

PRACTICE EXAM 6: 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 family receives a procedural safeguards notice but is unsure what it means. Which specialist response is most appropriate?

- A. Tell the parent to sign the notice because receipt means agreement with the IEP.
- B. Explain the parent's rights in accessible language and identify available dispute-resolution options.
- C. Refer the parent to a website without discussing the notice or answering questions.
- D. Ask the parent to wait until the annual meeting before raising any concern.

2. A campus proposes an initial evaluation for a student suspected of having a disability. Which step must occur before testing?

- A. Provide required notice and obtain informed parental consent for the initial evaluation.
- B. Begin testing immediately because teacher referral establishes permission for assessment.
- C. Wait for a physician to diagnose a disability before seeking school-based consent.
- D. Place the student in special education temporarily while consent is being obtained.

3. A district learns that a homeschooled child may have a disability. What is the most appropriate child-find response?

- A. Take no action because child find applies only to students enrolled in public school.

- B. Require the family to enroll the child before the district may discuss evaluation.
 - C. Wait for a private clinician to make an eligibility decision for the district.
 - D. Follow child-find procedures to identify, locate, and evaluate the child when disability is suspected.
- 4.** A bilingual student performs below peers on an English vocabulary measure. Which evaluation practice is most defensible?
- A. Use the English score alone because standardized scores remove language differences.
 - B. Delay evaluation until the student reaches native-like English proficiency.
 - C. Examine language history and use appropriate measures so language acquisition is not mistaken for disability.
 - D. Compare the student only with monolingual peers from the same grade.
- 5.** Which statement best describes a nondiscriminatory evaluation under IDEA?
- A. It uses varied tools and information to identify educational needs rather than relying on one score or label.
 - B. It uses the same test and interpretation for every student regardless of language or disability.
 - C. It gives greatest weight to the student's lowest score because that reveals the most severe need.
 - D. It substitutes a medical diagnosis for analysis of school-based educational performance.
- 6.** A student with an intellectual disability can participate in grade-level science with visual supports and co-teaching. Which placement decision is most consistent with IDEA?
- A. Assign a separate class automatically because the disability category predicts placement.
 - B. Provide the needed supports in general education before considering a more restrictive placement.
 - C. Use homebound instruction because visual supports are not appropriate in general education.
 - D. Place the student in the most restrictive setting first and remove supports if progress occurs.
- 7.** Which action most directly supports a student's participation in the general education curriculum?

- A. Replace the grade-level target with unrelated work that the student can complete independently.
- B. Give the student the same assignment without adapting access or instruction.
- C. Excuse the student from the lesson whenever the content appears challenging.
- D. Align specially designed instruction and supplementary aids with the grade-level learning target.

8. A district refuses a parent's request to change an IEP service. What written communication should the district provide?

- A. A short email stating that the team voted and the decision is final.
- B. A revised schedule that lists the service but omits the reasons for refusal.
- C. Prior written notice explaining the proposed or refused action and the basis for the decision.
- D. A meeting invitation that does not describe the action or information considered.

9. During IEP development, a parent offers information about a child's sleep and attention at home. How should the team respond?

- A. Consider the parent's information with evaluation results and other relevant educational data.
- B. Exclude the information because only school-based observations can support IEP decisions.
- C. Accept the information as conclusive proof without examining classroom performance.
- D. Ask the parent to provide a medical diagnosis before the team considers the concern.

10. A student is nearing the age of majority. Which IEP practice best prepares the student for possible transfer of rights?

- A. Tell only the parent because the student is not yet legally responsible for educational decisions.
- B. Remove procedural safeguards from the IEP because adult services will replace them.
- C. Require the student to waive rights before participating in transition planning.
- D. Inform the student about rights that may transfer under state law and document that notice in the IEP.

11. A student will turn 16 during the coming school year and has expressed interest in culinary work. What should the IEP team do?

- A. Select culinary courses immediately without asking about interests, strengths, or support needs.
- B. Use age-appropriate transition assessment information to develop measurable postsecondary goals and services.
- C. Wait until graduation because employment planning is outside the school's responsibility.
- D. Write a general goal to become independent without identifying services or a course of study.

12. A student's IEP team determines that an assistive technology device is needed for written communication. What is the strongest next step?

- A. Purchase the device but leave training and classroom use to staff discretion.
- B. Provide the device only during therapy because AT cannot be used in general education.
- C. Describe the device or service and implementation responsibilities in the IEP.
- D. Wait until the student fails a grading period before documenting the support.

13. A student's behavior repeatedly interferes with instruction for the student and classmates. Which IEP team action is required?

- A. Wait for a suspension before discussing behavior in the IEP meeting.
- B. Use exclusion as the primary intervention because instruction cannot address behavior.
- C. Remove all challenging tasks so the behavior cannot occur at school.
- D. Consider positive behavioral interventions, supports, and other strategies to address the behavior.

14. A student with a visual impairment reads print successfully in familiar tasks but struggles with new materials. What should guide the literacy-media decision?

- A. Decline Braille automatically because the student can read some enlarged print.
- B. Evaluate current and future reading and writing needs before deciding whether Braille instruction is appropriate.
- C. Provide Braille automatically without evaluating the student's skills and future needs.
- D. Let one classroom teacher select the medium without team review or assessment.

15. A student who is deaf uses a visual language and has limited access to incidental spoken directions. Which IEP consideration is most important?

- A. Base the IEP only on an audiogram and omit communication access from the discussion.
- B. Require spoken responses because oral language is the same access method for all students.
- C. Consider language, communication mode, direct communication opportunities, and the student's full range of needs.
- D. Use a separate placement automatically whenever an interpreter or visual support is needed.

16. A teacher wants to discuss a student's disability and accommodations with neighbors at a community event. What is the ethical response?

- A. Protect personally identifiable information and discuss student records only through authorized educational channels.
- B. Share the information if the neighbors promise not to repeat it.
- C. Share accommodations but omit the student's name because the information is educationally useful.
- D. Ask classmates to explain the student's needs so the teacher does not disclose records directly.

17. A student with diabetes needs related aids and services to participate in school but does not require specially designed instruction. Which response is most appropriate?

- A. Assume an IEP is mandatory because every health condition requires special education.
- B. Provide no formal support because health needs are not educational needs.
- C. Use a behavior plan alone because medical accommodations are considered behavior supports.
- D. Consider a Section 504 plan while evaluating whether IDEA eligibility is also indicated.

18. A school considers removing a student with an IEP for a disciplinary incident that may change placement. Which requirement applies?

- A. Let the principal decide alone because discipline is separate from special education.
- B. Complete a manifestation determination within 10 school days using relevant records and parent information.

- C. Wait until the removal ends before reviewing the IEP and teacher observations.
- D. Consider only the seriousness of the incident and the wording of the student code.

19. Which present-level statement gives an IEP team the most useful baseline for planning?

- A. During four recent probes, the student identified 7 of 10 main ideas independently and needed a verbal cue on the remaining items.
- B. The student has a reading disability and performs below grade level in several subjects.
- C. The student is cooperative and benefits from encouragement during reading activities.
- D. The student needs reading help because comprehension is important for academic success.

20. Which annual goal is written most measurably?

- A. The student will improve paragraph writing and become a more confident communicator.
- B. The student will understand how to organize writing and participate more successfully in language arts.
- C. Given a graphic organizer, the student will write a paragraph with a topic sentence and three related details in four of five samples.
- D. The student will work hard to produce better paragraphs whenever the teacher provides encouragement.

21. An IEP team wants to measure independent arrival to class. Which goal component is essential?

- A. Use a broad phrase such as the student will become more responsible.
- B. Describe independence generally and let each teacher decide what counts.
- C. Define the observable arrival behavior, conditions, performance criterion, and timeframe.
- D. Record only whether the student appears motivated during the first week.

22. An IEP specifies how often progress reports will be sent to a family. Why is this information important?

- A. It replaces the need to measure progress because reports summarize teacher judgment.
- B. It allows the school to report only at the annual meeting if progress is limited.
- C. It requires the family to approve every classroom data point before instruction continues.
- D. It connects the documented measurement plan with predictable family communication about goal progress.

23. Before beginning a self-management intervention, which baseline procedure is strongest?

- A. Observe the target behavior across representative routines and record frequency, duration, or latency as appropriate.
- B. Record the most extreme episode because it best represents the student's need.
- C. Ask the student to estimate behavior over the past semester and use that estimate alone.
- D. Compare the student with a classmate and use the difference as the intervention baseline.

24. A classroom test includes extended time, but the student has never used that accommodation during instruction. What should the team do before adding it to a state assessment?

- A. Add the accommodation immediately because every classroom support is automatically allowed on state tests.
- B. Confirm need and permitted use, then provide and document routine instructional practice before testing.
- C. Remove the accommodation from all instruction so the state score is unaided.
- D. Use the accommodation only if the family requests it on the morning of testing.

25. If an IEP team selects an alternate assessment, what rationale must appear in the IEP?

- A. Why the student cannot participate in the regular assessment and why the selected alternate is appropriate.
- B. Only the disability category, because the category determines the assessment automatically.
- C. Only the alternate test name, because the selection itself explains the decision.
- D. The service provider's preference, because assessment decisions do not require team documentation.

26. Which assessment is most useful for determining whether a student mastered a taught skill?

- A. A norm-referenced measure comparing the student with a national age group.
- B. An aptitude measure estimating future performance without a taught-skill criterion.
- C. A criterion-referenced measure aligned with the specific skill and mastery standard.
- D. A preference inventory identifying activities the student enjoys most.

27. A teacher chooses a measure because it produces similar scores across repeated administrations. Which technical quality is being considered?

- A. Validity, or the degree to which score interpretations support their intended use.
- B. Sensitivity, or the likelihood that a student will prefer the measure.
- C. Authenticity, or the resemblance between the test and a real-world task.
- D. Reliability, or the consistency of measurement results under relevant conditions.

28. A language-minority student performs better on a mathematics demonstration than on a language-heavy written test. How should the team interpret the pattern?

- A. Treat the written score as decisive because written tests are always more objective.
- B. Examine language demands and multiple math measures before concluding that the student has a math disability.
- C. Ignore the demonstration because performance tasks cannot provide useful assessment evidence.
- D. Assume the student has no math need because one demonstration was successful.

29. Standardized scores, work samples, interviews, and observations do not agree about a student's writing ability. What should the team do first?

- A. Select the standardized score because formal testing always outranks classroom evidence.
- B. Select the teacher's opinion because classroom information is always the most valid source.
- C. Investigate the differing conditions and triangulate the sources before making a program change.
- D. Use the newest score alone because recency makes all other data irrelevant.

30. A student begins an intervention with 12 correct letter-sound responses out of 30 opportunities. What is the best use of this information?

- A. Use it as proof of eligibility without collecting any additional evaluation information.
- B. Discard it because classroom probes cannot inform special education planning.
- C. Compare it with the teacher's personal goal rather than with future student performance.
- D. Use it as a baseline for selecting instruction and comparing later performance under similar conditions.

31. A progress-monitoring graph shows a flat trend for six data points while the intervention is delivered as planned. What is the best next step?

- A. Keep the intervention unchanged indefinitely because fidelity means the plan must be effective.
- B. Review the intervention match and adjust instruction using the established decision rule.
- C. Lower the goal immediately so the graph will show success.
- D. Stop collecting data because the flat trend already proves the student cannot learn the skill.

32. A specialist is defining a student's repeated desk tapping for an FBA. Which definition is most useful?

- A. Any instance of the student's fingers tapping the desk at least three times within five seconds.
- B. The student is disruptive and seems unable to control the tapping.
- C. The student taps too much during class and needs better self-control.
- D. The student displays inappropriate sensory behavior whenever the teacher gives work.

33. A student uses a break card but receives breaks only when behavior escalates. What assessment question should the team examine?

- A. Whether the break card is available, taught, and reinforced before escalation occurs.
- B. Whether the student should lose the card because requesting breaks indicates avoidance.
- C. Whether all difficult work should be removed so a break is never needed.
- D. Whether the student can memorize the card's name without practicing its use.

34. Which method best identifies activities that may serve as reinforcers for an individual student?

- A. Select the reward most popular with classmates and use it for every student.
- B. Choose a reward based only on the teacher's assumption about the student's interests.
- C. Offer a reward randomly without recording whether it changes participation.
- D. Conduct a preference assessment and confirm choices by observing their effect on engagement.

35. A student can complete individual steps of a cooking routine but not the whole sequence. Which assessment will clarify the instructional need?

- A. Measure only the final product because the sequence of actions is not educationally relevant.
- B. Record performance on each observable step using a task analysis.
- C. Ask the student to describe the recipe and assume verbal knowledge equals independence.
- D. Provide the entire routine repeatedly without identifying where performance breaks down.

36. Which statement correctly distinguishes an accommodation from a modification?

- A. An accommodation lowers the grade-level standard, while a modification only changes seating or timing.
- B. An accommodation and modification are interchangeable terms for any special education service.
- C. An accommodation changes access or response conditions; a modification changes what the student is expected to learn or demonstrate.
- D. An accommodation is used only on state tests, while a modification is used only in general education.

37. A teacher plans one science unit for students with varied reading, language, and motor needs. Which design best reflects UDL?

- A. Use one textbook and offer individual help only after a student cannot complete the assignment.
- B. Provide multiple ways to access content and multiple ways to demonstrate the same essential learning.

- C. Lower the science objective for students who need different access supports.
- D. Assign fixed groups and give each group a separate, unrelated learning target.

38. Which lesson sequence best represents explicit instruction for a new academic skill?

- A. State the objective, model the skill, guide practice with feedback, and then provide independent practice.
- B. Assign independent work first, then reteach only students who earn low scores.
- C. Ask students to discover the procedure without explanation, modeling, or corrective feedback.
- D. Read directions once and move to grading without checking student responses.

39. A teacher models how to identify evidence for an author's claim while saying the reasoning aloud. What practice is being used?

- A. An informal consequence that reduces the student's opportunity to respond.
- B. A norm-referenced assessment that compares the student's reasoning with peers.
- C. A think-aloud that makes an otherwise hidden reasoning process explicit.
- D. A task analysis that lists physical steps without modeling the comprehension process.

40. A student responds correctly only after a full verbal prompt. Which instructional decision best promotes independence?

- A. Continue the full verbal prompt permanently because it guarantees correct answers.
- B. Remove every prompt immediately so the student learns through failure.
- C. Repeat the same full prompt faster so the student has less time to hesitate.
- D. Use a planned prompt hierarchy and fade to less intrusive prompts as accuracy improves.

41. Which approach is most appropriate for teaching a student a multistep hand-washing routine?

- A. Break the routine into observable steps, teach a chaining sequence, and collect step-level data.
- B. Complete the routine for the student until the student can recite all steps from memory.

- C. Teach only the final step because the finished routine is the primary outcome.
- D. Give a general reminder to wash hands and assume the student will infer the sequence.

42. A student gives an incorrect answer during a discrimination lesson. Which correction is most instructional?

- A. Ignore the error so the student can discover the rule without adult influence.
- B. Briefly model or prompt the correct response, have the student try again, and reinforce accuracy.
- C. Mark the response wrong and continue without another opportunity to respond.
- D. Repeat the original direction louder without adding a model, cue, or feedback.

43. A student reads accurately but very slowly and with choppy phrasing. Which intervention is best matched to the need?

- A. Assign silent reading volume and measure only the number of pages completed.
- B. Have the student read an unfamiliar passage once without modeling or corrective feedback.
- C. Focus exclusively on speed even when faster reading reduces accuracy and comprehension.
- D. Use repeated oral reading with feedback on accuracy, phrasing, prosody, and meaning.

44. Which activity most directly develops phonemic awareness?

- A. Have the student memorize the visual shape of irregular sight words.
- B. Have the student copy sentences and identify capital letters and punctuation.
- C. Have the student blend, segment, and manipulate spoken phonemes without relying on print.
- D. Have the student summarize a chapter and compare two characters' motivations.

45. A student guesses at unfamiliar multisyllabic words instead of using letter patterns. Which instruction is most appropriate?

- A. Ask the student to memorize every unfamiliar word before encountering it in text.

- B. Teach syllable patterns and morphemes explicitly, then provide cumulative decoding practice in words and text.
- C. Supply pictures for difficult words without teaching the alphabetic patterns inside them.
- D. Increase independent reading time and assume exposure alone will establish accurate decoding.

46. A student knows many details from a passage but cannot explain its central idea. Which teaching move is best?

- A. Model separating the central idea from details, think aloud about evidence, and guide repeated practice.
- B. Assign longer passages so the student encounters more details without strategy instruction.
- C. Ask the student to copy every sentence so important information will be remembered automatically.
- D. Tell the student to choose the most interesting detail as the central idea.

47. A student has strong ideas but writes paragraphs without a clear sequence. Which scaffold is most appropriate?

- A. Replace paragraph writing with isolated spelling practice so organization is no longer required.
- B. Correct every grammar error before the student has completed a first draft.
- C. Use a planning organizer, model revision for organization, and provide focused feedback on drafts.
- D. Emphasize writing speed so ideas appear before the student considers organization.

48. A student can calculate operations but cannot decide which operation a word problem requires. Which instruction is best matched?

- A. Assign more computation worksheets because calculation practice automatically teaches problem interpretation.
- B. Tell the student to select the operation associated with the largest number in the problem.
- C. Have the student copy each problem and wait for the teacher to choose the operation.
- D. Teach problem schemas, visual representations, and a routine for identifying knowns and unknowns.

49. A student confuses the quantities in a subtraction situation even when using manipulatives. What should the teacher do next?

- A. Remove manipulatives because continued concrete work prevents symbolic learning.
- B. Provide a subtraction worksheet with more items but no discussion of the quantities.
- C. Give the answer and ask the student to copy the symbolic equation.
- D. Represent the action with concrete objects, connect it to drawings and symbols, and check the student's explanation.

50. Which support is most likely to strengthen a student's self-monitoring during lengthy assignments?

- A. Give frequent adult reminders without teaching the student a repeatable self-check routine.
- B. Teach the student to use a checklist, set a stopping point, and compare completed work with criteria.
- C. Excuse the student from multistep assignments because planning is currently difficult.
- D. Wait for maturity to improve organization before teaching self-monitoring explicitly.

51. A nonspeaking student uses an AAC device but staff speak to the adult instead of the student. Which practice should the specialist recommend?

- A. Model communication on the device while addressing the student directly and honoring communicative attempts.
- B. Limit the device to therapy because classroom communication should be spoken.
- C. Answer for the student whenever a message takes longer than a few seconds.
- D. Require perfect device navigation before allowing the student to communicate in class.

52. A student needs to learn how to request clarification from peers. Which intervention is most appropriate?

- A. Wait for confusion to disappear naturally because direct social instruction may make interaction artificial.
- B. Require the student to observe peers without practicing a clarification request.
- C. Teach the phrase or symbol, model it in a routine, role-play with peers, and reinforce functional use.

D. Correct social errors after the activity without teaching an alternative communication response.

53. A student is learning to purchase a snack independently. Which instructional setting best supports functional learning?

- A. Practice with real or realistic materials in the school store or another natural purchasing routine.
- B. Teach only with worksheets because paper tasks are easier to control.
- C. Practice in a quiet office and assume the skill will transfer to community settings.
- D. Have an adult complete the purchase while the student watches each time.

54. A student completes a locker routine in the resource room but not in the hallway before class. Which plan addresses the problem?

- A. Continue resource-room practice only because it is easier to control there.
- B. Practice in the hallway with relevant materials, prompts, and reinforcement, then fade support systematically.
- C. Assume the skill transferred because the student completed the routine in one setting.
- D. Remove the locker routine from the schedule because hallway conditions are too complex to teach.

55. A teacher wants a student to use a replacement response instead of shouting for help. Which reinforcement plan is strongest?

- A. Provide attention only after shouting so the student learns that escalation is necessary.
- B. Reinforce every correct academic answer but not the replacement communication response.
- C. Wait until the student uses the replacement independently for a week before reinforcing it.
- D. Prompt and reinforce the help request quickly, then gradually thin reinforcement as the response becomes reliable.

56. Which preventive classroom practice is most likely to reduce transition errors?

- A. Increase reprimands after transitions so students learn that mistakes have consequences.

- B. Remove all transitions by keeping students in one activity for the entire day.
- C. Preview the change, use a visual cue, state the expected behavior, and provide a brief transition warning.
- D. Wait for students to become confused before explaining what will happen next.

57. A teacher is selecting examples for a social studies unit about communities. Which choice best reflects culturally responsive instruction?

- A. Use only examples from the dominant culture because they are most familiar to the textbook.
- B. Connect concepts to students' communities and invite multiple perspectives without treating one as the norm.
- C. Avoid cultural connections so the lesson remains neutral and identical for everyone.
- D. Ask one student to represent the experiences of an entire cultural group.

58. Which peer-mediated practice is most likely to increase a student's participation in cooperative learning?

- A. Tell peers to help whenever they think the student needs it without teaching a specific routine.
- B. Assign a peer to complete difficult portions of the activity for the student.
- C. Keep peers away from the student so adult support remains the only instructional support.
- D. Teach peers how to prompt, wait, respond, and reinforce the student's targeted participation.

59. A student uses text-to-speech successfully for science reading but ignores it during social studies. What should the specialist examine?

- A. Remove text-to-speech because inconsistent use proves the student no longer needs it.
- B. Require the student to use it for every task regardless of reading demand or preference.
- C. Compare task demands, access barriers, device settings, and instruction across the two contexts.
- D. Assume the social studies teacher is not implementing the IEP without reviewing the context.

60. A teacher differentiates a writing assignment for students with different needs. Which practice preserves high expectations?

- A. Keep the essential writing objective while varying scaffolds, models, time, or response supports.
- B. Replace the objective with simple copying for students who need more access.
- C. Give the same unsupported assignment to everyone to ensure fairness.
- D. Excuse students from writing whenever the original task is difficult.

61. A student learns a classroom routine but does not use it when a substitute teacher is present. What is the best instructional response?

- A. Assume the substitute should simply provide the same prompts as the regular teacher.
- B. Remove the routine on substitute days because new adults make independence unrealistic.
- C. Teach the routine only with the regular teacher until the student performs without any prompts.
- D. Practice with varied adults and cues, teach the student to check the routine independently, and monitor transfer.

62. A student loses access to instruction because worksheets contain dense text and small print. Which first response is most appropriate?

- A. Lower the content standard because the worksheet format is difficult.
- B. Require completion of the original worksheet before providing any access support.
- C. Provide accessible formatting and teach the student to use an appropriate reading or text-to-speech support.
- D. Remove written work entirely and replace it with unrelated oral activities.

63. A general education teacher and special education teacher disagree about a student's reading supports. What should they do first?

- A. Review shared data and the IEP, identify the specific disagreement, and plan a joint instructional trial.
- B. Ask the principal to select one teacher's approach without examining classroom evidence.
- C. Use both approaches at random so the team cannot be accused of choosing sides.
- D. Stop reading instruction until the teachers reach complete philosophical agreement.

64. Which co-teaching practice is most likely to support meaningful shared responsibility?

- A. Have the general education teacher teach while the special educator circulates without planning input.
- B. Plan the learning target together, assign complementary roles, and review student data jointly.
- C. Keep the special educator in a separate room and send worksheets to the general classroom.
- D. Alternate responsibility by week without coordinating objectives, assessment, or accommodations.

65. A paraprofessional asks how to support a student without creating dependence. Which direction is best?

- A. Stay beside the student and provide answers before the student attempts each task.
- B. Use the IEP-aligned prompting plan, encourage student responses, and fade assistance according to data.
- C. Give the student fewer opportunities to respond so work is completed efficiently.
- D. Create separate goals for the student without consulting the certified teacher or IEP.

66. A family prefers communication in a language not spoken by the case manager. What is the most appropriate practice?

- A. Ask an older sibling to interpret because family members are always the best translators.
- B. Use English documents and ask the family to sign if they appear to understand the meeting topic.
- C. Avoid discussing difficult decisions until the family can locate an English-speaking advocate.
- D. Arrange qualified interpretation or translation and communicate important information in an accessible form.

67. A parent says an IEP goal does not reflect the child's priorities. Which response best supports collaboration?

- A. Ask the parent and student to describe priorities, compare them with data, and revise the goal when appropriate.

- B. Explain that professional goals are more important than family preferences.
- C. Accept the concern without reviewing data or identifying an observable goal target.
- D. End the meeting because disagreement means the team cannot work together.

68. A team meeting includes a student's diagnosis in an open staff lounge. What should the specialist recommend?

- A. Continue the discussion because all school employees automatically have access to every record.
- B. Post the diagnosis on the classroom door so staff can remember the student's needs.
- C. Move the discussion to a private setting and share only information necessary for legitimate educational interests.
- D. Send the full evaluation to all campus employees to encourage consistent support.

69. A related service provider cannot attend an IEP meeting. Which action best maintains team participation?

- A. Exclude the provider's information because only people physically present may contribute.
- B. Ask another staff member to invent recommendations on the provider's behalf.
- C. Obtain input before the meeting and share the relevant information so the team can consider the provider's recommendations.
- D. Delay all IEP planning indefinitely until every provider can attend the same meeting.

70. A campus team reviews reading progress by grade level, disability category, and language group. What is the professional benefit?

- A. It proves that every student in a subgroup has the same instructional need.
- B. It replaces individual analysis because group trends determine each student's program.
- C. It prevents teachers from changing instruction until every subgroup reaches the same score.
- D. Disaggregated data can reveal patterns in access and response that an overall average may hide.

71. A specialist consults with a classroom teacher about a student's organization. Which consultation step should come first?

- A. Recommend a strategy immediately based on the disability label.
- B. Define the concern in observable terms and agree on a measurable outcome.
- C. Ask the teacher to try several interventions without deciding what data to collect.
- D. Wait for a crisis so the consultation question becomes more urgent.

72. A teacher receives professional development on explicit vocabulary instruction. Which follow-up best supports implementation?

- A. Observe or review instruction, provide feedback, and examine whether student vocabulary data change.
- B. Assume implementation is complete because the teacher attended the training.
- C. Require the teacher to use the routine in every lesson regardless of student need.
- D. Wait for annual evaluation because instructional practice should not be discussed after training.

73. Which role should a special education specialist take when a team is considering a more restrictive placement?

- A. Recommend the most restrictive setting because it offers the greatest adult support.
- B. Choose the placement based on the disability category before reviewing classroom supports.
- C. Facilitate review of data, supplementary aids, and placement options while keeping the decision individualized.
- D. Let the family select a setting without discussing educational data or service needs.

74. A transition agency may provide job coaching for an eligible student. What should the school team do?

- A. Invite appropriate agency participation with required consent and coordinate services around the student's measurable goals.
- B. Transfer all transition responsibility to the agency as soon as it is invited.
- C. Write the agency's services into the IEP without asking the agency to participate or confirming responsibilities.

D. Wait until the student exits school because agencies cannot coordinate during transition planning.

75. A teacher asks the specialist to excuse a student from group work because peers are impatient. What is the best response?

A. Excuse the student from collaboration because peer frustration proves inclusion is ineffective.

B. Require the student to participate without supports so classmates learn patience naturally.

C. Move the student permanently to individual work without collecting participation data.

D. Identify supports that improve participation and teach peers and the student the needed interaction routines.

76. A parent and teacher interpret a progress graph differently. Which communication strategy is most productive?

A. Use technical terms to establish the teacher as the only qualified interpreter.

B. Describe the measure and trend in plain language, invite the parent's interpretation, and identify a shared next question.

C. Dismiss the parent's interpretation because family members did not collect the data.

D. Avoid the graph and discuss only whether the student seems to be trying.

77. Which practice best supports student self-determination during IEP planning?

A. Let adults make all decisions so the meeting stays efficient.

B. Ask the student to attend silently because participation is optional until adulthood.

C. Use a prewritten script without allowing the student to explain personal priorities.

D. Teach the student to describe strengths, needs, goals, and preferred supports, then include the student's input.

78. A specialist learns that a colleague may be withholding a required service from a student. What is the most ethical first response?

- A. Ignore the concern because questioning a colleague may damage team relationships.
- B. Confront the colleague publicly so other staff will discourage similar conduct.
- C. Document the concern, review the IEP and implementation facts, and follow the district's professional reporting process.
- D. Change the service independently without informing the team or documenting the reason.

79. Texas school staff have reasonable cause to suspect child abuse. What should the specialist do?

- A. Investigate the allegation personally before making any report.
- B. Follow applicable mandated-reporting law and school procedure promptly, documenting the report as required.
- C. Wait for corroboration from another employee because one concern is insufficient.
- D. Ask the family to resolve the concern privately before notifying authorities or supervisors.

80. A family declines a proposed transition service because it conflicts with cultural or religious priorities. Which response is best?

- A. Explore the family's priorities, explain the educational purpose, and seek a culturally responsive alternative that supports the student's goals.
- B. Insist on the original service because professional recommendations cannot be adapted.
- C. Remove transition planning because family disagreement means services are unnecessary.
- D. Ask another family to persuade the parent to accept the service.

81. An intervention was delivered inconsistently, and student progress is limited. What should the team conclude first?

- A. Conclude that the intervention is ineffective because the student did not improve quickly.
- B. Improve implementation fidelity before judging the intervention's effectiveness.
- C. Conclude that the student cannot learn the skill because the intervention was attempted.
- D. Increase the goal criterion so limited progress reflects a more challenging standard.

82. A progress graph shows a positive trend but substantial variability across settings. What is the best analysis?

- A. Average all scores and ignore setting differences because the overall trend is positive.
- B. Discard the graph because variable data cannot inform instructional decisions.
- C. Move the student to a more restrictive setting because variability proves generalization is impossible.
- D. Examine setting-specific performance and conditions before deciding whether the overall trend represents functional improvement.

83. A student is below the aimline after four weeks of a reading intervention, with strong fidelity data. Which response is most defensible?

- A. Adjust the intervention's intensity or instructional components while continuing to monitor the defined target.
- B. Keep the plan unchanged because fidelity means no instructional adjustment is warranted.
- C. Lower the reading goal immediately so the student's current performance appears closer to mastery.
- D. End progress monitoring because four weeks of data are enough to predict all future learning.

84. A student has one unusually low assessment score after several stable scores. What should the team do?

- A. Treat the outlier as the most accurate score because it shows the greatest need.
- B. Delete the score without examining whether an important event affected performance.
- C. Review testing conditions and collect additional representative data before changing the program.
- D. Change placement immediately because any low score disproves the previous pattern.

85. Two observers disagree about whether a student's movement counts as off-task behavior. What should the specialist do?

- A. Average the observers' counts without determining which movements were included.
- B. Refine the operational definition, train observers with examples, and check agreement during observation.

- C. Use the higher count because it is safer to overestimate the behavior.
- D. Choose the observer who knows the student best and discard the other record.

86. A student performs a communication skill with the therapist but not with classmates. Which response best addresses the data?

- A. Continue therapist-only practice until the student is perfect before introducing peers.
- B. Assume classmates are responsible because the skill was mastered during therapy.
- C. Remove the communication goal because performance differs across people.
- D. Program practice with peers, natural cues, and reinforcement while measuring performance across communication partners.

87. Classwide scores improve, but students receiving special education show little change. What should the team do?

- A. Disaggregate the data and examine access, intervention fidelity, and instructional response for the subgroup.
- B. Use the class average because subgroup differences create unnecessary complexity.
- C. Move the subgroup to a more restrictive setting because the classwide intervention did not work for them.
- D. Stop reviewing subgroup results once the overall average reaches the expected level.

88. A student shouts immediately after difficult independent writing begins, and the task is then removed. What is the best working hypothesis?

- A. The behavior must be attention maintained because an adult is present during every writing task.
- B. The behavior is automatically maintained because consequences cannot influence school behavior.
- C. Punish the shouting first and infer its function only if the punishment fails.
- D. The behavior may be maintained by escape from task demands and should be tested with systematic FBA data.

89. A student's IEP goal requires 80% accuracy, but the progress measure records only whether work was completed. What should the specialist recommend?

- A. Keep the completion measure because any finished work indicates progress toward the goal.
- B. Change the goal criterion to match the existing measure without reviewing the intended skill.
- C. Align the measure with the goal's observable skill and criterion so progress can be interpreted accurately.
- D. Report teacher impressions instead of collecting a measure that may show limited progress.

90. A formal reading score is average, but classroom work and observations show persistent difficulty following multistep text directions. What should the team do?

- A. Ignore classroom evidence because a formal score always overrides functional performance.
- B. Identify a disability immediately because classroom difficulty alone proves eligibility.
- C. Examine task demands and triangulate evidence before concluding that the average score rules out an educational need.
- D. Use the average score to remove all reading supports without reviewing the student's needs.

91. A student's annual goals are not showing expected progress. What action is required?

- A. Wait until the annual meeting because IEP goals cannot change during the school year.
- B. Review and revise the IEP as appropriate rather than waiting for the next annual review date.
- C. Remove the goals so continued measurement does not document limited progress.
- D. Keep services unchanged because limited progress means the student is not ready for instruction.

92. A student can complete grade-level assignments with accessible text, explicit vocabulary instruction, and speech-to-text. What placement response is best?

- A. Consider maintaining general education with the documented supplementary aids and services that support progress.
- B. Move the student to a separate class because the student uses multiple supports.
- C. Remove the supports to test whether the student truly belongs in general education.

D. Replace grade-level work with easier content because access supports make performance less independent.

93. A student rarely uses an IEP accommodation because staff implement it inconsistently. What should the team do before judging the accommodation ineffective?

- A. Clarify responsibilities, train staff, and collect data after consistent implementation is established.
- B. Remove the accommodation because low use proves it is unnecessary.
- C. Require the student to request the accommodation every time without staff prompting or planning.
- D. Change the student's placement immediately because implementation has been inconsistent.

94. A student has met an IEP skill criterion across several probes with minimal prompts. Which next step is most appropriate?

- A. Keep the same prompts forever because changing them may reduce the current accuracy.
- B. Plan to fade prompts, test performance across settings, and update instruction toward independent use.
- C. Remove the skill from instruction without checking whether it generalizes to natural routines.
- D. Increase adult assistance so the student can perform the skill more consistently.

95. A behavior plan reduces property destruction, but replacement communication is not increasing. What should the team examine?

- A. Conclude that the plan is successful because the problem behavior decreased, regardless of replacement skill.
- B. Remove communication teaching because the student no longer needs an alternative response.
- C. Whether the replacement response is efficient, taught across contexts, and reinforced as reliably as the problem behavior was.
- D. Increase punishment so the student learns that communication is expected.

96. A transition agency fails to deliver a service listed in the IEP. What should the public agency do?

- A. Delete the transition objective because another agency failed to provide its service.
- B. Wait until graduation because the school has no role after an agency misses a commitment.
- C. Require the family to locate and fund the missing service without team review.
- D. Reconvene the IEP Team to identify alternative strategies for meeting the transition objective.

97. Which decision rule would best guide a team deciding whether to continue or intensify an intervention?

- A. Change the intervention whenever one score is lower than the previous score.
- B. Specify the target, review interval, expected performance pattern, and action for each possible result.
- C. Wait for the annual meeting and rely on general impressions of effort.
- D. Revise the rule after each data point so the intervention appears successful.

98. A specialist compares a student's progress with the IEP goal, intervention fidelity, family input, and classroom access data. Why is this analysis strongest?

- A. It gives equal weight to every score even when measures address different skills or conditions.
- B. It replaces professional judgment because a collection of data automatically determines the correct placement.
- C. It focuses only on the highest score so the team can avoid unnecessary changes.
- D. It integrates multiple relevant perspectives before deciding whether the program or supports need revision.

99. A student meets a reading criterion during structured probes but not during independent classwork. What should the team examine next?

- A. Assume the structured probes are invalid because classroom performance is always the only useful evidence.
- B. Remove the reading goal because success in one setting proves the skill is complete.
- C. Compare task demands, prompts, and classroom conditions before deciding whether the skill has generalized.
- D. Increase adult prompting in class without identifying which condition is blocking independent use.

100. A family reports that a newly taught self-advocacy routine works at home, while school data show little use. What is the best response?

- A. Compare home and school conditions and collaborate with the family to identify cues and reinforcers that can transfer.
- B. Dismiss the home report because school data are collected by trained staff.
- C. Conclude that the student is inconsistent and should lose the self-advocacy goal.
- D. Require the family to use the school's exact routine without examining differences in context.

Practice Exam 6: Answer Key and Explanations

1. B — Procedural safeguards are intended to make parental rights understandable and usable, not merely to document delivery. The specialist should explain the notice, check comprehension, arrange language or communication access, and identify options such as mediation or a due-process hearing when relevant. Receipt does not mean consent or agreement. This supports consistent planning.

2. A — IDEA requires informed parental consent before an initial evaluation is conducted. The district should explain the proposed evaluation, provide notice, and document consent or refusal. A teacher referral and medical information may inform suspicion, but neither replaces consent. Temporary placement cannot substitute for the required evaluation and eligibility process. This supports consistent planning.

3. D — Child find is an affirmative responsibility to identify, locate, and evaluate children who may have disabilities. A child's educational setting does not erase the duty to respond to reasonable suspicion. The district should follow applicable procedures, communicate with the family, and distinguish evaluation from an outside medical diagnosis or automatic eligibility.

4. C — A language-heavy measure may reflect English acquisition rather than the suspected disability. The team should examine language history, instructional context, proficiency, and performance across appropriate measures and settings. Delaying evaluation or relying on a single English score can produce misidentification. The analysis should remain individualized and nondiscriminatory. This protects rights and keeps decisions individualized.

5. A — A nondiscriminatory evaluation uses multiple technically sound tools and relevant information to identify educational needs. The team considers language, culture, disability, instruction, observation, records, and family input. A single low score or medical diagnosis cannot provide the full basis for eligibility or service decisions, especially when access factors affect performance.

6. B — Placement must be individualized and based on the student's needs, not determined by a disability label. If visual supports, co-teaching, and other supplementary aids allow meaningful

participation, the team should consider and document them in general education. A restrictive setting may be considered only after the continuum and less restrictive supports are examined.

7. D — Access does not require abandoning the essential learning target. Specially designed instruction changes how the student accesses, practices, or demonstrates the target while preserving meaningful participation whenever appropriate. Unrelated replacement work, identical unsupported tasks, and excusal from instruction all reduce opportunity to learn rather than providing individualized access. This supports consistent planning.

8. C — Prior written notice explains what the district proposes or refuses, why it reached that decision, the information considered, alternatives rejected, and relevant procedural safeguards. A vote, schedule, or meeting invitation alone does not provide that explanation. Written notice supports informed participation and gives the family a clear record of the decision.

9. A — The IEP Team considers parent concerns, the student's strengths, evaluation results, and academic, developmental, and functional needs. Family information adds important context but should be integrated with other evidence rather than dismissed or treated as conclusive by itself. A medical diagnosis is not required before relevant family observations inform educational planning.

10. D — IDEA requires the IEP to include a statement that the student has been informed of rights that may transfer at the age of majority under state law. This practice supports self-advocacy and preparation for adult decision making. It does not require a waiver, eliminate safeguards, or replace individualized transition planning.

11. B — Transition planning should connect the student's interests, strengths, preferences, and needs to measurable postsecondary goals and services. Age-appropriate assessments help the team choose a relevant course of study and experiences. A disability label, an adult-selected course, or delayed planning does not provide the individualized foundation required for useful transition work.

12. C — When AT is needed for the student's access or progress, the IEP should make the support implementable by identifying the device or service, relevant training, and how it will be used. Purchasing a tool without implementation planning can create a gap between possession and educational benefit. AT is not limited to therapy settings.

13. D — IDEA identifies behavior that impedes learning as a special factor for IEP consideration. The team should examine the behavior, its context, and positive supports that teach effective alternatives and improve access. Waiting for crisis, relying on exclusion, or removing all challenging instruction avoids the planning responsibility and may leave the maintaining conditions unchanged.

14. B — Braille decisions require individualized consideration of reading and writing skills, needs, appropriate media, and future needs. Some success with enlarged print does not settle the question, and a disability label does not make the answer automatic. The team should document the evaluation and reasoning behind the selected literacy access plan.

15. C — For a student who is deaf or hard of hearing, IDEA requires attention to language and communication needs, direct communication with peers and professionals, academic level, and the full

range of needs. Hearing level alone does not describe educational access. Communication supports and placement should follow individualized evidence, not an automatic rule.

16. A — Student records and identifiable details must be handled confidentially. A social conversation is not an authorized educational channel, and removing a name may not remove identifiability. The specialist should share relevant information only with authorized personnel who have a legitimate educational interest and should use secure procedures for collaboration. This supports consistent planning.

17. D — Section 504 can require an appropriate education and related aids or services when an impairment substantially limits a major life activity. An IDEA IEP is used when specially designed instruction is needed. The team should assess the student's individual access needs rather than equate a medical condition automatically with either an IEP or no support.

18. B — For a disciplinary decision that may change placement, IDEA requires a manifestation determination within 10 school days. The LEA, parent, and relevant IEP Team members review the IEP, teacher observations, and parent information to determine whether the conduct related to disability or resulted from failure to implement the IEP. The incident alone is insufficient.

19. A — A useful present level describes current performance under identifiable conditions and includes the level of independence or support. The keyed statement provides a baseline that can inform instruction, a measurable goal, and progress monitoring. Labels, traits, and broad predictions may be true but do not define what the student can do now.

20. C — A measurable goal identifies conditions, an observable behavior, and a criterion for judging performance. The keyed goal names the organizer, the required paragraph features, and the sampling standard. The other options describe desirable improvement or effort but do not establish a consistent decision rule for collecting and interpreting progress data.

21. C — A functional goal needs an observable behavior and clear conditions, criterion, and timeframe. For arrival, the team might specify entering, storing materials, and beginning a routine within a defined interval. Vague responsibility or motivation statements cannot be scored consistently, and a short initial observation is not a complete annual performance criterion.

22. D — IDEA requires the IEP to describe how progress toward annual goals will be measured and when periodic reports will be provided. A schedule makes communication predictable and links reports to evidence. It does not replace measurement, authorize withholding concerns until the annual meeting, or require family approval of each instructional observation.

23. A — Baseline should describe the target behavior under typical conditions before the intervention begins. The measure should match the behavior, such as frequency, duration, or latency, and observations should represent relevant routines. An extreme episode, memory-based estimate, or peer comparison can distort the level and obscure later change. This supports defensible, data-based planning.

24. B — Assessment accommodations should address documented access needs, be permitted for the specific assessment, and be used consistently enough to be familiar. A classroom accommodation is not

automatically allowable on a state test, and last-minute preference is not evidence of need. Instructional use also helps the team judge whether the support works as intended.

25. A — IDEA requires an individualized explanation for an alternate assessment decision. The IEP must state why the child cannot participate in the particular regular assessment and why the chosen alternate is appropriate. A label, test name, or provider preference does not show that the team considered access, needs, and assessment expectations.

26. C — A criterion-referenced measure compares performance with a defined skill standard, making it useful for judging mastery of instruction. A norm-referenced score answers a different comparison question, an aptitude measure estimates potential, and a preference inventory identifies interests. The assessment should match the decision the team needs to make. This supports consistent planning.

27. D — Reliability concerns consistency or stability of scores across relevant conditions. Validity concerns whether evidence supports the intended interpretation and use, while sensitivity and authenticity address different concepts. A reliable test can still measure the wrong construct, so reliability is necessary but not sufficient for a defensible assessment decision. This supports consistent planning.

28. B — Different formats may place different demands on language, reading, writing, and mathematical reasoning. The team should analyze the construct, use multiple measures, and examine instruction and access before drawing an eligibility conclusion. Neither a single low score nor a single successful demonstration proves the full nature of the student's educational need.

29. C — Disagreement may reflect differences in task demands, supports, settings, language, or measurement quality. Triangulation asks what each source actually measured and whether the pattern is consistent across contexts. The team should explain the discrepancy before changing instruction, eligibility, or placement rather than treating one source as automatically superior. This supports consistent planning.

30. D — The starting score describes performance under the stated conditions and can guide instructional intensity, grouping, and later progress comparisons. It is not an eligibility decision by itself, and it should not be discarded simply because it is classroom data. Repeating comparable probes makes the baseline useful for data-based planning. This supports consistent planning.

31. B — A flat trend despite planned implementation suggests that the intervention may not match the student's need, intensity, or learning conditions. The team should examine data quality and fidelity, then apply its decision rule to adjust instruction. Fidelity confirms delivery, not effectiveness, and lowering goals can hide an instructional problem. This supports consistent planning.

32. A — An operational definition describes observable behavior in terms that different observers can recognize and count. The keyed definition specifies the action and a measurable episode boundary. Labels such as disruptive, excessive, or sensory describe interpretations or judgments and do not establish reliable data for a functional assessment. This supports defensible, data-based planning.

33. A — Functional communication is most useful when the student can use it efficiently before problem behavior and receives a predictable response. The team should examine teaching, availability, prompt level, and reinforcement. Removing the card or all demands avoids assessment, while naming the card does not show functional use in context. This supports consistent planning.

34. D — A preference assessment samples the student's choices and can be followed by observation of actual engagement or performance. Preferences are individualized and can change across contexts. Class popularity, adult assumptions, or random delivery does not establish that an item functions as reinforcement for this student. This supports defensible, data-based planning.

35. B — Task analysis divides a complex routine into observable steps so the team can locate errors, choose a chaining strategy, and measure independence. A finished product or verbal description may conceal which actions need instruction. Step-by-step data allow support to be targeted and gradually faded as performance improves. This supports defensible, data-based planning.

36. C — An accommodation changes how a student accesses instruction or demonstrates learning without necessarily changing the target. A modification changes the content, complexity, or performance expectation. The distinction matters for IEP planning and assessment decisions; neither term is limited to one setting or automatically defines grading. This supports defensible, data-based planning.

37. B — Universal Design for Learning anticipates learner variability by planning flexible engagement, representation, and action or expression options. The essential learning target remains meaningful while barriers are reduced in advance. A single text, lowered objective, or unrelated group target responds after failure and can restrict access rather than designing for participation.

38. A — Explicit instruction makes the target and success criteria clear, models the thinking or action, provides guided practice, and gradually transfers responsibility. Independent assignment without modeling, unsupported discovery, or one-time directions leaves misconceptions unaddressed. Frequent responses and feedback allow the teacher to correct errors before they become habitual. This supports access and independent performance.

39. C — A think-aloud externalizes the expert's decision process so students can observe how evidence is selected and connected to a claim. It is an instructional model, not an assessment or consequence. A teacher can then guide students to practice the same reasoning and gradually fade verbal support. This supports access and independent performance.

40. D — A prompt hierarchy supports success while creating a plan for independence. The teacher should provide the least intrusive effective cue, record prompt levels, and fade assistance as the student responds accurately. Permanent intensive prompts can create dependence, while abrupt removal may produce errors and does not constitute systematic fading. This supports consistent planning.

41. A — Task analysis identifies the actions required for a functional routine, while chaining provides a systematic way to teach the sequence. Step-level data show where prompts or errors occur and support

fading. Reciting steps or watching an adult complete the routine does not establish independent performance. This supports access and independent performance.

42. B — An effective correction teaches the missed distinction and immediately provides another response opportunity. Modeling or prompting, followed by a successful retry and reinforcement, reduces practice of the error. Ignoring the error, ending practice, or increasing volume does not supply the information needed to build accurate discrimination. This supports access and independent performance.

43. D — Repeated oral reading provides practice with connected text while feedback supports accurate phrasing and prosody. Fluency is not speed alone; it includes accuracy and appropriate expression that support comprehension. Silent volume or one unsupported reading gives fewer opportunities to model, correct, and monitor the features that are weak. This supports consistent planning.

44. C — Phonemic awareness is the ability to attend to and manipulate individual sounds in spoken words. Blending and segmenting without print directly target that skill. Word memorization, writing conventions, and literary analysis address other areas. Keeping the task auditory helps distinguish phonological work from letter-sound decoding. This supports access and independent performance.

45. B — Explicit instruction in syllable types, common morphemes, and letter-sound patterns gives the student a transferable way to analyze unfamiliar words. Pictures may support meaning but do not replace decoding instruction. Memorization and unstructured exposure provide less systematic practice and do not explain how to approach new words. This supports access and independent performance.

46. A — Central-idea instruction requires showing how important information is synthesized and supported by details. A think-aloud, guided practice, and feedback make that reasoning visible. Longer passages and copying increase workload without teaching the strategy, while choosing the most interesting detail confuses personal interest with textual importance. This supports access and independent performance.

47. C — Planning and revision are teachable writing processes. An organizer can help the student sequence ideas, modeling can show how writers revise, and focused feedback keeps the target manageable. Eliminating paragraph writing, correcting everything at once, or emphasizing speed does not teach the organization skill needed for independent composition. This supports consistent planning.

48. D — Word-problem performance requires interpreting relationships, not merely calculating. Schema instruction and visual representations help the student identify the problem type, knowns, unknown, and operation. Number-based guessing, extra computation, or teacher-selected operations may produce occasional answers but do not build a transferable reasoning routine. This supports access and independent performance. The record should show how the team reached the decision.

49. D — Concrete-representational-abstract instruction links quantities, actions, drawings, and symbols instead of asking the student to memorize notation. The teacher should model the meaning of the situation and ask the student to explain it. More worksheets, answer copying, or immediate removal of manipulatives can leave the underlying concept unresolved. This supports access and independent performance.

50. B — Self-monitoring becomes teachable when the student has observable steps for planning, checking, and responding to errors. A checklist and criteria externalize working-memory demands, while practice and fading promote independence. Repeated adult reminders can create dependence, and removing complex work delays rather than develops executive-function skills. This supports access and independent performance.

51. A — AAC is most useful when communication partners model its use in meaningful interactions and respond to the student as a communicator. Speaking to an adult, answering for the student, or restricting the device reduces opportunity and may teach dependence. Early attempts should be honored while instruction builds accuracy and efficiency.

52. C — Functional social communication improves when the student is taught an observable alternative and practices it in realistic interactions. Modeling, role-play, feedback, and reinforcement connect the response to a natural need. Observation or post-activity correction alone may identify a problem but does not give the student a usable replacement skill. This supports consistent planning.

53. A — Functional skills should be taught with the cues, materials, people, and consequences that occur in the natural routine whenever feasible. Realistic purchasing practice allows the student to use money, communication, waiting, and problem solving together. Worksheets, isolated office practice, and observation by an adult provide less opportunity for functional performance.

54. B — Failure in the hallway suggests a generalization or context problem rather than proof that the skill was never learned. Practice should include natural cues and gradually reduce prompts while measuring performance. Isolated practice, assumptions about transfer, or removing the routine does not teach the student to respond under the conditions that matter.

55. D — A replacement response must be efficient and produce a meaningful consequence, especially while it is being acquired. Prompting and immediate reinforcement establish its value; later thinning prevents dependence on constant reinforcement. Reinforcing shouting or unrelated academic answers does not teach the communication response that should replace the problem behavior. This supports consistent planning.

56. C — Precorrection makes expectations and upcoming changes clear before errors occur. A visual cue and brief warning reduce uncertainty, while practice and feedback can build the routine. Reprimands after the fact may not teach the expected behavior, and eliminating transitions prevents practice rather than improving the student's ability to navigate them.

57. B — Culturally responsive instruction connects academic concepts to students' knowledge and experiences while avoiding stereotypes or tokenism. Multiple perspectives can deepen understanding of the content rather than lower rigor. Dominant-only examples, cultural silence, and asking one student to speak for a group can reduce belonging and distort the subject. This supports consistent planning.

58. D — Peer-mediated instruction works best when peers receive explicit training and the student has a defined participation target. Prompting, wait time, responding, and reinforcement should support—not replace—the student's own performance. Unstructured help, task completion by peers, or isolation limits

opportunities for reciprocal interaction and independence. This supports access and independent performance.

59. C — Different use may reflect vocabulary, text format, device access, teacher prompts, or the student's perception of task value. Comparing contexts helps identify the barrier and select a usable support. Automatic removal, universal requirement, or blame without analysis can miss an implementation or instructional problem. This supports access and independent performance.

60. A — Differentiation changes access, process, or support while maintaining a meaningful essential objective. Scaffolds, models, organizers, and response options can provide access without replacing the learning target. Copying, unsupported sameness, or excusal may reduce immediate difficulty but also reduces the student's opportunity to learn and demonstrate the intended skill. This supports consistent planning.

61. D — Generalization requires planned variation in people, cues, materials, and settings. Teaching the student to consult an independent cue and practice with different adults reduces reliance on one teacher. Removing the routine or waiting for perfect performance in one context does not prepare the student for natural variation. This supports access and independent performance.

62. C — Access barriers can often be addressed through formatting, assistive technology, and explicit instruction in support use. The essential content need not be lowered or abandoned merely because the printed format is inaccessible. Delaying support until failure occurs can waste instructional time and obscure what the student understands. This supports access and independent performance.

63. A — Collaboration is most productive when disagreement is narrowed to an observable question and examined with shared evidence. Reviewing the IEP, data, and instructional conditions allows the teachers to test a plan and revisit results. Authority alone, random practice, or stopping instruction does not resolve the student's immediate need. This supports consistent planning.

64. B — Shared responsibility requires joint planning, instruction, assessment, and reflection rather than a helper role assigned to one teacher. Complementary roles can change by lesson and student need. When teachers share the target and review evidence together, accommodations and specially designed instruction are more likely to be integrated. This strengthens coordinated implementation.

65. B — Paraprofessional support should extend planned instruction, not replace the student's response or the certified teacher's responsibility. Prompting, wait time, and fading can increase independence when tied to data and IEP goals. Answering first, reducing opportunities, or creating uncoordinated goals can produce dependence and inconsistent implementation. This strengthens coordinated implementation. The record should show how the team reached the decision.

66. D — Meaningful family participation requires communication access, especially for evaluation, IEP, and placement decisions. Qualified interpretation or translation protects accuracy and reduces pressure on relatives, who may omit or reshape information. English-only documents or delaying decisions can undermine informed participation and the family's ability to contribute to planning. This strengthens coordinated implementation.

67. A — Family and student priorities are important sources of information, and the team should connect them to present levels, needs, and measurable targets. Listening does not mean accepting an unmeasurable goal without analysis. Data-informed revision and respectful discussion strengthen shared ownership rather than treating disagreement as disqualifying. This strengthens coordinated implementation.

68. C — FERPA permits access to education records for school officials with legitimate educational interests, not unrestricted public discussion. The team should use a private setting, secure records, and disclose only what relevant staff need to implement services. Broad posting or distribution can expose personally identifiable information without an educational justification. This supports consistent planning.

69. C — Team participation can be supported by collecting provider input in advance and making it available for discussion. The goal is informed decision making, not physical attendance at any cost. Excluding relevant information, inventing recommendations, or delaying planning indefinitely can prevent the team from addressing the student's current needs. This supports consistent planning.

70. D — Disaggregation helps teams notice whether instruction or intervention is working similarly across groups and prompts questions about language, access, fidelity, and opportunity. Group patterns do not determine an individual's program or prove identical need. They complement, rather than replace, individualized analysis and responsive instructional planning. This strengthens coordinated implementation. The record should show how the team reached the decision.

71. B — Consultation is clearer when the partners define the problem, context, and desired student outcome before selecting a strategy. A label does not identify the specific barrier, and unplanned interventions make results difficult to interpret. Measurable outcomes allow the partners to judge whether the consultation changed student performance. This strengthens coordinated implementation.

72. A — Professional learning is more likely to affect outcomes when it includes practice, feedback, coaching, and review of student evidence. Attendance does not establish implementation or effectiveness. Requiring a routine everywhere without matching it to need can reduce responsiveness, while waiting a year delays useful adjustment and support. This strengthens coordinated implementation.

73. C — The specialist should help the team examine the full continuum, supplementary aids, services, student response, and educational needs. More adult support does not automatically make a setting appropriate, and labels do not determine placement. Family input matters, but the decision must be a documented team analysis rather than an unsupported preference.

74. A — Effective transition planning connects school services, agency responsibilities, and the student's goals while preserving the school's duties. Appropriate agency participation and consent requirements should be addressed, and any commitment should be documented clearly. Inviting an agency does not transfer all responsibility or guarantee that it will provide a service. This supports consistent planning.

75. D — The specialist should address the barrier rather than accept exclusion as the first solution. Structured roles, peer training, communication supports, and explicit interaction instruction can improve group participation. Unsupported participation may fail, but removing the opportunity without data prevents the team from learning which supports would make inclusion successful. This supports consistent planning.

76. B — Collaboration improves when the team explains how data were collected, listens to family knowledge, and separates observations from conclusions. A shared next question can focus discussion on instruction or support rather than authority. Technical language, dismissal, or vague effort judgments may reduce trust and obscure the student's actual response. This supports consistent planning.

77. D — Self-determination grows when students learn to communicate preferences, strengths, needs, and goals and see their input affect planning. Adult expertise remains important, but it should be paired with instruction and accessible participation. Silent attendance or a fixed script may satisfy presence without developing meaningful student voice. This strengthens coordinated implementation.

78. C — Ethical practice protects the student's access while using fair, documented procedures. Reviewing the IEP and facts distinguishes an implementation problem from a misunderstanding, and reporting through established channels supports timely correction. Ignoring, public confrontation, or unilateral changes can harm the student and bypass the accountability process. This strengthens coordinated implementation.

79. B — Texas mandated-reporting law requires a person with reasonable cause to report suspected abuse or neglect according to applicable procedures. Staff should not conduct a private investigation or delay for corroboration. The specialist should follow reporting requirements and school protocol promptly while protecting the student's safety and confidentiality. This strengthens coordinated implementation.

80. A — Culturally responsive collaboration treats family knowledge and priorities as relevant while keeping the student's measurable outcomes in view. The team should explain the purpose, listen for barriers, and identify acceptable ways to build the needed skill. Insistence, removal of planning, or peer pressure undermines trust and informed participation. This supports consistent planning.

81. B — Outcome data are difficult to interpret when the planned intervention was not delivered consistently. The team should identify the fidelity problem, provide training or supports, and collect representative data before making a strong effectiveness judgment. Limited progress may reflect delivery conditions rather than the intervention's instructional potential. This supports a documented, responsive decision.

82. D — An overall trend can conceal a context-specific strength or barrier. The team should examine tasks, prompts, people, and settings to determine where improvement occurs and what supports are needed for functional use. Variability is information to analyze, not a reason to discard data or presume that a restrictive placement is required.

83. A — Strong fidelity confirms that the planned intervention occurred, but the data suggest the instructional match may need revision. The team can increase explicit modeling, practice, feedback, or intensity while preserving the target and monitoring response. Lowering the goal or stopping measurement avoids the instructional decision indicated by the pattern. This supports consistent planning.

84. C — An outlier may reflect illness, task conditions, misunderstanding, or a data-entry problem. The team should examine context and gather additional comparable evidence before making a major decision. Neither privileging the lowest score nor deleting it without investigation is defensible; the event may contain information that needs interpretation. This supports a documented, responsive decision.

85. B — Observer disagreement can indicate an unclear definition, inconsistent conditions, or inadequate training. Shared examples and practice can clarify what counts, while agreement checks show whether the measurement is dependable. Averaging or choosing an observer without analysis conceals the measurement problem and weakens later conclusions about intervention response. This supports a documented, responsive decision.

86. D — The pattern indicates a generalization gap or a difference in social cues, not necessarily failure to learn. Practice should systematically vary communication partners and contexts while preserving support and measurement. Therapist-only practice can strengthen a narrow response, whereas blaming peers or removing the goal abandons the functional outcome. This supports consistent planning.

87. A — Aggregate data can hide meaningful differences in opportunity, language demands, implementation, or response. Disaggregation helps the team ask why a subgroup is not benefiting and what targeted adjustment is needed. It does not determine placement automatically or justify ignoring students once a classwide average improves. This supports a documented, responsive decision.

88. D — The sequence makes escape a reasonable hypothesis because task removal follows the behavior, but a hypothesis is not a final functional conclusion. The team should verify patterns, examine task difficulty and supports, and teach an efficient alternative request. Punishment without assessment may suppress communication while leaving the establishing conditions unchanged.

89. C — A progress measure must capture the behavior and criterion stated in the goal. Completion alone does not show whether the student performed the target accurately, independently, or under the required conditions. Aligning the measure protects the validity of progress reports and helps the team decide whether instruction or supports need revision.

90. C — Different measures may assess different reading tasks, supports, or contexts. An average formal score does not automatically erase a functional need, and classroom difficulty alone does not establish eligibility. The team should analyze the pattern, identify the skill involved, and use converging evidence to guide instruction and support. This supports consistent planning.

91. B — IDEA requires the IEP Team to review and revise the IEP as appropriate when a child is not making expected progress toward annual goals or in the general curriculum. The team should examine

data, implementation, instruction, and needs, then adjust goals or services. Waiting can prolong an ineffective program. This supports consistent planning.

92. A — The student's ability to make progress with documented supports is relevant to an individualized LRE decision. Supports do not make participation invalid; they are part of the program that provides access. Removing them or moving automatically because they are needed can confuse independence with unsupported performance and overlook the continuum.

93. A — An accommodation cannot be evaluated fairly when it is not delivered as intended. The team should clarify when and how it applies, train responsible staff, and monitor use and student response. Removal, student-only responsibility, or immediate placement change confuses an implementation failure with evidence about the support's effectiveness. This supports consistent planning.

94. B — Repeated success with minimal prompts supports a planned move toward independence, but the team should check generalization and maintenance before ending instruction. Prompt fading transfers control to natural cues, while varied settings reveal whether the skill is functional. Permanent or increased assistance can maintain dependence rather than strengthen independence. This supports consistent planning.

95. C — A durable behavior plan should reduce problem behavior while building an effective alternative. The team should examine response effort, teaching opportunities, prompts, and reinforcement across contexts. Decreased destruction without replacement communication may indicate suppression or avoidance rather than acquisition of a safer, functional way to meet the same need. This supports consistent planning.

96. D — IDEA requires the public agency to reconvene the IEP Team when a participating agency fails to provide transition services, so alternative strategies can be identified. The failure does not erase the student's objective or justify abandoning planning. The team should coordinate next steps and preserve the student's pathway toward the measurable outcome.

97. B — A decision rule reduces hindsight bias by linking data patterns to planned actions before results are known. The team can distinguish ordinary variation from a meaningful response and decide when to continue, intensify, or change instruction. One score, vague effort judgments, or shifting criteria makes the process less transparent and defensible.

98. D — Program decisions are stronger when the team examines the target, measurement conditions, implementation, student response, and family context together. Integration does not mean treating incompatible measures as identical or surrendering judgment to a single number. It supports a reasoned decision about what to preserve, change, or investigate next. This supports consistent planning.

99. C — Different performance across contexts may reflect generalization, support, task, or measurement differences. The team should compare the conditions and plan practice with relevant classroom cues before deciding that the student has or has not learned the skill. More prompting without analysis can create dependence and obscure the actual barrier. This supports consistent planning.

100. A — Conflicting reports may reveal that the skill is controlled by different cues, expectations, or consequences across settings. Family information is valuable for identifying successful conditions, and school staff can adapt instruction to promote transfer. Dismissing the family, removing the goal, or imposing an identical routine misses the opportunity to use natural-setting evidence.