

The Praxis® Study Companion

Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances

5372



Welcome to *The Praxis*® Study Companion

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using the *Praxis*® Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 35).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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1. Learn About Your Test

Learn about the specific test you will be taking

Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances (5372)

Test at a Glance			
Test Name	Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances		
Test Code	5372		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Development and Characteristics of Students with EBD II. Planning and Managing the Learning Environments III. Instruction IV. Assessment V. Foundations and Professional Responsibilities	22 31 31 20 16	18% 26% 26% 17% 13%

About This Test

The Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances test measures whether entry-level special educators of students with behavioral disorders and emotional disturbances (EBD) have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice.

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

NOTE: The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, Praxis test materials will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) until further notice.

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 28.

I. Development and Characteristics of Students with EBD

A. Human Development and Behavior

1. Knows typical and atypical human growth and development in all domains
2. Knows the similarities and differences between students with and without EBD
3. Knows that there is a range of characteristics within and among students with EBD
4. Understands the behaviors that characterize EBD
5. Understands how social/emotional development may differ in students with EBD
6. Knows the etiology of EBD
7. Knows the incidence and prevalence of EBD
8. Is familiar with the factors that influence the educational experience of students with EBD
9. Knows the relationship between EBD and other associated conditions
10. Understands that medications may affect students with EBD

B. Theoretical Approaches to Learning and Motivation

1. Understands the distinguishing characteristics of major theoretical approaches to students and motivation
2. Understands the distinguishing characteristics of conceptual approaches to teaching students with EBD
3. Understands the impact of social and emotional factors on the learning process

II. Planning and Managing the Learning Environments

A. Curriculum Development

1. Understands the basic concepts of curriculum development
2. Knows how to select instructional content, resources, and strategies appropriate for students with EBD
3. Knows how to integrate affective, social, and life skills with the academic curriculum
4. Knows how to integrate behavior management into academic and affective instruction
5. Knows how to integrate instructional and assistive technology into instructional planning
6. Knows how to develop longitudinal, comprehensive, individualized programs in collaboration with team members
7. Knows how to use formal and informal assessment data to inform instruction

B. Managing the Learning Environments

1. Understands the impact of a safe, equitable, positive, and supportive environments on learning
2. Understands basic classroom management theories and strategies for students with EBD
3. Knows how to plan and implement environmental adaptations at levels appropriate to the behavior
4. Knows how to select and implement a behavior management strategy appropriate to individual students
5. Knows how to implement a behavior intervention plan
6. Knows how to establish and communicate expectations for student behavior in a variety of settings
7. Knows how the importance of using the least intensive behavior management strategies
8. Understands the risks associated with restrictive intervention procedures
9. Knows strategies for teaching alternative behaviors
10. Knows prevention and intervention strategies for students with EBD

11. Knows universal precautions
12. Knows how to design and manage daily routines

III. Instruction

1. Understands that a number of variables affect how individual students learn and perform
2. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains
3. Knows how to develop and implement a lesson plan
4. Knows how to use task analysis
5. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students
6. Knows how to manage instructional variables in an inclusive classroom
7. Knows a variety of strategies for supporting student learning
8. Knows methods for facilitating generalization of skills across learning environments
9. Knows how to implement strategies for teaching students self-advocacy
10. Knows strategies for promoting students' development of self-regulatory skills
11. Knows how to use student responses and performance for guiding instruction and providing feedback
12. Knows how to use input from stakeholders when adapting learning environments

IV. Assessment

1. Understands the basic terminology used in assessment
2. Is familiar with the uses, strengths, and limitations of various assessment instruments
3. Knows procedures for the ongoing formal and informal assessment of students with EBD
4. Knows how to use data from informal and formal assessments to make eligibility, placement, and program decisions
5. Knows how to assess the social behaviors of students with EBD
6. Knows how to prepare a functional behavior assessment (FBA) report

7. Knows how to use functional assessments to develop behavior intervention plans
8. Knows factors that can lead to misidentification and under-identification of students with EBD
9. Knows indicators or behaviors that may be associated with the early identification of EBD
10. Knows how to report assessment data to a variety of stakeholders
11. Knows how to create and maintain assessment records
12. Knows a variety of ways to collect data

V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

1. Knows federal terminology and definitions relating to general and special education
2. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under the Individuals with Disabilities Education Act (IDEA)
3. Understands federal procedural safeguards of stakeholders' rights
4. Understands the components of an Individualized Education Program (IEP)
5. Understands the provisions of major legislation that impact the field of special education
6. Understands the basic characteristics and defining factors for each of the major disability categories as defined under IDEA
7. Knows the advantages and disadvantages of different placement options for students with EBD

B. Historical and Professional Foundations

1. Is familiar with the historical foundations of special education
2. Is familiar with current issues and trends in the field of special education
3. Knows how to locate information on research, practice, and movements in the field of special education
4. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers

5. Understands the impact of an EBD on individuals, families, and society across the life span
6. Knows how to assist families to understand the implications of a student's EBD and to offer information on behavior management
7. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members
8. Understands the role of a collaborator in the creation, implementation, and assessment of IEPs
9. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with EBD
10. Knows techniques for structuring the activities of personnel (e.g., paraprofessionals, tutors, and volunteers) who work with students with EBD
11. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making
12. Knows a variety of strategies for communicating with parents/caregivers about students' progress and needs
13. Understands the role as an advocate for special education and as a resource for parents/caregivers, school personnel, and members of the community for information relating to students with EBD and their educational experiences

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you'll find on the Praxis tests

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 clicking on a sentence in a text or by clicking on 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 taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you respond by clicking an oval to select a single answer from a list of options.

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

- **Clicking more than one oval** to select answers from a list of options.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on 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 options and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

QUICK TIP: Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

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. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

Keep these 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 not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

QUICK TIP: You may find that it helps to 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.

For tests that have constructed-response questions, more detailed information can be found on page 5.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

The sample questions that follow illustrate the kinds of questions 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.

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

- Individualized Education Program may be referred to as an IEP
- Attention-deficit/hyperactivity disorder may be referred to as ADHD
- The Individuals with Disabilities Education Act may be referred to as IDEA
- A multidisciplinary team or Child Study Team may be referred to as an IEP team
- A teacher assistant, teacher aide, or paraeducator may be referred to as a paraprofessional
- A biological parent, legal guardian, surrogate, natural, adoptive, or foster parent may be referred to as a parent
- Autism spectrum disorder (ASD) now includes categories previously identified separately as autistic disorder, Asperger syndrome, pervasive developmental disorder—not otherwise specified (PDD-NOS), and childhood disintegrative disorder. As used in this test, the terms refer to the same group.
- Emotional and behavioral disturbance may be referred to as EBD.

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

1. Which of the following is the most common identifier of a learning disability in a school-age student?
 - (A) Average or below-average intelligence
 - (B) Poor performance in all academic areas
 - (C) A coexisting visual, hearing, or orthopedic impairment
 - (D) A gap between potential and actual achievement

2. Which of the following actions should a teacher take before developing an applied behavior analysis (ABA) plan?
 - (A) Defining the target behavior and identifying antecedents and consequences related to the behavior
 - (B) Identifying the hidden curriculum that pertains to the student and discussing how it affects his or her behavior
 - (C) Reading social stories and having the student identify positive and negative behaviors
 - (D) Identifying inappropriate behaviors and providing remediation for social skills

3. Which of the following correctly identifies the best sequence to use when introducing concepts to students with EBD who are experiencing difficulty with problem solving?
 - (A) Concrete-representational-abstract
 - (B) Concrete-abstract-representational
 - (C) Representational-concrete-abstract
 - (D) Representational-abstract-concrete

4. Mrs. Gennaro received a grant to help students with emotional and behavioral disturbances learn empathy for people through interactions with and learning about empathy for animals. This is an example of
 - (A) concept generalization
 - (B) overlearning of material
 - (C) differentiation of instruction
 - (D) scaffolding the learning experience
5. Which of the following is the most likely reason for the increased number of mental health issues among students in middle school and high school?
 - (A) The presence of atypical social and communication behaviors
 - (B) Subaverage cognitive skills
 - (C) Delayed language skills
 - (D) Bullying issues
6. Jenny, a ninth-grade student, is experiencing frequent swings between energized and depressed moods. Her uneven temperament has caused both academic and social problems. Based on her behavior, Jenny would most likely qualify for special education services under which of the following categories?
 - (A) Traumatic brain injury
 - (B) Emotional disturbance
 - (C) Multiple disabilities
 - (D) Other health impairment
7. What are the three components of the social-cognitive theory triangle most often associated with Bandura?
 - (A) Parental level of education, family structure, and age
 - (B) Personal happiness, conflicting feelings, and anxiety state
 - (C) Socioeconomic status, level of education, and family size
 - (D) Environment, behavior, and personal perceptions and actions
8. Toni is a seventh-grade student classified with a specific learning disability (SLD). Her science teacher states that she is an active participant in class, completes homework on time, but her reading comprehension is below grade level. A chapter test is planned for next week. Which of the following assessment accommodations would be most appropriate for Toni's individualized education program (IEP)?
 - (A) Allowing the use of a dictionary to check spelling
 - (B) Reading the test aloud to her
 - (C) Administering the test to her in a separate room
 - (D) Providing her frequent breaks during testing
9. Chloe is a 13-year-old girl who exhibits signs of selective mutism. She is personable and talkative at home. At school, Chloe will only speak to her friends at lunch or in passing between classes and will not verbally participate in any class discussions. Which of the following strategies is most likely to support Chloe in class?
 - (A) Creating a step-by-step approach with guidance from school professionals, parents, and teachers to build coping skills
 - (B) Waiting for Chloe to speak and to tell the teacher about her fear of speaking
 - (C) Displaying a chart in class and marking it when Chloe speaks
 - (D) Setting up a schedule for Chloe to ask questions in class
10. Ozzy is an eleven-year-old middle school student who is classified as EBD. If he has no other special education classifications, which of the following behaviors or characteristics is Ozzy most likely to exhibit?
 - (A) Poor visual-motor integration
 - (B) Unreasonable demands for attention
 - (C) Difficulty focusing on assignments
 - (D) Lack of oral communication skills

11. What are the two key assumptions underlying the behavioral model for describing maladaptive behavior?
- (A) Maladaptive behavior is based on unconscious motivation and on unresolved, underlying conflicts.
 - (B) Maladaptive behavior is the result of family composition and is based on cultural interactions.
 - (C) Maladaptive behavior is an inappropriate learned response and is a function of environmental events.
 - (D) Maladaptive behavior is caused by physiological reactions and can be controlled by medication.
12. In which of the following ways does a functional behavioral assessment (FBA) help a teacher to work with a student who has an emotional or behavioral disorder?
- (A) An FBA offers prescriptions to keep the student focused on academic tasks that are frustrating.
 - (B) An FBA indicates changes needed in the instructional materials appropriate to the student's level of functioning.
 - (C) An FBA identifies the antecedents to, and reasons for, the problematic behaviors a student is exhibiting.
 - (D) An FBA indicates whether the student can perform the replacement behaviors an IEP team recommends.
13. Ms. Hartford, a second-grade resource room teacher, is presenting a lesson on counting money. Which of the following reinforcement activities is the most appropriate for her students?
- (A) Students making purchases in a classroom store
 - (B) Students completing worksheets by adding and subtracting amounts of money
 - (C) Students in a classroom learning center identifying coin values and recording them on worksheets
 - (D) Students in small groups identifying coin values
14. What is the most commonly co-occurring type of disability associated with emotional and behavioral disorders?
- (A) A speech and language processing disorder
 - (B) Attention-deficit/hyperactivity disorder (ADHD)
 - (C) Autism spectrum disorder (ASD)
 - (D) Obsessive-compulsive disorder (OCD)
15. Which of the following best explains why a student, Will, with a diagnosed emotional/behavioral disorder is classified as a student with multiple disabilities?
- (A) Will has additional conditions that affect his learning and require services.
 - (B) Will's parents believe a classification of EBD is prejudicial and must be avoided.
 - (C) Intelligence testing cannot be used to determine whether Will has an EBD.
 - (D) A functional behavioral assessment (FBA) indicates Will engages in task avoidance.
16. Which of the following is a limitation of Positive Behavioral Interventions and Supports (PBIS) as related to Tier 3 interventions?
- (A) The recommended supports reduce the incidence of targeted, negative behaviors through prevention rather than remediation.
 - (B) The recommended supports must be ones that can be applied throughout the school to all students.
 - (C) The recommended supports are limited to clarifying, teaching, and reinforcing expectations for students with behavioral disorders.
 - (D) The recommended supports are often not specific enough to be helpful in identifying the purpose of a targeted behavior.

17. A psychiatrist examines 13-year-old Benjamin and reports that Benjamin speaks in a monotonous voice, has diminished facial expressions, shows a reduced level of expressiveness, and presents as an extremely listless, indifferent child.

Benjamin is showing signs of which of the following?

- (A) Noncompliance
 - (B) Passive-aggressiveness
 - (C) Irritability
 - (D) Flat affect
18. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be
- (A) educated with nondisabled peers only for elective courses
 - (B) educated with nondisabled peers to the greatest extent possible
 - (C) educated in a special school so that there is no interaction with nondisabled peers
 - (D) educated with the most assistance, whether or not it be in the same environment as with nondisabled peers
19. Harry is a ninth-grade student who is often truant. In addition, he has been caught breaking into lockers, starting fights on the bus and in the cafeteria, and threatening to injure other students.

Harry is exhibiting signs of which of the following?

- (A) Conduct disorder
- (B) Hyperactivity
- (C) Normative behavior
- (D) Schizophrenia

20. Which of the following actions will most likely facilitate productive communication between a special education teacher and a student's parents or guardians at a parent-teacher conference?

- (A) The special education teacher sets the agenda and ensures that the student's parents adhere to the discussion points.
- (B) The special education teacher conducts the conference using education jargon and technical language.
- (C) The special education teacher discusses the student's academic strengths and offers suggestions for how the student can improve on weaknesses.
- (D) The special education teacher instructs the parents on how to provide guidance to the student in a more consistent manner.

21. Which of the following activities is the best example of a summative assessment?

- (A) An end of chapter test
- (B) Writing sentences using spelling words
- (C) Completing a homework assignment
- (D) Completing a cloze activity

22. The report from the school psychologist read as follows. "Johnny has been previously diagnosed with a severe learning disability and over the past year he has become much more aggressive toward his peers. Johnny has been in several fights, he often disobeys his teachers, frequently talks back to staff members, and blames others for his poor performance in school."

Based upon the psychologist's report, with which of the following comorbid conditions will Johnny most likely be diagnosed?

- (A) Conduct disorder
- (B) Depressive disorder
- (C) Attention-deficit hyperactivity disorder
- (D) Oppositional defiant disorder

23. Which of the following is a required component of any student's Individualized Education Program (IEP)?
- (A) Functional behavioral assessment
 - (B) Behavior intervention plan
 - (C) Daily class schedule
 - (D) Annual goals
24. Which of the following rewards would be most appropriate for fifth-grade students who have demonstrated appropriate classroom behavior?
- (A) Giving them ice cream sandwiches as an afternoon treat
 - (B) Assigning them no homework for an entire week
 - (C) Excusing them from the next chapter test
 - (D) Providing them with extra computer time
25. As an intervention, 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
26. What is the teacher's primary role when conflicts arise during unstructured playtime in a pre-kindergarten inclusion setting?
- (A) To help children develop appropriate ways to resolve conflict
 - (B) To teach children the essential features of good manners and etiquette
 - (C) To reconsider the need for free play in the pre-kindergarten schedule
 - (D) To intervene and discipline children as soon as conflict occurs during an activity
27. Trish is a sixth-grade student who is diagnosed with autism spectrum disorder (ASD). She has difficulty maintaining eye contact and makes impulsive comments during lessons. Which of the following behavioral strategies would best help Trish?
- (A) Assigning Trish a peer buddy to help her keep on task
 - (B) Providing Trish a visual menu of appropriate behaviors
 - (C) Seating Trish next to the window so she can look outside
 - (D) Giving Trish high-interest, low-reading-level assignments
28. Karen, an eighth-grade student, who has an IEP that states 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
29. Which of the following is responsible for monitoring a student's progress toward meeting the objectives in the student's IEP?
- (A) The chief school administrator
 - (B) The members of the IEP team
 - (C) The principal
 - (D) The student's guidance counselor
30. 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

Answers to Sample Questions

- (D) is correct because the most common identifier of a learning disability is that there appears to be a gap between the individual's potential and actual achievement; thus, the individual may be unable to demonstrate the skill level expected of him or her. (A) is incorrect because students with learning disabilities are generally of average or above-average intelligence. (B) is incorrect because a common characteristic among students with learning disabilities is uneven areas of ability, not poor performance in all academic areas. (C) is incorrect because learning disabilities are not primarily the result of a visual, hearing, or motor impairment.
- (A) is correct because an ABC (antecedent, behavior, consequence) chart is completed before developing an ABA. (B), (C), and (D) are incorrect because they do not address ABA principles.
- (A) is correct because the purpose of teaching through a concrete-representational-abstract sequence of instruction is to ensure students truly have a thorough understanding of the mathematics concepts they are learning by using concrete materials, then representing information through drawings, and finally using abstract symbols to demonstrate knowledge. (B), (C), and (D) are incorrect because they are not the correct sequence for teaching problem-solving strategies.
- (A) is correct because generalizing, or the transfer of learning, is the process by which a behavior that is reinforced in one situation will be exhibited in another situation. (B) is incorrect because overlearning is an approach for developing automaticity with specific concepts. (C) is incorrect because differentiation is a method of meeting all children's needs by modifying teaching methods. (D) is incorrect because scaffolding is a teaching technique used to bring students to a new idea.
- (D) is correct because the children who have been bullied or who bully are at increased risk for mental health problems. (A) is incorrect because this is a characteristic of those at risk to be diagnosed with autism spectrum disorder. (B) is incorrect because this describes a characteristic of those likely to be diagnosed with an intellectual disability. (C) is incorrect because this describes a characteristic of those at risk to be diagnosed with a learning disability.

- (B) is correct because Jenny's scenario describes more than one of the characteristics that fit the category of emotional disturbance—difficulty maintaining interpersonal relationships, inappropriate feelings, depression, and school problems. (A) is incorrect because it means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. (C) is incorrect because it means concomitant impairments, the combination of which causes such severe educational needs that the student cannot be accommodated in a special education program solely for one of the impairments. (D) is incorrect because it means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness, with respect to the educational environment, due to chronic or acute health problems.
- (D) is correct because social-cognitive theory focuses on the triad of environment, person, and behavior. (A), (B), and (C) are incorrect because they do not correctly identify the three components of the social-cognitive theory triangle.
- The correct answer is (B) because Toni comprehends the material presented in class; thus, reading the test to her would eliminate the struggle to read the questions and allow her to focus on the content of the test. (A) is incorrect because Toni's disability is in the area of reading comprehension and a dictionary would not be an appropriate accommodation. (C) is incorrect because there is no indication that Toni is suffering from test anxiety or another condition that would be alleviated by testing in a separate room. (D) is incorrect because there is no indication that Toni has difficulty concentrating or any other condition that would require frequent breaks.
- (A) is correct because the student will receive guidance in building coping skills, providing her with confidence to overcome the anxiety that is causing her selective mutism. (B) is incorrect because waiting for a child to speak will make the student more anxious and will not support the student in deciding to speak in class. (C) is incorrect because displaying the student's work in front of the class will make her feel anxious and is unlikely to encourage her to increase her verbalizations. (D) is incorrect because a student in this situation is unlikely to respond to a participation schedule.

10. (B) is correct because students with emotional behavior disorders often demand attention in inappropriate ways. (A) is incorrect because poor visual-motor integration is not a symptom of an EBD. (C) is incorrect because difficulty focusing on assignments is more likely to be associated with attention-deficit disorders. (D) is incorrect because a lack of communication skills is often associated with language disorders or autism spectrum disorder.

11. (C) is correct because the behavioral model states that all behaviors are learned as a function of the environment; therefore, maladaptive behavior is an inappropriate learned response. (A) is incorrect because it represents the psychological model of behavior. (B) is incorrect as this describes the ecological model of behavior. (D) is incorrect as this represents the biological model of behavior.

12. (C) is correct because the purpose of a functional behavioral assessment is to identify the antecedents and functions of a maladaptive behavior. (A) is incorrect because an FBA does not offer a prescription to keep a child focused on academic tasks. (B) and (D) are incorrect because they are outcomes of analyzing the behaviors identified in the FBA.

13. (A) is correct because students who recently learned to count money can combine coins to purchase items, thus practicing their math skills in a realistic environment. (B) is incorrect because learning to add and subtract money comes after learning to count money and does not reinforce the recently acquired skill. (C) and (D) are incorrect because the concept of identifying coin values precedes learning to count money and would not provide reinforcement for counting money.

14. (B) is correct because many children with emotional and behavioral disorders act impulsively, have short attention spans, and often exhibit anxiety, thus allowing the comorbid classification of ADHD. (A), (C), and (D) are incorrect because although they may be comorbid with an EBD, none of them are the most commonly co-occurring disability.

15. (A) is correct because a student with multiple disabilities has two or more disabling conditions that affect learning and/or other important life functions. (B) is incorrect because parental or personal preferences cannot override the results obtained by a multidisciplinary team of professionals. (C) is incorrect because although testing is used to determine some classifications, it does not explain a classification of having multiple disabilities. (D) is incorrect because an FBA is insufficient to determine a comorbid classification.

16. (D) is correct because Tier 3 interventions require a functional behavioral analysis to identify the function of the targeted behavior and PBIS are limited in that they are general interventions that are not specific to the needs of the student. (A) is incorrect because Tier 3 interventions are remedial in nature and applied to only a select group of students who do not respond to interventions at Tiers 1 and 2. (B) is incorrect because most students require only the first tier of support. (C) is incorrect because PBIS are not intended for only students with EBD.

17. (D) is correct because a flat affect is characterized by a significant reduction in emotional expressiveness as described in the scenario. (A) is incorrect because noncompliance is failure to agree or comply with directions. (B) is incorrect because passive-aggressive behavior is characterized by pretending to be in agreement, which may sabotage relationships. (C) is incorrect because irritability is characterized by an abnormal increase in sensitivity.

18. (B) is correct because IDEA ensures that students are not unnecessarily removed from the general classroom or isolated from nondisabled students of their age. These decisions are made based on a student's ability to function in the school environment. (A), (C), and (D) do not match the definition of least-restrictive environment.

19. (A) is correct because a conduct disorder is a repetitive and persistent pattern of behavior, by a child or teenager, in which the basic rights of others or major age-appropriate societal norms or rules are violated. (B) is incorrect because there is no evidence of easy distractibility or inability to focus. (C) is incorrect because normative behavior is that of the greatest proportion of the population. (D) is incorrect because schizophrenia is characterized by unrealistic perceptions.

20. (C) is correct because if the teacher discusses the student's positive qualities first, the parents will be more willing to discuss difficulties and challenges. (A) is incorrect because there should be a conversational exchange between the teacher and the parents. (B) is incorrect because the use of jargon and technical language could intimidate parents, which would not foster trust and a good rapport. (D) is incorrect because pointing out inconsistencies in parenting could be seen as judgmental and might provoke anger and hostility.

21. (A) is correct because summative assessments are given to test student learning relative to the curriculum and a chapter test assesses knowledge of the entire chapter. (B) is incorrect because writing sentences is not the best activity to use as a summative assessment. (C) is incorrect because homework is a follow-up to classroom instruction. (D) is incorrect because it related to language arts instruction.

22. (D) is correct because oppositional defiant disorder is characterized by a pattern of tantrums, arguing, angry, or disruptive behavior toward authority figures. (A) is incorrect because a conduct disorder is a pattern of behaviors that violate the rights of others or the norms of society. (B) is incorrect because a depressive disorder is indicated by the loss of pleasure for an extended period of time. (C) is incorrect because ADHD is the inability to focus or maintain attention to such a degree that academic performance is adversely affected.

23. The correct answer is (D) because annual goals must be included in any student's IEP. (A) is incorrect because a functional behavior assessment is not a required component, although it may be included if the student requires one, depending on classification. (B) is incorrect because a behavior intervention plan is a separate document from an IEP. (C) is incorrect because, although a daily class schedule is important, it is not part of the IEP document.

24. The correct answer is (D) because computer time is often a motivator for students. (A) is incorrect because many schools do not allow food as a reward. (B) is incorrect because homework is a key part of learning, and although a homework pass for one night might be an appropriate reward, a week without homework is too generous. (C) is incorrect; excusing students from a chapter test is not an appropriate reward.

25. The correct answer is (C) because response cost needs to be tied to the occurrence of a specific, observable behavior. The behaviors that are identified in (A), (B), and (D) would not benefit from the use of response cost.

26. (A) is correct because early childhood is a time to learn respectful communication and social skills through play and structured activities. (B) is incorrect because good manners and etiquette vary by culture and are best taught in informal home situations. (C) is incorrect because prekindergarten students need free play, which should not be restricted due to common conflicts. (D) is incorrect because teacher intervention is not always needed when conflicts arise; children should be encouraged and supported in solving basic conflicts.

27. The correct answer is (B) because using a visual reminder can increase appropriate behavior. (A) is not correct because a peer buddy should not be given the task of keeping another student on task. (C) is not correct because that is not an appropriate strategy for Trish. (D) is not correct because that strategy is not related to the behavior.

28. The correct answer is (B) because the student would be able to practice using the same programs at school and home, thus reinforcing her writing skills. (A) is incorrect because limiting homework does not help her to use the writing programs. (C) is incorrect because although typing practice is useful, it does not help her to use the programs, one of which is voice recognition software and does not require typing. (D) is incorrect because the accommodation of choice will not promote more successful use of assistive technology.

29. (B) is correct because the IEP team is responsible for reviewing student progress toward achieving his/her annual goals and revising the IEP as necessary. (A) is incorrect because the chief school administrator does not supervise individual students. (C) is incorrect because the principal is in charge of the school. (D) is incorrect because although they may work with all students, guidance counselors are not responsible for the progress of classified students.

30. (A) is correct because the basic premise of Section 504 of the Rehabilitation Act is that a qualified individual cannot be denied participation due to a disability if the school receives federal funds. (B), (C), and (D) are incorrect because Section 504 of the Rehabilitation Act does not relate to discrimination based on gender, citizenship, or socioeconomic status.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found on page 38.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 26 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 26, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)

Test Date: 9/15/15

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics that follow are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

I. Development and Characteristics of Students with EBD

A. Human Development and Behavior

1. Knows typical and atypical human growth and development in all domains
2. Knows the similarities and differences between students with and without EBD
3. Knows that there is a range of characteristics within and among students with EBD
4. Understands the behaviors that characterize EBD
5. Understands how social/emotional development may differ in students with EBD
6. Knows the etiology of EBD
7. Knows the incidence and prevalence of EBD
8. Is familiar with the factors that influence the educational experience of students with EBD
9. Knows the relationship between EBD and other associated conditions
10. Understands that medications may affect students with EBD

Discussion areas: Development and Characteristics of Students with EBD

- What is the etiology of EBD?
- What behaviors characterize EBD?
- What are the similarities and differences between students with and without EBD?
- Is there only one definition for each of the special disability categories?
- When and how does medication affect students with EBD?
- What factors impact the educational experience of students with EBD?

B. Theoretical Approaches to Learning and Motivation

1. Understands the distinguishing characteristics of major theoretical approaches to students and motivation
2. Understands the distinguishing characteristics of conceptual approaches to teaching students with EBD
3. Understands the impact of social and emotional factors on the learning process

II. Planning and Managing the Learning Environment

A. Curriculum Development

1. Understands the basic concepts of curriculum development
2. Knows how to select instructional content, resources, and strategies appropriate for students with EBD
3. Knows how to integrate affective, social, and life skills with the academic curriculum
4. Knows how to integrate behavior management into academic and affective instruction
5. Knows how to integrate instructional and assistive technology into instructional planning
6. Knows how to develop longitudinal, comprehensive, individualized programs in collaboration with team members
7. Knows how to use formal and informal assessment data to inform instruction

B. Managing the Learning Environments

1. Understands the impact of a safe, equitable, positive, and supportive environments on learning
2. Understands basic classroom management theories and strategies for students with EBD
3. Knows how to plan and implement environmental adaptations at levels appropriate to the behavior
4. Knows how to select and implement a behavior management strategy appropriate to individual students
5. Knows how to implement a behavior intervention plan
6. Knows how to establish and communicate expectations for student behavior in a variety of settings

7. Knows how the importance of using the least intensive behavior management strategies
8. Understands the risks associated with restrictive intervention procedures
9. Knows strategies for teaching alternative behaviors
10. Knows prevention and intervention strategies for students with EBD
11. Knows universal precautions
12. Knows how to design and manage daily routines

Discussion areas: Planning and Managing the Learning Environment

- What are common strategies that teachers can use to help students succeed in the general education setting?
- What are the components of a measurable goal?
- What steps do teachers take to ensure that students EBD have a meaningful learning experience?
- What are the characteristics of successful inclusion programs?
- What factors should be considered in structuring the learning environments?
- How will you organize your classroom management and instruction to meet the needs of diverse learners?
- What are some basic assumptions underlying behavioral approaches?
- What kind of behavior management plan would you develop for a specific student?
- How do we support students emotionally for personal growth?

III. Instruction

1. Understands that a number of variables affect how individual students learn and perform
2. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains
3. Knows how to develop and implement a lesson plan

4. Knows how to use task analysis
5. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students
6. Knows how to manage instructional variables in an inclusive classroom
7. Knows a variety of strategies for supporting student learning
8. Knows methods for facilitating generalization of skills across learning environments
9. Knows how to implement strategies for teaching students self-advocacy
10. Knows strategies for promoting students' development of self-regulatory skills
11. Knows how to use student responses and performance for guiding instruction and providing feedback
12. Knows how to use input from stakeholders when adapting learning environments

Discussion areas: Instruction

- How would you arrange a classroom where students can access materials easily, see and hear each other, and engage in active teaching and learning?
- How does a teacher determine how to establish groups for a particular lesson?
- How do you ensure that students can generalize concepts they have learned in the classroom?
- How would you use technology in the classroom to meet the needs of diverse learners?
- What strategies are effective for having students move around the classroom without being disruptive?
- How can schools use outside support services to create a supportive learning environment for students with special needs?

IV. Assessment

1. Understands the basic terminology used in assessment
2. Is familiar with the uses, strengths, and limitations of various assessment instruments
3. Knows procedures for the ongoing formal and informal assessment of students with EBD
4. Knows how to use data from informal and formal assessments to make eligibility, placement, and program decisions
5. Knows how to assess the social behaviors of students with EBD
6. Knows how to prepare a functional behavior assessment (FBA) report
7. Knows how to use functional assessments to develop behavior intervention plans
8. Knows factors that can lead to misidentification and under-identification of students with EBD
9. Knows indicators or behaviors that may be associated with the early identification of EBD
10. Knows how to report assessment data to a variety of stakeholders
11. Knows how to create and maintain assessment records
12. Knows a variety of ways to collect data

Discussion areas: Assessment

- What are the different ways of recording observations?
- Why do teachers construct their own tests?
- What might be included in a portfolio assessment of a student and which skills can be assessed using portfolios?
- When may test practices be considered discriminatory?
- How do teachers use assessment measures as a means for developing appropriate, individualized instruction? What types of tests do they use? How are they constructed?

V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

1. Knows federal terminology and definitions relating to general and special education
2. Understands federal requirements for the screening, prereferral, referral, identification, and classification of students with disabilities under the Individuals with Disabilities Education Act (IDEA)
3. Understands federal procedural safeguards of stakeholders' rights
4. Understands the components of an Individualized Education Program (IEP)
5. Understands the provisions of major legislation that impact the field of special education
6. Understands the basic characteristics and defining factors for each of the major disability categories as defined under IDEA
7. Knows the advantages and disadvantages of different placement options for students with EBD

B. Historical and Professional Foundations

1. Is familiar with the historical foundations of special education
2. Is familiar with current issues and trends in the field of special education
3. Knows how to locate information on research, practice, and movements in the field of special education
4. Knows the legal and ethical implications of laws, regulations, and court cases related to the rights of students and teachers
5. Understands the impact of an EBD on individuals, families, and society across the life span
6. Knows how to assist families to understand the implications of a student's EBD and to offer information on behavior management
7. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members
8. Understands the role of a collaborator in the creation, implementation, and assessment of IEPs

9. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with EBD
10. Knows techniques for structuring the activities of personnel (e.g., paraprofessionals, tutors, and volunteers) who work with students with EBD
11. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making
12. Knows a variety of strategies for communicating with parents/caregivers about students' progress and needs
13. Understands the role as an advocate for special education and as a resource for parents/caregivers, school personnel, and members of the community for information relating to students with EBD and their educational experiences

Discussion areas: Foundations and Professional Responsibilities

- What are the provisions for nondiscriminatory testing procedures in IDEA?
- What are some major arguments for and against classifying students?
- With whom can you discuss your students and their needs?
- What agencies can aid in preparing a student for work?
- Who participates on an IEP team?
- Who is accountable for the IEP?
- What types of activities could you use to encourage socialization among your students?
- What resources in your community assist parents of children with special needs?
- What is the relationship between a special education teacher and a paraprofessional?
- What is the relationship between a special education teacher and a general education teacher?
- What steps can teachers take to make collaboration successful?
- What are effective communication tools that teachers can use with parents?
- How might personal cultural biases affect you as a teacher? What can you do to counteract them?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

Smart Tips for Taking the Test

- 1. Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*[®] or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier to take the Praxis test

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/plne_accommodations.

What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

9. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

10. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same or other *Praxis* tests over the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at www.ets.org/praxis/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and [*ETS Standards for Quality and Fairness*](#).*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

*[*ETS Standards for Quality and Fairness*](#) (2014, Princeton, N.J.) are consistent with the [*Standards for Educational and Psychological Testing*](#), industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!
Let the *Praxis*® *Study Companion* guide you.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

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