

NYSTCE CST in Disabilities 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

- 1. Helps to refer and identify children and youth disabilities.**
 - A. Adaptive Behavior**
 - B. Child Find**
 - C. AAC**
 - D. Multicultural Education**
- 2. What is a key consideration when planning assessments for multilingual students to ensure fairness?**
 - A. Assessors should interpret results without translator help.**
 - B. Use translated materials that are not validated.**
 - C. Use assessors who are proficient in students' languages and consider language proficiency.**
 - D. Avoid any language considerations to simplify.**
- 3. Which act originally guaranteed free and appropriate public education in the least restrictive environment for students with disabilities?**
 - A. Education for All Handicapped Children Act (EHA)**
 - B. Individuals with Disabilities Education Act (IDEA)**
 - C. Americans with Disabilities Act (ADA)**
 - D. Rehabilitation Act**
- 4. Who typically oversees the implementation and evaluation of IFSPs in early intervention?**
 - A. Classroom Teacher**
 - B. Service Manager**
 - C. Family Support Specialist**
 - D. School Counselor**
- 5. Which term refers to the result of conditions or impairments affecting a person?**
 - A. Impairment**
 - B. Handicap**
 - C. Syndrome**
 - D. Disability**

- 6. Assistive technology that helps individuals communicate, including devices that produce speech.**
- A. English Language Learners (ELLs)**
 - B. Bilingual Education**
 - C. Adaptive Behavior**
 - D. Alternative and Augmentative Communication (AAC)**
- 7. What is the purpose of using rapid feedback and manipulatives in math instruction?**
- A. To support quick adjustment of strategies and understanding**
 - B. To replace instruction entirely**
 - C. To hinder progress**
 - D. To delay feedback**
- 8. Which assessment approach is designed for students who do not participate in the general education curriculum?**
- A. Portfolio Assessments**
 - B. Alternative Assessments**
 - C. Standardized Tests**
 - D. Formative Assessments**
- 9. UDL aims to increase access to the curriculum by adopting:**
- A. A single, fixed method of instruction**
 - B. A one-size-fits-all assessment**
 - C. Flexible methods to accommodate diverse learners**
 - D. Eliminating accommodations**
- 10. Which condition is described as inability to learn that cannot be explained by intellectual, sensory or health factors and includes inability to build relationships?**
- A. Intellectual Disabilities**
 - B. Emotional Disturbance**
 - C. ADHD**
 - D. Down Syndrome**

Answers

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

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Explanations

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1. Helps to refer and identify children and youth disabilities.

A. Adaptive Behavior

B. Child Find

C. AAC

D. Multicultural Education

Child Find is the process that ensures every child who may have a disability is located, identified, and referred for a comprehensive evaluation. It's a system-wide effort that starts early, often from birth through young adulthood, so that appropriate services can be provided as soon as a need is recognized. This concept directly matches "helps to refer and identify children and youth disabilities," because it focuses on finding students who may have disabilities and connecting them with the evaluation and supports they may need. Adaptive Behavior describes how well a person handles daily living skills and social responsibilities; it's a domain used in assessing eligibility but not the mechanism for locating or referring children. AAC (Augmentative and Alternative Communication) refers to tools and strategies that support communication for individuals with speech/language challenges, not identification. Multicultural Education concerns teaching practices that respect and include diverse cultures, not disability identification.

2. What is a key consideration when planning assessments for multilingual students to ensure fairness?

A. Assessors should interpret results without translator help.

B. Use translated materials that are not validated.

C. Use assessors who are proficient in students' languages and consider language proficiency.

D. Avoid any language considerations to simplify.

Fair assessments for multilingual students require recognizing that language can influence test performance. The best approach is to use assessors who are proficient in the students' languages and to actively consider each student's language proficiency when planning and interpreting assessments. When the person administering and interpreting the test can communicate in the student's home or preferred language, misunderstandings are reduced, and the results more accurately reflect content knowledge rather than language ability. This also supports appropriate accommodations and the use of validated translated materials when needed, so language barriers don't unfairly skew scores. Interpreting results without translator help creates communication gaps that can lead to misreading a student's abilities. Using translated materials that haven't been validated can introduce errors and bias, compromising the test's validity. Ignoring language needs to "simplify" the process would neglect a critical factor in fairness and likely produce inaccurate results.

3. Which act originally guaranteed free and appropriate public education in the least restrictive environment for students with disabilities?

A. Education for All Handicapped Children Act (EHA)

B. Individuals with Disabilities Education Act (IDEA)

C. Americans with Disabilities Act (ADA)

D. Rehabilitation Act

The idea being tested is the origin of the guarantee for students with disabilities to receive a free, appropriate public education in the least restrictive environment. The Education for All Handicapped Children Act established that guarantee in 1975. It required that every child with a disability receive a free appropriate public education (FAPE) and be educated with non-disabled peers to the maximum extent appropriate (the least restrictive environment), with an individualized education program (IEP) and necessary related services. This act laid the foundation for how students with disabilities are supported in public schools and introduced the procedural safeguards that involve parents in planning and decision-making. Later, the policy was renamed and broadened into the Individuals with Disabilities Education Act, but the original guarantee of FAPE and LRE came from this early act. The Americans with Disabilities Act and the Rehabilitation Act address broader civil rights and accessibility issues, not the specific framework for special education services and least restrictive placement in public schools.

4. Who typically oversees the implementation and evaluation of IFSPs in early intervention?

A. Classroom Teacher

B. Service Manager

C. Family Support Specialist

D. School Counselor

In early intervention, an IFSP is a coordinated plan created with the family that requires ongoing oversight to ensure services are delivered and progress toward goals is tracked. The person who typically oversees this implementation and evaluation is the service manager (often functioning as the service coordinator). This role acts as the central point like a conductor: connecting the family with needed therapies and supports, coordinating scheduling and service delivery, collecting progress data, communicating with providers, and leading the annual review and any plan updates. The service manager ensures the entire plan works in a cohesive way for the child and family, keeping everyone on the same page and making adjustments as needed. Other professionals, such as a family support specialist or a school counselor, contribute to supporting the family and addressing specific needs, but the overarching responsibility for implementing and evaluating the IFSP rests with the service manager.

5. Which term refers to the result of conditions or impairments affecting a person?

- A. Impairment**
- B. Handicap**
- C. Syndrome**
- D. Disability**

This is about the effect a health condition has on how someone can function in daily life. An impairment is the actual loss or abnormality in body function or structure. A syndrome is just a cluster of signs and symptoms that tend to occur together. A handicap is an older term for the social disadvantages a person faces due to impairment, often tied to environment and culture. Disability, on the other hand, describes the limitations in activities and participation that result from the impairment and the surrounding context. It best captures the outcome affecting the person, like trouble walking, dressing, or learning, due to their condition. That's why disability is the correct term.

6. Assistive technology that helps individuals communicate, including devices that produce speech.

- A. English Language Learners (ELLs)**
- B. Bilingual Education**
- C. Adaptive Behavior**
- D. Alternative and Augmentative Communication (AAC)**

Methods and tools that support communication for people who have limited or no spoken language are grouped under Alternative and Augmentative Communication. AAC includes both unaided approaches, like sign language, and aided systems that produce speech or other outputs, such as speech-generating devices and communication apps. The essential idea is to provide effective ways for a person to express needs, thoughts, and responses when natural speech isn't sufficient or possible. The devices that produce speech are a clear example of AAC in action, helping individuals communicate in real time with others. The other options describe language education contexts or general adaptive behavior skills, not a framework focused on assistive technology for communication.

7. What is the purpose of using rapid feedback and manipulatives in math instruction?

- A. To support quick adjustment of strategies and understanding**
- B. To replace instruction entirely**
- C. To hinder progress**
- D. To delay feedback**

Rapid feedback and manipulatives work together to keep instruction responsive to how students are thinking and learning. Manipulatives give students a concrete way to explore and represent mathematical ideas—moving tokens, counting blocks, or using number lines helps connect what they do with their thinking to abstract symbols and procedures. When teachers gather quick, ongoing feedback from these explorations, they can see which concepts are understood and where misconceptions linger. That real-time insight lets them adjust questioning, reteach a strategy, introduce a new representation, or scaffold a problem at the right pace for the group or individual student. The goal is to move learning forward by clarifying understanding as it develops, not to delay feedback or replace instruction. This approach supports diverse learners, including students with disabilities, by offering multiple entry points and immediate guidance that builds confidence and mastery.

8. Which assessment approach is designed for students who do not participate in the general education curriculum?

- A. Portfolio Assessments**
- B. Alternative Assessments**
- C. Standardized Tests**
- D. Formative Assessments**

When a student cannot participate in the general education curriculum, the assessment approach used is one that can measure progress using goals and content that are accessible and meaningful for that student. Alternative assessments are designed for this situation, providing evidence of what the student can know and do through tasks that align with individualized education program (IEP) goals and alternate achievement standards rather than the standard curriculum. They often rely on performance-based tasks, teacher observations, checklists, and portfolios of work to demonstrate progress in authentic contexts that matter to the student. This approach makes it possible to document meaningful growth even when the general curriculum isn't fully applicable. Standardized tests target the general education population and rely on uniform content, which isn't appropriate for students who don't participate in that curriculum. Formative assessments are ongoing checks within instruction to monitor progress, not a separate framework for students outside the general curriculum. While portfolios can document learning, the designed fit for students not in the general education curriculum is the alternative assessment approach that centers on individualized goals and accessible evidence of learning.

9. UDL aims to increase access to the curriculum by adopting:

- A. A single, fixed method of instruction**
- B. A one-size-fits-all assessment**
- C. Flexible methods to accommodate diverse learners**
- D. Eliminating accommodations**

Universal Design for Learning focuses on planning instruction that works for a wide range of learners by offering multiple ways to access, engage with, and demonstrate learning. The aim is to remove barriers upfront by providing flexible methods that accommodate different strengths, needs, and preferences, so students can participate and show what they know in ways that fit them best. This approach is distinct from sticking to a single fixed method, using a one-size-fits-all assessment, or eliminating accommodations; instead, it builds flexibility into the curriculum from the start, allowing diverse learners to access the same goals.

10. Which condition is described as inability to learn that cannot be explained by intellectual, sensory or health factors and includes inability to build relationships?

- A. Intellectual Disabilities**
- B. Emotional Disturbance**
- C. ADHD**
- D. Down Syndrome**

This description targets a category of disability defined by problems with emotions and social functioning that aren't due to thinking ability, senses, or health. Saying a student cannot learn for reasons not explained by intelligence or physical issues, and also cannot form satisfactory relationships with peers and teachers, points to Emotional Disturbance. This category focuses on emotional and behavioral factors that disrupt learning and social interaction, even when overall intellect and health are typical. In contrast, intellectual disabilities involve cognitive delays and adaptive skills deficits; ADHD centers on attention and activity control; and Down Syndrome is a genetic condition with broader developmental and health considerations. The combination of unexplained learning difficulties plus difficulty building relationships best matches Emotional Disturbance.

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://nystcectindisabilities.examzify.com>

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