

FTCE Exceptional Student Education (ESE) K-12 Practice Test (Sample)

Study Guide



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SAMPLE

Questions

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- 1. What does Section 504 of the Rehabilitation Act of 1973 protect against?**
 - A. Discrimination in housing only**
 - B. Discrimination in education only**
 - C. Discrimination in any program receiving federal assistance**
 - D. Discrimination based solely on a disability**
- 2. What is a key component of an Individualized Education Plan (IEP) under IDEA?**
 - A. A one-size-fits-all educational plan**
 - B. A plan tailored to individual student needs**
 - C. An assessment set in stone**
 - D. A plan without parental involvement**
- 3. Which organization is known for publishing a definition and classification manual for intellectual disabilities?**
 - A. National Education Association**
 - B. American Association on Intellectual and Developmental Disabilities**
 - C. American Psychological Association**
 - D. Council for Exceptional Children**
- 4. What is a key element of reading fluency?**
 - A. Reading silently without any expression**
 - B. Reading aloud with appropriate voice intonation and pauses**
 - C. Speed reading without understanding**
 - D. Following along with a peer's reading**
- 5. Which of the following is a common element of an IEP?**
 - A. Strategies for maintaining student friendships**
 - B. State assessment scores only**
 - C. Accommodations for the student's learning needs**
 - D. Teacher performance evaluations**

- 6. What was the legislative intent behind Public Law 94-142?**
- A. To provide scholarships for students with disabilities**
 - B. To ensure educational opportunities for children with disabilities**
 - C. To limit the resources available to special education**
 - D. To enforce stricter penalties on non-compliant schools**
- 7. Which case is significant for its role in extending educational rights to children with various disabilities?**
- A. Wyatt v. Stickney**
 - B. Pennsylvania Association for Retarded Citizens**
 - C. Mills v. Board of Education**
 - D. Section 504**
- 8. Which law requires inclusive education practices and participation of general education teachers in IEP development?**
- A. IDEA 97**
 - B. Public Law 99-372**
 - C. Americans with Disabilities Act**
 - D. Public Law 99-506**
- 9. What type of educational approach does the case of Danny R.R. V. State Board of Education support?**
- A. Mainstreaming students into general education classrooms**
 - B. Restricting students with disabilities to special classes**
 - C. Providing special treatment in separate facilities**
 - D. Eliminating support for students in general education**
- 10. What is one of the primary goals of creating an IEP?**
- A. To evaluate teachers' performance**
 - B. To ensure compliance with state laws**
 - C. To tailor education to meet individual student needs**
 - D. To provide standardized testing for all students**

Answers

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

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Explanations

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1. What does Section 504 of the Rehabilitation Act of 1973 protect against?

- A. Discrimination in housing only**
- B. Discrimination in education only**
- C. Discrimination in any program receiving federal assistance**
- D. Discrimination based solely on a disability**

Section 504 of the Rehabilitation Act of 1973 is a comprehensive federal law designed to protect individuals with disabilities from discrimination in various contexts. It ensures that people with disabilities have equal access to opportunities and services in institutions that receive federal funding, including education, healthcare, and social services. By covering any program that receives federal assistance, Section 504 serves a broad purpose of promoting accessibility and equal treatment beyond just a single domain like education or housing. The significance of this law lies in its emphasis on preventing discrimination based solely on a disability, thereby ensuring that individuals are not denied benefits, services, or opportunities because of their disabilities. It also applies to any program or activity receiving federal funds, thereby encompassing a wide array of public and private sector services. This interpretation underscores the comprehensive scope of protections afforded by Section 504, reinforcing the importance of inclusivity across various facets of public life.

2. What is a key component of an Individualized Education Plan (IEP) under IDEA?

- A. A one-size-fits-all educational plan**
- B. A plan tailored to individual student needs**
- C. An assessment set in stone**
- D. A plan without parental involvement**

A plan tailored to individual student needs is a fundamental aspect of an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA). The IEP is specifically designed to address the unique strengths and challenges of each student with disabilities, ensuring they receive personalized educational services and supports. This tailored approach is essential because it recognizes that students with disabilities have diverse educational needs, and a standard or uniform approach would not effectively meet those needs. The IEP process involves comprehensive assessments, collaboration among educators, specialists, and the child's family, and includes specific goals and objectives to help the student succeed in the academic environment. This individualization is critical for providing the necessary resources and strategies that lead to meaningful educational outcomes for each student.

3. Which organization is known for publishing a definition and classification manual for intellectual disabilities?

A. National Education Association

B. American Association on Intellectual and Developmental Disabilities

C. American Psychological Association

D. Council for Exceptional Children

The American Association on Intellectual and Developmental Disabilities (AAIDD) is the organization recognized for publishing a definition and classification manual specifically focused on intellectual disabilities. This manual provides clear criteria and frameworks for understanding and categorizing intellectual and developmental disabilities, which is essential for practitioners, educators, and researchers in the field of exceptional student education. The AAIDD has played a pivotal role in shaping the understanding of these disabilities and advocates for the rights and needs of individuals impacted by them. While other organizations, such as the American Psychological Association and the Council for Exceptional Children, contribute to the field of education and psychology, they do not specialize in the specific definitions and classifications related to intellectual disabilities as comprehensively as the AAIDD. The National Education Association, while influential in education policy, does not focus specifically on intellectual disabilities, making the AAIDD the most appropriate choice for this question.

4. What is a key element of reading fluency?

A. Reading silently without any expression

B. Reading aloud with appropriate voice intonation and pauses

C. Speed reading without understanding

D. Following along with a peer's reading

A key element of reading fluency is the ability to read aloud with appropriate voice intonation and pauses. This aspect reflects not only the speed at which a reader can process text but also the ability to convey meaning through variations in voice, such as pitch and tone, as well as proper pacing. These elements are crucial as they help to enhance comprehension and keep the reader engaged with the text. When readers can expressively interpret what they are reading, it shows they have a deeper understanding and can connect with the material more effectively. Reading fluently allows for more natural and effective communication of the text's message, which is essential for comprehension and enjoyment of literature.

5. Which of the following is a common element of an IEP?

- A. Strategies for maintaining student friendships**
- B. State assessment scores only**
- C. Accommodations for the student's learning needs**
- D. Teacher performance evaluations**

The answer is indeed correct because an Individualized Education Program (IEP) is a document designed to ensure that students with disabilities receive tailored support specific to their educational needs. Central to the IEP are the accommodations that are provided to help the student access the curriculum effectively. These accommodations might include modifications in teaching methods, additional time for assignments, or assistive technologies, all aimed at supporting the student's unique learning profile. The other options, while they may be relevant in broader educational contexts, are not standardized elements of an IEP. Strategies for maintaining student friendships, for example, while beneficial for social-emotional development, are not typically formal aspects included in an IEP. State assessment scores may inform the development of the IEP but are not a component of the plan itself. Likewise, teacher performance evaluations pertain to educator assessments and do not directly relate to the individualized planning necessary for a student's specific educational journey.

6. What was the legislative intent behind Public Law 94-142?

- A. To provide scholarships for students with disabilities**
- B. To ensure educational opportunities for children with disabilities**
- C. To limit the resources available to special education**
- D. To enforce stricter penalties on non-compliant schools**

The legislative intent behind Public Law 94-142, also known as the Education for All Handicapped Children Act, was fundamentally about ensuring that children with disabilities had access to a free and appropriate public education. This law mandated that schools provide special education services tailored to each student's individual needs, thereby supporting the right to an education for all children, regardless of their abilities or disabilities. This legislation established the foundation for increased access and equity in education, emphasizing the importance of inclusion and appropriate educational strategies for students with disabilities. It highlighted the necessity for schools to provide not only educational opportunities but also resources and accommodations that allow these students to thrive within the educational system.

7. Which case is significant for its role in extending educational rights to children with various disabilities?

A. Wyatt v. Stickney

B. Pennsylvania Association for Retarded Citizens

C. Mills v. Board of Education

D. Section 504

The significance of Mills v. Board of Education lies in its role in establishing the right of children with disabilities to receive a free and appropriate public education. This landmark case emphasized that schools cannot deny education to children based solely on their disabilities, which set a precedent for ensuring access to education for all students, regardless of their special needs. The decision reinforced the principle that children with disabilities are entitled to the same educational opportunities as their non-disabled peers, leading to advancements in special education laws and practices. In contrast, while the other cases and options contribute to the broader context of disability rights and education, Mills specifically dealt with the right to education, making it a pivotal case in extending educational rights to children with disabilities.

8. Which law requires inclusive education practices and participation of general education teachers in IEP development?

A. IDEA 97

B. Public Law 99-372

C. Americans with Disabilities Act

D. Public Law 99-506

The correct choice is indeed IDEA 97, as this law emphasizes the importance of inclusive education and mandates the involvement of general education teachers in the development of Individualized Education Programs (IEPs) for students with disabilities. IDEA, which stands for the Individuals with Disabilities Education Act, ensures that students with disabilities have access to a free and appropriate public education in the least restrictive environment. Under IDEA, the law specifically outlines that general education teachers must be part of the IEP team, recognizing their critical role in the educational process and the need for collaboration between special and general education to meet the individual needs of students. This inclusion fosters a more supportive and effective learning environment for students with disabilities. The other options relate to different aspects of educational law but do not explicitly focus on the inclusion of general education teachers in the IEP process or the broader framework of inclusive education as defined by IDEA.

9. What type of educational approach does the case of Danny R.R. V. State Board of Education support?

- A. Mainstreaming students into general education classrooms**
- B. Restricting students with disabilities to special classes**
- C. Providing special treatment in separate facilities**
- D. Eliminating support for students in general education**

The case of Danny R.R. v. State Board of Education is significant in the context of educational approaches for students with disabilities, particularly in supporting the principle of mainstreaming. Mainstreaming refers to integrating students with disabilities into general education classrooms alongside their typically developing peers, with appropriate supports and accommodations in place. This approach is informed by the idea that students with disabilities can benefit from learning in inclusive environments that promote social interaction, cognitive growth, and essential skills necessary for life beyond school. The ruling emphasizes the importance of ensuring that students with disabilities have the opportunity to participate in the general education curriculum to the maximum extent possible, which aligns with the principles of the Individuals with Disabilities Education Act (IDEA). By reinforcing the value of inclusion, the case supports tailored educational frameworks that promote equitable access for all students.

10. What is one of the primary goals of creating an IEP?

- A. To evaluate teachers' performance**
- B. To ensure compliance with state laws**
- C. To tailor education to meet individual student needs**
- D. To provide standardized testing for all students**

The primary goal of creating an Individualized Education Program (IEP) is to tailor education to meet individual student needs. An IEP is designed specifically for students with disabilities and outlines personalized educational goals, services, accommodations, and modifications that will help them succeed in their learning environment. By focusing on the unique strengths, challenges, and needs of the student, the IEP serves as a roadmap to provide the appropriate support and resources necessary for their educational development. While ensuring compliance with state laws is important in the overall context of education and special education, it is not the main objective of an IEP. Standardized testing is more aligned with general educational assessments, which do not take into account the specific requirements of students with disabilities. Evaluations of teacher performance are typically related to broader educational standards and accountability measures, rather than the individualized focus that an IEP mandates.