

Special Education: Preschool/Early Childhood Education (0690)

Test at a Glance

Test Name	Special Education: Preschool/Early Childhood		
Test Code	0690		
Time	2 hours		
Number of Questions	110		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Questions
	I. Human Growth and Development	16	15%
	II. Knowledge of Disabling Conditions	12	11%
	III. Evaluation, Assessment, and Eligibility Criteria	16	15%
	IV. Planning and Service Delivery	17	15%
	V. Family and Community Aspects	21	19%
	VI. Professional Practice	28	25%

About This Test

The Special Education: Preschool/Early Childhood test is designed to assess the knowledge of prospective teachers of special education in preschool through grade 1 (ages 3 through 6). The 110 multiple-choice questions assess the knowledge of basic concepts and principles and the ability to apply that knowledge in real-life situations. The examination is typically taken by examinees who have completed a bachelor's degree program in special education with appropriate coursework in preschool and early childhood special education. Extensive knowledge of specialty areas, such as education of students with learning disabilities or hearing impairments, is not required.

The six content categories cover human growth and development; causes, characteristics, and medical aspects of disabling conditions; evaluation and assessment; planning and delivery of service; family and community aspects; and professional knowledge and intervention models.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Human Growth and Development

- Aspects of typical and atypical development from conception through age six: cognitive, physical, motor, social and emotional, language, play, perceptual

II. Knowledge of Disabling Conditions

- Causes and characteristics of at-risk conditions and disabling conditions: mental retardation, learning disabilities, emotional disturbances, vision impairments, hearing impairments, speech and language impairments, physical and health impairments, multiple disabilities, developmental delays, traumatic brain injury
- Biological, environmental, and nutritional aspects such as toxins, legal aspects, genetics, prematurity, and medical procedures

III. Evaluation, Assessment, and Eligibility Criteria

- Instrumentation and procedures: child find and screening; referral implementation; diagnostic evaluation; tracking; eligibility criteria; assessment of the child, the family, and the child's environment

IV. Planning and Service Delivery

- Individualized family service plans; individual educational programs; interdisciplinary process; service delivery systems, including caregiver programs and settings; case management, in cases from birth to two years and in cases from three years to five years

V. Family and Community Aspects

- Family systems theory; family dynamics; issues faced by families of children with special needs; communications; family support systems; community resources; family involvement, including empowerment and parent training

VI. Professional Practice

- History, legislation and litigation, philosophical and ethical issues, records management, rationale, research
- Curriculum considerations: teaming, transitioning, integration and mainstreaming, community resources, placement

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

- Which of the following best describes the main accomplishment of a typical baby during the first six weeks after birth?
 - Myelinization is completed.
 - Basic senses begin to function.
 - Reflexes increase in efficiency and complexity.
 - Visually directed reaching begins.
- In the United States, separation anxiety normally peaks during what age range?
 - 4–10 months
 - 12–18 months
 - 24–30 months
 - 36–42 months
- Research on the intellectual abilities of children with myelomeningocele, as a group, has suggested that
 - they tend to score lower on intelligence tests than children without disabilities, particularly if they have hydrocephalus
 - most have subaverage intelligence, though a small percentage have average or above-average intelligence
 - their intellectual capacity tends to decrease during their first few years of formal schooling
 - those who have functioning shunts achieve higher performance IQ scores than verbal IQ scores
- A developmental abnormality that results in a head circumference three or more standard deviations below average is called
 - microcephaly
 - megalocephaly
 - hydrocephaly
 - holoprosencephaly
- A student who has moved from another state has an individualized education program (IEP) already in place, but the child's other official records have not yet arrived. Which of the following actions by the multidisciplinary team would be most appropriate?
 - Convening and making an interim placement based on the records and information at hand
 - Placing the child in a regular class and planning to convene formally when full records are received
 - Placing the child in a special education class and planning to convene formally when full records are received
 - Performing a complete assessment
- In addition to the parent(s), a minimum team for transdisciplinary play-based assessment (TPBA) consists of which of the following groups of three professionals?
 - A speech/language pathologist, an occupational or physical therapist, and a teacher or psychologist
 - A speech/language pathologist, an educational administrator, and a teacher
 - A social worker or counselor, an early interventionist, and a pediatrician or neurologist
 - A play therapist, a psychologist, and a service coordinator or caseworker

7. Systematic and ongoing education of high school girls about prenatal care best exemplifies which of the following?
- (A) Primary prevention
 - (B) Secondary prevention
 - (C) Tertiary prevention
 - (D) Early intervention
8. Which of the following describes the most appropriate view of the role of families in early intervention?
- (A) Families must be fully educated to understand what early intervention is and why their children will benefit from it.
 - (B) Families of targeted children are equal partners and collaborators with professionals in early intervention.
 - (C) Families should be trained to eventually become their own service coordinators.
 - (D) Under the law, families have equal rights and responsibilities with professionals and must be involved in all decisions about intervention activities
9. A young child shows a special interest in balloons. The teacher then uses balloons in various activities throughout the day to target skills by having the child request balloons, follow directions in painting balloons, use words relating to balloons, and play games with balloons. The teacher's approach best exemplifies
- (A) activity-based intervention
 - (B) task analysis
 - (C) incidental teaching
 - (D) environmental engineering
10. Joshua enjoys riding the tricycle but refuses to participate in art activities for more than one minute at a time. The teacher makes access to the tricycle dependent on longer involvement during art time. The teacher's action is an example of the use of
- (A) contingency contracting
 - (B) task variation
 - (C) the Premack principle
 - (D) a shaping strategy

Answers

1. The best answer is (C). Reflexes (e.g., sucking) become more efficient and complex during the first four to six weeks after birth.
2. In our culture, separation anxiety normally begins around nine months, peaks at around 12 months, and disappears toward the end of the second year; therefore, (B) is the correct answer.
3. The best answer is (A). Hydrocephalus is associated with lower scores on intelligence tests.
4. The best answer is (A). Microcephaly is defined as the condition of having a head size three or more standard deviations below the mean. Megalocephaly is defined as abnormally rapid growth or enlargement of the head. Hydrocephaly is fluid building around the brain. Holoprosencephaly refers to the presence of only one cerebral sphere instead of the usual paired structures.
5. Choice (A) is the best answer. Federal regulations indicate that it is appropriate to make an interim placement until additional information is available. Placing the child in regular or special education class arbitrarily without a team meeting is inappropriate. A complete assessment is usually duplicative, time-consuming, and unnecessary.
6. Given the desired outcomes of TPBA, (A) is the best answer because, with parent input, these professionals are most acquainted with skills directly observed across all developmental domains.
7. The best answer is (A). Primary prevention focuses on efforts to prevent high-risk conditions or disabilities.
8. The best answer is (B). Current best practice in early intervention emphasizes partnership and collaboration with families.
9. The best answer is (A). Activity-based intervention has been defined by Diane Bricker as child-directed (interest in balloons), embedding training across various activities, using logically occurring antecedents and consequences (balloons usually are naturally rewarding for many young children), and focused on functional skill development. The activity described above meets this definition.
10. Choice (C) is the best answer. The Premack principle is applied by making a desired activity available to students contingent on the completion of an undesired (or less desired) activity.



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