

NYSTCE CST IN DISABILITIES 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.

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. What is the role of related service providers on the IEP team?**
 - A. They provide transportation only.
 - B. They deliver services such as speech-language pathology, occupational therapy, etc., as needed to support the IEP.
 - C. They determine the general education curriculum exclusively.
 - D. They are optional and rarely involved.
- 2. Which of the following is a characteristic of high-incidence disabilities?**
 - A. Very rare in schools
 - B. Typically associated with severe cognitive delays
 - C. Are the most common categories in special education
 - D. Do not appear in general education settings
- 3. Which approach focuses on representing and respecting multiple cultures in curriculum and school life?**
 - A. Bilingual Education
 - B. Cultural Difference Model
 - C. Linguistically Diverse
 - D. Multicultural Education
- 4. Which setting is defined as solely a special education classroom?**
 - A. Related Services
 - B. Push-In
 - C. Self-Contained
 - D. Co-Teaching
- 5. Which term describes students who require language supports due to a non-English home language?**
 - A. Multicultural Education
 - B. English Language Learners (ELLs)
 - C. Linguistically Diverse
 - D. Child Find

- 6. Which concept describes professionals with different expertise working together to plan and deliver instructional services?**
- A. Differentiating Instruction
 - B. Enrichment
 - C. Collaboration
 - D. Graphic Organizers
- 7. What are annual goals and how do they differ from benchmarks/objectives?**
- A. Annual goals are short-term milestones; benchmarks are long-term targets.
 - B. Annual goals are only for behavior; benchmarks are only for academics.
 - C. Annual goals replace the IEP altogether; benchmarks are optional.
 - D. Annual goals are long-term yearly targets; benchmarks/objectives are shorter steps to measure progress toward the goal.
- 8. Which term describes the practice of placing students with similar achievement levels into the same courses?**
- A. AAC
 - B. English Language Learners (ELLs)
 - C. Ability Grouping
 - D. Child Find
- 9. What is the purpose of the assistive technology (AT) evaluation in a student's IEP?**
- A. To identify funding sources for devices.
 - B. To determine which devices and services best support learning and participation.
 - C. To assess general intelligence.
 - D. To schedule the IEP meeting.
- 10. Which term describes students who come from backgrounds different from American mainstream society?**
- A. Culturally Diverse
 - B. Linguistically Diverse
 - C. Multicultural Education
 - D. Adaptive Behavior

Answers

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

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Explanations

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1. What is the role of related service providers on the IEP team?

- A. They provide transportation only.
- B. They deliver services such as speech-language pathology, occupational therapy, etc., as needed to support the IEP.**
- C. They determine the general education curriculum exclusively.
- D. They are optional and rarely involved.

Related service providers are members of the IEP team who deliver the supports the student needs to access learning and reach the IEP goals. They include professionals like speech-language pathologists, occupational therapists, physical therapists, school counselors, and, when appropriate, transportation services. Their job is to provide those services directly or coach others so the student can participate in and benefit from the general education program. They work with teachers and families to ensure services align with the goals, monitor progress, and adjust as needed. They are not there to choose the general education curriculum by themselves; instead, they implement and support the plan to help the student progress.

2. Which of the following is a characteristic of high-incidence disabilities?

- A. Very rare in schools
- B. Typically associated with severe cognitive delays
- C. Are the most common categories in special education**
- D. Do not appear in general education settings

High-incidence disabilities are the categories you see most often in schools; they account for the largest share of students served in special education. Because these needs show up frequently, they're the ones educators most commonly encounter and plan for, and they're typically addressed with inclusive, targeted supports rather than intensive, separate services. Examples include learning disabilities and speech-language impairments, which involve processing or communication differences rather than severe cognitive impairment. This is why the statement that these disabilities are the most common categories in special education is the best choice. The other ideas don't fit because high-incidence disabilities are not rare in schools, they are not necessarily tied to severe cognitive delays (many students have average or higher cognitive abilities with specific processing gaps), and students with these disabilities often participate in general education settings with appropriate accommodations and supports rather than being excluded from general education.

3. Which approach focuses on representing and respecting multiple cultures in curriculum and school life?

- A. Bilingual Education
- B. Cultural Difference Model
- C. Linguistically Diverse
- D. Multicultural Education**

The main idea this question tests is how schools intentionally include and honor students' varied cultural backgrounds in both what is taught and how school life operates. Multicultural Education is the approach that does this most directly and comprehensively. It goes beyond just language or recognizing differences; it actively shapes curriculum, pedagogy, and school policy so that multiple cultures are represented, valued, and integrated into daily learning. This means selecting texts, perspectives, and historical viewpoints from a wide range of cultures; using teaching methods that are responsive to cultural diverse ways of learning; and creating a school climate that respects all students' backgrounds—engaging families and communities and addressing bias and inequity. Bilingual Education focuses primarily on language development for students who speak languages other than the dominant one, which is important but not enough by itself to ensure that multiple cultures are represented across all subjects and school practices. The Cultural Difference Model centers on acknowledging that cultures differ, but it can risk presenting culture as fixed traits rather than informing inclusive, integrated practice. Linguistically Diverse describes the student population rather than prescribing an approach to representation and inclusion in curricula and school life. Multicultural Education, by contrast, deliberately weaves cultural pluralism into content, teaching methods, and school culture to honor and include a broad range of cultural experiences.

4. Which setting is defined as solely a special education classroom?

- A. Related Services
- B. Push-In
- C. Self-Contained**
- D. Co-Teaching

Self-contained classrooms are spaces where instruction is provided entirely to students who receive special education, in a setting separate from general education. This arrangement means the classroom population is composed of students with disabilities and the instruction is tailored to their IEP goals, with little or no instruction happening in a general education room. In contrast, related services refer to supports like speech or occupational therapy that can occur alongside other settings; push-in involves specialists delivering services inside the general education classroom; and co-teaching is when a general education and a special education teacher share teaching duties in the general education setting. Because the defining feature of a self-contained setting is instruction conducted solely within a special education classroom, it is the best choice for this question.

5. Which term describes students who require language supports due to a non-English home language?

- A. Multicultural Education
- B. English Language Learners (ELLs)
- C. Linguistically Diverse**
- D. Child Find

The idea being tested is how we name students who come from homes where a language other than English is spoken and who may need supports to access the curriculum. Linguistically diverse is the best label here because it acknowledges the variety of language backgrounds in the classroom and signals the need for instructional approaches that support language development across different languages. It describes a group defined by language context rather than a specific service status, which makes it a flexible, inclusive way to plan supports for students who require language assistance. Think of it this way: English Language Learners is a precise designation for students enrolled in programs to develop English, but not every student from a non-English home language is necessarily in that category at any given time. Linguistically diverse covers all those students and guides teachers to provide appropriate language supports in general education settings. The other terms either focus on culture rather than language needs (multicultural education) or refer to a specific service designation (ELLs) or to identification for disability (Child Find), which aren't as directly tied to language supports in the home-language context.

6. Which concept describes professionals with different expertise working together to plan and deliver instructional services?

- A. Differentiating Instruction
- B. Enrichment
- C. Collaboration**
- D. Graphic Organizers

Collaboration is when professionals with different expertise work together to plan and deliver instructional services. This approach brings general educators, special educators, related service providers (like speech therapists or school psychologists), and families into joint planning, decision-making, and coordination of supports. The goal is a unified set of goals, strategies, and progress monitoring so that services and accommodations are aligned across the student's learning environments. This differs from differentiating instruction, which focuses on tailoring teaching within a single classroom to meet diverse needs; enrichment, which adds challenging activities for advanced learners; and graphic organizers, which are tools to help students organize information but do not describe team-based planning and delivery.

7. What are annual goals and how do they differ from benchmarks/objectives?

- A. Annual goals are short-term milestones; benchmarks are long-term targets.
- B. Annual goals are only for behavior; benchmarks are only for academics.
- C. Annual goals replace the IEP altogether; benchmarks are optional.
- D. Annual goals are long-term yearly targets; benchmarks/objectives are shorter steps to measure progress toward the goal.**

Annual goals establish what the student is expected to achieve over the course of the school year, serving as the long-term targets that guide instruction and evaluation. Benchmarks or objectives are the smaller, measurable steps used to monitor progress toward that yearly goal at regular intervals. Think of the annual goal as the destination and the benchmarks as the stepping stones you check along the way to ensure you're on track. For example, in math, an annual goal might be that by year's end the student will correctly solve multi-step problems with 80% accuracy. Benchmarks would then specify progress checkpoints, such as achieving 60% accuracy by the end of the first quarter, 70% by the second quarter, and so on, showing gradual progress toward the final target. In behavior, the annual goal might be to demonstrate on-task behavior for a set period, with benchmarks outlining expected increases in on-task time at regular intervals. This structure is different from statements that treat goals as short-term or that make benchmarks optional. It's about having a clear yearly target and concrete steps to demonstrate progress toward that target.

8. Which term describes the practice of placing students with similar achievement levels into the same courses?

- A. AAC
- B. English Language Learners (ELLs)
- C. Ability Grouping**
- D. Child Find

Ability grouping is the practice of placing students with similar achievement levels into the same courses. This approach aims to match instruction to students' demonstrated performance, allowing teachers to tailor pace and content to a common level of understanding. It can help students work with peers who are at a similar readiness, potentially making lessons more targeted and manageable. However, it can also raise concerns about equity and long-term exposure to a range of ideas and higher-level content if students remain in the same group for too long. AAC refers to augmentative and alternative communication supports for students with limited or no speech. ELLs are English Language Learners who need language development assistance. Child Find is the process under which a district identifies students who may have disabilities and might be eligible for special education services. In the context of grouping by achievement, the term that fits best is ability grouping.

9. What is the purpose of the assistive technology (AT) evaluation in a student's IEP?

- A. To identify funding sources for devices.
- B. To determine which devices and services best support learning and participation.**
- C. To assess general intelligence.
- D. To schedule the IEP meeting.

The assistive technology evaluation in an IEP is about identifying the specific tools and supports that will help the student access the curriculum and participate in school activities. The team looks at what tasks are challenging, what devices or strategies could make those tasks possible, and how the tools fit into the student's daily routines and goals. The outcome is a plan with recommended devices or software and the related services needed (training, setup, ongoing support) to use them effectively in learning. This focuses on enabling functional access and participation, not on measuring intelligence, securing funding, or scheduling the IEP meeting. For example, a student who struggles with writing might be recommended a word processor with speech-to-text, a keyboard, or an AAC device, along with teacher and student training on how to use these tools during instruction.

10. Which term describes students who come from backgrounds different from American mainstream society?

- A. Culturally Diverse**
- B. Linguistically Diverse
- C. Multicultural Education
- D. Adaptive Behavior

The main idea here is recognizing how students' backgrounds influence their learning. Culturally diverse describes students who come from cultures different from American mainstream society, encompassing differences in traditions, values, and experiences that shape how they engage with school. This term directly labels the diversity of cultural backgrounds in the classroom, which is central to understanding students' perspectives and tailoring instruction. It's the best fit because it explicitly centers culture as the basis for describing the students, rather than focusing on language skills or on a particular instructional approach. Linguistically diverse would highlight differences in language or dialect, which is important but narrower than culture as a whole. Multicultural education refers to teaching methods and curricula that incorporate multiple cultures, not to the students' own background descriptors. Adaptive behavior concerns daily living skills and independence, not cultural background.

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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