

PRACTICE EXAM 7: 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 campus team says a student's extensive support needs make grade-level instruction unrealistic. What should the specialist emphasize?
 - A. Plan individualized access and specially designed instruction rather than deny the student meaningful curriculum participation.
 - B. Replace grade-level instruction automatically because extensive support needs determine the curriculum.
 - C. Wait to provide services until the student demonstrates readiness for grade-level material.
 - D. Require the family to obtain private instruction before school access can be considered.

2. A parent refuses consent for a proposed reevaluation of a student who already has an IEP. Which response is most appropriate?
 - A. Conduct the reevaluation secretly because an existing IEP eliminates the need for parent involvement.
 - B. Terminate the student's IEP immediately because refusal proves the student is no longer eligible.
 - C. Explain the proposed reevaluation and follow applicable consent and dispute procedures while continuing appropriate services.
 - D. Require a medical examination before the school may discuss educational reevaluation.

3. A private school student may have a disability, but the district has no current enrollment record. What is the most appropriate action?

- A. Take no action because private school students are outside all district child-find responsibilities.
- B. Require the private school to determine eligibility before the district responds to the concern.
- C. Wait for the parents to enroll the student in public school before offering evaluation information.
- D. Coordinate child-find procedures to identify, locate, and evaluate the student when disability is suspected.

4. An evaluation team is considering a disability for a student who uses a regional dialect and has limited formal English exposure. Which practice is most defensible?

- A. Treat dialect differences as evidence of a language disorder requiring immediate eligibility.
- B. Distinguish language and cultural differences from disability through appropriate measures, history, and multiple sources.
- C. Use a single English norm-referenced test because standardized scores eliminate cultural bias.
- D. Compare the student only with classmates who have the same grade placement.

5. A student participates successfully in general education after visual directions and a scheduled check-in are added. What placement principle does this illustrate?

- A. Placement should consider supplementary aids and services before moving the student to a more restrictive setting.
- B. Placement should begin in a separate classroom and become less restrictive only after failure occurs.
- C. The student's disability label should determine placement because supports cannot change the continuum decision.
- D. General education is inappropriate whenever a student needs an adult check-in or visual support.

6. Which IEP team practice best reflects meaningful participation by the general education teacher?

- A. Ask the teacher to attend only after the IEP has been finalized by specialists.
- B. Limit the teacher's role to reporting grades without discussing classroom access or instruction.

- C. Include the teacher in determining supports, modifications, and positive behavioral strategies when appropriate.
- D. Exclude the teacher because specially designed instruction belongs only to special education staff.

7. A district changes a student's service location and refuses a requested accommodation. Which document should explain the decision?

- A. A meeting calendar entry that identifies the date but not the proposed educational action.
- B. Prior written notice describing the action, reasons, information considered, and alternatives rejected.
- C. A service schedule that lists the new location without explaining why the change was made.
- D. A verbal statement that the team reached consensus and no further explanation is necessary.

8. A coach asks for a student's full evaluation report to decide whether the student may join an athletic team. What should the specialist do?

- A. Email the full report because any school employee may access all student records.
- B. Post the disability category in the team office so coaches can review it later.
- C. Ask teammates to describe the student's needs instead of using confidential records.
- D. Share only necessary information through an authorized channel when the recipient has a legitimate educational interest.

9. A student needs classroom adjustments for a chronic medical condition but does not need specially designed instruction. Which framework should the team consider?

- A. IDEA eligibility automatically, because every medical condition requires an IEP.
- B. Section 504, while also considering whether the student may need IDEA evaluation.
- C. No formal plan, because medical conditions cannot affect educational access.
- D. A behavior plan only, because health-related adjustments are behavior supports.

10. A student's IEP is being developed one year before the student will reach the age of majority under state law. What must the team address?

- A. Tell only the parent because the student cannot participate in adult decision making until the transfer occurs.
- B. Remove procedural safeguards because adult services will replace educational protections.
- C. Require the student to sign a waiver before transition planning can begin.
- D. Inform the student about rights that may transfer and document that notice in the IEP.

11. Which transition-planning practice best aligns a student's preferences with future services?

- A. Select goals from the disability category because categories predict adult outcomes.
- B. Choose services adults prefer without asking the student about interests or strengths.
- C. Use age-appropriate transition assessment results to develop measurable postsecondary goals and services.
- D. Wait for an outside agency to identify goals after the student leaves school.

12. A student has difficulty accessing a digital textbook because the text is not compatible with the student's screen reader. What should the IEP team do?

- A. Consider an accessible format, assistive technology service, and staff support for implementation.
- B. Lower the reading objective because the digital format is inaccessible.
- C. Require the student to use the inaccessible text until the student proves the need for technology.
- D. Remove digital reading from instruction because assistive technology belongs only in therapy.

13. A student's behavior interferes with the student's learning, but the team discusses only academic goals. What has been overlooked?

- A. The requirement that every student receive a separate behavior class before academic instruction.
- B. The rule that behavior concerns should be handled only through disciplinary procedures.
- C. The IEP special factor requiring consideration of positive behavioral interventions and supports.
- D. The assumption that behavior cannot be related to instruction or environmental conditions.

14. A team is deciding whether a student with a visual impairment needs Braille instruction. Which evidence should be central?

- A. The student's disability label alone, because the label determines the literacy medium.
- B. Current success with print alone, because future access needs need not be considered.
- C. A single teacher's preference, because Braille decisions are not team decisions.
- D. Evaluation of reading and writing skills, current media, needs, and likely future access requirements.

15. A student who is deaf receives directions only through incidental spoken announcements. What should the IEP team examine?

- A. Language and communication access, including direct communication opportunities with peers and professionals.
- B. Hearing level alone, because an audiogram identifies every educational communication need.
- C. The student's willingness to use spoken language, because communication mode is not an IEP issue.
- D. A separate setting automatically, because direct communication cannot occur in general education.

16. A student is removed for a disciplinary violation that involves serious bodily injury to another person. Which IDEA provision may apply?

- A. Automatic expulsion without educational services because serious conduct ends IDEA protections.
- B. Removal to an interim alternative educational setting for up to 45 school days may be authorized.
- C. Removal for one school day only because students with disabilities cannot be placed elsewhere.
- D. Permanent change of placement without reviewing the student's IEP or providing notice.

17. A family asks to participate in an IEP meeting but cannot attend during the proposed time. Which response is most appropriate?

- A. Proceed without the family because scheduling is solely a school decision.
- B. Require the family to miss work or lose participation rights at the scheduled meeting.
- C. Postpone all services indefinitely until the family can attend in person.
- D. Offer alternative methods or times that allow the family a meaningful opportunity to participate.

18. A student with an IEP has accumulated more than 10 school days of removal in the same year. What must the school provide during subsequent removals?

- A. Services that support participation in the general curriculum and progress toward IEP goals.
- B. No instruction, because disciplinary removal suspends all educational responsibilities.
- C. Only a behavior consequence, because academic services are not required during removal.
- D. Automatic termination of the IEP because repeated misconduct changes eligibility.

19. Which present-level statement most directly supports an IEP goal for independent note taking?

- A. The student has weak note-taking skills and needs help during lectures.
- B. Across three lectures, the student recorded the main topic independently but omitted supporting details in six of eight opportunities.
- C. The student is attentive in class and usually tries to write important information.
- D. The student should improve note taking because it will be useful in college and employment.

20. Which goal is most appropriate for measuring a student's ability to request clarification?

- A. The student will improve communication and become more confident when directions are confusing.
- B. The student will understand directions and ask for help whenever the teacher thinks it is necessary.
- C. Given an unfamiliar direction, the student will ask an appropriate clarification question within 30 seconds in four of five opportunities.
- D. The student will try to communicate more effectively during challenging activities throughout the year.

21. A teacher wants to know whether a student can complete a morning routine without adult prompts. What should the baseline include?

- A. The routine's defined steps, prompt levels, and performance across representative mornings.
- B. Only whether the student arrived at school on time, because arrival summarizes the routine.
- C. The teacher's impression of independence after observing one unusually successful morning.
- D. A comparison with a peer's routine, because typical peers define the student's baseline.

22. A specialist uses one-minute oral-reading probes each week to examine growth. What is the primary value of this practice?

- A. The probes replace a comprehensive evaluation because one-minute reading captures every reading need.
- B. The probes determine eligibility automatically by comparing the student with a national norm group.
- C. The probes establish a permanent placement without requiring additional progress information.
- D. Repeated, brief measures can show performance trends and guide timely instructional adjustments.

23. An assessment reports how a student's performance compares with a representative age group. What type of assessment is being described?

- A. Criterion-referenced assessment.
- B. Portfolio assessment.
- C. Norm-referenced assessment.
- D. Dynamic assessment.

24. A measure produces stable scores across repeated administrations, but it does not adequately represent the skill the team intended to measure. Which conclusion is best?

- A. The measure is valid because stable scores automatically prove it measures the intended skill.
- B. The measure may be reliable but lacks sufficient validity for the intended interpretation.
- C. The measure is neither reliable nor valid because all assessments have some error.
- D. The measure is unbiased because reliability and validity mean the same thing.

25. Which operational definition would allow two observers to count a student's task refusal consistently?

- A. The student is noncompliant and refuses work whenever an assignment seems difficult.

- B. Any instance in which the student pushes the worksheet away or says, 'I will not do this,' within 10 seconds of a direction.
- C. The student shows an attitude problem during challenging academic tasks.
- D. The student does not want to work and often behaves inappropriately when asked to write.

26. During an FBA, a student's hand flapping increases during noisy assemblies and decreases in a quiet room. What should the team record next?

- A. Only the behavior frequency, because setting information is unrelated to function.
- B. The student's diagnosis, because diagnosis explains why the behavior occurs in noise.
- C. Antecedents, behavior, and consequences across settings to examine environmental patterns.
- D. A consequence chosen in advance, because intervention should begin before assessment is complete.

27. A teacher wants to identify preferred activities for a student who rarely chooses materials independently. Which procedure is most appropriate?

- A. Choose the activity most popular with classmates and use it as the student's reinforcer.
- B. Ask the teacher to name a preferred item without observing the student's choices.
- C. Offer random items and assume the item selected once will always function as reinforcement.
- D. Offer structured choices, record selections, and confirm that selected activities increase engagement when delivered.

28. A student completes the first four steps of a vocational routine but consistently misses the fifth. What assessment information is most useful?

- A. Step-by-step task-analysis data showing accuracy, prompts, and errors across practice opportunities.
- B. A final rating of the completed routine without identifying where the sequence breaks down.
- C. A verbal description of the routine because saying the steps proves the student can perform them.
- D. A peer comparison because the student should match classmates before instruction is adjusted.

29. A student performs a learned safety response in the classroom but not at the bus stop. Which assessment should the team add?

- A. Continue classroom probes only because mastery in one setting proves generalization.
- B. Remove the safety goal because the student did not perform it in the new setting.
- C. Ask the student to describe the response verbally instead of observing functional performance.
- D. Probe performance with the natural cues, people, and materials present at the bus stop.

30. Which statement correctly distinguishes an accommodation from a modification in an IEP?

- A. An accommodation lowers the learning standard, while a modification changes only seating or timing.
- B. An accommodation changes access or response conditions; a modification changes the expected content or performance level.
- C. The terms mean the same thing whenever a student receives special education services.
- D. Accommodations apply only to state tests, while modifications apply only to classroom instruction.

31. The IEP team selects an alternate assessment for a student. Which documentation is required?

- A. Explain why the student cannot participate in the regular assessment and why the alternate assessment is appropriate.
- B. List the student's disability category and treat that category as sufficient justification.
- C. Record only the alternate assessment name because the selection itself provides the rationale.
- D. Allow the service provider to select the assessment without an individualized team explanation.

32. A reevaluation request is based on a change in communication, behavior, and academic performance. What should the team do first?

- A. Repeat every prior assessment immediately without considering the new concerns or current records.
- B. Wait for the next annual meeting because reevaluation cannot inform program changes.
- C. Review existing data and parent input, then identify what additional information is needed.
- D. Use current grades alone to decide eligibility and services.

33. A team agrees in advance that an intervention will be intensified if four consecutive probes fall below the expected growth pattern. What is this agreement?

- A. A data-based decision rule.
- B. A norm-referenced interpretation.
- C. A diagnostic label.
- D. A curriculum modification.

34. A student wants to work in animal care after graduation but has limited experience with workplace routines. What transition assessment is most useful?

- A. Select a job solely from the disability category and the most common local placement.
- B. Use a general intelligence score as the primary predictor of employment success.
- C. Ask an adult agency to choose a job without student participation or observation.
- D. Assess interests, strengths, workplace behaviors, communication, and support needs in age-appropriate settings.

35. Which service statement is sufficiently specific for staff implementation?

- A. The student will receive speech support as needed from the appropriate provider.
- B. Speech-language services will be provided regularly in a suitable location for an appropriate duration.
- C. Speech-language services will occur twice weekly for 30 minutes in the general education classroom beginning in September.
- D. The provider will decide the frequency and location after observing the student each month.

36. A teacher wants all students to access a complex history source without changing the essential learning target. Which design is strongest?

- A. Give every student the same dense text and add support only after a student fails.
- B. Offer accessible text, audio, visuals, and varied response formats linked to the same core objective.
- C. Replace the source-analysis objective with copying for students who need access support.
- D. Assign each group a different unrelated objective so difficulty is eliminated.

37. Which teacher action is the clearest example of explicit instruction?

- A. Assign a new task independently and reteach only students whose completed work is incorrect.
- B. State the objective, model the process, guide multiple responses, give feedback, and release responsibility gradually.
- C. Ask students to discover the process in groups without modeling or corrective feedback.
- D. Read directions once and proceed to grading without checking whether students understand.

38. A teacher is helping a student learn to identify the author's purpose. Which guided-practice move is best?

- A. Provide a short passage, prompt the student to cite clues, and give immediate feedback on the reasoning.
- B. Tell the student the purpose before every passage so incorrect thinking never occurs.
- C. Assign longer passages without questioning because exposure will teach the purpose naturally.
- D. Grade the answer only after several passages so feedback does not interrupt practice.

39. A student forgets previously taught multiplication facts after learning a new set. What instructional adjustment is most appropriate?

- A. Teach only new facts until the current unit is complete so review does not reduce pacing.
- B. Ask the student to memorize a larger list without checking recall of earlier facts.
- C. Add cumulative review and mixed practice so previously learned facts remain available.
- D. Remove fact practice because fluent recall cannot be taught through instruction.

40. Which classroom sequence best illustrates gradual release of responsibility?

- A. Students work independently first, and the teacher models only after several errors occur.
- B. The teacher completes each task while students observe and never practice independently.
- C. Students rotate among activities without a model, guided practice, or independent performance check.

D. The teacher models, practices with students, supports partners, and then assigns independent application.

41. A student confuses /b/ and /d/ when reading unfamiliar words. Which instruction is most directly matched to the need?

- A. Ask the student to memorize whole-word shapes without analyzing letter-sound relationships.
- B. Teach sound-symbol correspondences with contrastive examples and cumulative decoding practice.
- C. Provide pictures for every word and accept picture naming instead of decoding.
- D. Increase silent reading time without giving explicit feedback on the letter-sound error.

42. Which activity most directly targets phonological awareness rather than decoding?

- A. Ask the student to read a list of words containing the letter combination sh.
- B. Ask the student to spell a dictated sentence using a sound-symbol chart.
- C. Ask the student to delete the first sound from spoken words and say the word that remains.
- D. Ask the student to match printed words with pictures in a passage.

43. A student reads accurately but with little expression and loses meaning across long passages. Which intervention is best matched?

- A. Use modeled and repeated oral reading with feedback on phrasing, prosody, accuracy, and comprehension.
- B. Measure only words per minute and praise faster reading even when meaning decreases.
- C. Assign silent reading pages and infer fluency from the amount completed.
- D. Have the student read an unfamiliar passage once without modeling or corrective feedback.

44. A student can decode a word but does not understand how prefixes change meaning. Which instruction is most appropriate?

- A. Ask the student to memorize unrelated vocabulary definitions without examining word parts.

- B. Provide a picture for every word and avoid discussing how words are constructed.
- C. Increase dictionary copying so the student sees more definitions without morphological instruction.
- D. Teach common prefixes and roots explicitly, compare related words, and apply the analysis in connected text.

45. A student answers literal questions but struggles with inferential questions. What teaching sequence is strongest?

- A. Assign more difficult passages without teaching how evidence and knowledge support an inference.
- B. Tell the student to guess what the author means and accept any answer with a plausible explanation.
- C. Provide the inference before reading so the student can repeat it without reasoning.
- D. Model using text evidence and background knowledge, guide inference questions, and fade prompts as reasoning improves.

46. Which strategy is most appropriate for teaching a student to summarize informational text?

- A. Ask the student to copy every sentence so no information is accidentally omitted.
- B. Teach the student to identify the topic, select essential points, and state them in a concise statement.
- C. Tell the student to retell the most interesting detail because interest defines importance.
- D. Require a fixed number of sentences without teaching how to distinguish major from minor ideas.

47. A student begins writing immediately but produces disorganized essays. Which scaffold should come first?

- A. Require a faster first draft so the student does not spend time planning.
- B. Correct grammar line by line before the student has completed an initial draft.
- C. Use a planning organizer and teach the student to sequence claims, evidence, and conclusions before drafting.
- D. Replace essay writing with copying until the student independently organizes ideas.

48. A teacher is giving feedback on a student's persuasive paragraph. Which feedback is most instructionally useful?

- A. Identify one claim-evidence connection to strengthen and prompt the student to revise that section.
- B. Mark every error at once so the student sees all weaknesses before revising.
- C. Write a replacement paragraph for the student so the final product is accurate.
- D. Say 'make it better' without identifying what feature needs revision.

49. A student understands addition with counters but not with written algorithms. Which sequence is most appropriate?

- A. Remove counters immediately because concrete materials prevent all symbolic learning.
- B. Require timed worksheets until written accuracy appears without discussing quantity or regrouping.
- C. Provide completed algorithms for the student to copy and memorize.
- D. Connect concrete representations to drawings and then to symbolic notation while explaining the relationships.

50. A student identifies operations correctly on computation worksheets but not in word problems. Which intervention is best matched?

- A. Teach problem schemas and a routine for representing knowns, unknowns, and relationships before choosing an operation.
- B. Assign more computation worksheets because calculation fluency automatically teaches problem representation.
- C. Tell the student to choose the operation linked to the largest number in the problem.
- D. Have the teacher name the operation so the student can focus on calculating.

51. Which support is most likely to help a student independently begin a multistep assignment?

- A. Provide repeated adult reminders throughout the assignment without teaching a student-managed routine.
- B. Teach a start-up routine using a checklist, model self-checking, and fade adult prompts as performance improves.
- C. Excuse the student from multistep work because planning is currently difficult.

D. Wait for maturity to improve organization before explicitly teaching the routine.

52. A nonspeaking student has an AAC device but uses it only when directly prompted. Which practice should increase spontaneous communication?

- A. Keep the device stored until the student can navigate every page without assistance.
- B. Answer for the student whenever communication takes longer than a few seconds.
- C. Model the device during meaningful interactions and reinforce independent communicative attempts.
- D. Use the device only during speech therapy because classroom communication should be spoken.

53. A student needs to learn how to join a peer conversation. Which intervention is most appropriate?

- A. Tell the student to socialize more without specifying what to say or do.
- B. Have the student watch peers without practicing an entry response.
- C. Remove the student from conversations to prevent awkward interactions.
- D. Model an entry phrase, rehearse turn taking, practice with peers, and reinforce appropriate participation.

54. A student shouts for assistance whenever independent work begins. Which instruction best teaches a replacement response?

- A. Provide help only after shouting so the student learns that escalation is effective.
- B. Teach a help request, prompt it before escalation, and reinforce the request with timely assistance.
- C. Remove all independent work so the student never needs to request assistance.
- D. Wait for the student to use the replacement independently before teaching or reinforcing it.

55. A student is learning to use a cafeteria line independently. Which teaching arrangement best promotes transfer?

- A. Practice only in a quiet office with simulated materials and assume the skill will transfer.
- B. Have an adult complete each step while the student watches the routine.

- C. Teach the routine with natural materials, varied peers, visual cues, and gradually faded adult support.
- D. Avoid the cafeteria until the student performs perfectly in a separate classroom.

56. Which peer-support plan is most likely to increase a student's participation during a cooperative project?

- A. Teach peers specific prompts, wait time, response support, and reinforcement for reciprocal participation.
- B. Tell peers to help whenever they think the student needs assistance without defining a routine.
- C. Assign a peer to complete the student's difficult portions so the group finishes quickly.
- D. Keep peers separate because adult support should be the only planned instructional support.

57. A token system improves task completion, but performance drops when tokens are removed. What should the teacher do?

- A. Thin reinforcement gradually while establishing natural consequences and continuing occasional reinforcement.
- B. Restore dense tokens permanently because reinforcement schedules should never change.
- C. Remove all reinforcement again so the student learns to work without external support.
- D. Punish errors during thinning so the student understands that tokens are no longer available.

58. A student leaves the group during loud transitions. Which antecedent support should be considered first?

- A. Increase reprimands after the student leaves so the consequence becomes more noticeable.
- B. Preview the transition, provide a visual cue and a safe request, and practice the expected routine.
- C. Eliminate all transitions so the student never encounters a change in activity.
- D. Wait for the student to leave before explaining what the transition requires.

59. A teacher wants a lesson about family traditions to include students respectfully. Which choice is most culturally responsive?

- A. Use only the textbook's dominant-culture examples to keep the lesson objective neutral.
- B. Ask one student to explain what every member of the student's culture believes.
- C. Avoid all cultural connections because culturally relevant instruction is less academically rigorous.
- D. Use varied examples, invite voluntary student connections, and avoid treating any student as a spokesperson for a group.

60. A student cannot access a worksheet because its print is small and its directions are visually crowded. Which response is best?

- A. Lower the content objective because the worksheet format is difficult to read.
- B. Require the original worksheet first so the student proves the need for support.
- C. Provide accessible formatting and teach an appropriate tool or strategy for accessing the same instructional content.
- D. Remove written instruction and substitute unrelated oral work.

61. A student uses a self-monitoring card successfully in one classroom but not another. What instructional move is most appropriate?

- A. Discard the card because inconsistent use proves it cannot support self-monitoring.
- B. Require the card in every setting without examining how tasks and cues differ.
- C. Keep practice with the original teacher until the student performs perfectly before varying conditions.
- D. Practice the card with different teachers and tasks, then fade prompts as independent use generalizes.

62. A teacher wants students to use a new academic word flexibly. Which practice best promotes generalization?

- A. Define the word once and test the same definition on a single worksheet.
- B. Use the word across subjects, discuss examples and nonexamples, and prompt students to apply it in new contexts.
- C. Display the word without requiring students to use it in meaningful communication.
- D. Teach the word in one lesson and assume later exposure will produce flexible use.

63. A co-teaching pair is planning a lesson for a student who needs explicit vocabulary support. Which practice best reflects shared responsibility?

- A. Plan the common objective together, embed vocabulary instruction, and review student response jointly.
- B. Have one teacher teach while the other circulates without contributing to planning or assessment.
- C. Remove the student for vocabulary instruction so the general lesson remains unchanged.
- D. Alternate teaching weeks without coordinating objectives, supports, or progress evidence.

64. A classroom teacher asks for help with frequent unfinished work. What should the specialist do before recommending an intervention?

- A. Recommend a strategy immediately from the student's disability label.
- B. Ask the teacher to try several supports without identifying what data to collect.
- C. Define the observable concern, examine conditions, and agree on a measurable outcome.
- D. Wait for the problem to become severe enough that placement must be reconsidered.

65. Which direction to a paraprofessional best promotes student independence during written work?

- A. Provide the answer whenever the student pauses so the assignment is completed efficiently.
- B. Complete difficult items for the student and ask the student to copy the final responses.
- C. Use the agreed prompt sequence, wait for student responses, and fade assistance according to performance data.
- D. Invent a separate curriculum because the paraprofessional works with the student most often.

66. A family communicates primarily in a language the school team does not speak. Which action best supports informed participation?

- A. Ask a young sibling to interpret because relatives always understand school communication best.
- B. Arrange qualified interpretation or translation and provide important information in an accessible format.
- C. Use English-only documents and ask the family to sign if they nod during the meeting.

D. Delay all decisions until the family finds an outside advocate who speaks English.

67. A parent and teacher disagree about whether a behavior is improving. What should the specialist do?

A. Use the teacher's data automatically because school staff are trained observers.

B. Use the parent's report automatically because family observations are always more valid.

C. Avoid discussing data so the disagreement does not affect the team relationship.

D. Clarify the measurement conditions, examine both perspectives, and identify a shared question for additional data.

68. A campus team sees different reading outcomes for students receiving the same intervention across language groups. What is the best professional response?

A. Disaggregate the data and examine access, instruction, fidelity, and language demands before changing placements.

B. Use the overall average because subgroup analysis creates unnecessary distinctions.

C. Assume the lowest-performing group needs a more restrictive setting without reviewing implementation.

D. Stop collecting subgroup data once the whole-class average improves.

69. A specialist attends training on progress monitoring. Which follow-up best supports transfer to practice?

A. Assume competence because attendance at training proves the routine will be implemented correctly.

B. Require the routine in every setting without considering the target skill or student needs.

C. Wait until annual evaluation to discuss implementation or student outcomes.

D. Apply the routine with coaching, review data quality, and examine whether student decisions improve.

70. A teacher leaves a printed behavior plan on a table in a public hallway. What should the specialist recommend?

- A. Secure the document and use private, authorized channels for information needed by responsible staff.
- B. Leave it available because school employees are permitted to read all student information.
- C. Post the plan in the classroom so every adult can remember the student's supports.
- D. Share a photo with the staff group chat because quick access improves consistency.

71. A vocational rehabilitation representative may provide a service related to a student's postsecondary employment goal. What should the school team do?

- A. Transfer all transition responsibility to the agency once it is invited to the meeting.
- B. List the agency's service in the IEP without confirming its participation or commitment.
- C. Coordinate appropriate agency participation and clarify responsibilities around the student's measurable transition goals.
- D. Wait until the student exits school because school and adult agencies cannot plan together.

72. Which practice most meaningfully includes a student in IEP planning?

- A. Invite the student to attend silently so the meeting can remain adult directed.
- B. Teach the student to present strengths, needs, goals, and preferred supports using an accessible preparation format.
- C. Ask the student to read a fixed script without allowing personal priorities or questions.
- D. Exclude the student because adults already know what services are appropriate.

73. A specialist believes a service listed in an IEP is not being delivered. What is the most ethical response?

- A. Ignore the concern to preserve the relationship with the staff member involved.
- B. Review the IEP and implementation facts, document the concern, and follow established reporting procedures.
- C. Confront the colleague publicly so others understand that implementation matters.
- D. Change the service independently without notifying the team or documenting the reason.

74. A teacher schedules specialized instruction during the student's only laboratory course. What should the team review?

- A. Keep the schedule because specialized instruction should always replace a laboratory course.
- B. Remove specialized instruction so the student can attend the laboratory without support.
- C. Allow the student to miss the lab without documenting the educational reason or alternatives.
- D. Consider service needs, access to the lab, supplementary aids, and alternate scheduling options.

75. A parent declines a proposed home-practice routine because it conflicts with family responsibilities. What response is most collaborative?

- A. Ask about family priorities and adapt practice to a feasible routine that still supports the student's goal.
- B. Insist that the school-designed routine be followed exactly every evening.
- C. Remove the goal because the family cannot use the original practice schedule.
- D. Ask another family to persuade the parent that the school plan is necessary.

76. Which action best demonstrates professional advocacy for inclusive participation?

- A. Accept exclusion whenever a student needs adult assistance or communication technology.
- B. Advocate for inclusion by ignoring the student's safety, learning, and support needs.
- C. Use data to identify barriers, propose supports, and revisit the student's access rather than accept exclusion as inevitable.
- D. Let a single staff member decide placement without reviewing classroom evidence or family input.

77. A specialist discovers reasonable cause to suspect child abuse. Which action is required?

- A. Wait for another employee to confirm the concern before making a report.
- B. Interview the suspected perpetrator and determine independently whether abuse occurred.
- C. Follow applicable mandated-reporting law and school procedure promptly rather than conducting a private investigation.
- D. Ask the family to resolve the concern privately before notifying the required authorities.

78. An IEP team includes a school psychologist, general education teacher, special educator, parent, and administrator. Why is this composition valuable?

- A. It allows specialists to make decisions without considering the student's classroom or family context.
- B. It guarantees agreement because every team member represents the same professional viewpoint.
- C. It makes student input unnecessary because the team already includes multiple adults.
- D. It combines distinct perspectives needed to interpret data, plan instruction, and determine supports and placement.

79. A specialist reflects on an intervention that produced inconsistent results. Which question is most useful for professional improvement?

- A. Why did the student fail to cooperate even though the intervention was appropriate for everyone?
- B. Did the goal, instruction, support, measurement, and context align with the student's identified need?
- C. Which disability label should replace the current label before reviewing instruction or access?
- D. How can the team avoid more data so the intervention can be closed quickly?

80. An intervention was delivered on only half of the planned days, and the student's progress is limited. What should the team do first?

- A. Address fidelity and collect adequate data before judging the intervention's effectiveness.
- B. Conclude that the intervention is ineffective because progress is limited.
- C. Conclude that the student cannot learn the target because the intervention was attempted.
- D. Lower the goal criterion so the existing progress appears adequate.

81. A graph shows improvement in a small group but no change during independent assignments. Which analysis is most appropriate?

- A. Average the scores and report the intervention as successful because the group trend is positive.

- B. Compare the supports, tasks, and conditions to determine whether independent application is the barrier.
- C. Discard the graph because performance differs by setting.
- D. Move the student to a more restrictive setting because independent work is difficult.

82. A student's progress data contain one very low score after a stable series. What is the best response?

- A. Use the lowest score as the best estimate because it reveals the greatest need.
- B. Delete the score immediately because unusual data cannot be useful.
- C. Review the testing context and obtain additional representative data before changing the program.
- D. Change placement immediately because one low score disproves the previous pattern.

83. Two observers record different frequencies for a student's aggression. Which action should the specialist recommend?

- A. Refine the observable definition, train observers with examples, and check interobserver agreement.
- B. Average the counts without determining which events each observer recorded.
- C. Use the higher count because overestimation is always safer for behavior planning.
- D. Keep only the record from the observer who knows the student best.

84. A student demonstrates a coping routine with the counselor but not during recess. What should the team do?

- A. Continue counselor practice until the student is perfect before introducing the natural setting.
- B. Assume the student mastered the routine because performance was successful in counseling.
- C. Remove the coping goal because performance in the natural setting is inconsistent.
- D. Teach and probe the routine during recess with natural cues, peers, and a planned support-fading sequence.

85. Schoolwide reading scores improve, but a subgroup of students receiving special education shows no change. What should the team examine?

- A. Use only the schoolwide average because subgroup results may create inequitable comparisons.
- B. Assume the subgroup needs a more restrictive placement because the schoolwide intervention did not work for them.
- C. Stop reviewing subgroup data once the schoolwide target has been met.
- D. Disaggregate the results and review access, instructional opportunity, intervention fidelity, and response for the subgroup.

86. A student's calling out is followed by removal of a difficult task. Which hypothesis should guide further assessment?

- A. The behavior must be attention maintained because an adult is present whenever work is assigned.
- B. The behavior is automatically maintained because consequences cannot influence classroom behavior.
- C. The behavior may be maintained by escape from task demands, so the team should collect systematic ABC data.
- D. Punish the behavior first and infer its function only if punishment fails.

87. An IEP goal measures 80% accuracy, but staff record only whether assignments were completed. What should be corrected?

- A. Keep completion as the measure because finished work always indicates accurate performance.
- B. Use a progress measure that captures the target behavior, conditions, and accuracy criterion stated in the goal.
- C. Change the goal criterion to match the existing completion record without reviewing the intended skill.
- D. Replace data with teacher impressions so the team does not document limited progress.

88. A formal reading score is average, but classroom data show difficulty following written multistep directions. What is the best response?

- A. Analyze the different task demands and triangulate evidence before concluding that no educational need exists.
- B. Ignore classroom evidence because a formal score always overrides functional performance.

- C. Identify a disability immediately because classroom difficulty alone proves eligibility.
- D. Remove all reading supports because the average score rules out access needs.

89. A student has made little progress toward annual goals despite documented instruction and support. What should the IEP Team do?

- A. Wait until the next annual meeting because goals cannot be revised during the year.
- B. Review and revise the IEP as appropriate using data about instruction, implementation, and changing needs.
- C. Remove the goals so continued measurement no longer shows limited progress.
- D. Keep the program unchanged because lack of progress means the student is not ready to learn.

90. A student completes grade-level work when provided accessible text, modeling, and speech-to-text. Which placement conclusion is most defensible?

- A. Consider maintaining general education with the supplementary aids and services that support meaningful progress.
- B. Move the student to a separate class because multiple supports indicate general education is inappropriate.
- C. Remove the supports to determine whether the student truly belongs in general education.
- D. Replace grade-level work with easier content because supported performance is not independent.

91. A student rarely uses an IEP accommodation because different staff implement it differently. What should happen before effectiveness is judged?

- A. Remove the accommodation because inconsistent use proves the student does not need it.
- B. Require the student to request the accommodation every time without staff planning or prompting.
- C. Clarify the accommodation, train staff, and monitor response after consistent implementation is established.
- D. Change placement immediately because the accommodation has not produced consistent outcomes.

92. A student meets a skill criterion across several probes with minimal prompts. Which next step is most appropriate?

- A. Keep the same prompts permanently because prompt changes may reduce accuracy.
- B. Remove the skill immediately without checking maintenance or generalization.
- C. Increase adult help so the student performs the skill more consistently.
- D. Fade prompts gradually and probe the skill across natural settings before ending targeted instruction.

93. A behavior plan reduces property destruction, but the student is not using the replacement communication response. What should the team examine?

- A. Conclude that the plan is complete because the problem behavior decreased.
- B. Remove communication instruction because the student no longer needs an alternative response.
- C. Increase punishment so the student understands that communication is expected.
- D. Whether the replacement is efficient, taught across contexts, and reinforced as consistently as the problem behavior was.

94. A participating agency fails to provide a transition service listed in the IEP. What should the public agency do?

- A. Delete the transition objective because the other agency did not provide its service.
- B. Wait until graduation because school staff have no role after an agency misses a commitment.
- C. Reconvene the IEP Team to identify alternative strategies for meeting the transition objective.
- D. Require the family to find and fund the service without team review.

95. Which intervention decision rule is most defensible?

- A. Change the intervention whenever one score is lower than the previous score.
- B. If three consecutive probes remain below the expected trend, increase instructional intensity and review again after two weeks.
- C. Wait for the annual meeting and decide from general impressions of effort.
- D. Revise the rule after every data point so the intervention appears successful.

96. A specialist reviews goal progress, fidelity records, classroom access, student preferences, and family observations before recommending a change. Why is this approach strongest?

- A. It integrates multiple relevant sources and contexts before deciding what to preserve, adjust, or investigate.
- B. It treats all data as interchangeable even when measures address different skills and conditions.
- C. It eliminates professional judgment because a collection of data automatically determines placement.
- D. It uses only the most favorable score so unnecessary program changes can be avoided.

97. Which question should a baseline plan answer before an intervention begins?

- A. Which intervention has the best reputation, regardless of the student's starting performance.
- B. How can the team make the goal easier before observing the student's current skill.
- C. Which classmate should serve as the comparison standard for judging the student's performance.
- D. What does the student do independently under defined conditions, and what support is currently required?

98. An IEP team cannot agree about a proposed support. What should the specialist do?

- A. Return to the data, clarify each concern, and document the options and rationale considered by the team.
- B. Use the highest-ranking person's preference so the meeting ends quickly.
- C. Choose the support at random so no member appears responsible for the decision.
- D. Avoid documenting disagreement because written differences may damage collaboration.

99. An intervention improves accuracy only when an adult provides frequent prompts. What should the team examine?

- A. Declare mastery because accurate prompted responses are equivalent to independent performance.

- B. Prompt dependence and whether the intervention is building independent responding under natural conditions.
- C. Remove all prompts immediately because any prompt means instruction has failed.
- D. Increase prompts further without measuring whether the student can respond with less assistance.

100. A student is meeting an academic goal but continues to struggle using the skill in daily routines. Which response is most appropriate?

- A. End instruction immediately because probe mastery proves the skill is complete in every context.
- B. Lower the goal because daily routines are too variable to support systematic instruction.
- C. Maintain the meaningful target while adding natural-setting practice and revising supports based on functional data.
- D. Replace the goal with a different skill without examining why transfer is limited.

Practice Exam 7: Answer Key and Explanations

- 1. A** — Educational difficulty does not justify withholding an appropriate program. The team should identify barriers, design specially designed instruction, and provide supplementary aids that support meaningful participation in the general curriculum. Automatic replacement, delay, or shifting responsibility to the family confuses disability-related need with a reason to deny access. This protects access, rights, and individualized decision making.
- 2. C** — Parental participation and consent requirements remain important when a district proposes reevaluation. The school should explain what information is needed, document the parent's response, and follow applicable procedures rather than test secretly or terminate services automatically. An outside medical examination is not a substitute for school-based educational decision making. This protects access, rights, and individualized decision making.
- 3. D** — Child find requires districts to respond to reasonable suspicion that a child may have a disability, including in private-school contexts. The district should coordinate with the family and private school as appropriate and follow evaluation procedures. Waiting for enrollment or an outside eligibility decision delays the district's identification responsibility. This protects access, rights, and individualized decision making.
- 4. B** — Evaluation must account for language background, culture, instruction, and access so differences are not misidentified as disability. Multiple sources and appropriate measures help the team interpret performance in context. A single English score, dialect judgment, or grade-level comparison cannot

establish the nature of the student's educational need. This protects access, rights, and individualized decision making.

5. A — LRE analysis considers whether supplementary aids and services can support participation in general education. A student's use of supports does not disqualify the setting; those supports are part of the individualized program. Starting with a restrictive placement or treating support needs as automatic exclusion bypasses the required continuum analysis. This protects access, rights, and individualized decision making.

6. C — IDEA recognizes the general education teacher as an IEP Team member who participates, as appropriate, in developing supports, modifications, and positive behavioral strategies. The teacher's classroom knowledge is relevant to access and implementation. Post hoc attendance, grade reporting alone, or exclusion weakens the team's understanding of educational conditions. This protects access, rights, and individualized decision making.

7. B — Prior written notice gives the family meaningful information about a proposed or refused action. It explains the basis, data considered, alternatives rejected, and relevant safeguards. A calendar entry, schedule, or verbal statement may document logistics but does not provide the explanation needed for informed participation and review. This protects access, rights, and individualized decision making.

8. D — FERPA does not authorize unrestricted internal distribution of education records. The specialist should determine whether the coach has a legitimate educational interest, share only what is necessary through secure procedures, and protect personally identifiable information. Public posting or informal disclosure can expose sensitive details without an educational justification. This protects access, rights, and individualized decision making.

9. B — Section 504 may require an appropriate education and related aids or services when an impairment substantially limits a major life activity. IDEA applies when specially designed instruction is needed. The team should evaluate the student's individual educational access rather than make an automatic choice based solely on a medical label. This protects access, rights, and individualized decision making.

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 prepares the student for self-advocacy and adult decision making. It does not require a waiver, remove safeguards, or make the parent the only participant. This protects access, rights, and individualized decision making.

11. C — Transition planning should be based on age-appropriate information about the student's interests, preferences, strengths, needs, and experiences. That evidence supports measurable goals and a relevant course of study. Category-based assumptions, adult-only choices, and delayed planning provide little individualized direction for services or instruction. This protects access, rights, and individualized decision making.

12. A — Assistive technology can include devices, services, accessible formats, training, and implementation support that improve educational access. The IEP team should address the barrier while

preserving the learning target. Lowering the objective, delaying access, or restricting technology to therapy confuses an access problem with a learning limitation. This protects access, rights, and individualized decision making.

13. C — When behavior impedes learning, the IEP Team must consider positive behavioral interventions, supports, and other strategies. That analysis connects behavior with instruction and access rather than treating discipline as the only response. Ignoring the special factor can leave the team without a proactive plan for teaching effective alternatives. This protects access, rights, and individualized decision making.

14. D — IDEA calls for individualized consideration of reading and writing skills, needs, appropriate media, and future needs when deciding about Braille. Present print success does not settle future access, and the label or one adult's preference is insufficient. The team should document the evidence and reasoning for the selected medium. This protects access, rights, and individualized decision making.

15. A — For a student who is deaf or hard of hearing, the IEP Team considers language and communication needs, opportunities for direct communication, academic level, and the full range of needs. Hearing level alone is not an educational access plan. Communication mode and placement should follow individualized evidence rather than an automatic setting rule. This supports individualized planning.

16. B — IDEA identifies serious bodily injury as one special circumstance that may permit removal to an interim alternative educational setting for not more than 45 school days. Educational and procedural responsibilities continue, and the provision is not automatic expulsion or termination of protections. The district must follow the applicable discipline requirements. This protects access, rights, and individualized decision making.

17. D — The team should make reasonable efforts to arrange a mutually agreed time and place or use another participation method when appropriate. Meaningful parent participation is part of individualized planning. Proceeding without outreach, imposing an inaccessible schedule, or delaying services indefinitely fails to balance participation with the student's educational needs. This protects access, rights, and individualized decision making.

18. A — After more than 10 school days of removal in a school year, IDEA requires services so the student can continue participating in the general curriculum in another setting and progress toward IEP goals. Behavioral services may also be appropriate. Discipline does not terminate the IEP or eliminate the district's educational responsibility. This protects access, rights, and individualized decision making.

19. B — A strong present level describes observable current performance, conditions, strengths, and needs. The keyed statement provides a baseline and identifies the missing detail skill. Labels, effort descriptions, and future benefits may inform planning but do not provide a measurable starting point for a goal or progress measure. This supports defensible planning and progress monitoring.

20. C — The keyed goal identifies the condition, observable communication response, time expectation, and criterion. Those elements allow staff to collect comparable data. Confidence, understanding, effort,

or teacher opinion may be desirable outcomes, but they do not specify a behavior that can be measured consistently across opportunities. This supports defensible planning and progress monitoring.

21. A — Baseline should represent the target behavior under typical conditions and document the level of assistance required for each relevant step. Arrival time or peer comparison does not show routine performance, and one successful observation may be unrepresentative. Clear baseline data support instructional planning and later evaluation of change. This supports defensible planning and progress monitoring.

22. D — Brief repeated probes are useful for monitoring a defined skill and detecting growth or lack of response over time. They do not replace comprehensive evaluation or determine placement by themselves. Their value comes from consistent conditions, a clear target, and decisions made from the trend. This supports defensible planning and progress monitoring.

23. C — A norm-referenced assessment interprets performance by comparing it with a representative reference group. Criterion-referenced assessment compares performance with a defined standard, while portfolio and dynamic approaches answer different questions about work samples or response to supported instruction. Identifying the type helps the team interpret the score for its intended purpose. This supports defensible planning and progress monitoring.

24. B — Reliability concerns consistency, whereas validity concerns whether evidence supports the intended interpretation and use. A measure can be consistent while systematically capturing the wrong construct. The team should examine both qualities and avoid treating stable scores as proof that the assessment answers the educational question. This supports defensible planning and progress monitoring.

25. B — An operational definition identifies observable actions and a clear boundary for counting an episode. The keyed definition lets observers recognize the same behavior and timing. Noncompliant, attitude, does not want, and inappropriate are interpretations that may vary by observer and cannot support dependable functional data. This supports defensible planning and progress monitoring.

26. C — ABC and setting data help the team examine how environmental events relate to behavior. The pattern may suggest a sensory or escape hypothesis, but the team should gather systematic information rather than infer function from diagnosis. Context-specific data can guide prevention, teaching, and support decisions. This supports defensible planning and progress monitoring.

27. D — A preference assessment samples choices and can be followed by observation of engagement or performance. Preferences are individual and may vary with context. Class popularity, adult assumption, or one unconfirmed choice does not establish that an item will function as reinforcement for the student. This supports defensible planning and progress monitoring.

28. A — Task-analysis data identify the precise step requiring instruction and show whether prompts or environmental cues affect performance. A final rating, verbal description, or peer comparison can conceal the breakdown. Step-level information supports targeted teaching, chaining, prompt fading, and

measurable review of independence. This supports defensible planning and progress monitoring. The record should show how the team reached the decision.

29. D — Generalization must be assessed under conditions that matter in daily life. Natural-setting probes reveal whether cues, distractions, people, and materials differ from instruction. Classroom mastery, verbal description, or goal removal does not show whether the student can use the safety response functionally. This supports defensible planning and progress monitoring. The record should show how the team reached the decision.

30. B — An accommodation changes how a student accesses instruction or demonstrates learning without necessarily changing the target. A modification changes what the student is expected to learn or demonstrate. Distinguishing them helps the team document supports accurately and make appropriate instructional and assessment decisions. This supports defensible planning and progress monitoring.

31. A — IDEA requires an individualized rationale for an alternate assessment. The IEP must address why the student cannot participate in the particular regular assessment and why the selected alternate is appropriate. A category, test name, or provider preference does not show that the team considered access and educational need. This supports defensible planning and progress monitoring.

32. C — A review of existing information helps the team determine which additional data are necessary and avoids redundant testing. Parent input, current records, observations, and evaluation results should be considered together. Grades alone or automatic repetition may miss the changed needs and produce an inefficient or incomplete reevaluation. This supports defensible planning and progress monitoring.

33. A — A decision rule links a predefined data pattern with a planned action. It reduces hindsight bias and makes intervention changes more transparent. Norm-referenced interpretation, diagnosis, and curriculum modification are different concepts. The rule should be applied consistently and revisited if measurement or implementation conditions change. This supports defensible planning and progress monitoring.

34. D — Transition assessment should provide functional information about preferences, strengths, needs, and supports related to education, training, employment, and independent living. Natural or realistic work experiences can reveal teachable skills. Labels, broad cognitive scores, and adult-only decisions do not provide sufficient individualized direction. This supports defensible planning and progress monitoring. The record should show how the team reached the decision.

35. C — An IEP service statement should identify the projected start date and anticipated frequency, location, and duration. The keyed statement gives staff and family a clear implementation expectation. Vague language or leaving the decision to a provider later does not create a reliable description of the agreed program. This supports defensible planning and progress monitoring.

36. B — UDL anticipates variability by offering options for representation and expression while preserving an essential objective. Accessible formats and response choices reduce barriers without lowering the intellectual target. Unsupported sameness, copying, or unrelated group work may simplify

the task but do not provide equitable access to the intended learning. This preserves meaningful access while building independent performance.

37. B — Explicit instruction makes the target visible, models the process, provides guided practice and feedback, and gradually transfers responsibility. Discovery without support, one-time directions, or delayed reteaching allows misconceptions to persist. Frequent responses give the teacher evidence to adjust instruction before independent errors become established. This preserves meaningful access while building independent performance.

38. A — Guided practice should keep the student actively responding while the teacher supplies prompts and feedback that connect evidence to the answer. Providing every answer removes the reasoning opportunity, and longer passages do not replace strategy instruction. Delayed feedback allows an incorrect analysis to be practiced repeatedly. This preserves meaningful access while building independent performance.

39. C — Cumulative review maintains previously taught skills while new content is introduced. Mixed practice also helps the student select the appropriate fact or strategy rather than relying on a narrow recent set. Avoiding review or adding memorization without feedback can allow forgetting to accumulate and weaken later problem solving. This preserves meaningful access while building independent performance.

40. D — Gradual release moves from teacher modeling to guided and collaborative practice and then to independent application. This sequence provides support while responsibility shifts to students. Independent-first instruction, teacher completion, or unstructured rotation omits the deliberate transfer of control that helps students use a skill without unnecessary assistance. This preserves meaningful access while building independent performance.

41. B — The student needs explicit attention to the relationship between graphemes and phonemes, including contrasts and practice in words. Whole-word memorization, picture naming, and unsupported exposure do not teach the alphabetic analysis required for unfamiliar words. Cumulative practice and feedback help prevent the error from becoming habitual. This preserves meaningful access while building independent performance.

42. C — Phonological awareness involves manipulating spoken language, such as deleting a phoneme without relying on print. Reading, spelling, and printed-word matching involve additional orthographic or written-language demands. Keeping the task auditory helps the teacher identify whether the student can analyze speech sounds independently of letter knowledge. This preserves meaningful access while building independent performance.

43. A — Fluency includes accurate, appropriately paced, expressive reading that supports comprehension. Modeling, repeated practice, and feedback address phrasing and meaning rather than speed alone. Silent volume and one unsupported reading provide fewer opportunities to teach prosody or correct patterns that interfere with understanding. This preserves meaningful access while building independent performance.

44. D — Morphological instruction helps students use prefixes, roots, and suffixes to analyze meaning and connect related words. Memorization, pictures, and copying may support isolated recall but do not teach a transferable word-analysis strategy. Application in text helps the student connect word parts with meaning during authentic reading. This preserves meaningful access while building independent performance.

45. D — Inference requires connecting explicit text information with relevant knowledge. Modeling and guided questions make that reasoning visible and allow feedback on evidence. Difficulty alone, unsupported guessing, or supplying the answer may produce words but does not teach the student how to build a defensible inference. This preserves meaningful access while building independent performance.

46. B — Summarizing requires selecting important information and expressing it concisely, not copying or choosing details by personal interest. The teacher should model the process, distinguish main points from minor information, and guide practice. A fixed sentence count may shape length but does not teach what content belongs in a summary. This preserves meaningful access while building independent performance.

47. C — Planning externalizes the structure of a complex writing task and gives the student a place to arrange ideas before drafting. Grammar correction and speed do not address organization, while copying removes composition practice. The teacher can later fade the organizer as the student develops an internal planning routine. This preserves meaningful access while building independent performance.

48. A — Focused feedback gives the student a manageable revision target and preserves ownership of the writing. Marking everything can overwhelm, writing the paragraph removes practice, and vague improvement language does not explain what to change. A specific claim-evidence prompt connects feedback to the intended writing skill. This preserves meaningful access while building independent performance.

49. D — Concrete-representational-abstract instruction links quantities, drawings, language, and symbols so the algorithm has meaning. Immediate removal, timed practice, and copying can emphasize form without addressing the conceptual relationship. The teacher should model connections and check the student's explanation as representations become more abstract. This preserves meaningful access while building independent performance.

50. A — Word problems require interpreting relationships and selecting an operation for a reason. Schemas, visual representations, and a known-unknown routine teach that reasoning. More computation, number-based guessing, and teacher-selected operations can yield answers without developing a transferable problem-solving process. This preserves meaningful access while building independent performance. The record should show how the team reached the decision.

51. B — A checklist and modeled self-monitoring reduce working-memory demands while the student learns a repeatable start-up routine. Prompt fading supports independence. Adult reminders alone can create dependence, and excusing work or waiting for maturity delays instruction in the executive-

function skill the student needs. This preserves meaningful access while building independent performance.

52. C — Aided language modeling gives the student examples of how symbols work in real interactions, while reinforcement makes communication efficient and meaningful. Restricting access, answering for the student, or confining AAC to therapy reduces opportunities and may teach dependence instead of functional communication. This preserves meaningful access while building independent performance.

53. D — Social communication improves when the expected response is observable, practiced, and reinforced in realistic interactions. A phrase and turn-taking routine give the student an alternative to guessing. Vague encouragement, observation without practice, or exclusion reduces opportunities to learn and does not build functional peer participation. This preserves meaningful access while building independent performance.

54. B — Functional communication training teaches an efficient response that produces the same useful outcome as the problem behavior. The teacher should prompt and reinforce the request before escalation and gradually fade support. Reinforcing shouting, removing all work, or waiting for spontaneous use does not establish the replacement. This preserves meaningful access while building independent performance.

55. C — Naturalistic teaching includes the cues, materials, people, and consequences that define the functional routine. Variation and prompt fading help the student use the skill beyond one controlled practice setting. Office simulation, adult completion, and delayed exposure to the cafeteria do not directly teach the conditions where independence is needed. This preserves meaningful access while building independent performance.

56. A — Peer-mediated instruction is more effective when peers know exactly how to prompt, wait, respond, and reinforce without taking over the task. Unstructured help, peer completion, or separation limits reciprocal interaction and can create dependence. The student's participation target and peer roles should be observable and monitored. This preserves meaningful access while building independent performance.

57. A — Abruptly removing reinforcement can expose that natural consequences have not yet taken control of the behavior. A gradual thinning plan, feedback, and continued attention to meaningful outcomes support maintenance. Permanent dense reinforcement may create dependence, while punishment does not teach what will sustain accurate task completion. This preserves meaningful access while building independent performance.

58. B — Antecedent supports reduce uncertainty and teach a functional alternative before problem behavior occurs. A preview, visual cue, and request routine can make the transition predictable and safer. Reprimands after the event, eliminating all practice, or explaining expectations only afterward does not build the needed transition skill. This preserves meaningful access while building independent performance.

59. D — Culturally responsive instruction broadens examples and connects learning to student knowledge without stereotyping or tokenism. Voluntary connections preserve choice and dignity. Dominant-only examples, asking one student to represent a group, or avoiding culture entirely can reduce relevance and belonging while narrowing the content. This preserves meaningful access while building independent performance.

60. C — The barrier is the format, so accessible design and assistive technology can improve access while preserving the learning target. Requiring failure first, lowering the objective, or removing written instruction does not address what the student understands. The support should be taught, available, and monitored in the instructional context. This preserves meaningful access while building independent performance.

61. D — Different performance may reflect cue, task, or implementation differences. Planned variation and fading help the student use the self-monitoring routine beyond one teacher or activity. Discarding the tool, requiring it without analysis, or delaying generalization practice can miss the conditions that support successful independent use. This preserves meaningful access while building independent performance.

62. B — Flexible vocabulary requires repeated meaningful use across contexts, with attention to examples, nonexamples, and feedback. A single definition or display may support recognition but not transfer. Planned variation helps students connect the word's meaning to new texts, discussions, and academic tasks. This preserves meaningful access while building independent performance. The record should show how the team reached the decision.

63. A — Co-teaching is strongest when both teachers share planning, instruction, assessment, and reflection around a common learning target. A helper role or uncoordinated alternation does not integrate expertise. Removing the student may also separate instruction unnecessarily when embedded supports could provide access in the shared lesson. This strengthens coordinated implementation and shared accountability.

64. C — Consultation begins by clarifying what unfinished work looks like, when it occurs, and what outcome would indicate improvement. A label or unplanned collection of strategies does not identify the barrier. Defining the problem and measure creates a shared basis for selecting, implementing, and evaluating support. This strengthens coordinated implementation and shared accountability.

65. C — Paraprofessional support should implement teacher-directed instruction and increase, not replace, the student's opportunities to respond. Planned prompting, wait time, and fading promote independence. Answering, completing work, or inventing goals can create dependence and move instruction away from the IEP and certified teacher's responsibility. This strengthens coordinated implementation and shared accountability.

66. B — Accessible communication is necessary for meaningful participation in evaluation and IEP decisions. Qualified interpretation or translation protects accuracy and avoids placing a child or relative in a difficult role. English-only documents, informal agreement, or delayed planning can limit the

family's ability to understand and contribute. This strengthens coordinated implementation and shared accountability.

67. D — Collaboration requires examining how each observation was made and what each source captures. Family and school information can reveal different contexts rather than compete for automatic authority. A shared question and additional data focus the team on the student's behavior and next instructional decision instead of personalities. This strengthens coordinated implementation and shared accountability.

68. A — Disaggregated data can reveal differences in opportunity, language demand, fidelity, and response hidden by an overall average. The team should investigate those conditions before making individual placement decisions. Group patterns prompt questions and targeted support; they do not prove identical needs or justify ignoring subgroup outcomes. This strengthens coordinated implementation and shared accountability.

69. D — Professional learning is more likely to change practice when staff rehearse, receive feedback, and connect implementation to student evidence. Attendance alone does not demonstrate accurate use or effectiveness. Coaching and review help identify whether the routine is measuring the intended skill and supporting timely instructional decisions. This strengthens coordinated implementation and shared accountability.

70. A — Education records and identifiable behavior information require careful handling. The plan should be secured and shared only with authorized personnel who need relevant information to implement services. Public display or informal group-chat distribution can expose sensitive information beyond the legitimate educational purpose. This strengthens coordinated implementation and shared accountability. The record should show how the team reached the decision.

71. C — Interagency collaboration should connect the student's goals, school services, and agency responsibilities while preserving the public agency's duties. An invitation does not guarantee a service or transfer responsibility. Clear coordination and documentation help the team identify alternatives if an agency cannot provide a planned service. This strengthens coordinated implementation and shared accountability.

72. B — Student participation is strengthened when the student has instruction, preparation, accessible materials, and an authentic opportunity to communicate preferences and goals. Presence alone is not self-determination. A fixed script, silence, or exclusion prevents the team from using the student's knowledge of personal priorities and supports. This strengthens coordinated implementation and shared accountability.

73. B — The specialist should protect student access while using fair, documented processes. Reviewing the IEP and facts clarifies whether the problem is nonimplementation or misunderstanding, and established reporting channels support correction. Ignoring, public confrontation, or unilateral changes can harm the student and bypass accountability. This strengthens coordinated implementation and shared accountability.

74. D — Scheduling affects access and placement. The team should examine the service, the value of the laboratory experience, possible supports, and alternative times before accepting unnecessary exclusion. Eliminating services or ignoring the conflict avoids the individualized balancing analysis needed to provide both instruction and participation. This strengthens coordinated implementation and shared accountability.

75. A — Family expertise includes knowledge of routines, resources, and priorities that affect implementation. The team should explain the goal, listen to constraints, and adapt the practice while preserving the skill target. Insistence, removal, or peer pressure undermines partnership and may produce a plan that cannot be sustained. This strengthens coordinated implementation and shared accountability.

76. C — Advocacy is evidence-based and individualized. The specialist should identify the barrier, consider supplementary aids, address safety and learning needs, and review response with the team and family. Automatic exclusion, unsupported inclusion, or one-person decisions can all fail to protect the student's actual access and educational benefit. This strengthens coordinated implementation and shared accountability.

77. C — Texas law requires a person with reasonable cause to report suspected abuse or neglect according to applicable procedures. Staff should not delay for corroboration or conduct a private investigation. Prompt reporting protects the student and preserves the proper role of trained authorities while school personnel follow required documentation and safety steps. This strengthens coordinated implementation and shared accountability.

78. D — Multidisciplinary teams bring together information about evaluation, instruction, classroom access, family priorities, and resources. Multiple perspectives do not guarantee agreement or eliminate the student's voice, but they improve the completeness of the analysis. The team should use those perspectives to make an individualized, documented decision. This strengthens coordinated implementation and shared accountability.

79. B — Reflective practice examines the match among the student need, instructional design, supports, context, and measurement. This question guides constructive revision without assigning blame. Label changes or data avoidance can distract from correctable barriers, while assumptions about cooperation may hide an intervention that was poorly matched or implemented. This strengthens coordinated implementation and shared accountability.

80. A — Outcome data cannot be interpreted confidently when implementation differs substantially from the plan. The team should identify the fidelity barrier, provide training or scheduling support, and monitor delivery before making an effectiveness judgment. Limited progress may reflect inconsistent access rather than the intervention's instructional value. This supports a documented, responsive decision based on evidence.

81. B — Different performance suggests that support level, task demand, or generalization may affect application. The team should examine conditions and plan instruction that transfers the skill to independent work. Averaging away the difference, discarding useful data, or changing placement

without analysis fails to identify the actual barrier. This supports a documented, responsive decision based on evidence.

82. C — An outlier may reflect illness, unusual task demands, misunderstanding, or a recording error. The team should investigate the context and collect comparable evidence while retaining the score for interpretation. Privileging or deleting it without review can either distort the decision or discard important information. This supports a documented, responsive decision based on evidence.

83. A — Different counts may reflect unclear definitions, varied observation conditions, or inconsistent training. Shared examples and agreement checks improve confidence that observers are measuring the same behavior. Averaging or choosing one record without analysis conceals the measurement problem and weakens conclusions about intervention response. This supports a documented, responsive decision based on evidence.

84. D — The discrepancy indicates that the skill may not have generalized to the cues and demands of recess. Practice in the natural setting, with appropriate support and measurement, can reveal and address the transfer barrier. Counselor-only practice or goal removal does not build functional use where the routine is needed. This supports a documented, responsive decision based on evidence.

85. D — Aggregate results can conceal meaningful differences in access and response. Disaggregation helps the team investigate language, opportunity, fidelity, and instructional match before selecting targeted adjustments. It does not determine placement automatically, and meeting a schoolwide average does not resolve the educational needs of students whose data show limited change. This supports a documented, responsive decision based on evidence.

86. C — The sequence makes escape a reasonable working hypothesis because task removal follows the behavior, but it does not prove function. The team should examine task difficulty, antecedents, consequences, and alternative requests. Punishment without assessment may suppress communication while leaving the conditions that evoke behavior unchanged. This supports a documented, responsive decision based on evidence.

87. B — Completion does not show whether the student performed the target accurately, independently, or under the required conditions. Aligning measurement with the goal protects interpretation and supports responsive instruction. Changing the goal to fit an inadequate measure or substituting impressions can hide the difference between work completion and skill mastery. This supports a documented, responsive decision based on evidence.

88. A — Measures may differ in text complexity, language demand, support, and response format. The team should examine what each source captures and identify the specific functional skill before deciding on support or eligibility. Neither an average formal score nor classroom difficulty alone answers the full educational question. This supports a documented, responsive decision based on evidence.

89. B — IDEA requires the IEP Team to review and revise the IEP as appropriate when expected progress is not occurring. The team should examine goals, instruction, services, supports, and data

quality, then make a responsive adjustment. Waiting, removing goals, or blaming readiness prolongs an ineffective program. This supports a documented, responsive decision based on evidence.

90. A — The supports are part of the student's individualized program and may make meaningful general education participation possible. Removing them or treating their use as disqualifying confuses access with unsupported performance. Placement should consider data, needs, supplementary aids, and the full continuum rather than the number of supports used. This supports a documented, responsive decision based on evidence.

91. C — An accommodation cannot be evaluated fairly when delivery varies across staff or contexts. Clarifying responsibilities and establishing consistent use separates implementation from effectiveness. Removal, student-only responsibility, or immediate placement change may misinterpret an implementation problem and can deprive the student of an appropriate access support. This supports a documented, responsive decision based on evidence.

92. D — Repeated success supports a planned move toward independence, but the team should check whether the skill transfers and maintains under natural conditions. Prompt fading shifts control to relevant cues. Permanent or increased help can preserve dependence, while immediate removal may overlook a generalization gap. This supports a documented, responsive decision based on evidence.

93. D — A durable plan should reduce unsafe behavior while establishing a functional alternative. The team should examine response effort, teaching opportunities, prompts, reinforcement, and transfer. Reduced destruction without replacement communication may reflect suppression or avoidance rather than acquisition of a safer way to meet the same need. This supports a documented, responsive decision based on evidence.

94. C — When a participating agency fails to provide a transition service, IDEA requires the public agency to reconvene the IEP Team and identify alternative strategies. The student's objective remains relevant, and planning responsibility is not erased by another agency's failure. The team should coordinate a documented next step. This supports a documented, responsive decision based on evidence.

95. B — A useful decision rule identifies a data pattern, planned action, and review period before results are known. This makes changes transparent and protects against overreacting to ordinary variation. One score, vague effort judgments, or shifting criteria after results appear can make the team's decision inconsistent and difficult to defend. This supports a documented, responsive decision based on evidence.

96. A — A defensible response considers the target, measurement, implementation, access, student experience, and family context together. Integration does not mean treating unlike measures as identical or surrendering judgment to one number. It helps the team explain the decision and select a responsive next step grounded in the complete pattern. This supports a documented, responsive decision based on evidence.

97. D — A baseline identifies current performance under specified conditions and documents independence or assistance. That information helps match instruction and provides a meaningful comparison for later data. Choosing an intervention first, lowering the goal, or using a peer as the

standard does not describe the student's actual starting point. This supports defensible planning and progress monitoring.

98. A — Disagreement can be productive when the team identifies the evidence, assumptions, and student need behind each position. Clarifying concerns and documenting options creates an accountable decision process. Authority, random choice, or omission of disagreement may close the meeting, but none ensures that the selected support is appropriate or implementable. This strengthens coordinated implementation and shared accountability.

99. B — Prompted accuracy may show learning with support but does not establish independence. The team should analyze prompt levels, plan systematic fading, and probe performance with natural cues. Declaring mastery, abrupt removal, or increasing prompts without measurement can either overestimate progress or maintain dependence. This supports a documented, responsive decision based on evidence.

100. C — Structured mastery and functional use are related but not identical outcomes. The team should preserve the important target, assess natural-setting barriers, and teach transfer with relevant cues and supports. Ending, lowering, or replacing the goal without analyzing conditions may leave the student unable to use a learned skill when it matters. This supports a documented, responsive decision based on evidence.