

Introduction to Exceptional Children (K205) Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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.

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!

Questions

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- 1. The term 'hearing impairment and deafness' refers to an impairment that is:**
 - A. Hearing impairment that may be permanent or fluctuating and affects learning but not to the degree of deafness**
 - B. Always permanent and severe**
 - C. The same as complete deafness**
 - D. Not related to learning outcomes**

- 2. Which statement about IEPs is true?**
 - A. Every student's IEP has to be different**
 - B. All students share the same IEP**
 - C. IEPs are optional**
 - D. IEPs must be completed only for secondary students**

- 3. What does CAPS stand for?**
 - A. Continuum of Alternative Placement and Services**
 - B. Current Assessment of Public School**
 - C. Comprehensive Access to Public Services**
 - D. Counseling and Placement Standards**

- 4. When was Helen Keller born?**
 - A. June 27, 1880**
 - B. June 27, 1881**
 - C. July 4, 1879**
 - D. May 15, 1880**

- 5. Which disabilities comprised about 95% of students found eligible for special education?**
 - A. Specific Learning Disability; Speech or Language Disability; Health Impairment; Autism; Developmental Delay; Intellectual Disability; Emotional Disturbance**
 - B. Hearing impairment; Visual impairment; Traumatic Brain Injury; Deaf-Blindness**
 - C. Mental health disorders; ADHD; Orthopedic impairment; Developmental delay**
 - D. Autism; Deafness; Visual impairment; Intellectual disability**

- 6. What are the three provisions under IDEA?**
- A. FAPE, IEP, Child Find**
 - B. FAPE, IEP, LRE**
 - C. IEP, Child Find, Transition Services**
 - D. FAPE, Evaluation, Inclusion**
- 7. Which year is associated with Elizabeth Farrell being recognized as the first special education teacher?**
- A. 1899**
 - B. 1905**
 - C. 1885**
 - D. 1920**
- 8. Which is another con of institutions?**
- A. They could be neglected and abused**
 - B. They provide excellent care**
 - C. They guarantee peer relationships**
 - D. They ensure community integration**
- 9. What was a key outcome of PARC v. Commonwealth of Pennsylvania?**
- A. Families won; schools could not deny SPED access to education.**
 - B. The case allowed schools to deny SPED access to education.**
 - C. It established mainstreaming as mandatory for all SPED students.**
 - D. It had no impact on access to education.**
- 10. Before 1975, which two populations were denied access to education?**
- A. Behavioral and cognitive disorders**
 - B. Visual and hearing impairments**
 - C. Gifted and talented students**
 - D. Physical disabilities**

Answers

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

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Explanations

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1. The term 'hearing impairment and deafness' refers to an impairment that is:

- A. Hearing impairment that may be permanent or fluctuating and affects learning but not to the degree of deafness**
- B. Always permanent and severe
- C. The same as complete deafness
- D. Not related to learning outcomes

Hearing impairment and deafness describe a range of hearing loss, not a single fixed condition. This term includes losses that may be permanent or fluctuate over time, and such losses can affect a learner's access to spoken language and classroom instruction. It does not automatically mean complete deafness, nor does it imply the loss is always permanent or has no impact on learning. Therefore, the best description is that it may be permanent or fluctuating and can affect learning without necessarily being as severe as deafness.

2. Which statement about IEPs is true?

- A. Every student's IEP has to be different**
- B. All students share the same IEP
- C. IEPs are optional
- D. IEPs must be completed only for secondary students

IEPs are individualized plans. Because each student with a disability has a unique combination of strengths, needs, and goals, the plan guiding their special education services must be tailored specifically to that person. This is why every student's IEP tends to look different: it includes distinct goals, supports, services, and placement based on their present levels of performance. It's not optional—students who qualify for special education must have an IEP that spells out the services, frequency, and how progress will be measured. And it isn't limited to secondary students; IEPs apply to eligible students across ages from early childhood through high school, and sometimes beyond depending on eligibility. So the statement that every student's IEP has to be different aligns with how IEPs are designed to meet individual needs.

3. What does CAPS stand for?

- A. Continuum of Alternative Placement and Services**
- B. Current Assessment of Public School
- C. Comprehensive Access to Public Services
- D. Counseling and Placement Standards

The main idea here is the range of placement options and supports available for students with disabilities. CAPS stands for Continuum of Alternative Placement and Services, which describes the spectrum of educational settings and related services that can be provided to meet a student's needs, from the regular classroom with supports to more restrictive environments, always aiming for the least restrictive environment. This concept is used when planning an IEP to determine where a student should be placed and what services they require. The other options don't reflect the standard terminology used in this context—they don't refer to a continuum of placement and services.

4. When was Helen Keller born?

- A. June 27, 1880**
- B. June 27, 1881**
- C. July 4, 1879**
- D. May 15, 1880**

Her birth date is June 27, 1880. This exact date is consistently reported in biographies and historical records about Helen Keller, who was born in Tuscumbia, Alabama. She contracted an illness as a toddler that left her deaf and blind, but the day she was born remains June 27, 1880. The other dates don't match the well-documented birth record. Knowing this date helps place her remarkable life and subsequent achievements—learning to communicate with Anne Sullivan and becoming a renowned author and advocate—within a precise timeline.

5. Which disabilities comprised about 95% of students found eligible for special education?

- A. Specific Learning Disability; Speech or Language Disability; Health Impairment; Autism; Developmental Delay; Intellectual Disability; Emotional Disturbance**
- B. Hearing impairment; Visual impairment; Traumatic Brain Injury; Deaf-Blindness**
- C. Mental health disorders; ADHD; Orthopedic impairment; Developmental delay**
- D. Autism; Deafness; Visual impairment; Intellectual disability**

In special education, a large share of students served fall into a relatively small set of disability categories recognized by IDEA. The categories that make up the vast majority include Specific Learning Disability, Speech or Language Impairment, Health Impairment (often called Other Health Impairment and including conditions like ADHD), Autism, Developmental Delay, Intellectual Disability, and Emotional Disturbance. These areas account for the bulk of eligibility determinations, roughly in the neighborhood of 95% when combined. The other categories—such as Visual or Hearing impairments, Traumatic Brain Injury, Deaf-Blindness, and some broader mental health classifications—typically represent much smaller portions of the population served. Therefore, listing the major, commonly occurring categories together reflects the group that comprises most students receiving special education services.

6. What are the three provisions under IDEA?

- A. FAPE, IEP, Child Find**
- B. FAPE, IEP, LRE**
- C. IEP, Child Find, Transition Services**
- D. FAPE, Evaluation, Inclusion**

IDEA guarantees three essential provisions for students with disabilities: Free Appropriate Public Education, an Individualized Education Program, and Child Find. Free Appropriate Public Education means that eligible students receive instruction and related services at no cost to families, designed to meet their unique needs and enable progress. An Individualized Education Program is a written plan developed for each eligible student. It spells out present levels of performance, annual goals, the specific services and supports to be provided, accommodations and modifications, and how progress will be measured. The IEP is reviewed regularly and reevaluated as required. Child Find is the district's duty to identify, locate, and evaluate all children who may have disabilities and need special education services. This includes outreach and screening so children who are in different settings (like private schools or homes) can get evaluated and connected to services if needed. Other options mix in concepts that are important in IDEA but aren't considered the three provisions in this framing. For example, Least Restrictive Environment is a guiding principle about educating students with peers to the greatest extent appropriate, and Transition Services are part of the IEP for older students. Evaluation is a process used to determine eligibility, not a standalone provision.

7. Which year is associated with Elizabeth Farrell being recognized as the first special education teacher?

- A. 1899**
- B. 1905**
- C. 1885**
- D. 1920**

Understanding the start of organized special education helps explain why this year is recognized for Elizabeth Farrell. Farrell is seen as a pioneering figure who helped move instruction for students with disabilities into schools with a more formal, planned approach. The year 1899 is the milestone commonly linked to her because it marks the point when her contributions gained national attention and helped establish the idea of a trained teacher dedicated to students with special needs. This reflects the shift from informal, ad hoc care to structured, instructional services within public education. The other dates don't align with that notable moment of recognition for her work, which is why 1899 is the best fit.

8. Which is another con of institutions?

- A. They could be neglected and abused**
- B. They provide excellent care**
- C. They guarantee peer relationships**
- D. They ensure community integration**

The main point is recognizing the major drawback of institutional care for people with disabilities: the risk of neglect and abuse. In many institutional settings, impersonal routines, large populations, and limited individualized oversight can lead to inadequate attention to each person's needs and, in worst cases, harm. This concern about safety, dignity, and autonomy has made neglect and abuse a central critique of institutions, driving a shift toward community-based supports that emphasize personal choice and humane, individualized care. The other options describe outcomes that are inconsistent with the typical problems of institutions. While some institutions aim to provide care, the idea of "excellent care" isn't a guaranteed con and doesn't capture the documented negative risk. Guaranteeing peer relationships or ensuring community integration are outcomes more often associated with inclusive, community-based approaches rather than traditional institutions, which can isolate residents from meaningful social networks and everyday life in the community.

9. What was a key outcome of PARC v. Commonwealth of Pennsylvania?

- A. Families won; schools could not deny SPED access to education.**
- B. The case allowed schools to deny SPED access to education.**
- C. It established mainstreaming as mandatory for all SPED students.**
- D. It had no impact on access to education.**

A central idea here is that students with disabilities have a right to access public education and receive appropriate services. In PARC v. Commonwealth of Pennsylvania, the court ruled that children with intellectual disabilities could not be excluded from public schooling or denied SPED services simply because of their disability. The decision established that these students are entitled to a free appropriate public education (FAPE) and to be educated in the least restrictive environment with the supports they need. This shifted the responsibility to schools and districts to provide access and services rather than to bar participation. It did not declare that mainstreaming must occur for every student, and it did not say there was no impact on education access. The key outcome is that families won and schools could not deny SPED access to education.

10. Before 1975, which two populations were denied access to education?

- A. Behavioral and cognitive disorders**
- B. Visual and hearing impairments**
- C. Gifted and talented students**
- D. Physical disabilities**

Before 1975, there was no guaranteed right to a public education for many students with disabilities, so some groups were routinely denied access or placed in segregated settings. The two populations most often excluded were those with cognitive disabilities and those with emotional/behavioral disorders. They were frequently left out of public schools or educated in separate, often underfunded settings without appropriate services. The landmark change came with legislation in 1975 that required free appropriate public education for all children with disabilities and mandated placement in the least restrictive environment, opening access to public education for these groups. Other options describe groups that faced barriers in various ways, but the widespread denial of access described historically is most closely associated with cognitive and behavioral/emotional disabilities.

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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:

<https://introtoexceptionalchildrenk205.examzify.com>

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

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