PRAXIS SPECIAL EDUCATION EARLY CHILDHOOD/EARLY INTERVENTION (5692) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. **The habitat diorama project is scored with a rubric. Which type of assessment is this?**

   A. Common assessment

   B. Formative assessment

   C. Performance assessment

   D. Summative assessment

2. **To learn more about data collection strategies for a student's behavioral intervention plan, which district staff member is appropriate to consult?**

   A. Social worker

   B. Physical therapist

   C. Board-certified behavior analyst

   D. Guidance counselor

3. **What action should an early childhood special education teacher take if a child shows signs of abuse and neglect?**

   A. Informing the child's parents of the suspected abuse

   B. Conducting a home visit to observe the child's living conditions

   C. Reporting the suspected maltreatment to a designated authority

   D. Gathering confirmatory input from other teachers and school employees

4. **Maya is 18 months old. Every day, her preschool teacher plays Simon Says. When her teacher says 'Simon says touch your nose,' Maya touches the correlating body part. The game best supports which of the following skills?**

   A. Receptive language

   B. Personification

   C. Articulation

   D. Fluency

5. **What is the best way for a teacher to provide access to the general education curriculum for a student with a moderate intellectual disability?**

   A. Presenting all academic content in an audiovisual format

   B. Reviewing previously taught lessons multiple times before teaching new content

   C. Modifying the content to reflect the student's individualized academic goals

   D. Choosing content based on the student's academic interests

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6. A first-grade behavior contract indicates that a student will earn a check mark for appropriate social interactions and, after ten check marks, will receive fifteen minutes of free time. What behavior management concept is this an example of?

A. Shaping technique

B. Self-managing skills

C. Reinforcement schedule

D. Chaining method

7. The statement 'Given a verbal description, students will correctly identify types of mountains four out of five times' is most appropriate in which of the following sections of a lesson plan?

A. Guided practice

B. Materials

C. Objectives

D. Summary

8. Which outcome is characteristic of a functional behavioral assessment leading to a positive behavior support plan for a student with behavioral challenges?

A. A punitive consequence system

B. A reward-based plan that reinforces appropriate behavior

C. Immediate removal from class for misbehavior

D. No data collection

9. Which statement best describes operant conditioning?

A. Classical conditioning

B. Observational learning

C. Operant conditioning

D. Social learning

10. Jerome is a 2-year-old diagnosed with cerebral palsy. He is eligible for which service?

A. Transition planning

B. Applied behavior analysis (ABA)

C. Early intervention

D. Response to Intervention (RTI)

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Answers

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1. C
2. C
3. C
4. A
5. C
6. C
7. C
8. B
9. C
10. C

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Explanations

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1. The habitat diorama project is scored with a rubric. Which type of assessment is this?

A. Common assessment

B. Formative assessment

C. Performance assessment

D. Summative assessment

A performance assessment is shown when students demonstrate their knowledge and skills through a real, tangible task, like building and explaining a habitat diorama. The rubric provides clear criteria for judging the finished product and the presentation, so the focus is on how well the student can apply what they've learned in a concrete project, not just on recalling facts or selecting an answer. This type of assessment captures abilities such as planning, constructing, representing information accurately, and communicating understanding. While the same task can sometimes be used formatively or summatively, the key idea here is that success is demonstrated through the actual performance and artifact, scored against explicit standards.

2. To learn more about data collection strategies for a student's behavioral intervention plan, which district staff member is appropriate to consult?

A. Social worker

B. Physical therapist

C. Board-certified behavior analyst

D. Guidance counselor

Understanding how to measure behavior accurately is essential for a student's behavioral intervention plan. The professional best suited to guide data collection strategies is the board-certified behavior analyst, because they specialize in applied behavior analysis, defining observable target behaviors, and selecting reliable measurement methods (such as frequency, duration, latency, or ABC data) and data collection schedules. A BCBA can train staff on consistent data collection, ensure reliability across reporters, and create visual displays to track progress over time. They also lead functional behavior assessments and design or adjust interventions based on data, which is central to the effectiveness of a BIP. Other district staff have important roles in supporting students, but their training focuses more on counseling, social-emotional support, or physical function, rather than the data-driven behavioral intervention design and measurement. For this reason, consulting a BCBA is the most appropriate choice for learning about data collection strategies.

3. What action should an early childhood special education teacher take if a child shows signs of abuse and neglect?

A. Informing the child's parents of the suspected abuse

B. Conducting a home visit to observe the child's living conditions

C. Reporting the suspected maltreatment to a designated authority

D. Gathering confirmatory input from other teachers and school employees

When a child shows signs of abuse or neglect, the immediate obligation is to report the concern to the proper authority. Professionals who work with children are often mandated reporters, and their duty is to notify the designated agency (such as child protective services or the local child welfare agency) as soon as possible so a formal investigation can begin and the child's safety can be protected. The role of the teacher is not to investigate or confront the family; instead, follow district procedures for confidential reporting and document specific observations (what was seen or heard, dates, and any injuries) to support the report. After reporting, continue to support the child in the classroom and coordinate with the school's designated support staff as needed. While gathering information from colleagues can help, it does not replace the required report to the designated authority.

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4. Maya is 18 months old. Every day, her preschool teacher plays Simon Says. When her teacher says 'Simon says touch your nose,' Maya touches the correlating body part. The game best supports which of the following skills?

A. Receptive language

B. Personification

C. Articulation

D. Fluency

Understanding and following spoken language is receptive language. In this game, Maya hears the instruction "Simon says touch your nose" and must translate that spoken directive into a physical action. Her ability to listen, interpret the words, and act accordingly shows she is processing language heard and using it appropriately. That focus on comprehension of spoken instructions differentiates it from expressive skills. The other options don't fit because personification involves attributing human traits to objects, articulation is about producing speech sounds clearly, and fluency concerns the smoothness of speech. Here, the task is about understanding and following directions, a clear example of receptive language in action.

5. What is the best way for a teacher to provide access to the general education curriculum for a student with a moderate intellectual disability?

A. Presenting all academic content in an audiovisual format

B. Reviewing previously taught lessons multiple times before teaching new content

C. Modifying the content to reflect the student's individualized academic goals

D. Choosing content based on the student's academic interests

To ensure access to the general education curriculum for a student with a moderate intellectual disability, the material must be adjusted so it matches the student's current abilities while still aiming for the general curriculum goals. Modifying the content to reflect the student's individualized academic goals means simplifying concepts, adjusting the level of demand, and providing supports (like simplified language, step-by-step prompts, visual aids, or alternate assessments) so the student can participate meaningfully and work toward the same standards that guide peers. This keeps the collaboration between the general curriculum and the student's needs, supporting progress within the general education framework and honoring the IEP. Other approaches don't guarantee access in the same way: presenting content in a single format doesn't address complexity; re-teaching only old material focuses on memory rather than enabling new learning within the general curriculum; choosing content solely from the student's interests can omit essential standards unless explicitly aligned with those standards.

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6. A first-grade behavior contract indicates that a student will earn a check mark for appropriate social interactions and, after ten check marks, will receive fifteen minutes of free time. What behavior management concept is this an example of?

A. Shaping technique

B. Self-managing skills

C. Reinforcement schedule

D. Chaining method

Reinforcement schedules describe when rewards are given after a behavior, and this example uses a fixed-ratio approach. The student earns a check mark for each appropriate social interaction, and after accumulating ten checks, a larger reward—fifteen minutes of free time—is delivered. Because the reinforcement is provided after a set number of responses, it fits a fixed-ratio schedule. The check marks can function like tokens in a token economy, but the core idea is the predictable, ratio-based delivery of reinforcement. Shaping would involve reinforcing successive approximations toward a new target behavior, not simply delivering a reward after a specified count of interactions. Self-managing skills refer to the student taking control of monitoring and reinforcing their own behavior, which isn't stated here as the student managing the reinforcement themselves. Chaining involves linking a sequence of behaviors to form a single complex action, which is not what's happening in this scenario.

7. The statement 'Given a verbal description, students will correctly identify types of mountains four out of five times' is most appropriate in which of the following sections of a lesson plan?

A. Guided practice

B. Materials

C. Objectives

D. Summary

In lesson planning, you want an objective to state what the student will do, under what conditions, and to what standard. The statement here does exactly that: the student will identify types of mountains (observable behavior) given a verbal description (condition) and will do so correctly four out of five times (criterion). That clear alignment of behavior, condition, and criterion makes it a measurable objective, which is why it belongs in the objectives section. It's not about listing resources (that would be Materials), nor about describing practice activities (that would be Guided practice), nor about summarizing what was learned (that would be Summary). The focus here is on what the student will be able to demonstrate, which is exactly what an objective communicates.

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8. Which outcome is characteristic of a functional behavioral assessment leading to a positive behavior support plan for a student with behavioral challenges?

A. A punitive consequence system

B. A reward-based plan that reinforces appropriate behavior

C. Immediate removal from class for misbehavior

D. No data collection

Understanding how an FBA guides a positive behavior support plan, the emphasis is on teaching and reinforcing the behaviors you want to see. When the plan is based on a functional assessment, you're addressing the reason behind the challenging behavior and replacing it with a skill that serves the same need. The most effective outcome is a reward-based system that reinforces appropriate behavior, using consistent supports and opportunities to practice the new skill across settings. Data collection is used to monitor progress, determine if the plan is working, and make adjustments as needed, ensuring the approach remains proactive and evidence-based. Punitive consequences or immediate removal from class focus on stopping behavior rather than teaching alternatives and often don't address the underlying function. No data collection would leave teachers guessing about what's working, making it hard to refine the plan. The reward-based, data-informed approach aligns with positive behavior support by promoting desired behavior and reducing the likelihood of problem behavior over time.

9. Which statement best describes operant conditioning?

A. Classical conditioning

B. Observational learning

C. Operant conditioning

D. Social learning

Operant conditioning is learning that happens when a child's behavior produces a consequence, and that consequence then increases or decreases the likelihood of that behavior happening again. If a behavior is followed by something rewarding or desirable, it tends to be repeated; if it's followed by something unpleasant or by losing a reward, it tends to fade. This is an active form of learning driven by the outcomes of the child's actions, unlike classical conditioning, which focuses on forming associations between two stimuli, or observational learning, which happens by watching others perform a behavior and imitating it. In real-world settings, this approach underpins strategies like using praise or preferred activities to reinforce communication or self-help skills, and using time-out or loss of access to a preferred item to reduce unwanted behaviors.

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10. Jerome is a 2-year-old diagnosed with cerebral palsy. He is eligible for which service?

A. Transition planning

B. Applied behavior analysis (ABA)

C. Early intervention

D. Response to Intervention (RTI)

When a child is under 3 years old and has a diagnosed condition that affects development, they are eligible for early intervention services. Jerome has cerebral palsy and is 2 years old, which fits this criterion, so early intervention is the services he would be eligible to receive. Early intervention focuses on supporting development in the natural environment through services like physical therapy, occupational therapy, speech-language therapy, and family-centered supports to help the child reach developmental goals. Transition planning is something that typically begins later, as children approach school age, to prepare for moving to general education or other services. RTI is a school-based approach used to address learning difficulties in older children, and ABA is a specific intervention that may be used if indicated, but not the automatic eligibility pathway for a toddler with a diagnosed condition.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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