

PRACTICE EXAM 5: TEXES SPECIAL EDUCATION SPECIALIST EC-12 (186) SIMULATION (100 QUESTIONS)

This practice exam contains 100 selected-response questions modeled on the TExES Special Education Specialist EC-12 (186) content domains. The official exam has 90 selected-response questions and 1 constructed-response question, with 4 hours and 45 minutes of testing time within a 5-hour appointment. The official passing score is 240. Select the best answer for each question.

1. A school team argues that a student with a significant disability should receive no special education because the grade-level curriculum is difficult to access. Which action best reflects the specialist's responsibility?

- A. Wait until the student's disability becomes less severe before planning services.
- B. Place the student automatically in a separate setting based on the disability label.
- C. Require the family to purchase private tutoring before school support is considered.
- D. Design an individualized program that provides FAPE in the least restrictive environment.

2. A kindergarten child in a private preschool shows persistent communication and learning concerns. The district says it has no duty because the child does not attend district schools. Which response is most appropriate?

- A. Wait for the private preschool to complete a medical diagnosis before responding.
- B. Offer general classroom tips but avoid discussing a possible disability with the family.
- C. Initiate child-find activities to identify, locate, and evaluate a child suspected of having a disability.
- D. Refer the family to a private evaluator and close the district's concern.

3. Before determining whether a student has a specific learning disability, the team learns the student has not received appropriate reading instruction. What should the team do?

- A. Document the instruction provided and address inadequate instruction before attributing the difficulties to disability.
- B. Use an intelligence-achievement discrepancy as the sole eligibility decision.
- C. Identify a disability immediately because the student's lowest score is substantially below grade level.
- D. Exclude parent information because school data are considered more objective.

4. An evaluation team wants to determine whether a student's math difficulty is disability-related. Which evaluation plan is strongest?

- A. Use one standardized mathematics score because it is more objective than other information.
- B. Use multiple technically sound measures, observations, records, and family input rather than one test.
- C. Use classroom grades alone because grades already summarize the student's performance.
- D. Use a cognitive test alone because it predicts the student's future achievement.

5. An English learner performs poorly on an English reading measure, but the student's instructional history and home language are unclear. What should the specialist recommend next?

- A. Conclude that the English reading score proves a disability requiring immediate eligibility.
- B. Assess language proficiency and academic skills in appropriate languages and distinguish language acquisition from disability.
- C. Delay all evaluation until the student speaks English at a level similar to classmates.
- D. Compare the student only with monolingual English speakers using the same measure.

6. A parent does not consent to the district's proposed initial special education evaluation. What should the school do?

- A. Conduct the evaluation quietly and ask for consent after the results are available.
- B. Treat the refusal as automatic proof that the student does not need support.
- C. Replace the evaluation with a permanent special education placement based on teacher concern.
- D. Do not conduct the initial evaluation without informed parental consent; provide notice and procedural safeguards.

7. A student with cerebral palsy meets grade-level standards when co-taught and uses speech-to-text. Which placement recommendation is most consistent with IDEA?

- A. General education classes with needed supplementary aids, services, and related supports.
- B. A separate class because the disability may require more adult assistance during lessons.
- C. Home instruction because assistive technology should not be used in general education.
- D. A hospital setting because physical needs automatically determine educational placement.

8. A team proposes a separate class because a student is distracted by classroom activity, but no supplementary aids have been tried. What should the specialist recommend?

- A. Move the student immediately because distraction proves general education is inappropriate.
- B. Ask the parent to choose the placement without reviewing educational data.
- C. Consider and document supplementary aids and services in general education before moving to a more restrictive setting.
- D. Keep the student in general education without adding supports or collecting response data.

9. A student with epilepsy needs a health plan and access adjustments but does not currently need specially designed instruction. Which framework should the team consider?

- A. IDEA IEP automatically, because every medical condition requires special education.
- B. Section 504 plan, while continuing to evaluate whether IDEA eligibility is also indicated.
- C. No formal support, because health conditions cannot affect school participation.
- D. A behavior intervention plan alone, because access needs are behavioral concerns.

10. A school charges a family for a sign-language interpreter required for the student's participation in instruction. Which principle applies?

- A. The family may be charged if the interpreter is used for more than one class.
- B. The student must use written directions first so the school can limit interpreter time.
- C. Disability-related aids and services required for appropriate education must be provided at no cost to the family.

D. The district may provide an interpreter only when the family contributes to the cost.

11. Before a disciplinary removal that may change a student's placement, which action is required under IDEA?

- A. Ask the classroom teacher to decide whether the conduct was related to disability.
- B. Wait until the disciplinary period ends before reviewing the student's educational records.
- C. Base the decision only on the seriousness of the incident and the school code.
- D. Conduct a manifestation determination within 10 school days using the IEP, observations, and parent information.

12. A student is approaching the age of majority under state law. What should the IEP include?

- A. A statement that the student has been informed of rights that may transfer under state law.
- B. A statement that the parent will continue making every educational decision indefinitely.
- C. A promise that all services will end automatically when the student reaches adulthood.
- D. A requirement that the student waive procedural safeguards before graduation planning begins.

13. A teacher wants to email a student's IEP to a neighborhood parent group to explain why the student receives classroom support. What is the most appropriate response?

- A. Share records only with authorized school officials who have a legitimate educational interest and protect confidentiality.
- B. Share the entire IEP because the class community has a right to know the student's diagnosis.
- C. Post the accommodations publicly after removing the student's name from the message.
- D. Ask classmates to explain the student's needs so adults do not have to disclose records.

14. A parent disagrees with a proposed reduction in related services. Which district action best supports informed participation?

- A. Tell the parent that the team has voted and no written explanation is necessary.

- B. Implement the reduction immediately and invite the parent to appeal afterward.
- C. Provide prior written notice explaining the proposed action, basis, options considered, and procedural safeguards.
- D. Send only the revised service schedule without describing the data or alternatives.

15. A student with a motor disability cannot produce written work despite appropriate instruction. What should the IEP team do first?

- A. Lower all academic expectations because handwriting is difficult for the student.
- B. Consider assistive technology devices and services and specify needed supports in the IEP.
- C. Consider assistive technology only after the student fails a separate placement.
- D. Require the student to complete all assignments by handwriting to build endurance.

16. A student's elopement repeatedly interferes with learning and safety. Which IEP action is most appropriate?

- A. Remove recess permanently so the student loses opportunities to leave supervised areas.
- B. Wait for a serious injury before collecting information about the behavior's function.
- C. Use exclusion alone because safety concerns eliminate the need for instructional planning.
- D. Consider positive behavioral interventions and supports as part of IEP development.

17. A student with a visual impairment currently reads large print. The team is deciding which literacy media to provide. What should guide the decision?

- A. Provide Braille automatically because every student with visual impairment must use it.
- B. Decline Braille automatically because the student can currently read enlarged print.
- C. Evaluate reading and writing needs and future needs before determining whether Braille instruction is appropriate.
- D. Let the classroom teacher select the medium without an evaluation of literacy needs.

18. A student who is deaf uses American Sign Language as a primary language. Which IEP decision best reflects IDEA requirements?

- A. Select services only from the student's hearing level, without considering communication access.
- B. Require oral communication because spoken language is the same for all students.
- C. Place the student separately whenever an interpreter is needed for direct instruction.
- D. Consider language and communication mode, direct communication opportunities, and the full range of needs.

19. Which present-level statement best supports IEP planning?

- A. On three recent oral-reading probes, the student reads accurately but answers literal questions inconsistently and needs explicit comprehension instruction.
- B. The student has a reading disability and is functioning below grade level in several areas.
- C. The student is a hard worker who benefits from encouragement and usually tries to participate.
- D. The student should receive reading support because comprehension is important for future success.

20. Which annual goal is most measurable?

- A. The student will improve reading comprehension and become a more confident reader by the end of the year.
- B. By May, given a grade-level passage and one prompt, the student will state the main idea and two supporting details with 80% accuracy on three probes.
- C. The student will understand grade-level passages and participate more successfully during reading instruction.
- D. The student will work hard on comprehension tasks and demonstrate better effort during the school year.

21. A team wants a goal for independent task initiation. Which goal is best written?

- A. The student will become more independent and show improved readiness to learn during class activities.
- B. Given a visual schedule, the student will begin an assigned task within two minutes in four of five opportunities across two weeks.

- C. The student will initiate work more often when adults provide encouragement and reminders throughout the day.
- D. The student will try to begin tasks promptly whenever the teacher believes the student is ready.

22. A parent asks how the school will communicate progress toward an annual goal. Which response is most appropriate?

- A. Use the IEP's stated measure and schedule to report progress toward annual goals to the family.
- B. Wait until the annual meeting because interim progress reports may confuse the family.
- C. Report only classroom grades because they provide a complete picture of special education progress.
- D. Describe progress informally when convenient without referring to the goal's measurement method.

23. Before selecting a reading intervention for a fourth-grade student, what baseline practice is strongest?

- A. Use the student's single lowest worksheet score because it shows the greatest instructional need.
- B. Ask the student whether reading feels difficult and use the response as the primary baseline.
- C. Compare the student's most recent grade with the class average and begin the most intensive intervention.
- D. Collect representative samples under typical conditions across several sessions and record accuracy and prompts.

24. An IEP includes extended time for classroom tests. Before adding an accommodation for a state assessment, what should the team do?

- A. Add every classroom accommodation to the state assessment because access should never be limited.
- B. Remove the accommodation from classroom tests so the state score remains completely unaided.
- C. Confirm the accommodation is allowed, needed, used routinely, and documented consistently with state testing policy.
- D. Choose the accommodation that the family prefers, even if it has not been used instructionally.

25. When a team determines that a student should take an alternate assessment, which documentation is required in the IEP?

- A. State only that the student has a significant disability and therefore needs a different test.
- B. Document why the student cannot participate in the regular assessment and why the selected alternate assessment is appropriate.
- C. Record the alternate assessment choice without discussing the regular assessment or access supports.
- D. Allow the service provider to select the alternate assessment without an IEP Team decision.

26. A parent refers a student for an initial special education evaluation. Which sequence should the district follow?

- A. Provide notice, obtain informed consent, and use multiple evaluation tools to determine eligibility and needs.
- B. Obtain a medical diagnosis first, then decide whether school-based evaluation is necessary.
- C. Place the student in special education immediately and complete evaluation paperwork later.
- D. Use a single standardized test after consent and treat its score as the eligibility decision.

27. A student with an IEP has new academic and behavioral concerns. What is the most defensible reevaluation approach?

- A. Repeat the same tests immediately, regardless of the concerns or information already available.
- B. Wait for the next annual IEP meeting because reevaluation is unrelated to program changes.
- C. Use current grades alone to decide whether the student remains eligible and needs services.
- D. Review existing data and parent input, identify additional data needed, and conduct reevaluation when warranted.

28. A student frequently calls out during difficult writing tasks and the behavior stops when the task is removed. What assessment step should come first?

- A. Remove all writing tasks permanently because the behavior shows that writing is inappropriate for the student.

- B. Provide a preferred item after every call-out so the student remains calm during instruction.
- C. Assign a consequence immediately without collecting information about what precedes or follows behavior.
- D. Collect ABC observations and interviews across conditions before selecting a function-based intervention.

29. An assessment compares a student's performance with a clearly defined mastery standard rather than with a norm group. What type of assessment is this?

- A. Norm-referenced assessment.
- B. Ipsative assessment.
- C. Criterion-referenced assessment.
- D. Screening inventory.

30. Why might a specialist use curriculum-based measurement during an intervention?

- A. It replaces all formal evaluations because short probes measure every aspect of disability.
- B. It determines eligibility by comparing a student's score with a national norm group.
- C. It provides brief, repeated probes that can be graphed to monitor growth in a specific academic skill.
- D. It produces a permanent instructional placement without requiring ongoing progress data.

31. Which statement correctly distinguishes reliability from validity in assessment?

- A. Reliability concerns fairness; validity concerns whether scores are high enough for promotion.
- B. Reliability concerns consistency of scores; validity concerns whether the measure supports its intended interpretation.
- C. Reliability concerns how quickly scores are produced; validity concerns whether the student worked independently.
- D. Reliability concerns classroom performance; validity concerns the teacher's professional judgment.

32. A student's performance on language-heavy math word problems is low, but computation on language-reduced tasks is stronger. What should the specialist recommend?

- A. Use language-accessible measures and compare with other math evidence before inferring a disability.
- B. Conclude that the student has a mathematics disability because word-problem scores are low.
- C. Ignore the language difference because all math assessments should be interpreted identically.
- D. Use only the classroom teacher's impression because standardized measures cannot reveal language effects.

33. Reading accuracy is adequate, but comprehension is weak across work samples, probes, and classroom observations. What is the best conclusion?

- A. The student has no reading need because accuracy is adequate on isolated word reading.
- B. The observation should be ignored because work samples are more objective than classroom behavior.
- C. Triangulated data suggest a comprehension need that should guide targeted instruction and goal development.
- D. The team should select a broad reading placement without identifying the specific comprehension skill.

34. Which service statement best meets IEP documentation requirements?

- A. Specify frequency, location, duration, and projected start for services, supports, and modifications.
- B. State that the student will receive support as often as needed in the setting selected by staff.
- C. List the service title only because providers already know how much support to deliver.
- D. Describe the student's disability and assume the description determines service intensity.

35. An IEP team is preparing transition planning for a student who will turn 16. What should the IEP include?

- A. A general statement that the student will graduate and become independent without supporting assessment data.
- B. A list of school activities selected by adults without connecting them to postsecondary outcomes.

- C. A schedule of next year's classes without goals, assessments, or connections to adult outcomes.
- D. Measurable postsecondary goals based on age-appropriate transition assessments plus transition services and a course of study.

36. After an annual IEP meeting, the parent and district agree to change one accommodation. Which option is permitted?

- A. Change the accommodation verbally because written amendments are never allowed after an annual meeting.
- B. Amend the IEP in writing without reconvening if both agree, and ensure team members are informed.
- C. Wait until the next annual meeting because every IEP change requires the entire team to meet again.
- D. Let one provider revise the IEP independently without parent agreement or notice to other team members.

37. A teacher is redesigning a unit so students with varied strengths can access the same essential content. Which approach best reflects Universal Design for Learning?

- A. Offer content through text, visuals, audio, and models, and allow varied response formats.
- B. Give every student the same worksheet and provide help only after a student fails.
- C. Lower the learning objective for students who need additional access to the lesson.
- D. Assign students to fixed ability groups and use one method for each group.

38. A student is completing a chained routine with fewer prompts over time. Which instructional decision is most appropriate?

- A. Maintain the most intensive prompt permanently so the routine remains error free.
- B. Fade prompts systematically while keeping task cues and reinforcement available.
- C. Remove all prompts immediately because continued assistance prevents independence.
- D. Stop collecting data because fewer prompts automatically prove mastery.

39. A student is learning a new multistep science procedure. Which lesson sequence best represents explicit instruction?

- A. Assign the procedure independently, review completed work, and reteach only students who fail.
- B. Let students discover the steps in groups before providing any explanation or model.
- C. Read the directions aloud once and expect students to repeat the procedure without feedback.
- D. Explain steps, model thinking, provide guided practice with feedback, then independent practice.

40. A student cannot complete a locker routine independently. Which use of task analysis is most appropriate?

- A. Practice only the final step because completing the routine matters more than its sequence.
- B. Describe the routine generally and expect the student to infer the missing actions.
- C. Break the routine into observable steps and teach each step in sequence with data.
- D. Complete the routine for the student until the student can describe every step verbally.

41. A student avoids answering questions when unsure. Which prompting approach best promotes independent responding?

- A. Provide the answer immediately so the student never experiences an incorrect response.
- B. Wait briefly, give the least intrusive prompt, and increase support only if needed.
- C. Use the most intensive prompt on every trial to ensure consistent performance.
- D. Repeat the question continuously until the student responds without any additional cue.

42. A student makes the same error when sorting geometric shapes. Which error-correction procedure is most effective?

- A. Ignore the error so the student can discover the correct sorting rule independently.
- B. Mark the response wrong and move to a new activity without additional practice.
- C. Repeat the same direction louder without showing or explaining the correct response.
- D. Model the correct response, have the student try again, and reinforce accurate responding.

43. A teacher wants to improve a student's oral reading fluency. Which intervention is best supported?

- A. Use repeated oral reading with feedback while monitoring accuracy, prosody, and rate.
- B. Require silent independent reading only and grade the student on pages completed.
- C. Ask the student to read unfamiliar passages aloud once without correction or modeling.
- D. Focus only on reading speed, even when accuracy and meaning decrease.

44. Which activity most directly targets phonological awareness?

- A. Ask the student to memorize the visual appearance of a list of irregular words.
- B. Ask the student to copy sentences and underline punctuation marks in each one.
- C. Ask the student to blend and segment spoken sounds without showing print.
- D. Ask the student to read a chapter and identify the author's point of view.

45. A student has difficulty decoding multisyllabic words. Which instructional plan is most appropriate?

- A. Ask the student to memorize every unfamiliar word before reading connected text.
- B. Provide pictures for difficult words but do not teach the letters and sounds involved.
- C. Teach explicit phoneme-grapheme patterns, syllable types, and cumulative decoding practice.
- D. Assign more independent reading and expect decoding accuracy to improve through exposure alone.

46. A student can recall details but cannot identify the central idea of informational text. Which intervention is best?

- A. Model identifying the main idea, think aloud about evidence, and guide practice with feedback.
- B. Assign longer passages so the student encounters more examples without explicit strategy instruction.
- C. Ask the student to copy every sentence because copying guarantees attention to important information.
- D. Tell the student to find the most interesting detail and use it as the central idea.

47. A student has strong ideas but produces disorganized written paragraphs. Which support is most appropriate?

- A. Reduce writing assignments to isolated spelling lists so paragraph organization is no longer required.
- B. Correct every grammar error before the student has a chance to complete a draft.
- C. Ask the student to write more quickly so ideas appear before organizational problems develop.
- D. Use a planning organizer, model revision, and provide feedback on a specific writing target.

48. A student can compute operations but struggles to decide how to solve word problems. Which instruction is most appropriate?

- A. Assign more computation worksheets because calculation practice automatically teaches problem interpretation.
- B. Teach the student to identify problem schema, represent relationships, and select an operation.
- C. Tell the student to look for a number and use the operation practiced most recently.
- D. Have the student copy each problem and wait for the teacher to select the operation.

49. A student repeatedly forgets the steps for completing a long assignment. Which support best develops executive-function skills?

- A. Externalize steps with a checklist, teach self-monitoring, and fade supports as independence grows.
- B. Give repeated verbal reminders throughout the assignment without teaching the student a routine.
- C. Excuse the student from multistep assignments because planning is currently difficult.
- D. Wait for the student to mature before teaching organization and self-monitoring strategies.

50. A student bolts during transitions between classrooms. Which preventive support should the team try first?

- A. Increase reprimands after each transition so the student learns that leaving is unacceptable.
- B. Provide a predictable visual schedule, precorrection, and a functional way to request help or a break.
- C. Keep the student in one classroom all day so transitions are no longer part of the routine.
- D. Wait to teach transition skills until the bolting has stopped for several weeks.

51. A teacher wants to increase independent hand raising during group discussion. Which reinforcement plan is best?

- A. Provide the consequence before the student raises a hand so motivation is guaranteed.
- B. Praise all talking equally so the student does not feel singled out during discussion.
- C. Wait until the end of the month to recognize hand raising so reinforcement remains unpredictable.
- D. Deliver a meaningful consequence immediately after independent hand raising and gradually thin reinforcement.

52. A student hits when a difficult task is presented. Which functional communication intervention is most appropriate?

- A. Remove difficult tasks permanently so aggression is never followed by an academic demand.
- B. Require the student to remain silent until the entire task is completed without assistance.
- C. Teach and honor a break request as an alternative while continuing to support task completion.
- D. Deliver a preferred item after aggression so the student learns that hitting communicates distress.

53. A student can greet adults but rarely initiates with peers. Which social-skills plan is most likely to promote generalization?

- A. Practice greetings only with the specialist because a quiet setting minimizes errors.
- B. Give the student a social-skills worksheet without practicing the behavior with another person.
- C. Use modeling, role-play, feedback, and practice with varied peers and settings.
- D. Tell peers to initiate every interaction so the student is never required to take a social risk.

54. A student loses attention during independent work when nearby conversations increase. Which environmental support is most appropriate?

- A. Move the student permanently to a separate room so all distractions are eliminated.
- B. Ignore the noise because students must learn to concentrate without environmental supports.
- C. Give the student answers whenever attention decreases so the assignment finishes quickly.
- D. Reduce competing noise, arrange seating, and teach the student to use an agreed attention support.

55. A student who uses AAC has begun communicating more often. Which classroom practice should the team recommend?

- A. Model the AAC system during natural communication, provide access, and respond to all intentional messages.
- B. Store the device during group activities so the student focuses on listening to spoken language.
- C. Require the student to produce a complete sentence before acknowledging any communication attempt.
- D. Use the device only during speech sessions because communication practice should remain specialized.

56. A student with a reading disability is learning grade-level science content. Which adaptation best preserves the content objective?

- A. Replace the science objective with coloring activities so the student can participate without reading.
- B. Preserve the science objective while offering accessible text, vocabulary supports, and alternative response methods.
- C. Assign the same dense text without support because accommodations lower academic expectations.
- D. Teach unrelated easier content whenever the student encounters complex vocabulary.

57. Which planning practice best supports effective co-teaching?

- A. Have the general education teacher plan instruction while the special educator circulates and helps students quietly.
- B. Divide the class permanently by disability status so each teacher works with a predictable group.
- C. Co-plan a shared objective, define each teacher's role, and use targeted grouping based on student data.
- D. Use the same student grouping every lesson regardless of current performance data.

58. A student with an intellectual disability is included in a grade-level science unit. Which approach is most appropriate?

- A. Teach the grade-level concept with peers using supplementary aids, explicit instruction, and an aligned individualized goal.
- B. Excuse the student from science because the IEP goal is individualized rather than identical to classmates' goals.
- C. Provide only life-skills worksheets during science so the student avoids challenging content.
- D. Ask the student to complete unrelated life-skills work in place of the science activity.

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

- A. Providing extended time to complete the same grade-level assessment.
- B. Reading directions aloud while keeping the assessed content unchanged.
- C. Allowing the student to respond orally instead of writing the same answer.
- D. Replacing a grade-level content expectation with a substantially different learning expectation.

60. A student has a measurable postsecondary employment goal. Which instructional activity best supports that goal?

- A. Assign generic worksheets about careers without practicing any work-related behavior.
- B. Practice job routines in community settings and connect instruction to measurable employment goals.
- C. Wait until graduation to introduce workplace routines because employment planning is an adult-service issue.
- D. Select a job for the student based only on the disability category and current classroom preference.

61. Which factor should guide a decision about extended school year services?

- A. Provide the service automatically to every student who receives special education during the school year.
- B. Deny the service automatically because summer instruction is not part of the regular school schedule.
- C. Use the student's disability category as the primary decision because categories predict summer need.
- D. Use individualized data about regression and recoupment or critical skill needs, not disability category alone.

62. A student performs a self-advocacy routine in the resource room but not in the cafeteria. Which instructional plan best promotes generalization?

- A. Practice only in the resource room until the student performs perfectly without any prompts.
- B. Teach and practice the skill with varied people, materials, cues, and settings, then reinforce independent use.
- C. Assume the skill will transfer because the student demonstrated it successfully in one setting.
- D. Reward verbal descriptions of the skill rather than practice using it in natural situations.

63. A general education teacher asks the special educator to take over a student who is not completing independent work. Which consultation approach is strongest?

- A. Accept the referral and remove the student from class until the special educator solves the problem.
- B. Give the teacher a list of generic strategies without observing the task or defining the concern.
- C. Jointly define the problem, select an intervention, share implementation, and review outcome data.
- D. Wait for the student's grades to decline further before discussing the concern with the classroom teacher.

64. What information should a general education teacher contribute as an IEP Team member?

- A. Describe grade-level demands, current performance, and supports needed for access.
- B. Decide the student's eligibility independently because the teacher sees the student every day.
- C. Limit comments to behavior because academic planning belongs only to special educators.
- D. Recommend a separate class because general education support may distract other students.

65. A family uses a language other than English and describes routines that differ from school expectations. Which response is most culturally responsive?

- A. Use the student's sibling as interpreter because family members already understand school routines.
- B. Apply the school's usual routines without discussion so every family receives identical planning.

- C. Use a qualified interpreter, ask about family priorities and routines, and incorporate relevant information into planning.
- D. Ask the family to complete planning forms without interpretation so the meeting can move quickly.

66. Which practice best supports supervision of a paraprofessional implementing an IEP support?

- A. Assign the paraprofessional primary responsibility for planning, grading, and determining IEP goals.
- B. Clarify roles, model procedures, give feedback, and monitor student outcomes.
- C. Allow the paraprofessional to use personal strategies without review because proximity to the student is sufficient.
- D. Ask the paraprofessional to design accommodations independently and report them to the teacher later.

67. A new teacher who instructs a student requests details from the student's IEP. Which response is appropriate?

- A. Share relevant information through a secure channel based on the teacher's legitimate educational interest.
- B. Send the complete IEP to the teacher's personal email because the teacher needs quick access.
- C. Refuse all information because student records may never be shared with school staff.
- D. Discuss the entire IEP in a public staff area so other employees can offer suggestions.

68. A parent and school staff disagree about whether a student can participate in a general education elective. What should the specialist do first?

- A. Choose the staff recommendation because school personnel are responsible for placement decisions.
- B. Ask the parent to accept the decision immediately so the meeting can remain on schedule.
- C. Remove the elective from consideration until the parent agrees with the proposed placement.
- D. Acknowledge concerns, review data and options, document the discussion, and explain available procedural safeguards.

69. An occupational therapist is supporting handwriting access, but the student uses the skill only during therapy. Which collaboration is most appropriate?

- A. Keep all practice in therapy so the therapist can control the student's performance conditions.
- B. Ask the classroom teacher to use the strategy without learning its purpose or implementation steps.
- C. Refer the student to a different program because classroom practice is inconvenient to schedule.
- D. Co-plan embedded practice within classroom routines and track whether the skill generalizes.

70. Before beginning a co-taught unit, which planning step is most important?

- A. Let one teacher plan the lesson and ask the other teacher to assist students during independent work.
- B. Identify standards, barriers, scaffolds, teacher roles, and evidence of learning together.
- C. Assign students to permanent groups before reviewing the lesson objective or access needs.
- D. Copy the prior unit plan without reviewing current student data or access needs.

71. A campus team wants staff to use consistent error correction during academic intervention. Which professional-learning plan is strongest?

- A. Use data to identify the gap, model the practice, provide coaching, and follow up on implementation.
- B. Email a definition of error correction and assume staff will implement it consistently.
- C. Require staff to attend one presentation and evaluate success only through end-of-year test scores.
- D. Ask staff to discover the procedure through trial and error without modeling or coaching.

72. A student is not progressing with an intervention. Which agenda best supports a productive team data meeting?

- A. Begin by assigning responsibility for the lack of progress before examining instructional conditions.
- B. Review only the latest test score and choose the most intensive available placement.
- C. Define the problem, review baseline and fidelity, select an intervention, and set a decision rule.
- D. Announce an intervention before defining the target, baseline, or implementation fidelity.

73. Which communication practice is most likely to help a family understand a proposed IEP change?

- A. Use technical terminology throughout so the family understands that the decision is professionally supported.
- B. Send a lengthy report without discussion because written information is always clearer than conversation.
- C. Use plain language, begin with strengths, cite specific evidence, and explain practical next steps.
- D. Focus on deficits and postpone discussion of classroom strategies until the family asks questions.

74. A high school student wants to participate more actively in IEP meetings. Which support best develops self-advocacy?

- A. Ask adults to speak for the student so the meeting proceeds efficiently.
- B. Teach the student to identify supports, explain needs, and request accommodations in authentic settings.
- C. Require the student to lead the entire meeting without instruction or preparation.
- D. Let the student choose accommodations without teaching how to connect them to access needs.

75. A student has a transition goal related to vocational training. Which collaboration is most appropriate when an outside agency may provide services?

- A. Invite the agency automatically and share the student's records without discussing consent or relevance.
- B. Wait until the student exits school because outside agencies cannot participate in transition planning.
- C. Tell the agency it may not participate because transition decisions are solely school responsibilities.
- D. With consent and as appropriate, invite the agency representative and coordinate services tied to the student's goals.

76. A novice teacher needs help implementing a student's visual-support routine. Which mentoring action is most effective?

- A. Observe, model the routine, give specific feedback, co-plan practice, and monitor implementation.

- B. Send a written reminder and wait for the teacher to request more help if difficulties continue.
- C. Take over the routine permanently so the novice teacher does not make implementation errors.
- D. Evaluate the teacher only through student scores without observing the routine or providing feedback.

77. A specialist has reasonable cause to believe a student may be experiencing abuse. Which action is most appropriate in Texas?

- A. Wait until the specialist can confirm the allegation through interviews with family members.
- B. Follow mandated-reporting law and school procedure promptly; do not conduct an independent investigation.
- C. Ask a colleague to report so the specialist can avoid becoming involved in the investigation.
- D. Interview the alleged person independently before making any report.

78. Which co-planning tool is most likely to strengthen shared responsibility between general and special educators?

- A. Use separate plans so each teacher can make independent decisions about the same lesson.
- B. Use the special educator's plan as the primary document and add general education details later.
- C. Use a shared planning record listing the objective, barriers, supports, roles, and evidence of learning.
- D. Co-plan only after the lesson if the teachers discover that their expectations conflict.

79. After a crisis involving a student's unsafe behavior, which debriefing practice is most appropriate?

- A. Review antecedents, implementation, student recovery, and prevention changes without assigning blame.
- B. Focus on identifying which staff member caused the crisis so accountability is established immediately.
- C. Avoid discussing the incident with the team because reviewing behavior may embarrass the student.
- D. Repeat the same support plan without reviewing antecedents, implementation, or student recovery.

80. A family questions a proposed restrictive placement. Which response best protects collaboration and informed participation?

- A. State that professionals have already selected the placement and the family may only sign the paperwork.
- B. Delay all services until the family stops questioning the team's recommendation.
- C. Let one specialist make the final placement decision after the parent expresses disagreement.
- D. Acknowledge the concern, review data and less restrictive options, invite participation, and explain safeguards.

81. Weekly progress records show that a target skill is not improving even though intervention sessions have occurred. What should the specialist do first?

- A. Lower the goal immediately so the student can demonstrate success on an easier target.
- B. Verify intervention fidelity and examine task match before changing the plan.
- C. Conclude that the disability is too severe for the intervention to be useful.
- D. Stop collecting data because the absence of growth already explains the instructional problem.

82. A baseline was collected from one easy worksheet completed with extensive prompting. What is the most appropriate next step?

- A. Use the worksheet as the permanent baseline because it is the only completed sample.
- B. Start the most intensive intervention because prompting shows the student cannot learn independently.
- C. Collect representative baseline across typical tasks, settings, and prompts before interpreting change.
- D. Ignore prompt information because baseline should record only whether the final answer is correct.

83. An intervention was delivered inconsistently, and the student made little progress. Which conclusion is most defensible?

- A. Discard the intervention immediately because any limited progress proves it is ineffective.
- B. Increase the goal criterion so the student is challenged to work harder during sessions.
- C. Continue unchanged and interpret the student response without checking how the intervention was delivered.

D. Improve fidelity through training, a checklist, and coaching before judging intervention effectiveness.

84. A single-case AB design shows improvement after an intervention is introduced. Which next step would strengthen the inference that the intervention caused the change?

- A. Replicate the change across conditions or use a stronger single-case design when ethical.
- B. Declare the intervention effective because performance improved after the first implementation.
- C. Remove the intervention immediately so the team can see whether performance returns to baseline.
- D. Use only teacher opinion to judge causation because classroom impressions are sufficient.

85. A student improves when a strategy is used in a structured resource room but not in general education. What should the specialist recommend?

- A. Conclude that the strategy is ineffective because it did not transfer without additional programming.
- B. Test the strategy with varied people and settings and collect generalization data.
- C. Keep the strategy only in the resource room because that setting produced the strongest response.
- D. Ask the student to demonstrate the strategy only in the resource room during future reviews.

86. A teacher reports that a student completes work independently, but work samples show repeated adult prompts. What should the specialist do next?

- A. Accept the teacher's report because classroom observations are always more valid than work samples.
- B. Count every completed assignment as independent regardless of the assistance provided.
- C. Discontinue data collection because prompts are not part of the student's final written product.
- D. Define independence operationally and observe or record prompt levels across tasks.

87. A progress graph shows a flat baseline and a rising pattern after intervention begins. What is the most appropriate interpretation?

- A. The level change is encouraging, but continue data collection and examine trend and fidelity.
- B. The intervention has failed because the baseline was flat before instruction changed.

- C. The first improved score proves mastery and eliminates the need for additional monitoring.
- D. Ignore fidelity because a graph trend is sufficient evidence of instructional effect.

88. A student uses a self-advocacy routine in the resource room but not in the cafeteria. Which data-based response is best?

- A. Remove the cafeteria expectation because the student demonstrated the skill in one setting.
- B. Assume the skill will transfer after additional resource-room practice without changing conditions.
- C. Add planned practice and reinforcement in the cafeteria with relevant staff.
- D. Practice only in the resource room because the cafeteria is too unpredictable for instruction.

89. Classwide reading data show improvement, but the English learner subgroup receiving special education shows little change. What should the team do?

- A. Disaggregate data and examine access, instruction, and intervention response for the subgroup.
- B. Use the classwide average because subgroup analysis may create unnecessary differences among students.
- C. Move the subgroup to a more restrictive setting because the overall class improvement excludes them.
- D. Stop reviewing subgroup results once the overall class average shows improvement.

90. Two staff members record different frequencies for the same behavior. Which action should the specialist recommend?

- A. Average the two frequencies without discussing why observers recorded different events.
- B. Choose the higher frequency because it reflects the more cautious interpretation of behavior.
- C. Refine the operational definition, train observers, and check interobserver agreement.
- D. Ignore the disagreement and use the record from whichever observer knows the student best.

91. A student receives tiered intervention and remains suspected of having a disability. Which response is most appropriate?

- A. Require the student to complete every tier before the district can consider evaluation.
- B. Treat limited intervention response as automatic proof of a specific disability.
- C. Stop evaluation planning until every available intervention has been attempted unsuccessfully.
- D. Use response data to inform evaluation but do not delay a timely evaluation.

92. A team wants a clear rule for deciding whether to continue, intensify, or change an intervention. Which plan is best?

- A. Change the intervention whenever one score is lower than the previous score.
- B. Predetermine performance criteria and a timeframe for reviewing results and making changes.
- C. Wait until the annual meeting and decide based on general impressions of student effort.
- D. Alter the decision rule after each data point so the intervention appears successful.

93. A behavior occurs most often when difficult writing begins and stops after the task is removed. What hypothesis should guide further assessment?

- A. The behavior is attention seeking because all challenging tasks are motivated by adult interaction.
- B. The behavior is automatically maintained because consequences never influence behavior in school.
- C. The behavior may function to escape task demands; test with more systematic FBA data.
- D. Punish the behavior first and infer its function only if punishment does not stop it.

94. A specialist wants to understand why a student is off task during independent work. Which data source is most useful?

- A. Ask only the student to recall every event from the previous month.
- B. Use the student's overall grade because it summarizes all classroom engagement.
- C. Ask the teacher to estimate the behavior frequency without observing the task context.
- D. Observe across relevant settings and record antecedents, behavior, and consequences.

95. A progress graph shows a steady upward trend with some variability, but the goal criterion has not yet been reached. What should the team do?

- A. Discontinue the intervention because the criterion has not been reached at the first review.
- B. Continue the intervention and monitor because the trend suggests growth; review the decision rule before changing.
- C. Raise the goal immediately because variability proves the student needs a harder target.
- D. Switch interventions immediately because any variability means the current approach is ineffective.

96. Intervention fidelity is strong, but progress remains minimal across repeated measures. Which change is most defensible?

- A. Adjust the intervention based on data by changing intensity, explicitness, practice, or supports.
- B. Keep the intervention unchanged because fidelity proves the student is responsible for the outcome.
- C. Lower the student's long-term expectations before examining the instructional design.
- D. Move the student to a more restrictive placement immediately because progress remains minimal.

97. A student is not making expected progress toward IEP goals. What should the IEP Team do?

- A. Wait for the annual meeting because goals cannot be changed during the school year.
- B. Keep services unchanged because lack of progress is evidence that the student is not ready for instruction.
- C. Remove the goals because continued measurement may make the lack of progress more visible.
- D. Review and revise the IEP as appropriate rather than waiting for the next annual date.

98. A student's postsecondary goal is employment, but the team has no data about interests, strengths, or support needs. What should happen next?

- A. Conduct an age-appropriate transition assessment and involve the student in interpreting results.
- B. Choose a job based on the student's disability category and the most common local placement.
- C. Wait until the student leaves school because employment preferences develop only through adult services.
- D. Let an adult agency select a job without asking the student about interests or support needs.

99. A teacher uses exit slips to adjust tomorrow's lesson and regroup students for additional practice. What type of assessment is this?

- A. Summative assessment.
- B. Norm-referenced assessment.
- C. Formative assessment.
- D. Diagnostic assessment.

100. Standardized reading scores, curriculum probes, work samples, and teacher observations point to different conclusions. What is the strongest decision-making response?

- A. Use the standardized score because formal tests are always more accurate than classroom evidence.
- B. Triangulate the sources and investigate why the measures differ before changing the program.
- C. Use the teacher observation alone because classroom performance is the only meaningful evidence.
- D. Use the latest score only because recent performance automatically outweighs other information.

Practice Exam 5: Answer Key and Explanations

1. D — FAPE requires an appropriate educational program designed around the individual student's needs, not a denial based on disability severity. LRE requires educating the student with nondisabled peers to the maximum extent appropriate, using supplementary aids and services. Automatic segregation, waiting, or shifting costs to the family ignores the district's continuing responsibility.

2. C — Child find is an affirmative duty to identify, locate, and evaluate children who may have disabilities, including children in private settings. Attendance at a district school is not a prerequisite for suspicion or referral. A team should begin appropriate procedures, gather information, and involve the family rather than wait for a private provider or parent to solve the issue.

3. A — IDEA evaluation decisions must separate disability-related difficulties from inadequate instruction. The team should document what reading instruction occurred, examine its appropriateness and intensity, and consider the student's response before concluding that a disability explains the pattern. A low score alone cannot establish eligibility, and parent information remains part of a comprehensive evaluation.

4. B — An evaluation is more defensible when it combines technically sound measures with observations, records, interviews, and family input. Different tools reveal different aspects of

performance and help the team examine cognitive, behavioral, developmental, and academic factors. Relying on a single test can produce an incomplete or biased conclusion about eligibility or educational need.

5. B — Low performance on an English measure may reflect limited English proficiency rather than a disability. The team should examine the student's language history and proficiency, use appropriate language supports and measures, and compare performance across relevant contexts. This approach protects against misidentification while still allowing the team to identify a disability when evidence supports it.

6. D — Informed parental consent is required before a district conducts an initial evaluation under IDEA. If a parent refuses, the school should explain the proposed evaluation, provide procedural safeguards, and document the response. It should not test first and seek permission later. General classroom support may continue, but it does not replace the consent requirement.

7. A — LRE is an individualized placement decision, not a label-based destination. If the student can make progress in general education with co-teaching, assistive technology, and related supports, those aids should be considered and documented before a more restrictive placement. The team should review data and the IEP rather than assume disability severity determines location.

8. C — IDEA requires the team to consider the full continuum of placements and the supplementary aids and services that could make general education successful. Moving a student because distraction is anticipated, without trying documented supports, skips that analysis. The team should define the barriers, select supports, monitor response, and use data to guide placement.

9. B — Section 504 protects a qualified student whose impairment substantially limits a major life activity and may require regular or special education, related aids, or services. An IDEA IEP is appropriate when specially designed instruction is needed. The team should not assume every health condition requires an IEP, but it must evaluate the student's individual educational needs.

10. C — Section 504 and Title II require public schools to provide appropriate education and disability-related aids and services without charging the family. An interpreter is not an optional convenience when communication access is necessary for participation. A school may coordinate the service and document it in a plan, but cost shifting cannot be used to deny access.

11. D — IDEA requires a manifestation determination within 10 school days of a decision to change placement for misconduct. The review considers the student's IEP, teacher observations, and parent information, asking whether the conduct was related to the disability or resulted from failure to implement the IEP. The team should not decide from the incident alone.

12. A — IDEA requires the IEP to state that the student has been informed of rights that may transfer at the age of majority under state law. This notice supports self-advocacy and prepares the student for adult decision making. It is different from simply sending parents a reminder, and it should be addressed through the IEP process before the transfer occurs.

13. A — FERPA limits disclosure of personally identifiable information from education records. Staff may share relevant information with school officials who have a legitimate educational interest, but public discussion or informal distribution is not justified. The specialist should use secure school procedures, disclose only what is needed, and protect the student's dignity while supporting instruction.

14. C — Prior written notice documents the district's proposed or refused action and explains the basis for the decision, information considered, options rejected, and procedural safeguards. It gives the parent meaningful information before a change occurs. A meeting invitation or a brief statement that the team disagreed does not provide the same explanation.

15. B — IDEA requires the IEP team to consider whether assistive technology devices or services are needed. If the team determines that a device, training, or implementation support is necessary for access, the decision belongs in the IEP so responsible staff know what to provide. AT is not reserved for students with one particular disability category.

16. D — When behavior interferes with learning, the IEP team must consider positive behavioral interventions, supports, and other strategies. The goal is to teach and strengthen effective behavior while addressing environmental or instructional conditions. A punishment-only response may leave the function unchanged and does not satisfy the team's obligation to plan proactively.

17. C — Braille decisions require an individualized evaluation of the student's reading and writing skills, needs, current media, and future needs. A student's present ability to use print does not eliminate the need for that analysis. The team should document the basis for deciding whether Braille instruction or use is appropriate. The record should show that individual analysis occurred.

18. D — For a student who is deaf or hard of hearing, the IEP team considers language and communication needs, opportunities for direct communication with peers and professionals, academic level, and the full range of needs. Selecting a setting or service solely from a hearing label ignores the individualized communication analysis IDEA requires.

19. A — A strong present-level statement is current, specific, and tied to observable performance. It includes a strength, a need, and information about how the disability affects learning. Vague labels or broad predictions do not establish a useful baseline. The detailed statement directly informs a comprehension goal, instruction, and progress measure. It gives the team an actionable instructional baseline.

20. B — A measurable goal identifies the target behavior, conditions, performance criterion, and timeframe. The keyed goal states what the student will do, the passage and prompt provided, the accuracy standard, and how performance will be checked. The other choices describe desirable outcomes but do not provide an observable basis for judging progress.

21. B — This goal specifies the support, observable action, time limit, performance criterion, and sampling period. Those details allow teachers to collect comparable data and determine whether the skill is improving. The distractors use broad language such as independence, effort, or readiness, which cannot establish a consistent decision rule for instruction or progress reporting.

22. A — An IEP must describe how progress toward annual goals will be measured and when periodic reports will be provided. Using the stated measure preserves consistency between instruction, data collection, and family communication. Waiting for the annual meeting or substituting grades can hide important changes and does not fulfill the documented reporting plan.

23. D — A useful baseline represents the skill across typical tasks and sessions, not an isolated low performance. Recording accuracy and prompts shows both what the student can do and how much assistance is required. This information helps the team select an appropriately matched intervention and later determine whether performance changed beyond ordinary variation.

24. C — Assessment accommodations should be individualized and connected to the student's documented access needs. The team must verify that the accommodation is permitted for the particular state assessment, is used consistently during instruction and classroom assessment, and is recorded in the IEP. Preference alone does not establish need, and blanket copying can invalidate an assessment decision.

25. B — IDEA requires the IEP to explain why a child cannot participate in a particular regular assessment and why the selected alternate assessment is appropriate. The decision is individualized and belongs to the IEP Team. A disability label or provider preference alone does not document the educational rationale or required access analysis.

26. A — An initial evaluation requires appropriate notice and informed parental consent before testing begins. The district then uses a variety of technically sound tools and sources to determine eligibility and educational needs. A medical diagnosis is not a substitute for school evaluation, and placement or a single score cannot replace the required multidisciplinary process.

27. D — Reevaluation begins with a review of existing information and parent input, followed by a decision about what additional data are needed. The purpose is to clarify continued eligibility and educational needs, not to repeat tests automatically. Current grades may contribute evidence, but they cannot replace a comprehensive review when concerns change.

28. D — An FBA gathers information about antecedents, the observable behavior, and consequences across relevant situations. The pattern described suggests escape may be involved, but the team should test that hypothesis with systematic observations and interviews. A function-based plan is more likely to teach an effective alternative than a consequence chosen without assessment.

29. C — A criterion-referenced assessment interprets performance against a defined skill standard or mastery criterion. It helps a team determine what the student can and cannot do in relation to instruction. Norm-referenced assessments compare performance with a reference group, while an ipsative comparison examines a student's performance against the student's own prior performance.

30. C — Curriculum-based measurement uses brief, standardized probes of a targeted academic skill and repeated administration to show change over time. Graphing the results supports instructional decisions and progress monitoring. It does not replace a comprehensive evaluation, determine eligibility

by itself, or establish a permanent placement without continued evidence. The probes support timely instructional adjustment.

31. B — Reliability refers to the consistency or stability of measurement results across relevant conditions. Validity concerns the degree to which evidence supports the intended interpretation and use of scores. A measure can produce consistent results yet still measure the wrong construct, so both qualities matter when teams interpret assessment information. Both qualities support responsible score interpretation.

32. A — Assessment interpretation should examine whether language demands are confounding the construct being measured. Language-accessible tasks and multiple sources help distinguish mathematical reasoning from language comprehension. The pattern does not prove or disprove a disability by itself; it identifies a need for careful analysis before eligibility or intervention decisions are made.

33. C — When multiple data sources converge, the team can identify a specific instructional need more confidently. Adequate accuracy does not rule out comprehension difficulty, and classroom observations add context to formal probes and work samples. The evidence supports a targeted goal and intervention, not a vague label or an unnecessarily broad placement.

34. A — The IEP must make services and supports sufficiently clear for implementation by identifying when they begin, how often and how long they occur, and where they are provided. A service title or disability label does not tell staff what to deliver. Specific documentation also helps families monitor whether the agreed program is implemented.

35. D — Beginning no later than the first IEP in effect when the child turns 16, transition planning includes measurable postsecondary goals based on age-appropriate assessments and the services needed to reach them. Training, education, employment, and appropriate independent-living goals should connect to the course of study and annual updates. Those links make transition planning actionable.

36. B — IDEA permits the parent and public agency to agree, after the annual meeting, to amend an IEP in writing without reconvening the full team. The agency must ensure the IEP Team is informed of the change, and the parent receives a revised copy upon request. The agreement and documentation preserve implementation clarity.

37. A — UDL anticipates learner variability during lesson design by building flexible options for engagement, representation, and action or expression. The goal remains meaningful access to essential content. A single worksheet, lowered expectation, or fixed grouping responds after barriers appear and may limit participation instead of reducing barriers through purposeful design. Flexible design benefits the entire learning community.

38. B — Scaffolding supports successful performance while the learner develops independence. As prompt data show improvement, the teacher should reduce prompt intrusiveness in a planned way and continue monitoring accuracy. Keeping supports forever can create dependence, while removing them abruptly may produce failure. Fading preserves access while transferring control to the student.

39. D — Explicit instruction makes new content accessible through clear explanations, purposeful modeling, guided practice, feedback, and opportunities for independent application. The sequence gradually transfers responsibility to the learner. Discovery without a model, directions without feedback, or delayed reteaching leaves misconceptions unaddressed and provides less support for accurate skill acquisition. Feedback should address misconceptions before independence.

40. C — Task analysis converts a complex routine into observable, teachable steps. The specialist can select forward or backward chaining, provide prompts, reinforce progress, and record performance for each step. A general description or verbal knowledge does not show independent performance, while completing the routine for the student removes opportunities to learn the sequence.

41. B — A least-to-most prompting sequence gives the student an opportunity to respond independently before assistance increases. The teacher uses a planned wait time, then adds only the support needed for success and records prompt level. Immediate answers or constant intensive prompts can reduce initiation, while repeated questions without a plan may create confusion.

42. D — Effective error correction is brief, instructional, and followed by another opportunity to respond. The teacher models or states the relevant feature, prompts the student to try again, and reinforces the corrected response. Ignoring errors, ending practice, or repeating a direction without added information does not teach the discrimination that was missed.

43. A — Repeated oral reading with corrective feedback gives the student practice, models accurate phrasing, and allows the teacher to monitor whether fluency supports meaning. Rate alone is insufficient because faster reading with errors is not improved reading. Silent volume or one unsupported reading provides fewer opportunities for targeted feedback and skill refinement.

44. C — Phonological awareness involves attending to and manipulating the sound structure of spoken language. Blending and segmenting sounds without print directly exercises that skill. Memorizing word shapes, copying sentences, and analyzing an author's point of view involve visual word recognition, writing mechanics, or comprehension rather than the targeted awareness of speech sounds.

45. C — Students who struggle with decoding benefit from explicit instruction that connects graphemes and phonemes, teaches useful syllable patterns, and provides cumulative practice. Pictures and exposure may support meaning but do not teach the alphabetic or syllable knowledge required. Memorizing every word is inefficient and does not build a transferable decoding system.

46. A — Main-idea instruction should make the reasoning visible. The teacher models how to distinguish a central idea from supporting details, uses a think-aloud, guides practice, and provides feedback. Longer passages or copying increase task demands without teaching the strategy, while selecting an interesting detail confuses personal interest with textual importance. This process teaches a transferable comprehension routine.

47. D — A planning organizer can help the student sequence ideas before drafting, and teacher modeling can demonstrate how writers revise for organization. Specific feedback keeps the task manageable and

supports transfer. Eliminating paragraph writing, correcting everything at once, or emphasizing speed does not teach the planning and revision processes the student needs.

48. B — Schema-based instruction helps students recognize the structure of a word problem, represent known and unknown relationships, and choose an operation for a reason. More computation does not address interpretation, and choosing the most visible or recently practiced operation encourages guessing. Explicit representations make the reasoning process available for guided practice and feedback.

49. A — External tools such as checklists reduce working-memory demands while the student learns a repeatable planning and monitoring routine. The teacher should model use, practice self-checks, review performance, and fade prompts as independence increases. Repeated adult reminders can create dependence, while avoiding complex work delays development of the needed skills. The checklist should become a student-managed tool.

50. B — Antecedent supports address predictable transition demands before problem behavior occurs. A visual schedule, precorrection, and functional communication option can clarify expectations and provide an appropriate way to obtain assistance. Reprimands occur after the behavior, and eliminating movement removes learning opportunities without teaching a safe, transferable transition routine. Prevention should be paired with direct safety instruction.

51. D — Reinforcement strengthens a behavior when a meaningful consequence follows that behavior and increases its future likelihood. The teacher should define independent hand raising, deliver reinforcement promptly, and gradually thin it after the response becomes reliable. Delayed, noncontingent, or indiscriminate attention does not clearly connect the consequence with the desired behavior.

52. C — A functional communication response gives the student an efficient, acceptable way to communicate escape or assistance needs. The team should teach the break request before difficult tasks, honor it briefly, and return to appropriately supported work. Removing tasks or reinforcing aggression can strengthen the problem behavior rather than replace it.

53. C — Social skills improve when the learner sees a model, rehearses the response, receives specific feedback, and practices with different people and conditions. Practice only with the specialist may not transfer to peers, worksheets do not establish interactive behavior, and peers doing all the initiating removes opportunities for the student to use the skill.

54. D — Environmental supports can reduce an access barrier while instruction builds sustained attention. Strategic seating, reduced competing noise, and an agreed support such as headphones when appropriate should be paired with clear expectations and data collection. Permanent separation may restrict participation, ignoring the barrier is ineffective, and giving answers does not teach engagement.

55. A — AAC is most useful when it is available across meaningful activities and communication partners. Adults can model selections while speaking, honor intentional messages, and create opportunities for the student to initiate and respond. Restricting the device, demanding complex output

before acknowledging communication, or isolating practice limits access and generalization. Communication access should not depend on adult interpretation.

56. B — An accommodation changes access or response demands without changing the essential learning expectation. Accessible text, vocabulary instruction, and an alternative response mode can let the student demonstrate science understanding. Replacing the objective or assigning unrelated easier work is a modification, while refusing support creates an avoidable barrier to grade-level participation.

57. C — Effective co-teaching begins with shared planning around standards, barriers, instructional routines, and evidence of learning. Roles and grouping should reflect student needs and may change across lessons. Treating one teacher as an assistant or separating students permanently undermines shared responsibility and can reduce access to instruction with peers. Roles should remain flexible as evidence changes.

58. A — Inclusion does not require identical goals or identical work, but it does require meaningful access to the general curriculum with needed supports. The teacher can connect an individualized goal to the grade-level concept, use explicit instruction and adapted materials, and monitor participation. Excluding the student or substituting unrelated work unnecessarily restricts opportunity.

59. D — A modification changes what the student is expected to learn or demonstrate, while an accommodation changes access, timing, setting, or response method without changing the essential content. Replacing a grade-level expectation changes the curriculum itself. Extended time, read-aloud directions, and oral response can preserve the same learning target. The distinction should guide grading and assessment decisions.

60. B — Transition services should help the student reach measurable postsecondary goals through instruction and experiences connected to adult outcomes. Community-based practice can teach routines, communication, stamina, and self-advocacy in relevant contexts. Generic worksheets, delayed preparation, or disability-based job selection provide less individualized evidence and limit student choice. Practice should be connected to the student's preferences.

61. D — ESY decisions are individualized and based on whether services are necessary for the provision of FAPE. Teams may examine regression and recoupment, emerging critical skills, and other relevant evidence. Disability category, administrative convenience, or a blanket summer rule cannot substitute for reviewing the student's documented educational needs. The team should document the individual educational rationale.

62. B — Generalization requires planned variation in people, materials, cues, and environments, along with opportunities to use the skill for meaningful purposes. The team should program practice beyond the resource room and reinforce independent use. Perfect performance in one setting does not demonstrate transfer, and waiting for spontaneous generalization can delay functional independence.

63. C — Collaborative consultation treats the classroom teacher and special educator as partners. They define the concern in observable terms, examine context, choose a matched intervention, clarify

responsibilities, and review data. Taking over the student or offering generic advice limits ownership and makes it harder to determine whether the intervention was implemented and effective.

64. A — The regular education teacher contributes essential information about grade-level curriculum, classroom performance, participation, and feasible supports. IDEA does not make the teacher the sole eligibility decision maker, but it does require meaningful participation in IEP development and review. A narrow focus on behavior omits academic access and instructional planning information.

65. C — Culturally responsive collaboration seeks accurate communication and treats family knowledge as relevant educational information. A qualified interpreter protects meaning and confidentiality, while questions about routines and priorities help the team design feasible supports. Using a child as interpreter or imposing one routine can distort information and weaken the family's participation in decisions.

66. B — The licensed educator remains responsible for instructional planning, assessment, and IEP implementation while supporting the paraprofessional with clear expectations, modeling, coaching, and feedback. Monitoring student outcomes shows whether the support is helping. Delegating professional decisions or allowing unreviewed practices can produce inconsistency and reduce student access. Supervision protects both fidelity and student access.

67. A — FERPA permits access to education-record information for school officials who have a legitimate educational interest, but staff must use secure procedures and limit disclosure to what is needed. A personal email or broad distribution creates unnecessary risk. Refusing all information also prevents responsible staff from implementing the student's documented supports.

68. D — Productive conflict resolution keeps the student's participation and educational needs central. The specialist should listen, clarify the concern, examine relevant data, consider supplementary aids and placement options, and document the team's reasoning. Explaining procedural safeguards protects parent participation without replacing collaborative problem solving with pressure or unilateral action. A shared process keeps disagreement focused on evidence.

69. D — Related-service collaboration is strongest when the target skill is practiced in the settings where the student needs it. The therapist can model the strategy, the teacher can embed it in authentic tasks, and both can review performance across contexts. Therapy-only practice may show skill acquisition without demonstrating functional classroom access or generalization.

70. B — Shared planning aligns the lesson objective, anticipated barriers, instructional supports, assessment evidence, and responsibilities of both teachers. It prevents the special educator from becoming an unplanned assistant and allows grouping or roles to change with student needs. Permanent groups or late assistance can reduce access and weaken instructional coherence. Planning also supports flexible grouping during instruction.

71. A — Effective professional learning connects a defined practice gap to modeling, rehearsal, feedback, coaching, and follow-up. Implementation data show whether staff are using the routine as intended, while student data show whether it is helping. A definition or one-time presentation provides

information but does not establish reliable classroom implementation. Follow-up connects staff learning to student outcomes.

72. C — A structured data meeting separates the student's response from implementation questions. The team defines the target, reviews baseline and intervention fidelity, selects a matched change, assigns responsibilities, and sets a rule for reviewing results. Blame, one-score decisions, or immediate placement changes can obscure the actual instructional problem. Clear roles make the plan observable and accountable.

73. C — Clear family communication makes the decision understandable and actionable. Strengths provide context, specific evidence supports the proposal, and practical next steps clarify what staff and family can do. Technical language, a document without conversation, or a focus on deficits can reduce meaningful participation even when the information is accurate. Understanding improves when families can ask questions.

74. B — Self-advocacy develops through explicit instruction, preparation, modeling, rehearsal, and supported opportunities to communicate. The student can learn to describe strengths and needs, connect supports to access, and practice requests in school and community contexts. Adult substitution removes agency, while assigning full leadership without preparation may create avoidable failure. Practice should include school, community, and meeting contexts.

75. D — Transition planning is stronger when school and participating agencies coordinate responsibilities around the student's measurable postsecondary goals. The agency may be invited with the parent or adult student's consent when its services are relevant. Sharing records without authorization or delaying coordination until exit can interrupt needed supports and planning. Coordination should preserve student voice and family choice.

76. A — Effective mentoring is job embedded and feedback driven. Observation identifies the actual implementation need, modeling makes the routine visible, and specific feedback supports refinement. Co-planning and follow-up help the teacher use the practice independently. A reminder alone may not build skill, while taking over prevents professional learning and ownership. The goal is independent, accurate implementation over time.

77. B — Texas law requires a person with reasonable cause to believe a child's welfare has been adversely affected by abuse or neglect to report as required by the statute. The educator should follow the reporting pathway promptly, document appropriate facts, and preserve safety. Independent investigation can compromise the process and is not the educator's role.

78. C — A shared planning record makes the lesson's purpose, access barriers, supports, teacher responsibilities, and evidence of learning visible to both educators. It supports coordination before instruction and creates a reference for reflection afterward. Separate or hierarchical plans can produce conflicting expectations and make collaborative implementation less consistent. Shared planning also clarifies follow-through after instruction.

79. A — A constructive debrief examines what happened before, during, and after the crisis, including whether supports were implemented and how the student recovered. The team then identifies preventive changes and needed instruction. Blame can reduce honest reporting, while avoiding review leaves environmental or communication factors unchanged and risks recurrence. The review should end with concrete preventive actions.

80. D — Families are meaningful members of the decision process, especially when placement is disputed. The specialist should listen, review relevant performance and access data, consider supplementary aids and less restrictive options, and explain procedural safeguards. Treating the family as a signer or delaying services because of disagreement undermines participation and trust.

81. B — A lack of progress may reflect inconsistent implementation, an inaccurate baseline, or a mismatch between intervention and skill. Checking fidelity and task alignment helps the team interpret the student response before making a change. Lowering goals, blaming disability severity, or stopping data collection can hide fixable instructional problems. Only then can outcome data guide a fair decision.

82. C — Baseline should reflect the skill under conditions that resemble the environments and tasks where performance matters. Recording prompts is important because accuracy with extensive assistance differs from independent performance. A single easy worksheet can misrepresent need and make later growth impossible to interpret accurately. Representative data are necessary for a trustworthy comparison.

83. D — Fidelity data tell the team whether the intervention was delivered as designed. When implementation is inconsistent, student outcomes cannot fairly establish that the intervention failed. Training, modeling, a checklist, and coaching improve implementation; the team can then examine new response data before deciding whether the intervention itself needs revision. The next review can then separate fidelity from effectiveness.

84. A — An AB design shows that performance changed after an intervention began, but other events may have contributed to the change. Replication across settings, people, or conditions strengthens confidence in the relationship. A stronger design may be considered when appropriate and ethical; immediate removal can be unsafe or educationally harmful. Replication reduces the chance that coincidence explains improvement.

85. B — Different performance across settings suggests that generalization has not been programmed or that classroom conditions contain additional barriers. The team should vary people, materials, cues, and environments while teaching and reinforcing the response. Keeping practice isolated or labeling the strategy ineffective can overlook a useful intervention that needs contextual support.

86. D — The team needs a shared operational definition of independence, such as completing the task without adult prompts after directions are given. Recording prompt levels across typical tasks resolves the discrepancy and creates comparable data. Counting completed work without assistance information can overestimate mastery and lead to inappropriate fading or goal decisions.

87. A — A rising pattern after intervention is encouraging evidence, but one should examine the magnitude, stability, trend, and implementation fidelity before drawing a firm conclusion. Continued data collection shows whether gains persist. Declaring failure from the baseline or mastery from one improved score ignores the purpose of repeated progress monitoring. The team should interpret the graph in context.

88. C — The data identify a generalization gap, not necessarily a failure to learn the routine. Practice in the cafeteria should include relevant cues, people, materials, and reinforcement, with staff recording performance. More isolated practice may strengthen resource-room responding while leaving the natural environment unchanged. Natural practice helps determine whether a skill is functional.

89. A — Aggregate results can hide meaningful differences in access and response. Disaggregating data helps the team examine language demands, instructional opportunities, intervention fidelity, and subgroup-specific needs. The appropriate response is investigation and targeted adjustment, not ignoring the pattern or assigning a more restrictive placement without evidence. This protects students from being hidden by aggregate averages.

90. C — Different observer records may indicate an unclear definition, inconsistent observation conditions, or inadequate training. Refining the observable definition and practicing with examples can improve agreement. Checking interobserver agreement provides evidence that the data are dependable; averaging discrepant counts without analysis can conceal a measurement problem. Reliable measurement is necessary before evaluating intervention response.

91. D — Intervention response can provide useful information about instructional need and patterns of performance, but it cannot be used to postpone an evaluation for a child suspected of having a disability. The team should continue appropriate support while following evaluation procedures. Limited response is evidence to analyze, not automatic eligibility proof.

92. B — A decision rule makes intervention changes transparent and less vulnerable to hindsight bias. The team identifies the target, expected rate or pattern of progress, review period, and actions for different outcomes. One score or a general impression may reflect ordinary variation and should not control a major instructional decision. The rule should be agreed upon before results are known.

93. C — The pattern suggests that removal of a difficult demand may reinforce the behavior, making escape a reasonable working hypothesis. It is not a final diagnosis. The team should collect systematic ABC information, examine task difficulty and supports, and teach an efficient alternative communication response before selecting a function-based plan. The hypothesis should guide teaching, not justify punishment.

94. D — Direct observation can show what happens before off-task behavior, what the student does in observable terms, and what follows. Observing relevant settings reduces reliance on memory and reveals environmental patterns. Grades or retrospective estimates may be useful supplemental information, but they cannot replace context-specific observation when function is in question.

95. B — A steady upward trend suggests the student is responding, even if the final criterion has not been met. The team should continue collecting data, examine variability and fidelity, and apply the pre-established decision rule. Ending support solely because the goal is not yet reached can interrupt a productive trajectory. The team should compare progress with the planned criterion.

96. A — When fidelity is adequate but response is limited, the team should use data to refine the match between instruction and need. Possible changes include more explicit modeling, additional practice, altered task difficulty, increased opportunities to respond, or stronger supports. Fidelity confirms delivery; it does not prove that the intervention was well matched.

97. D — IDEA requires the IEP Team to review progress and revise the IEP as appropriate when the child is not making expected progress toward annual goals or in the general curriculum. The team should analyze data, implementation, and needs, then adjust goals, services, supports, or instruction. Waiting can prolong an ineffective program.

98. A — Measurable postsecondary goals should be based on age-appropriate transition assessment information. Interests, strengths, preferences, needs, and experiences help the team identify meaningful services and a course of study. Involving the student supports self-determination; disability-based assumptions or delayed planning do not provide individualized evidence. Assessment results should shape services, experiences, and goals.

99. C — Formative assessment occurs during instruction and provides information used to adjust teaching and learning. Exit slips can reveal misconceptions, guide regrouping, and identify what should be retaught next. Summative assessment typically evaluates learning after instruction, while norm-referenced assessment interprets performance against a comparison group rather than immediate instructional needs. Its value lies in the instructional decision that follows.

100. B — Different measures may capture different skills, contexts, language demands, or levels of support. Triangulation helps the team identify convergence and explain discrepancies before making a program decision. No single source automatically outranks the others; the team should examine technical quality, conditions, and the student's functional performance together. The integrated pattern is more defensible than any single score.