

PRAXIS SPECIAL EDUCATION EARLY CHILDHOOD/EARLY INTERVENTION (5692) 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. Which step is most appropriate before seeking related services for a child with fine motor difficulties?**
 - A. Adapting classroom activities to accommodate fine motor difficulties
 - B. Giving home activities for parents to work on
 - C. Providing a paraprofessional to help develop fine motor skills
 - D. Asking another teacher to provide a second opinion
- 2. Which of the following best describes how the IEP team should proceed when a student's parents call on the day of an IEP meeting saying they cannot attend due to transportation issues?**
 - A. The IEP team should continue the meeting without the parents.
 - B. The IEP team should help the parents find transportation.
 - C. The IEP team should offer to reschedule the meeting to a mutually agreed-upon time.
 - D. The IEP team should ask the parents whether another family member can attend.
- 3. Which statement best defines a curriculum modification?**
 - A. Providing additional time for assignments
 - B. Changing the content and level of difficulty
 - C. Allowing use of a calculator for all tasks
 - D. Providing notes and outlines of lessons
- 4. A parent of a student with autism spectrum disorder (ASD) in a self-contained classroom is seeking activities the student can do independently during free time. Which skill is being targeted?**
 - A. Social skills
 - B. Self-advocacy skills
 - C. Motor skills
 - D. Leisure skills
- 5. A severe visual impairment is most likely to affect a child's development by resulting in which of the following?**
 - A. Intolerance to certain foods
 - B. Delayed gross motor skills
 - C. Improper phonetic pronunciation
 - D. Poor sleeping habits

- 6. Which theory is most associated with learning through observing others and modeling behavior?**
- A. Behaviorism
 - B. Cognitivism
 - C. Social learning theory
 - D. Constructivism
- 7. A second-grade student with EBD displays disruptive behavior with occasional verbal outbursts. Which intervention is most appropriate after an FBA?**
- A. Sending the student to the principal's office each time the behavior occurs
 - B. Creating a positive behavior plan in which the student earns a reward for every ten minutes of appropriate behavior
 - C. Meeting with the IEP team to suggest an out-of-district placement for the student
 - D. Collecting data on the frequency and duration of the behavior to discuss with the student's parents
- 8. A first-grade behavior contract indicates that a student will earn a check mark for appropriate social interactions and, after ten check marks, will receive fifteen minutes of free time. What behavior management concept is this an example of?**
- A. Shaping technique
 - B. Self-managing skills
 - C. Reinforcement schedule
 - D. Chaining method
- 9. Which statement best reflects the occupational therapist's role related to assistive technology in schools?**
- A. OTs primarily diagnose learning disabilities
 - B. OTs may recommend assistive technology to promote sustained attention
 - C. OTs focus only on physical therapy
 - D. OTs replace teachers in delivering instruction

10. Which statement about IEP goals is most accurate?

- A. They should be vague so progress can be interpreted flexibly
- B. They should be measurable and tied to specific criteria
- C. They should only address behavior and not academics
- D. They should be the same for all students

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Answers

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

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Explanations

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1. Which step is most appropriate before seeking related services for a child with fine motor difficulties?

- A. Adapting classroom activities to accommodate fine motor difficulties**
- B. Giving home activities for parents to work on
- C. Providing a paraprofessional to help develop fine motor skills
- D. Asking another teacher to provide a second opinion

Addressing the child's barrier in the classroom first is essential. Adapting classroom activities to accommodate fine motor difficulties allows the student to access and participate in learning tasks with supports built into the regular instruction. This approach helps you gather practical, in-context data on whether the issue can be managed with modifications before moving to more specialized services. By providing alternatives such as larger-format paper, keyboarding or speech-to-text options, or reorganizing writing tasks, you can often reduce the demands that rely on fine motor skills and see how the student progresses with these adjustments. Giving home activities for parents places responsibilities outside the school day and may not accurately reflect the student's performance in the instructional setting, so it's not the best initial step for determining need for related services. A paraprofessional can be helpful, but introducing that level of support typically follows after in-class accommodations have been tried and documented, as part of a broader plan if additional support remains necessary. Asking another teacher for a second opinion might be useful in some contexts, but it doesn't directly address the student's access to the current curriculum; the most immediate step is to implement at-school accommodations and monitor impact.

2. Which of the following best describes how the IEP team should proceed when a student's parents call on the day of an IEP meeting saying they cannot attend due to transportation issues?

- A. The IEP team should continue the meeting without the parents.
- B. The IEP team should help the parents find transportation.
- C. The IEP team should offer to reschedule the meeting to a mutually agreed-upon time.**
- D. The IEP team should ask the parents whether another family member can attend.

Parental participation in IEP meetings is essential, and meetings should be scheduled at a time that works for families to ensure their input is included. If the parents can't attend on the day due to transportation, the team should offer to reschedule to a mutually agreed-upon time so they can participate. This upholds their right to be involved in decision-making about their child's services. The team should not proceed without them, and options like arranging another family member's attendance don't substitute for the parents' direct input. If feasible, you can also offer remote participation (conference call or video conference) to accommodate transportation barriers, but the key action is setting a new meeting time that works for everyone.

3. Which statement best defines a curriculum modification?

- A. Providing additional time for assignments
- B. Changing the content and level of difficulty**
- C. Allowing use of a calculator for all tasks
- D. Providing notes and outlines of lessons

The main idea here is how a curriculum is adapted to meet a learner's needs. A curriculum modification means changing what is taught and how hard it is, so the content itself is altered to fit the student's abilities and goals. This is about adjusting the material and its level of complexity, not just changing how the student works or shows their learning. Why this option fits best: altering the content and the level of difficulty directly changes the learning expectations, making instruction meaningful for a student who may need simplified concepts or alternative topics while still targeting important skills. Think of an example: a student who struggles with grade-level text might work with simpler passages and vocabulary, focusing on the same underlying reading skills but at a level that's accessible. In math, they might tackle fewer topics with supports that match their development, rather than attempting the exact grade-level curriculum. The other options are different kinds of supports that don't change what is being learned. Providing extra time, allowing a calculator for all tasks, and giving notes or outlines are accommodations—adjustments in how the student engages with the tasks or demonstrates learning, not changes to the curriculum content itself.

4. A parent of a student with autism spectrum disorder (ASD) in a self-contained classroom is seeking activities the student can do independently during free time. Which skill is being targeted?

- A. Social skills
- B. Self-advocacy skills
- C. Motor skills
- D. Leisure skills**

Leisure skills are what this scenario targets: helping a student with ASD choose and carry out activities during free time independently. This involves the ability to select an activity, set it up, and participate with minimal prompting, which is essential in a self-contained classroom where independent engagement reduces downtime and supports self-determined behavior. Social skills would emphasize interacting with others, which isn't the primary focus when the student is doing activities alone. Self-advocacy involves articulating needs or preferences, and motor skills focus on physical actions, not the independent initiation and completion of enjoyable activities. To support this, offer a range of accessible leisure options, teach a simple choice-making routine (with visuals if helpful), and gradually fade prompts to promote true independence.

5. A severe visual impairment is most likely to affect a child's development by resulting in which of the following?

- A. Intolerance to certain foods
- B. Delayed gross motor skills**
- C. Improper phonetic pronunciation
- D. Poor sleeping habits

Severe visual impairment affects how a child experiences and interprets space and movement, so it most directly influences gross motor development. Vision helps a child judge depth, distance, and location in space, which are crucial for planning and coordinating large movements like rolling, sitting, crawling, standing, and walking. With limited visual input, these spatial cues are reduced, making it harder to practice and refine those big movements, often leading to delays in milestone achievement. Other options don't align as closely with what vision loss typically changes. Intolerance to certain foods isn't linked to vision. Improper phonetic pronunciation relates more to hearing and language exposure than to sight. Poor sleeping habits can stem from many factors, but they aren't a primary or direct consequence of visual impairment.

6. Which theory is most associated with learning through observing others and modeling behavior?

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

Learning through observing others and modeling behavior is explained by Social learning theory. This perspective shows that people, especially children, learn new actions and social skills by watching a model, noticing the consequences, and then imitating what they see. It emphasizes processes like paying attention to the model, retaining what's observed, being able to reproduce the behavior, and having motivation to imitate (including seeing the model rewarded for the behavior). In practice, you might see a child imitate a peer who shares and is praised, then adopt that sharing behavior themselves. This fits better than other theories because it specifically centers on learning from others through observation and imitation, not just pairings of stimulus and response or internal thinking alone. Behaviorism focuses on reinforcement of visible actions, cognition focuses on mental processes, and constructivism emphasizes constructing knowledge through active experience—none of these centers on modeling and observational learning as the core route to acquiring new behaviors.

7. A second-grade student with EBD displays disruptive behavior with occasional verbal outbursts. Which intervention is most appropriate after an FBA?

- A. Sending the student to the principal's office each time the behavior occurs
- B. Creating a positive behavior plan in which the student earns a reward for every ten minutes of appropriate behavior**
- C. Meeting with the IEP team to suggest an out-of-district placement for the student
- D. Collecting data on the frequency and duration of the behavior to discuss with the student's parents

Translating an FBA into a positive behavior intervention plan that reinforces appropriate behavior is the approach that best fits after identifying why the disruptive actions occur. When you understand the function of the behavior, you design supports that teach and reward the replacement behavior, making the desired behavior more likely to occur. Implementing a plan that clearly ties rewards to extended periods of appropriate behavior gives the student a concrete target to work toward and provides teachers with a consistent, measurable method to support progress. This proactive, reinforcement-based approach helps address the underlying need the behavior serves, reduces reliance on punitive responses, and aligns with a coherent system of supports for a student with emotional/behavioral challenges. Data collection is essential for tracking progress and informing adjustments, but it serves the monitoring role rather than being the direct intervention. Punitive steps like sending the student to the office repeatedly or drastic changes such as out-of-district placement are not appropriate immediate responses after an FBA, as they do not teach the student the skills needed to behave appropriately in the classroom.

8. A first-grade behavior contract indicates that a student will earn a check mark for appropriate social interactions and, after ten check marks, will receive fifteen minutes of free time. What behavior management concept is this an example of?

- A. Shaping technique
- B. Self-managing skills
- C. Reinforcement schedule**
- D. Chaining method

Reinforcement schedules describe when rewards are given after a behavior, and this example uses a fixed-ratio approach. The student earns a check mark for each appropriate social interaction, and after accumulating ten checks, a larger reward—fifteen minutes of free time—is delivered. Because the reinforcement is provided after a set number of responses, it fits a fixed-ratio schedule. The check marks can function like tokens in a token economy, but the core idea is the predictable, ratio-based delivery of reinforcement. Shaping would involve reinforcing successive approximations toward a new target behavior, not simply delivering a reward after a specified count of interactions. Self-managing skills refer to the student taking control of monitoring and reinforcing their own behavior, which isn't stated here as the student managing the reinforcement themselves. Chaining involves linking a sequence of behaviors to form a single complex action, which is not what's happening in this scenario.

9. Which statement best reflects the occupational therapist's role related to assistive technology in schools?

- A. OTs primarily diagnose learning disabilities
- B. OTs may recommend assistive technology to promote sustained attention**
- C. OTs focus only on physical therapy
- D. OTs replace teachers in delivering instruction

In school settings, occupational therapists focus on helping students participate in everyday activities, including learning tasks, by selecting and shaping tools and supports that fit each child's needs. When it comes to assistive technology, the goal is to remove barriers that disrupt attention and enable longer, more effective engagement with tasks. OTs may recommend AT such as a timer or structured checklists to help organize work, text-to-speech or voice output devices to lessen decoding demands, or adaptive input methods to reduce motor strain. These tools can make it easier for a student to focus, stay on task, and complete activities with less frustration, which supports sustained attention in the classroom. This work is collaborative, typically involving teachers and other specialists to integrate the chosen technology into instruction and routines. OT duties aren't to diagnose learning disabilities, nor to provide physical therapy in isolation, and they certainly don't replace teachers. Rather, they complement instruction by enabling access to learning through appropriate technology and supports.

10. Which statement about IEP goals is most accurate?

- A. They should be vague so progress can be interpreted flexibly
- B. They should be measurable and tied to specific criteria**
- C. They should only address behavior and not academics
- D. They should be the same for all students

IEP goals must be measurable and tied to specific criteria so progress can be tracked objectively. This means the goal describes an observable action, states the conditions under which the action will occur, includes a baseline, and sets a clear criterion for success within a defined time frame. When goals are written this way, teams can consistently collect data, determine whether the student is making progress, and adjust instruction or supports as needed to meet annual objectives. For example, a measurable goal might say, "The student will read 15 high-frequency words with 90% accuracy in a one-minute probe across three consecutive sessions." Vague goals make it hard to know if progress is happening, focusing only on behavior or only on academics can miss other needs, and goals should be individualized rather than the same for every student.

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://praxis5692.examzify.com>

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

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