

SPED Child Study Team (CST) Practice Test (Sample)

Study Guide



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Questions

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- 1. How is differentiation implemented in special education?**
 - A. By maintaining the same instruction for all students**
 - B. Through tailoring instruction to meet diverse needs**
 - C. By avoiding adjustments for high-performing students**
 - D. By providing equal assignments for every student**
- 2. What does FAPE stand for in the context of Special Education?**
 - A. Fundamental Assistance for Public Education**
 - B. Free Appropriate Public Education**
 - C. Federal Assistance for Public Education**
 - D. Free Access to Public Education**
- 3. What requirement must the Committee on Special Education (CSE) consider regarding a student with a Behavioral Intervention Plan (BIP)?**
 - A. The student's grade level in school**
 - B. The results of the progress-monitoring data associated with the student's BIP**
 - C. The opinions of the classroom teacher only**
 - D. The recommendations from the parents**
- 4. What does "specially designed instruction" refer to?**
 - A. Standardized teaching methods applicable to all students**
 - B. Adapting teaching strategies to fit the unique needs of students with disabilities**
 - C. Creative teaching techniques for gifted learners**
 - D. Instruction that is only administrative in nature**
- 5. What aspect must a special education teacher consider when evaluating the effectiveness of an intervention?**
 - A. The overall achievement of all students**
 - B. The degree to which the assessment relates to the target skill instruction**
 - C. The time spent on the intervention**
 - D. The teacher's experience level in special education**

- 6. Where should a special education teacher look to find information about the frequency of a student's counseling services?**
- A. Student's medical records**
 - B. Recommended Special Education Services in the IEP**
 - C. Classroom behavior logs**
 - D. Parental communication notes**
- 7. Which law particularly emphasizes the need for special education services for students with disabilities?**
- A. Rehabilitation Act**
 - B. Individuals with Disabilities Education Act (IDEA)**
 - C. Americans with Disabilities Act**
 - D. Every Student Succeeds Act**
- 8. According to the IDEA, what is a criterion for eligibility for special education related to intellectual disability?**
- A. Above-average intelligence**
 - B. Significant deficits in adaptive behavior**
 - C. Exceptional emotional stability**
 - D. High performance in physical tasks**
- 9. When working with a student with a learning disability, what is a critical component of collaboration among educators?**
- A. Teachers should work in isolation to focus on their specific teaching styles**
 - B. Project-based learning should replace individualized instruction**
 - C. Effective communication regarding student progress and needs must be prioritized**
 - D. Assessment results should be kept confidential between special and general education teachers**

10. What does the least restrictive environment (LRE) principle ensure?

- A. Students are kept in separate classrooms at all times**
- B. Students with disabilities are educated with non-disabled peers to the maximum extent appropriate**
- C. Students receive all instruction in a specialized setting**
- D. Students have access to online learning only**

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Answers

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

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Explanations

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1. How is differentiation implemented in special education?

- A. By maintaining the same instruction for all students**
- B. Through tailoring instruction to meet diverse needs**
- C. By avoiding adjustments for high-performing students**
- D. By providing equal assignments for every student**

The implementation of differentiation in special education is crucial for addressing the unique needs of each student. Tailoring instruction to meet diverse needs recognizes that students have varying abilities, learning styles, and interests. This approach involves modifying content, process, and products based on individual assessments and responses. By personalizing learning experiences, educators can foster engagement and improve outcomes for students with disabilities, allowing them to grasp concepts at their own pace and in ways that resonate with them. This tailored instruction helps ensure that all students, regardless of their challenges, can access the curriculum and build on their strengths. Options that suggest maintaining uniform instruction, avoiding adjustments for certain students, or providing equal assignments overlook the importance of recognizing individual differences and the necessity of adapting teaching strategies to support all learners effectively. In contrast, differentiation's focus on individualized approaches significantly enhances learning opportunities and success in special education settings.

2. What does FAPE stand for in the context of Special Education?

- A. Fundamental Assistance for Public Education**
- B. Free Appropriate Public Education**
- C. Federal Assistance for Public Education**
- D. Free Access to Public Education**

FAPE stands for Free Appropriate Public Education, which is a critical principle in special education. The concept of FAPE ensures that students with disabilities are provided with educational services that are designed to meet their unique needs at no cost to their families. This means that schools are required to provide necessary accommodations and modifications to the curriculum, as well as related services, to ensure that students with disabilities have access to the same educational opportunities as their peers without disabilities. FAPE is mandated by the Individuals with Disabilities Education Act (IDEA), which emphasizes the importance of delivering educational services that are not only free but also appropriate to the individual needs of each student. This ensures that all students receive a meaningful education that prepares them for further education, employment, and independent living. Understanding FAPE is essential for educators, parents, and policymakers as it underpins the legal rights of students with disabilities, ensuring they have equitable access to public education and the resources needed for their academic success.

3. What requirement must the Committee on Special Education (CSE) consider regarding a student with a Behavioral Intervention Plan (BIP)?

- A. The student's grade level in school
- B. The results of the progress-monitoring data associated with the student's BIP**
- C. The opinions of the classroom teacher only
- D. The recommendations from the parents

The correct answer focuses on the critical need for the Committee on Special Education (CSE) to consider the results of the progress-monitoring data associated with a student's Behavioral Intervention Plan (BIP). This data is essential as it provides objective evidence about the effectiveness of the interventions specified in the BIP. By analyzing this data, the CSE can determine whether the strategies being implemented are helping the student make progress toward their behavioral goals. It ensures that decisions made during meetings are grounded in factual and measurable information, enabling the committee to adjust the interventions if needed to better support the student. In contrast, while the student's grade level, opinions of the classroom teacher, and recommendations from parents are all valuable considerations in a broader context, they do not directly address the specific concern of monitoring and evaluating the effectiveness of the BIP. Grade level may influence educational strategies but does not provide information on the behavior itself. Teacher opinions and parental recommendations are subjective and can vary widely; they are important but less reliable than empirical data when making decisions focused on behavioral interventions. Thus, the emphasis on progress-monitoring data underscores the importance of data-driven decision-making in the context of special education.

4. What does "specially designed instruction" refer to?

- A. Standardized teaching methods applicable to all students
- B. Adapting teaching strategies to fit the unique needs of students with disabilities**
- C. Creative teaching techniques for gifted learners
- D. Instruction that is only administrative in nature

"Specially designed instruction" specifically refers to the process of adapting teaching strategies, materials, and delivery methods to meet the unique needs of students with disabilities. This tailored approach focuses on modifying the curriculum or educational practices to ensure that students with diverse learning profiles can access the same educational opportunities as their peers. This concept is a fundamental component of special education, emphasizing the necessity to consider the individual strengths and challenges of each student. By employing specially designed instruction, educators can create a supportive and inclusive learning environment that promotes academic success and engagement for students who may require additional support due to their disabilities. This term stands apart from the other options, which either imply a one-size-fits-all approach or focus on populations that do not specifically require adaptations, such as gifted learners or administrative aspects of teaching.

5. What aspect must a special education teacher consider when evaluating the effectiveness of an intervention?

A. The overall achievement of all students

B. The degree to which the assessment relates to the target skill instruction

C. The time spent on the intervention

D. The teacher's experience level in special education

When evaluating the effectiveness of an intervention, it is crucial for a special education teacher to consider the degree to which the assessment relates to the target skill instruction. This aspect is vital because the purpose of the intervention is to enhance specific skills or abilities in students who require special education services. If the assessment is closely aligned with the skills being taught, it provides a clear measure of whether the intervention is having the desired effect. This alignment ensures that the data gathered during assessment reflects the actual skills being targeted, allowing for an accurate evaluation of progress and effectiveness. A relevant assessment can help determine if the intervention meets the needs of the learners, allowing for adjustments to be made if necessary to improve outcomes. By focusing on this relationship, teachers can ensure that their interventions are both purposeful and beneficial for their students.

6. Where should a special education teacher look to find information about the frequency of a student's counseling services?

A. Student's medical records

B. Recommended Special Education Services in the IEP

C. Classroom behavior logs

D. Parental communication notes

The correct answer is that a special education teacher should look at the recommended special education services in the Individualized Education Program (IEP) to find information about the frequency of a student's counseling services. The IEP is a legal document that outlines the specific educational goals, accommodations, and services that a student with a disability is entitled to receive. Within the IEP, details regarding the type and amount of services, including counseling, are specified to ensure that the student's needs are met effectively. The frequency of counseling services is typically articulated in this document, providing clear guidance for teachers and other professionals involved in the student's education. This makes the IEP the most authoritative source for understanding the exact requirements and supports that are designed for each individual student. On the other hand, medical records may contain health information but are generally not focused on educational services or the specific supports outlined in the IEP. Classroom behavior logs can provide insights into a student's behavior and performance but do not explicitly detail the counseling services a student is receiving or how often. Parental communication notes can offer context or observations from home, but these are not standardized and may not include all relevant details regarding service frequency as outlined in the IEP. Thus, the recommended special education services in the IEP are

7. Which law particularly emphasizes the need for special education services for students with disabilities?

A. Rehabilitation Act

B. Individuals with Disabilities Education Act (IDEA)

C. Americans with Disabilities Act

D. Every Student Succeeds Act

The Individuals with Disabilities Education Act (IDEA) is a critical piece of legislation that mandates specific educational practices and protections for students with disabilities. Enacted initially in 1975 and reauthorized several times, IDEA ensures that students with disabilities have the right to a free appropriate public education (FAPE) tailored to their individual needs. This law establishes the framework for how states and public agencies provide services to students with disabilities, including the development of Individualized Education Programs (IEPs) that set specific goals and support required for each student to succeed in school. IDEA emphasizes not just access to education, but also the importance of providing necessary services and supports that accommodate the diverse needs of students with disabilities, ensuring they can participate effectively in the educational process alongside their non-disabled peers. This law has been pivotal in promoting inclusive practices and enhancing educational outcomes for children with disabilities across the United States.

8. According to the IDEA, what is a criterion for eligibility for special education related to intellectual disability?

A. Above-average intelligence

B. Significant deficits in adaptive behavior

C. Exceptional emotional stability

D. High performance in physical tasks

The criterion for eligibility for special education related to intellectual disability under the Individuals with Disabilities Education Act (IDEA) includes significant deficits in adaptive behavior. Adaptive behavior refers to the skills needed for daily living, such as communication, self-care, social skills, and the ability to function independently. Individuals with intellectual disabilities typically show substantial limitations in these areas compared to their peers. Having deficits in adaptive behavior is crucial because it directly affects a child's ability to learn in typical educational settings. This is particularly important for developing an Individualized Education Program (IEP), ensuring that the educational needs of the child are appropriately met. By contrast, above-average intelligence, exceptional emotional stability, and high performance in physical tasks do not align with the criteria established by IDEA for intellectual disability, as these characteristics do not reflect the challenges faced by students with intellectual disabilities. These students often require targeted support to develop the necessary skills for independence and integration into society.

- 9. When working with a student with a learning disability, what is a critical component of collaboration among educators?**
- A. Teachers should work in isolation to focus on their specific teaching styles**
 - B. Project-based learning should replace individualized instruction**
 - C. Effective communication regarding student progress and needs must be prioritized**
 - D. Assessment results should be kept confidential between special and general education teachers**

Effective communication regarding student progress and needs is essential when collaborating with educators who are working with a student with a learning disability. This collaboration ensures that all teachers involved share relevant insights and strategies, allowing them to address the unique challenges the student faces. By prioritizing communication, educators can develop a cohesive plan tailored to the student's individual needs, making it easier to adapt instruction and support in various learning environments. When educators focus on sharing information about the student's achievements and areas requiring additional support, they create a well-informed team that can implement the most effective interventions. Regular communication helps to maintain a consistent approach, ensuring that strategies used in special education are reinforced in general education settings, thereby fostering a more inclusive and supportive educational experience for the student. This critical component of collaboration ultimately enhances the overall effectiveness of the educational program, as all team members are aligned in their understanding of the student's strengths and weaknesses and can work cohesively toward shared goals.

- 10. What does the least restrictive environment (LRE) principle ensure?**
- A. Students are kept in separate classrooms at all times**
 - B. Students with disabilities are educated with non-disabled peers to the maximum extent appropriate**
 - C. Students receive all instruction in a specialized setting**
 - D. Students have access to online learning only**

The least restrictive environment (LRE) principle is a foundational concept in special education that mandates that students with disabilities should be educated with their non-disabled peers to the maximum extent appropriate. This principle is rooted in the belief that, whenever possible, children with disabilities should have the opportunity to learn alongside their typically developing peers, as this promotes inclusion and social interaction, which are vital for their overall development. In practice, the LRE principle ensures that educational settings are designed to provide the necessary supports and services that a student may need without segregating them from their peers. This approach not only helps in the academic growth of students with disabilities but also fosters an understanding and acceptance among all students, contributing to a diverse and inclusive educational environment. Furthermore, the LRE principle aligns with various legislative requirements, including the Individuals with Disabilities Education Act (IDEA), which emphasizes inclusion and individualized support tailored to each child's unique needs. It also encourages schools to adopt practices that facilitate integration rather than isolation, ensuring that students with disabilities receive a quality education in the least restrictive environment suitable for them.