. Replace the science task with a lower writing standard.
- C. Delete items requiring any written response.
- D. Score effort instead of ecosystem understanding.

25. A student earns 46, 47, 49, and 50 on probes toward a target of 75. What is the best initial interpretation?

- A. The student has mastered the target because scores rose.
- B. The intervention produced no progress because the target was not met.
- C. The data are unusable because scores are not identical.
- D. The student shows gradual growth but remains well below the target, so instruction should be reviewed.

26. A family asks whether a mathematics intervention is effective. Which update is most useful?

- A. Report only the newest score.
- B. Say it works because attendance is consistent.
- C. Explain the goal, compare data with baseline, describe instruction, and plan.
- D. Provide a table without interpreting its pattern.

27. A reading intervention was scheduled four times weekly but delivered once weekly. What should the team examine before changing it?

- A. Lower the student's goal immediately.
- B. Address implementation fidelity before judging the intervention's effectiveness.
- C. Conclude that the student cannot learn the skill.
- D. Replace the intervention without reviewing delivery.

28. A student avoids group work after difficult peer directions. Which information would best support a functional hypothesis?

- A. Record antecedents, behavior, consequences, setting events, and timing across group-work contexts.
- B. Use a teacher opinion that the student dislikes peers.
- C. Review the disability category without observations.
- D. List consequences without documenting what preceded the behavior.

29. A student wants to work with computers after high school. Which transition assessment is strongest?

- A. Use the student's technology class grade alone.
- B. Choose a career based on local job postings only.
- C. Combine interests with observations, work samples, and skill data from authentic technology tasks.
- D. Ask adults to select a career without observing performance.

30. A student answers 18 of 24 assessment items correctly. What percentage is correct?

- A. 70%.
- B. 75%.
- C. 80%.
- D. 85%.

31. Which mastery criterion gives the clearest basis for deciding whether a student learned a classroom safety routine?

- A. The student will complete all steps correctly across four of five observations on three dates.
- B. The student will try to follow safety rules.
- C. The student will participate when the routine is interesting.
- D. The student will improve safety awareness over time.

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

- A. The student will solve multi-step problems independently by spring.
- B. The teacher will provide a visual plan every day.
- C. The student should receive every available mathematics accommodation.
- D. The student solves single-step word problems but needs a visual plan for multi-step problems.

33. What feature makes a progress-monitoring measure sensitive to instructional change?

- A. It changes the target each time.
- B. It samples one defined skill repeatedly with consistent scoring.
- C. It relies only on teacher impressions.
- D. It is administered once at year's end.

34. A student performs well on written quizzes but struggles to explain answers orally in class. What should the team do first?

- A. Use the higher quiz score as the full picture.
- B. Use the most recent oral score without context.
- C. Average the scores without examining response demands.
- D. Compare response demands, observations, work samples, and student input across conditions.

35. A student answers 19 of 25 items correctly. What percentage is correct?

- A. 72%.
- B. 80%.

- C. 76%.
- D. 84%.

36. Which practice best helps a student use a graph of personal progress to choose a strategy?

- A. Teach the student to interpret the trend, identify a barrier, and select a next action.
- B. Hide the graph so the student focuses only on grades.
- C. Praise effort without discussing performance evidence.
- D. Show the graph but provide no plan for responding.

37. A preschool student cannot reliably identify rhyming words during story time. Which instruction is most appropriate?

- A. Use playful oral rhyme activities with modeling, repetition, and immediate feedback.
- B. Wait until formal reading instruction begins.
- C. Assign silent worksheets without oral modeling.
- D. Replace literacy instruction with unrelated fine-motor work.

38. A student understands a science concept during demonstrations but struggles to read the accompanying textbook. Which decision best preserves the target?

- A. Replace science with unrelated basic reading work.
- B. Remove the concept because textbook reading is difficult.
- C. Keep the science concept while scaffolding vocabulary, text access, and evidence collection.
- D. Use only simplified content in every science unit.

39. A team considers modifying a grade-level social studies standard. What should it discuss before deciding?

- A. Whether the task takes less teacher preparation.
- B. Whether all students should receive the same change.

- C. Whether the student can avoid social studies work.
- D. Consider effects on curriculum, credits, graduation planning, and postschool opportunities.

40. Which lesson design best applies Universal Design for Learning?

- A. Wait for failure before adding access options.
- B. Plan multiple ways to engage, access information, and show understanding of one clear target.
- C. Create separate unrelated goals for students needing support.
- D. Remove challenging content whenever one format causes difficulty.

41. A student completes a classroom arrival routine only after an adult points to every step. What should instruction emphasize next?

- A. Add more adult prompts to prevent every error.
- B. Stop instruction because the student depends on prompts.
- C. Fade prompts systematically while reinforcing independent responses to natural cues.
- D. Practice only the final step of the routine.

42. Which strategy best supports a student who writes ideas but omits details and supporting evidence?

- A. Model elaboration, use a planning frame, practice shared examples, and fade support.
- B. Assign longer essays without changing instruction.
- C. Require copying a strong paragraph without discussing structure.
- D. Grade final products only and omit drafting feedback.

43. A student understands a geometry lesson but cannot demonstrate the reasoning through handwriting. What response is best?

- A. Excuse the student from showing the reasoning.
- B. Allow an alternate response mode while continuing to measure geometric reasoning.
- C. Lower the geometry standard automatically.

D. Require handwriting even though handwriting is not the target.

44. Which grouping plan best supports cooperative problem solving in an inclusive classroom?

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

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

- A. Remove the device 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 activity.
- D. Choose the most expensive device without observing access needs.

46. A student uses a budgeting worksheet in class but cannot budget during a school store purchase. Which instruction best promotes transfer?

- A. Practice varied purchases and settings while fading prompts and recording independence.
- B. Repeat the same worksheet until every answer is memorized.
- C. Have an adult complete purchases whenever the student hesitates.
- D. Teach one store routine and assume transfer to other purchases.

47. A student uses a communication board to make requests during therapy but not during lunch. What classroom practice is best?

- A. Require speech before responding to any request.
- B. Keep the system available, model messages, and allow wait time.
- C. Keep the board in therapy only.

D. Interpret every gesture before the student can respond.

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

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

49. Which classroom action best reflects positive behavioral support?

- A. Wait for serious behavior before teaching expectations.
- B. Use identical punishment for all behaviors.
- C. Praise generally without naming the expected behavior.
- D. Teach an alternative behavior, provide specific acknowledgment, and monitor the student's response.

50. A student becomes overwhelmed when several adults talk during a correction. What is the best immediate response?

- A. Add adults and repeat the correction loudly.
- B. Use one calm speaker, reduce input, provide space, and follow safety procedures.
- C. Demand an explanation before allowing a pause.
- D. Threaten a consequence for avoiding eye contact.

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

- A. Teach a break request, support difficult tasks, and reinforce communication.
- B. Assign harder worksheets until ripping stops.
- C. Ignore every request so escape cannot work.

D. Remove writing instruction permanently.

52. Data show outbursts during long, unstructured transitions between classes. Which change is most preventive?

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

53. Which approach best teaches a student to complete a three-step classroom technology checkout routine?

- A. Use task analysis, model the steps, practice with feedback, and fade prompts.
- B. Teach only the final outcome.
- C. Give directions once and measure speed only.
- D. Complete the checkout while the student watches.

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

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

55. Which strategy best teaches a student to manage materials during a multi-part assignment?

- A. Give one warning and provide no follow-up.
- B. Remove the assignment whenever materials are missing.
- C. Tell the student to be organized without teaching a routine.

D. Use a checklist, planned self-checks, a reset routine, and fading adult reminders.

56. A student's transition goal involves preparing supplies before a work shift. Which instruction is most directly aligned?

- A. Assign a worksheet about unrelated supply vocabulary.
- B. Discuss preparation without practicing a real routine.
- C. Practice reading a schedule, gathering materials, checking a list, and reviewing completion.
- D. Have an adult gather all supplies to guarantee success.

57. An online assignment has unlabeled buttons and directions embedded only in images. What should the teacher do?

- A. Remove the assignment without an equivalent replacement.
- B. Add more decorative images.
- C. Require an adult to read every screen.
- D. Provide labeled navigation, readable text, and equivalent access to all directions.

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

- A. Replacing the essay with an unrelated drawing.
- B. Allowing a student to use speech-to-text when the writing standard measures ideas.
- C. Reducing the rubric so ideas are not evaluated.
- D. Assigning a lower-grade writing standard.

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

- A. Record only the monthly incident total.
- B. Ask staff whether the student seems difficult.
- C. Record time, setting events, activity, antecedent, behavior, and consequence over several days.

D. Use the disability label to predict the behavior.

60. Which feature is most important when teaching a student who struggles to connect speech sounds with print?

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

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

- A. Teach peers to invite participation, wait, and reinforce independent communication.
- B. Ask peers to complete communication for the student.
- C. Remove the student from group activities.
- D. Tell peers to correct every error publicly.

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

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

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

- A. Excuse the student from physical education for the unit.
- B. Assign a written worksheet while peers participate.
- C. Adjust equipment, distance, pacing, or response method while maintaining the shared activity goal.

D. Require identical pace and distance regardless of health needs.

64. A general education teacher reports that a student's communication support is hard to use during laboratory work. What should happen first?

- A. Cancel laboratory work for the student.
- B. Ask the student to manage the barrier alone.
- C. Remove the support because it takes planning.
- D. Review the task, identify the barrier, and design support preserving the target.

65. Which responsibility should remain with the certified special education teacher when directing paraprofessional work?

- A. Let the paraprofessional determine placement independently.
- B. Transfer all progress monitoring without review.
- C. Allow independent changes to goals and services.
- D. Coordinate instruction, monitor implementation, and ensure services align with the IEP.

66. One teacher leads instruction while the other works with a small group needing a different level of support. Which co-teaching model is used?

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

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

- A. Agree on the standard, evidence, barriers, roles, and supports before instruction.
- B. Assign behavior management to one teacher and omit content planning.
- C. Prepare separately and combine materials during class.

D. Discuss accommodations only after the lesson ends.

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

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

69. An occupational therapist recommends a seating support for written work. Which action best supports classroom collaboration?

- A. Use the support only during therapy.
- B. Clarify the strategy, practice it with staff and student, and monitor access across routines.
- C. Ask teachers to guess how the support works.
- D. Wait until the annual meeting to implement it.

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

- A. Ask the student to participate without support to prove readiness.
- B. Exclude the student until participation becomes effortless.
- C. Complain publicly without proposing a workable plan.
- D. Identify the barrier, propose specific supports, and coordinate implementation with the sponsor and family.

71. After reviewing student work, a teacher notices that examples contain unnecessary language complexity. What professional-learning response is strongest?

- A. Set an accessibility goal, apply a strategy, and examine student response over time.
- B. Attend a workshop without connecting it to evidence.

- C. Keep examples unchanged because the textbook is adopted.
- D. Ask students to adapt without changing teacher practice.

72. A transition team identifies a possible adult-service provider. What action best supports ethical coordination?

- A. Send the full record before checking authorization.
- B. Wait until after graduation to contact the provider.
- C. With appropriate consent, invite the provider and clarify responsibilities with the student and family.
- D. Ask the provider to make school decisions independently.

73. A paraprofessional says a student 'just wants attention.' What should the teacher do next?

- A. Accept the label and remove all challenging tasks.
- B. Request observable examples, review context and consequences, and develop a testable hypothesis.
- C. Correct the paraprofessional publicly for using an opinion.
- D. Ignore the report because paraprofessional observations are irrelevant.

74. Which practice best supports a student's participation in a meeting about services and transition?

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

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

- A. The special education teacher works only outside the lesson.
- B. The general education teacher decides all supports alone.

- C. One teacher supplies materials while the other teaches everything.
- D. Both teachers contribute content expertise, planning, instruction, supports, and response analysis.

76. A teacher receives feedback that a student was not given enough wait time to use AAC. What response demonstrates professional learning?

- A. Reflect, change the routine, observe student response, and request follow-up feedback.
- B. Reject the feedback because the lesson covered the standard.
- C. Stop AAC opportunities to avoid delays.
- D. Agree publicly but make no instructional change.

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

- A. Use a private setting and share only information relevant to assigned responsibilities.
- B. Discuss the student in a hallway without family members present.
- C. Share the complete evaluation so staff know every detail.
- D. Use the student's name in a public training example.

78. A paraprofessional uses physical prompts more often 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 useful.
- C. Review the plan privately, link prompting to independence data, and practice fading.
- D. Correct the paraprofessional publicly during instruction.

79. Which family-resource referral is most actionable?

- A. Give a long agency list without identifying a match.
- B. Suggest searching online without contact details.

- C. Choose a referral because it helped a different family.
- D. Provide a relevant contact in the family's preferred language with eligibility and follow-up information.

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

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

81. A student wants to explain personal supports during a meeting. Which preparation best promotes meaningful participation?

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

82. A student explains vocabulary accurately in conversation but gives incomplete written definitions. What is the strongest analysis?

- A. Oral vocabulary knowledge is a strength, while written response production is a targeted need.
- B. The student does not know the vocabulary because writing is weak.
- C. The student should be exempt from all written definitions.
- D. The oral evidence should be ignored because it is informal.

83. A student computes accurately but chooses the wrong operation in multi-step word problems. What recommendation best fits the evidence?

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

84. A student reads a passage fluently but cannot explain why selected details support the author's claim. What should be recommended?

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

85. Weekly performance scores are 39, 45, 51, and 57. What is the average gain per interval?

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

86. Which statement correctly distinguishes qualitative from quantitative evidence?

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

87. A student scores low on independent reading but much higher when text is read aloud. What should the team investigate?

- A. Assume the student lacks all reading comprehension.

- B. Whether decoding or print access, rather than comprehension, explains the performance gap.
- C. Ignore the read-aloud result because the task changed.
- D. Lower every reading goal without analyzing conditions.

88. A student uses a graphic organizer during tutoring but not during independent classwork. Which recommendation is most appropriate?

- A. Require the organizer on every assignment.
- B. Stop using organizers because independence is incomplete.
- C. Complete the organizer for the student.
- D. Teach when to choose it, practice across tasks, and fade prompts.

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

- A. The behavior may be maintained by escape from a difficult reading demand.
- B. The behavior may be 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, observations, and work samples. What makes it an analysis rather than a list?

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

91. Which feature makes a written recommendation especially defensible?

- A. It proposes several unrelated interventions at once.

- B. It identifies one priority need, links action to evidence, and explains monitoring.
- C. It names a favorite strategy without using student data.
- D. It recommends a restrictive setting before examining instruction.

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

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

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

- A. 70%.
- B. 75%.
- C. 80%.
- D. 85%.

94. Which organization is strongest for a written response analyzing a student's data?

- A. Begin with background and end without a decision.
- B. List strategies before interpreting the evidence.
- 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 activity. What should the response recommend?

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

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

- A. 50%.
- B. 60%.
- C. 62.5%.
- D. 75%.

98. A student reasons well orally but organizes written responses poorly. Which recommendation best uses the strength?

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

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

- 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 program component with a broad intervention.
- B. Target the weakness through the strength, specify instruction, and define response monitoring.
- C. Repeat prior instruction without analyzing limited progress.
- D. Choose a restrictive placement before examining instruction.

Practice Exam 13: Answer Key and Explanations

1. C - Explaining the refusal and safeguards is correct because parents need understandable reasons, evidence, alternatives, and access to procedural protections before they can participate or challenge a decision. A date alone, forced acceptance, or unreviewable authority does not provide meaningful procedural access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

2. D - Documenting concerns and following Child Find is correct because the school should respond to suspected disability through documented observation, intervention, consultation, and referral rather than delay or exclusion. Waiting, family-only action, or stopping instruction does not meet the student's immediate educational needs. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

3. A - Obtaining informed reevaluation consent is correct because an existing IEP does not remove consent requirements for a proposed reevaluation, although reviewing existing data may follow separate rules. Automatic testing, indefinite reliance on old 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. B - Protecting confidential student information is correct because eligibility records contain protected information and require an authorized educational purpose and appropriate disclosure safeguards. General educational interest, partial redaction, or renaming a file does not authorize broad disclosure. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

5. A - Planning a coordinated early-childhood transition is correct because continuity improves when family priorities, current developmental information, and receiving-program responsibilities are discussed before services change. Abrupt ending, adult-only decisions, or delayed information gathering

can create avoidable service gaps. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

6. D - Using the IEP amendment process is correct because an individualized program can be revised when data show changed needs, but the revision should include required participation and documentation. Informal additions, refusal to revise, or premature removal can leave access supports misaligned. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

7. B - Considering supports before separation is correct because least restrictive analysis asks whether education in the general environment can be achieved satisfactorily with appropriate supplementary aids and services. Adaptations, scheduling convenience, or placement-first reasoning does not establish that a separate setting is required. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

8. C - Interpreting evaluation in context is correct because valid assessment separates disability-related evidence from language development, cultural factors, and limited opportunity to learn. 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. It also supports clear implementation and progress monitoring over time.

9. A - Examining executive-function needs is correct because different performance conditions may reveal organization barriers without negating demonstrated knowledge, so support should address 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. B - Teaching self-advocacy and self-determination is correct because students need repeated practice communicating needs, weighing choices, and participating in decisions before assuming greater responsibility. Exclusion, adult-only decisions, or unexplained scripts do not build authentic decision-making skills. 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. D - Including a special education instructional provider is correct because the committee needs qualified expertise connecting disability-related needs to goals, instruction, services, and progress monitoring. Counselor-only, substitute-only, or unrelated community participation cannot supply that instructional 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.

12. C - Considering 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. D - Setting individualized challenging goals is correct because goals should reflect the student's circumstances and support meaningful progress rather than label-based sameness or documentation

convenience. Repeated low goals, category-based sameness, or easy documentation does not demonstrate individualized planning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

14. A - Connecting transition plans to student evidence is correct because effective planning combines student voice, strengths, needs, assessment information, and coordinated services for adult outcomes. Category-only decisions, delayed planning, or campus convenience does not produce an individualized pathway. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

15. C - Examining manifestation-related factors is correct because the team must review the relationship between the conduct, disability, and IEP implementation when discipline may change placement. 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. B - Checking authorization before sharing video is correct because an identifiable classroom recording may contain protected educational information and requires authorized purpose and confidentiality safeguards. Employment, delayed permission, or removing a name does not automatically permit disclosure. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

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

18. C - Providing qualified language access is correct because families need understandable communication and a meaningful 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. A - Using formative assessment information is correct because a brief check can guide next instructional steps, grouping, modeling, and practice while learning is still underway. Ranking, eligibility decisions, and final grading serve different purposes and cannot replace responsive lesson planning. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

20. B - Collecting aligned baseline data is correct because repeated observation of the target behavior across typical tasks creates a stable starting point for judging instructional change. Self-report, one unusual assignment, or an overall grade does not directly measure the help routine. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

21. B - Six points is correct because each successive interval increases by 6, so the average gain is 6 points rather than the total increase across all weeks. Four and eight do not match the repeated interval change, while eighteen is the total gain from first to last. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

22. D - Writing a measurable clarification goal is correct because the goal identifies an observable response, time expectation, context, and criterion that can be monitored across opportunities. Better communication, effort, and teacher prompting are vague or describe adult behavior rather than the student's measurable performance. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

23. C - Considering language-related influences is correct because evaluation should distinguish disability evidence from language development and limited opportunity by examining context and multiple sources. 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.

24. A - Providing an appropriate response accommodation is correct because changing response access can remove a handwriting barrier while preserving the science knowledge and reasoning being measured. 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. D - Interpreting gradual but insufficient growth is correct because the data show an upward pattern, but the distance from the goal supports reviewing intensity, alignment, and student response. Mastery, no progress, or unusable data misreads the trend and prevents a useful instructional decision. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

26. C - Explaining progress with interpretable evidence is correct because a useful update connects the goal, baseline, current performance, instructional response, and next decision in understandable language. A single score, attendance claim, or unexplained table does not show whether the intervention is working. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

27. B - Reviewing fidelity before interpretation is correct because the team needs to know whether the planned intervention was delivered adequately before attributing limited growth to the intervention itself. Lowering goals, blaming ability, or replacing a plan prematurely confuses delivery problems with treatment effects. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

28. A - Collecting functional context data is correct because patterns across antecedents, behavior, consequences, settings, and timing can reveal why avoidance occurs and guide a testable intervention. Opinions, labels, or consequence-only notes do not identify the relevant environmental relation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

29. C - Combining authentic transition evidence is correct because transition decisions improve when interests are connected to observed performance, work samples, and skills in relevant settings. A single grade, job 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. B - Seventy-five percent is correct because 18 divided by 24 equals 0.75, and multiplying by 100 converts that proportion to 75 percent. Seventy, eighty, and eighty-five 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.

31. A - Writing an observable mastery criterion is correct because the criterion identifies the behavior, accuracy expectation, repeated observations, and stability needed to judge mastery. Trying, interest, and general improvement are not specific enough for a dependable instructional decision. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

32. D - Describing current performance is correct because present levels summarize what the student can and cannot do under identified conditions rather than stating a future goal or service. A future outcome, teacher action, or blanket accommodation list belongs in another part of the IEP. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

33. B - Using a stable repeated measure is correct because consistent target definition, administration, and scoring make changes interpretable across repeated probes. Changing targets, impressions alone, or one annual administration cannot show dependable growth. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

34. D - Triangulating performance conditions is correct because different response modes may reveal communication, access, or task-demand effects that should be understood before changing a goal. One score, recency alone, or an unexamined average can hide the source of the performance difference. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

35. C - Seventy-six percent is correct because 19 divided by 25 equals 0.76, which is 76 percent when expressed as a percentage. Seventy-two, eighty, and eighty-four do not match the stated numerator 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.

36. A - Teaching data-based self-regulation is correct because students learn to self-monitor when they interpret evidence, identify obstacles, and choose an actionable response connected to a goal. Hidden data, unexplained praise, or evidence without planning does not build independent regulation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

37. A - Teaching early phonological awareness is correct because brief oral practice with modeling and feedback directly addresses the identified pre-literacy skill in an age-appropriate way. Waiting, silent worksheets, or unrelated activities does not provide instruction in recognizing rhyme. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

38. C - Scaffolding access to grade-level science is correct because instruction can address reading barriers while maintaining the scientific concept, reasoning, and evidence the curriculum requires. Unrelated work, target removal, or permanent simplification does not provide meaningful access to the content. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

39. D - Considering consequences of a modification is correct because modified expectations can affect course access, credits, graduation options, and future opportunities, so the decision must be individualized. Preparation time, 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. B** - Applying Universal Design for Learning is correct because UDL anticipates variability by offering multiple means of engagement, representation, and action while preserving meaningful learning goals. Failure-first planning, unrelated goals, or content removal does not create accessible and rigorous instruction. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 41. C** - Fading prompts toward independence is correct because instruction should shift control from adult cues to natural routine cues while reinforcing increasingly independent steps. More prompts increase dependence, stopping abandons learning, and one-step practice omits the complete routine. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 42. A** - Teaching written elaboration explicitly is correct because modeling, planning, shared practice, and feedback make the relationship between ideas and evidence visible while building independence. More work, copying without explanation, or final-only grading does not teach the elaboration process. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 43. B** - Using an alternate response mode is correct because an access accommodation can remove a production barrier while preserving the mathematical reasoning and evidence the lesson measures. Excusal, automatic lowering, or an irrelevant production demand does not provide equitable access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 44. D** - Structuring cooperative groups is correct because flexible grouping and explicit interaction routines teach students how to share responsibility and discuss academic evidence. 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 assistive technology to access is correct because effective technology selection considers motor access, positioning, task demands, observation, and student preference rather than price or convenience. Removal, repeated failure, or price-based selection does not establish functional access. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 46. A** - Programming for functional generalization is correct because transfer requires practice with changed amounts, materials, people, and settings while prompts are systematically reduced. Worksheet repetition, adult completion, or assumed transfer does not build flexible budgeting in natural contexts. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 47. B** - Embedding AAC across routines is correct because communication strengthens when the student's system is available in natural contexts and adults model language without replacing the student's response. Speech-only demands, therapy-only access, or adult interpretation restricts communication and independence. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.
- 48. C** - Teaching an age-appropriate job routine is correct because task analysis, visual support, choice, and systematic prompting create meaningful participation while building independence. Adult

completion, childish materials, or one-time directions provides neither appropriate access nor sufficient instruction. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

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

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

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

52. D - Changing transition antecedents is correct because visual structure, pre-correction, shorter routines, and reinforcement alter predictable conditions before the behavior occurs. After-the-fact consequences, passive waiting, or eliminating transitions does not teach a usable transition 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.

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

54. B - Using restorative practice is correct because restorative approaches address harm, build accountability, include affected people, 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. D - Teaching organization self-monitoring is correct because a checklist, planned checks, and a reset routine make organization observable and gradually transfer control to the student. Warnings, task removal, or vague directions do not teach a repeatable management strategy. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

56. C - Teaching workplace preparation in context is correct because authentic practice connects schedules, materials, checklists, and self-monitoring to the actual employment routine. Unrelated vocabulary, discussion alone, or adult completion does not build independent preparation. 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 - Repairing digital access barriers is correct because labeled navigation and equivalent text support independent access to the same instructional information through appropriate modalities. Removal, decoration, or adult-dependent reading does not make the assignment independently accessible. 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. B - Using speech-to-text as an accommodation is correct because speech-to-text changes the production method while preserving the writing knowledge and ideas being assessed. An unrelated product, reduced rubric, or lower standard changes 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. C - Collecting context-rich behavior data is correct because repeated information about timing, setting events, antecedents, behavior, and consequences can reveal a predictable environmental relation. Totals, opinions, or labels do not show the conditions influencing the behavior. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step. It also supports clear implementation and progress monitoring over time.

60. A - Using explicit cumulative sound-symbol instruction is correct because systematic modeling, practice, corrective feedback, and review directly address the decoding process. Silent reading, picture guessing, or increased 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 - Training peers to support communication is correct because natural invitations and wait time can increase participation while preserving the student's own voice and independence. Speaking for the student, removal, 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 workplace routines, communication, problem solving, and self-monitoring. Vocabulary copying, adult choice, or general discussion does not provide evidence of work-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. C - Adapting access while preserving participation is correct because adjusting task demands can provide safe access to the common physical objective without removing 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. D - Co-designing a usable support is correct because collaborative problem solving identifies the actual task barrier and adapts implementation without abandoning the intended learning target. Cancellation, student-only responsibility, or removal avoids the problem rather than solving it. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

65. D - Maintaining certified instructional accountability is correct because the teacher remains responsible for coordinating delegated support, monitoring implementation, and aligning services with the student's 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. B - Alternative teaching is correct because one teacher instructs the larger group while the other teaches a smaller group with an alternative focus or level of support. Observation, parallel instruction, and team teaching use different distributions of teacher responsibility. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

67. A - Planning shared inclusive instruction is correct because effective co-planning aligns content, evidence, teacher roles, access supports, and anticipated barriers before students begin. Behavior-only division, separate preparation, or after-the-fact discussion limits inclusive 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.

68. C - Responding through collaborative problem solving is correct because listening to the concern and reviewing evidence and alternatives 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. B - Coordinating a related-service strategy is correct because shared understanding, practice, and monitoring help a recommended support transfer from therapy into daily 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 with a specific access plan is correct because effective advocacy identifies the barrier, names feasible supports, and assigns implementation responsibilities so participation can occur. 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. A - Using an evidence-based improvement 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 consent is correct because authorized collaboration can connect adult services while preserving student and family participation and clarifying each party's role. Unauthorized disclosure, delayed contact, or provider control of school decisions does not support ethical coordination. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

73. B - Converting assumptions into data is correct because collaboration improves when staff describe observable events and examine context before identifying a supportable behavioral function. Permanent

removal, public correction, or dismissal of staff information 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 and communication support allow the student to contribute before and during decisions about services and transition. Technical language, silent attendance, or after-the-fact summaries does not create meaningful participation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

75. D - 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. A - Using need-to-know confidentiality is correct because private, limited communication protects dignity while giving responsible staff the information needed to implement support. Hallway discussion, full-record sharing, or public examples can expose more information than the 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 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 a 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. B - 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 knowledge from response production is correct because different response modes reveal a content strength alongside a written-expression need that can be addressed directly. Assuming no knowledge, 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 operation selection and analysis is correct because the data isolate interpretation and operation choice, so instruction should address problem structure rather than repeat an established computation strength. 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-claim reasoning is correct because the data show fluent reading but a need to connect details with a claim, so instruction should model and practice that relationship. More fluency, 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. A - Six points is correct because the three interval gains are each 6, so the average gain per interval is 6 points rather than the total gain. Four and eight do not match the repeated change, while eighteen is the total increase from first to last. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

86. C - Distinguishing evidence types is correct because qualitative notes describe context and behavior, 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. B - Investigating access and decoding is correct because the difference between conditions suggests examining print access 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. D - 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 pattern between difficult demands and task removal supports an escape hypothesis that should be tested with additional data. Moral labels or denial of task effects does not explain the observed relation. This supports the choice. Others confuse concepts, apply blanket rules, or omit a step.

90. C - 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. B - 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. A - Planning for generalization is correct because different performance across conditions suggests 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. D - Eighty-five percent is correct because 17 correct responses divided by 20 total responses equals 0.85, or 85 percent. Seventy, seventy-five, 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 evidence-based response is correct because this sequence moves from evidence to interpretation, priority need, focused recommendation, implementation, and progress monitoring. Background alone, strategy lists, or disconnected activities does not demonstrate analytical 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 confidential evidence is correct because ethical analysis protects privacy and distinguishes observations from inferences when supporting 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. It also supports clear implementation and progress monitoring over time.

96. B - Programming in the setting 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 - Sixty-two point five percent is correct because five successful probes divided by eight total probes equals 0.625, which is 62.5 percent. Fifty, sixty, and seventy-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 activate a demonstrated strength while directly teaching written organization and independence. Removal, unsupported writing, or handwriting-only instruction does not address the complete 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 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.