

# Praxis Special Education Early Childhood/Early Intervention (5692) 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. For a second-grade student with autism who has had unexcused absences over the past two weeks, what is the best initial action for teachers?**
  - A. Sending a truancy officer to the home**
  - B. Contacting the parents to gather information and discuss resolutions**
  - C. Scheduling an IEP meeting to reconsider placement**
  - D. Arranging for a peer to help catch up**
  
- 2. Which statement accurately reflects the impact on families caring for a child with a severe disability?**
  - A. The ability to sustain paid employment is reduced.**
  - B. Caregivers experience lower stress levels.**
  - C. Families encounter lower medical costs.**
  - D. There is no impact on family routines.**
  
- 3. Visual schedules are a beneficial tool to use with a student with autism spectrum disorder because they**
  - A. give the student something to look at during instruction**
  - B. provide structure to the classroom environment**
  - C. include the student in the general education classroom**
  - D. redirect the student when he or she is distracted**
  
- 4. When concerns about persistent aggression arise in a preschool child who attends both home and school, which professional should be contacted first to address potential underlying factors?**
  - A. Behavioral specialist**
  - B. Pediatrician**
  - C. School counselor**
  - D. Occupational therapist**

- 5. Mr. Jones is the lead teacher and Ms. Smith is the special education teacher in an inclusive third-grade classroom. They divide the class so that Mr. Jones teaches the larger group of students, while Ms. Smith works with those who need extra help. Which of the following terms best describes this coteaching model?**
- A. Station teaching**
  - B. Alternative teaching**
  - C. Team teaching**
  - D. One teach, one assist**
- 6. In a math lesson objective, the placement of the objective is most appropriate in which section of the lesson plan?**
- A. Guided practice**
  - B. Materials**
  - C. Objectives**
  - D. Summary**
- 7. What is the primary goal of criterion-referenced tests in the classroom?**
- A. To determine students' mastery of skills at given performance levels**
  - B. To provide feedback to improve student learning**
  - C. To measure students' academic growth during the school year**
  - D. To evaluate the effectiveness of the existing educational program**
- 8. Marcus, an 8-year-old boy with a specific learning disability (SLD), has difficulty with letter-size formation and word spacing, has poor spelling, and often complains of his hand being sore after writing because of an awkward pencil grip. The preceding symptoms are most often associated with which of the following?**
- A. Dysgraphia**
  - B. Dyslexia**
  - C. Dyspraxia**
  - D. Dyscalculia**

**9. Jerome is a 2-year-old diagnosed with cerebral palsy. He is eligible for which service?**

- A. Transition planning**
- B. Applied behavior analysis (ABA)**
- C. Early intervention**
- D. Response to Intervention (RTI)**

**10. Which theoretical approach is characterized by stimulus-response associations learned by the learner?**

- A. Behaviorism**
- B. Cognitivism**
- C. Social learning theory**
- D. Constructivism**

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## Answers

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

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## **Explanations**

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1. For a second-grade student with autism who has had unexcused absences over the past two weeks, what is the best initial action for teachers?
  - A. Sending a truancy officer to the home
  - B. Contacting the parents to gather information and discuss resolutions**
  - C. Scheduling an IEP meeting to reconsider placement
  - D. Arranging for a peer to help catch up

When a student with autism has unexcused absences, the best first step is to contact the parents to gather information and discuss possible resolutions. This approach centers collaboration with the family, which is essential for understanding why attendance is dipping and what supports might help. By talking with caregivers, you can learn about factors such as health issues, transportation, sensory or anxiety-related challenges, or difficulties with routines that may be making mornings or school days hard. With that information, you can tailor supports—like establishing predictable routines, targeted check-ins, or coordinating with school staff (nurse, counselor, or behavior supports)—to remove barriers and re-engage the student. This initial, family-centered outreach is preferable to punitive actions and sets the stage for any later steps, such as adjusting accommodations or, if appropriate, scheduling further planning.

2. Which statement accurately reflects the impact on families caring for a child with a severe disability?
  - A. The ability to sustain paid employment is reduced.**
  - B. Caregivers experience lower stress levels.
  - C. Families encounter lower medical costs.
  - D. There is no impact on family routines.

Caring for a child with a severe disability often requires substantial time for medical appointments, therapies, and continuous supervision, which can limit parents' ability to maintain full-time paid employment. When caregiving demands rise, many families adjust by reducing work hours, changing jobs for more flexible schedules, or leaving the workforce, leading to reduced income and potential career impacts. This makes the statement about sustaining paid employment being reduced the best reflection of typical family impact. In contrast, caregivers commonly experience higher stress due to ongoing care responsibilities, uncertainty, and daily demands, so the idea that stress levels are lower isn't accurate. Medical costs for these families are usually higher, not lower, because of ongoing therapies, equipment, and specialists. And family routines are typically altered to accommodate care schedules, not remaining unchanged.

- 3. Visual schedules are a beneficial tool to use with a student with autism spectrum disorder because they**
- A. give the student something to look at during instruction**
  - B. provide structure to the classroom environment**
  - C. include the student in the general education classroom**
  - D. redirect the student when he or she is distracted**

Visual schedules provide a predictable sequence of activities and transitions for the day. For a student with autism, predictability reduces anxiety and supports independent participation because they know what happens next and what is expected. Having a clear structure in the classroom helps organize routines, signals what comes after, and makes transitions smoother, so the student can engage more consistently with activities. This is why it's a beneficial tool. While it can be helpful to have something to look at during instruction, the primary benefit of visual schedules is the overall structure and predictability they create across the day. Inclusion in the general education classroom and redirection during distraction may be outcomes of good scheduling, but they aren't the main purpose of the tool itself.

- 4. When concerns about persistent aggression arise in a preschool child who attends both home and school, which professional should be contacted first to address potential underlying factors?**
- A. Behavioral specialist**
  - B. Pediatrician**
  - C. School counselor**
  - D. Occupational therapist**

When a preschooler shows persistent aggression across both home and school, the first step is to check for medical or developmental factors that could be driving the behavior. A pediatrician can conduct a physical and developmental review, assess sleep, nutrition, hearing and vision, and screen for medical or health-related issues that might be contributing. They can coordinate referrals to other specialists if needed and guide management that is appropriate across both environments. Other professionals have important roles as the process continues. A behavioral specialist can help teach new skills and shape responses to reduce aggression, a school counselor can support behavior plans in the educational setting, and an occupational therapist can address sensory or motor factors that may be contributing. But the initial, most essential step is a medical evaluation by the pediatrician to identify or rule out underlying factors.

**5. Mr. Jones is the lead teacher and Ms. Smith is the special education teacher in an inclusive third-grade classroom. They divide the class so that Mr. Jones teaches the larger group of students, while Ms. Smith works with those who need extra help. Which of the following terms best describes this coteaching model?**

- A. Station teaching**
- B. Alternative teaching**
- C. Team teaching**
- D. One teach, one assist**

The main idea is dividing students into two groups based on needs, with one teacher delivering the core instruction to the whole class while the other provides targeted instruction to a smaller group. This arrangement fits alternative teaching, where a general and a special education teacher collaborate by pulling out a smaller group for remediation, reteaching, or more intensive support while the rest of the class continues with the larger-group instruction. It differs from station teaching (both teachers teach different groups at separate stations and rotate), team teaching (both teachers present the same content to the whole class together), and one teach, one assist (one teacher leads while the other circulates to support students during the same lesson). Here, the described split for targeted help while the large group is taught aligns with alternative teaching.

**6. In a math lesson objective, the placement of the objective is most appropriate in which section of the lesson plan?**

- A. Guided practice**
- B. Materials**
- C. Objectives**
- D. Summary**

The objective defines exactly what students should be able to do by the end of the lesson, and it should anchor the entire plan from the start. In a math lesson, this means a clear, observable goal that states the specific skill or concept students will demonstrate, and it guides what you teach, how you question students, and how you assess progress. Placing this in the Objectives section makes the goal transparent to both you and the students, and it informs what guided practice and independent work should focus on, as well as how success will be measured. Materials lists tools and resources, guided practice is where you model and support students through the task, and the summary wraps up and reflects on learning. Since the objective is about the learning target itself, it belongs in the Objectives section.

7. What is the primary goal of criterion-referenced tests in the classroom?

- A. To determine students' mastery of skills at given performance levels**
- B. To provide feedback to improve student learning**
- C. To measure students' academic growth during the school year**
- D. To evaluate the effectiveness of the existing educational program**

Criterion-referenced tests are designed to determine whether a student has mastered predefined skills or standards. The scores are interpreted against fixed criteria, showing whether the learner meets the target level for each skill rather than how they compare to other students. This emphasis on mastery at specific performance levels is why the primary goal is identifying whether the learner has achieved the defined standards. While results can inform feedback to guide instruction and can be used alongside growth measures or program evaluation, the main purpose remains confirming mastery of the specified skills.

8. Marcus, an 8-year-old boy with a specific learning disability (SLD), has difficulty with letter-size formation and word spacing, has poor spelling, and often complains of his hand being sore after writing because of an awkward pencil grip. The preceding symptoms are most often associated with which of the following?

- A. Dysgraphia**
- B. Dyslexia**
- C. Dyspraxia**
- D. Dyscalculia**

Handwriting-specific learning difficulty is the focus here. The combination of trouble with letter-size formation, inconsistent word spacing, and an awkward pencil grip that makes writing painful fits dysgraphia, a disability that impairs the physical act of writing and the ability to produce legible, organized written work. Spelling struggles can accompany dysgraphia because the act of putting letters on the page is affected, and fine-motor control needed for writing is compromised. Dyslexia centers on reading and phonological processing, not handwriting quality. Dyspraxia involves broader motor coordination and planning across many tasks, though it can affect writing; the key issue in this case is the specific difficulty with handwriting itself. Dyscalculia is a math-related learning disability, not about writing.

**9. Jerome is a 2-year-old diagnosed with cerebral palsy. He is eligible for which service?**

- A. Transition planning**
- B. Applied behavior analysis (ABA)**
- C. Early intervention**
- D. Response to Intervention (RTI)**

When a child is under 3 years old and has a diagnosed condition that affects development, they are eligible for early intervention services. Jerome has cerebral palsy and is 2 years old, which fits this criterion, so early intervention is the services he would be eligible to receive. Early intervention focuses on supporting development in the natural environment through services like physical therapy, occupational therapy, speech-language therapy, and family-centered supports to help the child reach developmental goals. Transition planning is something that typically begins later, as children approach school age, to prepare for moving to general education or other services. RTI is a school-based approach used to address learning difficulties in older children, and ABA is a specific intervention that may be used if indicated, but not the automatic eligibility pathway for a toddler with a diagnosed condition.

**10. Which theoretical approach is characterized by stimulus-response associations learned by the learner?**

- A. Behaviorism**
- B. Cognitivism**
- C. Social learning theory**
- D. Constructivism**

Stimulus-response associations learned by the learner are the hallmark of this approach. In behaviorism, learning is seen as a change in observable behavior that happens when environmental stimuli are paired with responses and reinforced to strengthen the connection or punished to weaken it. The learner is guided by external cues, and internal thoughts are not required to explain the change in behavior. Through conditioning and reinforcement, these stimulus-response links become strong enough to produce consistent behaviors in response to specific stimuli. While other theories emphasize thinking, modeling, or constructing knowledge, behaviorism centers on the external relationships between stimuli and responses and how reinforcement shapes them.

## 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](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://praxis5692.examzify.com>**

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

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