PRAXIS

The *PRAXIS®* Study Companion

Special Education: Foundational Knowledge (5355)

ETS Professional Educator PROGRAMS

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Special Education: Foundational Knowledge (5355)

Test at a Glance

The *Praxis*® Special Education: Foundational Knowledge is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a special education: foundational knowledge specialist.

Test Name	Special Education: Foundational Knowledge
Test Code	5355
Time	2 hours
Number of Questions	120 selected-response questions
Format	The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.
Test Delivery	Computer Delivered

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Human Development and Individual Learning Differences	32	26%
II. Effective Planning and Instruction and Productive Learning Environments	38	32%
III. Assessment	27	23%
IV. Professional Learning, Practice, and Collaboration	23	19%

About The Test

Praxis Special Education: Foundational Knowledge measures knowledge and competencies important for safe and effective beginning practice as a special education teacher. The test is designed for candidates seeking licensure to practice as a special educator at any grade level from kindergarten through grade 12. Test-takers have typically completed—or are about to complete--a preparation program with a focus on special education. They typically have experience that includes supervised teaching in a school or other educational setting.

Content topics span the areas of (I) Human Development and Individual Learning Differences, (II) Effective Planning and Instruction and Productive Learning Environments, (III) Assessment, and (IV) Professional Learning, Practice and Collaboration. The 120 selected-response questions measure special education concepts, principles, and practices, including tasks that call for application of special education knowledge to scenarios teachers will encounter in classrooms and schools across grades K-12. Reflecting the incidence of disabilities in the student population, the test has a focus on disabilities in the mild-to-moderate range. Instructional scenarios that include students with mild-to-moderate disabilities will typically involve a general education classroom setting with students who are supported by both general and special education teachers including use of accommodations and/or modifications. Some questions will call on candidates' knowledge of severe-to-profound disabilities, including knowledge of how to support students with these lower-incidence disabilities, often outside a general education classroom setting.

The assessment is designed and developed through work with practicing special education teachers and teacher educators to reflect state and national standards, including Council for Exceptional Children (CEC) standards for Initial Practice-Based Professional Preparation Standards for Special Educators.

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

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of "e.g.," to start a list of examples implies that only a few examples are offered, and the list is not exhaustive.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Human Development and Individual Learning Differences

A. **Human Development**

1. Understands human growth and development to create appropriate and meaningful learning experiences that address individual strengths and needs of students

   a. Common etiologies related to growth and development.

2. Knows typical developmental milestones and how they may differ for individuals with exceptionalities

   a. Linguistic

   b. Physical

   c. Cognitive

   d. Social/emotional

3. Knows the adaptive behavioral needs of individuals with exceptionalities (e.g., developmental disabilities, including autism spectrum disorder and physical or other health disabilities)

B. **Individual Learning Differences**

1. Knows environmental factors that influence development and learning beyond the disability

2. Knows that biological factors, other disabilities, and self-regulation affect an individual's behavior and academic performance

3. Knows that disabilities may affect auditory and information processing skills

4. Knows that sensory impairments and physical and health exceptionalities may affect individuals' interactions with families and communities

5. Knows how to adapt the learning environment to provide optimal learning opportunities for individuals with exceptionalities.

   a. Specialized health care supports for individuals with physical and health exceptionalities in educational settings

   b. Various placement options and programs on the continuum of services for individuals with exceptionalities

Discussion Questions: Human Development and Individual Learning Differences

- Knows human growth and development and the common etiologies around growth and development.

- What are typical linguistic, physical, cognitive, and social developmental milestones?

- What is the adaptive behavior needs around functional and social skills for individuals with ASD and other developmental disabilities?

- What are some of the environmental and biological factors that influence development and learning among individuals with disabilities?

- How do auditory and visual information processing disorders in individuals impact learning?

- What impact do auditory and information processing disorders and other sensory needs in an individual have within the family systems?

- How would you adapt to the learning environment when providing specialized health care supports in educational settings and other placement options for optimal learning opportunities?

II. Effective Planning and Instruction and Productive Learning Environments

A. Planning and Instruction

1. Understands how to use responses and errors from multiple assessments to guide instructional decisions and provide constructive feedback to learners

2. Knows effective strategies (e.g., providing constructive feedback, teaching social behaviors, and supporting social-emotional skills) to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning

   a. Transitions (e.g., between activities, locations and secondary to post-secondary)

   b. Emergency drills, student safety (fire drills and lockdown drills)

3. Knows how to use explicit and systematic instruction in teaching content and strategies to develop the learner's cognitive and metacognitive skills

   a. Instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval

    b. Various grouping strategies to provide opportunities for students to demonstrate mastery of concepts

4. Knows how to adapt the general curriculum to include specially designed instruction for individuals with exceptionalities

    a. Instruction and monitoring strategies to teach accuracy, fluency, vocabulary development, and comprehension in content-area reading and writing

    b. Methods to teach and monitor mathematics to increase accuracy and proficiency in math calculations and applications for individuals

    c. Instructional scaffolding

    d. Universal design to implement and evaluate important student outcomes

5. Knows how to develop Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) with instructionally appropriate goals

    a. Use of technology (e.g., assistive, and instructional)

    b. Data collection for progress monitoring to ensure appropriate program effectiveness

6. Knows the continuum of placement for individuals that is required to develop and implement specially designed instruction that will assist students in making progress toward curricular standards and individualized goals

    a. Identify appropriate least restrictive environment (LRE)

    b. Differentiated instruction

7. Knows how to develop culturally responsive transition plans and services based on individuals' needs (e.g., preferences, interests) according to IDEA to support postsecondary education, vocational education, integrated employment, and independent learning

B. Productive Learning Environments

1. Knows how to plan and implement a productive and supportive learning environment (e.g., by using routines and procedures, visual schedules)

2. Knows a range of preventative and responsive practices (e.g., provides constructive feedback, teaches social behaviors) to guide students' learning and behavior

3. Knows how to use data from a variety of sources to plan and implement intervention plans

    a. Feedback

    b. Observations

    c. Data collection

    d. Peer interactions

Discussion Questions: Effective Planning and Instruction and Productive Learning Environments

- What are some of the strategies on how to identify errors in student work and assessments and appropriately adjust instruction as well as provide constructive feedback for improved learning outcomes?
- What are some effective strategies for behavioral and social-emotional support for increased self-regulation and maximum student learning?
- What are some of the strategies used to scaffold instruction in language arts and mathematics for improved learning outcome for students?
- How can the basic principles of Universal Design for Learning (UDL) be applied in such instruction?
- How is culturally responsive teaching implemented in lesson planning and instruction to align with students' cultures, language, and life experiences?
- What are some critical components in developing transition plans for students with IFSPs and IEPs? (Any questions on IFSPs will be high-level and based on general legal requirements.)
- How does one create a productive learning environment that is conducive to learning?

III. Assessment

A. Interventions, Eligibility, and Identification

1. Knows how to develop, select, and analyze a variety of assessments to evaluate student learning, behavior, and interventions for students with and without exceptionalities
   a. Approaches for determining early intervention services for at-risk individuals
   b. Analyze functional behavioral assessments to develop behavioral intervention plans as needed
2. Knows how to identify and implement formal and informal assessments that are culturally and linguistically appropriate
   a. Selection and implementation of valid and reliable assessments that contribute towards eligibility determination

B. Program Planning Based on Data

1. Knows how to interpret student assessment data for stakeholders (parents, generalists, itinerate staff, etc.)
2. Knows how to use assessment data to analyze student progress, monitor program effectiveness, and make ongoing adjustments to instruction
   a. Accommodates (e.g., frequent breaks, extended testing time, reading test aloud) assessments to address the unique abilities and needs of individuals with exceptionalities

    b. Modifies (e.g., alternate assessment, simplified language, reduced complexity of task) assessments as prescribed in the student's IEP

    c. Digital technology tools (e.g., virtual classrooms, online programs, interactive software)

    d. Error analysis and progress-monitoring tools (e.g., exit tickets, checklists)

3. Knows the process and intervention strategies based on data collection that address the needs of students who are found eligible for special education services under the major IDEA categories, including dyslexia

    a. Interpreting evaluation data

    b. Response to Intervention

Discussion Questions: Assessment

- How are data from assessment used to evaluate student learning, behavior, and interventions for all students?

- Explain various ways to create intervention plans for at-risk students, develop RTI plans and adjust behavioral intervention plans.

- How would you select and implement valid and reliable formal and informal assessments that are culturally responsive?

- How would formal and informal assessments contribute toward eligibility determination?

- What are some of the ways you can use assessment data to analyze student progress, monitor effectiveness, and adjust instruction?

- How would you interpret data from assessments for stakeholders?

- How can accommodations, modifications, and the use of technology and various error analysis and progress-monitoring methods be used for progress monitoring and adjusting instruction?

- What are some of the intervention strategies based on data collection to address needs of students who are classified under IDEA as having learning disabilities including dyslexia?

IV. Professional Learning, Practice, and Collaboration

A. Ethical Guidelines, Legal Policies, and Procedures

1. Knows legal definitions and processes related to the identification of individuals with exceptionalities under Individuals with Disabilities Education Act (IDEA) (e.g., developmental disabilities, dyslexia, autism spectrum disorder, and other health impairments)

2. Knows historical foundational theories (e.g., stages of cognitive development, operant conditioning, social learning theory)

3. Knows major legislation such as IDEA and Every Student Succeeds Act (ESSA), as well as current trends related to safe and evidence-based practice

4. Knows how to apply policies and ethical guidelines regarding prereferral, referral, identification, and placement procedures
   a. Individualized Education Program (IEP) development
   b. Individualized Family Service Plan (IFSP) support
   c. Section 504 plans

5. Knows issues in equity for special education, including how cultural and linguistic biases can contribute to the overidentification of certain groups for special education

B. Professionalism and Collaboration

1. Knows how to deepen professional growth using various strategies
   a. Analyzing student learning
   b. Self-reflecting
   c. Collaborating with other professionals
   d. Professional development

2. Knows how to identify appropriate resources to support families and students to advocate for equitable student learning, resources, and services that address the unique needs of an individual's program

3. Knows approaches for collaborating with relevant stakeholders in the educational environment (e.g., families, paraprofessionals, school professionals) to implement effective programs and services that promote students' instructional and behavioral needs
   a. Coplanning and coteaching to strengthen student content acquisition
   b. Facilitating parent conferences to monitor progress

   c. Collaborating and planning with related service professionals to identify strengths and weaknesses in student programs

Discussion Questions: Professional Learning, Practice, and Collaboration

- What are the legal definition and processes related to the identification of individuals with disabilities under IDEA (e.g., developmental disabilities, dyslexia, autism, and other health impairments)?

- What is the impact of historical theories such as stages of cognitive development, operant conditioning, and social learning theory in student learning and instruction?

- What are some of the policies and ethical guidelines around prereferral, referral, identification, and placement procedures?

- How do these policies and ethical guidelines align with IDEA and Every Student Succeeds Act (ESSA)?

- What are some of the overarching issues in special education and the cultural and linguistic biases that can contribute to the overidentification of some groups for special education services?

- What are some of the strategies to deepen professional growth?

- How can some methods such as analyzing student learning, self-reflecting strategies, collaboration with other professionals, and continuous professional development lead to professional growth?

- What are some of the best collaborative practices among stakeholders in the educational environment (families, related services, paraprofessionals and coteachers)?

Special Education: Foundational Knowledge (5355) Sample Test Questions

Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on 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: The test consists of a variety of selected-response questions, where you select one or more answer choices.

Note: In this test, the following special education terminology may appear:

- Individuals with Disabilities Education Act may be referred to as IDEA.
- Free Appropriate Public Education may be referred to as FAPE.
- Least restrictive environment may be referred to as LRE.
- Individualized Family Service Plan may be referred to as IFSP.
- Individualized Education Program may be referred to as IEP.
- A teacher assistant, teacher aide, or paraeducator may be referred to as a paraprofessional.
- A biological parent, legal guardian, surrogate, adoptive parent, or foster parent may be referred to as a parent.
- Attention-deficit/hyperactivity disorder may be referred to as ADHD.
- Emotional disturbance and/or emotional behavioral disorder may be referred to as EBD.
- The diagnosis "autism spectrum disorder" may be referred to as ASD.
- Specific learning disability may be referred to as SLD.

1. Which of the following is an accurate statement about a student with a language-based learning disability?

   (A) The student may engage in repetitive activities and movements when presented with challenging assignments.

   (B) The student may find it difficult to pay attention and control impulsive behaviors during lessons.

   (C) The student may experience difficulty in academic activities especially in reading comprehension and oral expressions.

   (D) The student may lack problem-solving and other executive functioning skills required for academic success.

2. Jan is a child with a visual impairment. Which of the following is the best way for Jan's parents to assess her recreation and leisure skills?

    (A) A classroom visit

    (B) A conversation with a school counselor

    (C) A checklist from the Expanded Core Curriculum

    (D) An evaluation by a trained specialist in visual disabilities

3. A student with an emotional and behavioral disturbance (EBD) will most likely have difficulty with which of the following?

    (A) Reading and writing during independent activities

    (B) Building and maintaining relationships with teachers and peers

    (C) Maintaining focus during lessons for short periods of time

    (D) Transitioning between activities throughout the day

4. Ms. Sanders teaches an eighth-grade English language arts inclusion class. She is developing a differentiated lesson plan for assessing her students' comprehension of the book they have just finished reading. Which of the following activities should Ms. Sanders include as part of the differentiated lesson plan?

    (A) Providing all students with a menu of assessment options to choose from

    (B) Providing students, the opportunity to use a computer when answering open-ended questions

    (C) Providing choices from a word bank for answers to test questions

    (D) Providing additional time to students with IEPs as stated under their accommodations

5. Which of the following accommodations is most likely to appear on the IEP of a student whose only classification is for ADHD?

    (A) Allowing unlimited visits to the bathroom and water fountain

    (B) Providing for short and frequent refocusing breaks

    (C) Having a school medical emergency plan in place

    (D) Adjusting or waiving participation regulations in the classroom

6. In full inclusion settings, the most appropriate role for the special education teacher is to

   (A) manage both content planning and behavior intervention while coteaching all students in the class with the general education teacher

   (B) serve as an instructional assistant to the general education teacher and reinforce lessons as needed

   (C) observe the general education teacher at least once a week in order to discuss teaching strategies that seem to work well

   (D) manage the behavior of the students receiving special education while the general education teacher presents academic content

Answer the question by selecting the correct responses.

7. Which **TWO** of the following steps occur during the special education prereferral process?

   (A) Identifying, developing, and implementing alternative education strategies for students who struggle in the general education classroom

   (B) Monitoring progress frequently to make academic or behavioral decisions

   (C) Conducting intelligence (IQ), behavioral, and achievement assessments

   (D) Implementing a legal contract between the parents and the school district that describes the special education services to be provided by the school district

8. To promote the transfer of word-attack skills to digital newspaper reading, a middle school teacher of students with mild intellectual disabilities is most likely to

   (A) prepare teacher-made newspaper articles for the students to read

   (B) select articles from the local online newspaper for the students to read

   (C) develop writing exercises using vocabulary from the curriculum

   (D) prepare worksheet exercises based on single sentences from textbooks

9. Which of the following statements best defines the ecological perspective on emotional and behavioral disturbance (EBD)?

   (A) Poisons in the physical environment cause EBD.

   (B) EBD involves interactions between the child and the child's social environment.

   (C) Children with EBD need exposure to an ever-broadening social environment.

   (D) Inclusion settings are less beneficial for students with EBD than for students with other types of disabilities.

10. Which of the following is a procedural safeguard according to IDEA?

    (A) If a parent disagrees with the school's evaluation, the parent has the right to get an independent educational evaluation that the school must accept.

    (B) A parent can demand in writing that services be given to the child regardless of the child's disability.

    (C) The school must give a parent written notice before making any changes to the child's placement.

    (D) A parent has the right to request an IEP meeting at any time of the day or night so that the parent can attend.

11. Using a student's classwork as a means to evaluate progress and adapt instruction is known as

    (A) curriculum-based assessment

    (B) standardized achievement testing

    (C) summative assessment

    (D) diagnostic testing

12. Which of the following is the best rationale for using task analysis in instructing students with disabilities?

    (A) Instruction is delivered in steps that are easily achievable and that promote student success.

    (B) Students can eventually learn to analyze assigned tasks without guidance.

    (C) Students learn classification skills by identifying similar aspects of different kinds of tasks.

    (D) Instruction can be delivered effectively to many students at once without a need for individualization.

13. Jodeen is a 7-year-old who has been evaluated and found to have a mild expressive language delay. Her hearing is normal, and her functioning in all areas other than expressive language is age appropriate. Which of the following placements would be most appropriate for Jodeen?

    (A) A self-contained special education class with speech and language services

    (B) A part-time placement in a resource room for developmental and oral reading

    (C) A full-time general education placement with speech and language services

    (D) A full-time general education placement with an emphasis on reading support

14. A fourth-grade special education teacher delivers a lesson on context clues. The statement "The stench of the street was like the smell of garbage" would best fit which of the following types of context clue?

    (A) Definition

    (B) Example

    (C) Inference

    (D) Antonym

15. Shania is a tenth-grade student classified with a specific learning disability (SLD). She receives direct reading instruction in decoding skills to facilitate word recognition of vocabulary words. Shania's instruction represents a

    (A) remedial approach

    (B) compensatory approach

    (C) metacognitive strategy

    (D) cooperative learning strategy

16. Which of the following supports is most likely to help Beth, a student with high-functioning autism spectrum disorder (ASD), be successful in middle school?

    (A) Allowing Beth to attend school for a half day for the first month

    (B) Providing Beth with a visual schedule of daily activities

    (C) Allowing Beth to navigate the school building on her own using a map

    (D) Providing Beth with time away from her classmates when she has an outburst

17. Section 504 of the Rehabilitation Act of 1973 provides students who attend a school that receives federal funds with protection against which of the following?

    (A) Discrimination based solely on an individual's disability

    (B) Discrimination based solely on an individual's gender or sexual orientation

    (C) Discrimination based solely on an individual's citizenship status

    (D) Discrimination based solely on an individual's socioeconomic status

18. Which of the following would be an important daily-living skill for a high school student with an intellectual disability?

    (A) Knowing the multiplication table

    (B) Using a microwave oven

    (C) Identifying the states on a map

    (D) Stating the main idea of a paragraph

19. Jen, a sixth-grade student, receives special education services under the category of specific learning disability. Jen's IEP states that written assignments will be completed using word-processing and speech-recognition software. Which of the following is most likely to promote successful use of assistive technology?

    (A) Limiting the amount of written homework

    (B) Providing software for home use

    (C) Assigning keyboarding homework

    (D) Allowing choice of topic for written assignments

20. As an intervention method, response cost is best suited for which of the following purposes?

    (A) Improving students' understanding of directions

    (B) Increasing the speed of performance in mathematics

    (C) Decreasing the incidence of angry outbursts

    (D) Decreasing excessive competitiveness among students

21. Which of the following situations best indicates that a high school student may be struggling with auditory processing?

    (A) Making frequent errors in mathematics word problems during independent practice

    (B) Repeating a phrase heard from a teacher or peer several times during whole-group lessons

    (C) Overlooking written directions posted on the teacher's whiteboard

    (D) Having difficulty following verbal directions for an assignment, even after they were repeated twice

Answer the question by selecting the correct responses.

22. Lucy, a third-grade student with an emotional behavioral disorder (EBD), is often off-task and disrupts students around her during independent practice. Which **TWO** of the following are the most appropriate strategies the teacher can use to help Lucy be successful during independent practice?

  (A) Seating Lucy next to a peer who has been trained to verbally prompt her when she becomes disruptive

  (B) Having Lucy complete her assignments in an alternate location with minimal distractions

  (C) Implementing a token economy that allows Lucy to earn tokens for meeting targeted behavior expectations

  (D) Breaking larger tasks and assignments into smaller, more manageable chunks for Lucy to complete

23. A middle school student with high-functioning ASD is in an inclusion language arts class but has social communication deficits. Which of the following describes a social skill the student is most likely to struggle with?

  (A) Maintaining personal space

  (B) Having difficulty with organizing ideas for writing assignments

  (C) Moving around the classroom excessively

  (D) Making involuntary vocal sounds

24. Which of the following teacher actions will best create a culturally inclusive classroom environment?

  (A) Ensuring that all students can access, navigate, and explore the instructional technology used in the classroom

  (B) Encouraging EL students to participate in cooperative learning activities to build their language skills and gain confidence

  (C) Organizing an end-of-the-year cultural event where students and parents are invited to share their unique backgrounds through foods, arts, and crafts

  (D) Scaffolding instruction to meet the varied needs of students' culture, language, abilities, values, and beliefs

25. Which of the following professionals is most likely to be included in an IEP meeting for a middle school student who wears hearing aids and receives instruction in an inclusion classroom?

    (A) Behavior specialist

    (B) Occupational therapist

    (C) Audiologist

    (D) Physical therapist

26. A new high school English teacher notices that a student with a specific learning disability has been struggling to understand class assignments. In which of the following ways can the teacher support the student and grow professionally?

    (A) Involving the student's parents to ensure proper guidance is provided at home

    (B) Assigning the student more group projects to increase opportunities for better grades

    (C) Observing the student in class during instruction to make instructional adjustments

    (D) Providing the student preferential seating to reduce distraction

27. Which of the following types of assessments is used to assess a student's overall abilities compared with those of same-age peers?

    (A) Portfolio assessment

    (B) Norm-referenced test

    (C) Rating scale

    (D) Curriculum-based assessment

28. Vincent, a third-grade student with muscular dystrophy, receives physical and occupational therapy twice a week as required by his IEP with the goals to improve balance, coordination, posture, and daily-living skills. Which of the following is a modification that will most likely help Vincent in a classroom setting?

    (A) Allowing Vincent additional writing time on exams and quizzes as well as time for frequent breaks as needed

    (B) Providing preferential seating for Vincent so that he can safely navigate the classroom during student activities

    (C) Giving Vincent classroom and homework assignments with fewer questions to reduce the chance of muscle pain and fatigue

    (D) Providing Vincent with an additional set of textbooks so that he will not have to carry heavy books back and forth to school

29. Data collected from various sources, such as teacher observations and adaptive and behavior rating scales, reveal that a student has deficits in cognitive and adaptive functioning. Which of the following is the most appropriate classification for the student under IDEA?

    (A) Speech or Language Impairment

    (B) Intellectual Disability

    (C) Specific Learning Disability

    (D) Other Health Impairment

30. A second-grade inclusion teacher needs to review test scores and student work samples in reading to determine progress for each student. Which of the following assessment tools is best for the teacher to use to conduct an error analysis in reading?

    (A) A passage reading fluency measure

    (B) A timed work sheet with mathematics word problems

    (C) A portfolio assessment

    (D) An ecological assessment

Answers

1. Option (C) is correct. A language-based learning disability involves a wide range of difficulties associated with children's comprehension, communication, and written language abilities. Students with this disability may need specialized study skills that include managing time and language and selecting appropriate study materials for academic success.

2. Option (C) is correct. Recreation and leisure skills fall under the Expanded Core Curriculum (ECC) for visually impaired children, and Jan's parents can use a developmental checklist to ensure that Jan is learning these skills.

3. Option (B) is correct. Students with EBD can be socially withdrawn and struggle to build and maintain ongoing relationships with teachers and peers.

4. Option (A) is correct. Differentiated instruction is a framework that encourages a variety of instructional and assessment approaches. Providing students with a menu of assessment options allows diverse learners to have equally diverse response choices, which is the paramount goal of differentiated assessment.

5. Option (B) is correct. A student with ADHD often struggles with focusing on a task for a prolonged period of time. Therefore, frequent breaks will help the student regain attention and complete the task successfully.

6. Option (A) is correct. In inclusion settings, an appropriate role for the special education teacher is as a coteacher with the general education teacher. Both teachers have a level of expertise that allows them to share responsibility for behavior management as well as the planning and teaching of academic content.

7. Options (A) and (B) are correct. Option A is correct because during the prereferral process, the teacher tries to find appropriate strategies and adjust instruction for struggling students to see whether such adjustments are enough to bring the student back on track. If the student continues to struggle, then the teacher proceeds beyond the prereferral process. Option B is correct because with various strategies and interventions, the teacher continues to monitor the academic and behavioral progress of the student. If the student does not demonstrate steady progress, the teacher contacts the prereferral team.

8. Option (B) is correct. One component of successful transfer of learning is the similarity between the situation in which a skill is learned and the situation to which it is to be applied. Students with intellectual disabilities typically need extra support with word-attack skills, so selecting a specific article for them to read is the most appropriate strategy for the teacher to implement.

9. Option (B) is correct. The ecological perspective emphasizes the importance of interactions between the child and the child's environment in EBD. The environment encompasses the behavior setting, patterns of behavior across settings, and the child's community and culture. These settings influence the behaviors of the child with EBD.

10. Option (C) is correct. The procedural safeguard is a part of IDEA that lays out the process and the steps that schools go through during evaluation. According to this rule, the school must give the parents written notice before it makes any changes to the IEP.

11. Option (A) is correct. All student work reflects the curriculum; thus, the assessment is curriculum based. Curriculum-based assessment is a great tool to monitor a student's progress in all academic areas such as mathematics, reading, writing, and spelling. It also provides both parents and teachers ongoing information on the student's strengths and potential areas of improvement.

12. Option (A) is correct. Instruction that is provided in steps that are easily achievable and that promote student success is a key justification for the use of task analysis. Task analysis provides consistent, individualized, and systematic instruction for a student's success. Forward chaining, backward chaining, discrete trial instruction, and modeling are a few techniques that are most commonly used in task analysis.

13. Option (C) is correct. Since Jodeen's functioning is age appropriate in most respects, it is probable that she could work at the level of the class in a general education setting if she were provided with appropriate support services to address her expressive language deficit.

14. Option (B) is correct. Context clues provide meaning to a text that helps a student with comprehension. In this scenario, the statement helps the reader to understand the meaning of the word "stench" and uses garbage as an example to further define the smell.

15. Option (A) is correct. Remedial instruction is one-on-one or small-group instruction that focuses on the needs of the individual student. Since Shania struggles with decoding and word-recognition skills, it will be beneficial for her to receive explicit instruction in those areas for academic success.

16. Option (B) is correct. Research has indicated that children with autism spectrum disorder (ASD) prefer routines and structure in daily academic life. Using the visual schedule will help Beth anticipate the routine and become more accustomed to the learning environment in middle school.

17. Option (A) is correct. The basic premise of Section 504 of the Rehabilitation Act of 1973 is that a qualified individual cannot be denied participation in programs or services because of a disability if the school receives federal funds.

18. Option (B) is correct. Students with intellectual disabilities have deficits in both cognitive and adaptive functioning skills. Daily-living skills enable an individual to complete day-to-day activities for self-care, work, home, and leisure. Being able to heat up food would allow the student a measure of independence.

19. Option (B) is correct. A student with a specific learning disability in writing can benefit from using assistive technology for writing, which can help alleviate fatigue and improve punctuation, grammar, word usage, and organization. In this scenario, Jen will be able to practice using the same technology at home that she uses at school, while also reinforcing her writing skills.

20. Option (C) is correct. Response cost is a technique that involves the loss of privileges tied to the occurrence of a specific, observable behavior.

21. Option (D) is correct. Students with auditory processing disorder struggle with understanding spoken words. Difficulty with following verbal directions in a classroom is a typical example of auditory processing disorder. Using nonverbal cues during instruction and adjusting classroom seating arrangements may be beneficial to students with auditory processing disorder.

22. Options (C) and (D) are correct. Option C is correct because a token economy is an evidenced-based behavior management strategy that has been proven to increase appropriate behaviors by rewarding students with tokens (which can later be exchanged for something more tangible to the student) for complying with predetermined rules. This behavior-management plan motivates students to continue with their target behavior until they internalize that behavior. Option D is correct because breaking the student's tasks into smaller chunks makes tasks seem less daunting and more manageable for the student. This accommodation will motivate the student to complete assignments with minimal disruptions.

23. Option (A) is correct. A student in middle school with ASD who has social communication deficits will most likely have difficulty with the concept of personal space and have trouble making friends in school. Lack of social communication skills is one of the primary characteristics of students with ASD.

24. Option (D) is correct. In a culturally inclusive classroom, student learning, cultural competence, and social-emotional development are paramount. The teacher can enhance learning and mastery of concepts through systematic instruction.

25. Option (C) is correct. An audiologist selects and fits hearing aids. A student with a hearing impairment needs an audiologist as part of related services. It is necessary for the audiologist to attend the IEP meeting to address any hearing-aid concerns.

26. Option (C) is correct. In-class observation is the most effective way to grow professionally and support the student's needs. Through such observations the teacher can reflect on teaching practices and make adjustments where needed.

27. Option (B) is correct. A norm-referenced test compares a student's knowledge and abilities to those of other students in the same grade and age range. Such tests are used to determine whether a student needs more academic support in a specific subject area.

28. Option (C) is correct. A modification alters the academic expectations for the student per the student's IEP. These alterations imply adjustments to what the student learns and how the student learns it. Since Vincent has muscular dystrophy, reducing the number of written questions in an assignment or an assessment is an appropriate modification for him.

29. Option (B) is correct. A student with the classification of Intellectual Disability demonstrates significant deficits in cognitive functioning and adaptive behaviors. Some of the adaptive behaviors that are affected under this classification are daily living, socialization, communication, and motor skills.

30. Option (A) is correct. A passage reading fluency (PRF) measure assesses students' reading skills. This assessment is conducted using a read-aloud passage for one minute, during which time the teacher records errors such as misread, substituted, deleted, or skipped words.

Understanding Question Types

The *Praxis®* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions you will respond by selecting an oval to choose a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by doing the following:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text, or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essay questions and short-answer questions are types of questions that call for a constructed response.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- o *Brown* v. *Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?

  B. What was the rationale given by the justices for their 1954 ruling?

- o *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- o *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people who need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep the following things in mind when you respond to a constructed-response question.

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.

3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and should not be filled with unnecessary information.

5. **Take notes on scratch paper so that you don't miss any details.** Then you'll be sure to have all the information you need to answer the question.

6. **Reread your response.** Check that you have written what you intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- o Timed just like the real test
- o Correct answers with detailed explanations
- o Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more here.

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a *Praxis* Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

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