

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. Which teams are involved in IEP?**
 - A. Steering committee**
 - B. Multidisciplinary team and child study team**
 - C. PTA**
 - D. School board**

- 2. Which law was enacted in 1975 to ensure public education for children with disabilities?**
 - A. Education for All Handicapped Children Act**
 - B. The Individuals with Disabilities Education Act**
 - C. Elementary and Secondary Education Act**
 - D. Rehabilitation Act**

- 3. Traumatic brain injury commonly results from which of the following?**
 - A. Open or closed head injury leading to impairment in cognitive, physical, communication, or social areas**
 - B. Chronic fatigue syndrome**
 - C. Visual processing delay**
 - D. Hearing loss**

- 4. Which statement is another pro of institutions listed in the material?**
 - A. They are good for families who can't keep them in the home**
 - B. They help children stay in school forever**
 - C. They ensure inclusive classrooms**
 - D. They reduce family involvement**

- 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. Which college did Helen Keller attend in 1904?**
- A. Harvard**
 - B. Yale**
 - C. Princeton**
 - D. Columbia**
- 7. How are Present Levels of Performance used in an IEP?**
- A. They establish current functioning, inform goal development, and guide service decisions.**
 - B. They are primarily used to determine eligibility.**
 - C. They summarize students' grades from previous year.**
 - D. They inform school budget decisions only.**
- 8. How does giftedness relate to special education under IDEA?**
- A. Giftedness is a disability under IDEA and always qualifies for SPED**
 - B. Giftedness is not a disability under IDEA, but student may be both gifted and disabled; may require service delivery beyond traditional SPED**
 - C. Gifted students cannot receive IEPs**
 - D. Giftedness determines all teaching methods and not accommodations**
- 9. Give an example of assistive technology for a student with visual impairment.**
- A. Magnifying glass**
 - B. Audio amplifier**
 - C. Screen reader software or refreshable Braille display**
 - D. Lighted reading lamp**
- 10. 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**

Answers

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

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Explanations

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1. Which teams are involved in IEP?

- A. Steering committee
- B. Multidisciplinary team and child study team**
- C. PTA
- D. School board

The group that plans and reviews an IEP brings together professionals from multiple disciplines and the student's family. This is described as a multidisciplinary team, and in many districts it's also called the child study team. The idea is to combine perspectives from regular and special education teachers, who work with the student day to day; specialists such as school psychologists or diagnosticians who understand assessments; and a district representative who understands resources and placement options. Importantly, the parents or guardians are essential members who provide insights about the student's strengths, needs, and daily functioning at home and in the community. This collaborative team reviews evaluations, determines eligibility for services if needed, selects appropriate supports and accommodations, and sets measurable goals to guide progress. Steering committees, the PTA, and the school board have different roles in the school system (program management, advocacy and support, and policy decisions, respectively) and aren't the group that conducts the individualized planning for a student's IEP.

2. Which law was enacted in 1975 to ensure public education for children with disabilities?

- A. Education for All Handicapped Children Act**
- B. The Individuals with Disabilities Education Act
- C. Elementary and Secondary Education Act
- D. Rehabilitation Act

This item tests knowledge of the law that guaranteed Free Appropriate Public Education for students with disabilities. In 1975, the Education for All Handicapped Children Act established FAPE, required services to be provided in the least restrictive environment, and mandated an individualized education program for each eligible student, with parental involvement and procedural safeguards. This act shifted education toward inclusion and accountability for services and is the foundation that later became IDEA. The other laws address different purposes: one focuses on general funding and reform for all students, another on nondiscrimination for people with disabilities in programs receiving federal funds, and IDEA is the later name for the framework originally created by this 1975 act.

3. Traumatic brain injury commonly results from which of the following?

A. Open or closed head injury leading to impairment in cognitive, physical, communication, or social areas

B. Chronic fatigue syndrome

C. Visual processing delay

D. Hearing loss

Traumatic brain injury happens when an external mechanical force strikes the head, causing damage to brain tissue that can affect thinking, movement, communication, and behavior. The typical forms are open head injuries (where an object penetrates the skull) and closed head injuries (where the head is struck or shaken without penetration). Because the brain can be involved in many functions, TBI often leads to impairments across multiple areas—cognitive (like memory and attention), physical (such as motor skills and balance), communication (speech and language), and social or behavioral functioning. Chronic fatigue syndrome isn't caused by head injury, and while visual processing delays or hearing loss can occur with various conditions, they don't capture the broad, external-head-injury mechanism and multi-domain impact that define traumatic brain injury.

4. Which statement is another pro of institutions listed in the material?

A. They are good for families who can't keep them in the home

B. They help children stay in school forever

C. They ensure inclusive classrooms

D. They reduce family involvement

The key idea here is that institutions can provide a safe, structured environment with access to needed services when families are unable to keep a child at home. They offer stability, supervision, and specialized supports (education, therapy, medical care) that might not be feasible in a home setting, which is why this statement is considered a pro. The other options don't fit as benefits: staying in school forever isn't something institutions inherently guarantee; inclusive classrooms depend on broader educational practices and placement decisions; and reducing family involvement is generally viewed as a drawback rather than a benefit.

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. Which college did Helen Keller attend in 1904?

A. Harvard

B. Yale

C. Princeton

D. Columbia

The key idea here is understanding where Helen Keller pursued higher education in the early 1900s. She studied at Radcliffe College, the women's college affiliated with Harvard University, and completed her bachelor's degree in 1904. Because Radcliffe operated as Harvard's partner college, historical references often describe her education as Harvard. The other universities listed—Yale, Princeton, and Columbia—were not where she studied. So Harvard is the best answer, reflecting the institutional connection to Keller's education in that period.

7. How are Present Levels of Performance used in an IEP?

- A. They establish current functioning, inform goal development, and guide service decisions.**
- B. They are primarily used to determine eligibility.**
- C. They summarize students' grades from previous year.**
- D. They inform school budget decisions only.**

Present levels of performance describe where the student currently functions across academic and related areas, providing a baseline for planning. This information is used to write measurable annual goals and to determine the services, supports, accommodations, and modifications the student needs. By grounding goal development and service decisions in the student's current functioning, the IEP can target specific needs and track progress over the year. These levels aren't primarily used to determine eligibility, nor are they simply a summary of grades or a tool for budgeting.

8. How does giftedness relate to special education under IDEA?

- A. Giftedness is a disability under IDEA and always qualifies for SPED**
- B. Giftedness is not a disability under IDEA, but student may be both gifted and disabled; may require service delivery beyond traditional SPED**
- C. Gifted students cannot receive IEPs**
- D. Giftedness determines all teaching methods and not accommodations**

The key idea is that giftedness itself is not a disability under IDEA, but a student can be both gifted and have a qualifying disability. IDEA sets eligibility for special education based on a diagnosed disability that adversely affects learning; being gifted does not fulfill that criterion on its own. However, a student who is gifted and also has a disability (often called twice-exceptional) may receive special education services for the disability portion while their strengths are addressed in enriched or accelerated ways. In such cases, the IEP can include supports tailored to the disability and ways to access higher-level content, rather than being driven by giftedness alone. If a student isn't eligible for an IEP but still needs accommodations, a 504 plan can provide the needed supports. This is why the correct view is that giftedness isn't a disability by IDEA, but a student can be both gifted and disabled and may require service delivery beyond traditional SPED.

9. Give an example of assistive technology for a student with visual impairment.

A. Magnifying glass

B. Audio amplifier

C. Screen reader software or refreshable Braille display

D. Lighted reading lamp

Assistive technology for visual impairment focuses on giving access to information when vision is limited or unavailable. The best example here is screen reader software or a refreshable Braille display because these translate on-screen text and interface elements into speech or tactile output. This directly enables a student who is blind or has severe vision loss to read digital materials, navigate software, and participate in class tasks independently. Other options like a magnifying glass or a lighted reading lamp help when some vision remains, by making text easier to see, but they don't provide the same level of access to digital content. An audio amplifier, meanwhile, addresses hearing needs rather than vision.

10. 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.

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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