ETS PRAXIS

The *PRAXIS®* Study Companion

Special Education: Severe to Profound (5547)

ETS Professional Educator PROGRAMS

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Special Education: Severe to Profound (5547)

Test at a Glance

The *Praxis*® Special Education: Severe to Profound test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as severe to profound specialist.

Test Name	Special Education: Severe to Profound
Test Code	5547
Time	2 hours
Number of Questions	120 selected-response questions
Format	The test consists of a variety of selected-response. You can review the question types in Understanding Question Types.
Test Delivery	Computer Delivered

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Human Developmental and Individualized Learning Needs	35	29%
II. Planning and Instruction and the Learning Environment	38	32%
III. Assessment	23	19%
IV. Ethical and Legal Practice, Professionalism, and Collaboration	24	20%

About The Test

The Praxis Special Education: Severe to Profound test measures knowledge and competencies important for safe and effective beginning practice as a special education teacher who plans to teach in a special education program at any grade level from kindergarten through grade 12 serving students with severe to profound disabilities. The test is designed for candidates seeking licensure or certification as a special educator with knowledge of the basic principles and best practice of special education and the application of these principles to realistic scenarios for students with severe to profound disabilities within grades K-12. The test questions will primarily address students who fall within the severe to profound range. This population most likely functions within self-contained classroom settings, pull out programs, or in the general education classroom with one on one support and special education teachers with ample modifications and accommodations. Teacher candidates who take this test should also have knowledge of how to support students with mild to moderate disabilities in various settings. The test is designed and developed by working with practicing special education teachers and teacher educators to reflect state and national standards—including the Council for Exceptional Children (CEC) and its 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards). Test-takers have typically completed— or are about to complete—a preparation program with a focus on special education, and they typically have experience that includes supervised teaching in a school or other educational setting.

The 120 selected-response questions focus on both content and topics that are relevant to various settings where the expertise of a special education teacher would be required. The test content measures a candidate's knowledge and skills spanning the areas of (I) Human Development and Individualized Learning Needs, (II) Planning and Instruction and the Learning Environment, (III) Assessment, and (IV) Ethical and Legal Practice, Professionalism, and Collaboration.

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

Content Topics

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

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

Discussion Questions

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

I. Human Developmental and Individualized Learning Needs

A. Human Development

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

2. Knows typical developmental milestones (e.g., linguistic, cognitive, physical) and how they may differ for individuals with exceptionalities

3. Knows the adaptive behavioral needs of individuals with exceptionalities to perform activities of daily living (e.g., grooming, managing money, following safety rules)

B. Individualized Learning Needs

1. Knows how environmental factors influence development and learning beyond the disability (e.g., socioeconomic status, trauma, peer interaction, family/caregiver dynamics)

2. Knows how biological factors (e.g., traumatic brain injury, cerebral palsy, intellectual disability) can affect an individual's behavior and academic performance.

3. Knows how disabilities may affect processing skills (e.g., auditory, language, and visual)

4. Knows how exceptionalities may affect individuals' interactions with families and communities (e.g., cognitive and sensory impairment, physical and health exceptionalities)

Discussion Questions: Human Developmental and Individualized Learning Needs

- How does human growth and development affect and guide meaningful learning experiences for students with severe to profound disabilities?

- What are typical linguistic, physical, cognitive, and social developmental milestones for students with severe to profound disabilities?

- What are the adaptive behavior needs around functional and social skills for individuals with severe to profound disabilities?

- What environmental and biological factors influence the development and learning of individuals with disabilities?

- How do processing disorders (such as auditory, visual, language, and information) in individuals affect learning?

- How does having severe to profound disabilities affect students' interactions with family, school, and community members?

II. Planning and Instruction and the Learning Environment

A. **Planning and Instruction**

1. Knows how to use student information gathered from multiple evaluation tools (e.g., anecdotal records, behavior scales, discrete trial training, task analysis) to guide instructional decisions

2. Knows how to use effective strategies (e.g., social stories, immediate feedback/reinforcement, practicing emergency drills, using augmentative and alternative communication devices) to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning

3. Knows how to plan, develop and deliver specially designed instruction using appropriate instructional practices (e.g., explicit and systematic instruction) to teach a wide range of skills (e.g., academic, functional life skills, adaptive behavioral skills)

4. Knows how to adapt the curriculum and use strategies (e.g., modeling, scaffolding, visual aids, shaping, differentiated instruction), accommodations, and modifications to address individual student needs

5. Knows how to use strategies to support instruction in community-based settings to ensure transfer and generalization of skills

6. Knows the components of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) and can develop instructionally appropriate goals and objectives.

7. Knows how to develop culturally responsive transition plans and services based on an individual's needs (e.g., preferences, interests) according to Individuals with Disabilities Education Act (IDEA) in order to support postsecondary education, vocational education, integrated employment, and independent living

B. Learning Environment

1. Knows how to plan and implement a productive and supportive learning environment (e.g., routines, standard procedures, visual schedules, daily transitions between activities/locations)

2. Knows how to arrange the learning environment and use various grouping techniques (e.g., flexible groups, small, focused groups) to meet the learning needs of individuals

3. Knows how to adapt the learning environment to provide appropriate instruction and monitor proficiency in mathematics, including functional mathematics skills

4. Knows how to adapt the learning environment to provide appropriate strategies and instruction in order to develop vocabulary, writing, fluency, and reading comprehension, including functional reading skills

5. Knows how to adapt the learning environment to provide optimal learning opportunities for individuals with exceptionalities (e.g., assistive technology, health care, physical supports)

Discussion Questions: Planning and Instruction and the Learning Environment

- What are some strategies for using information from multiple assessment tools to adjust instruction appropriately?

- What are some effective strategies for creating behavioral, social, and emotional support for increased self-regulation and maximum student learning?

- What are some of the strategies for delivering specially designed instruction to support various skills, such as academic, functional, adaptive, and behavioral skills?

- How can one adapt the curriculum and use accommodations and modifications (such as scaffolding, modeling, and visuals) to address the needs of students?

- What strategies support the generalization of skills for use in the community?

- What are some critical components in developing transition plans for students with IFSPs and IEPs?

- How do culturally responsive transition plans and services support postsecondary education, independent living, employment, and vocational education?

- How does one plan, adapt, and arrange a productive learning environment that is conducive to student learning?

III.   Assessment

A. Interventions, Eligibility, and Identification

1. Knows the purpose of formal and informal assessments and data collection (e.g., Response to Intervention, screening, eligibility, placement, programming)
2. Knows how to develop, select, and adapt culturally and linguistically appropriate assessments to meet students' functional, learning, and behavioral needs (e.g., use alternative assessment, simplify language, reduce the complexity of tasks) for students with developmental disabilities
3. Understands how to contribute to students' eligibility determination according to IDEA (e.g., student data, anecdotal records), keeping in mind that exclusionary factors such as cultural and economic disadvantages must be ruled out as the primary cause of learning challenges
4. Comprehends assessment terminology (e.g., valid, reliable, summative, formative)
5. Knows how to use data from a variety of sources (e.g., observations, data collection records, behavior supports) to develop and implement appropriate interventions

B. Program Planning Based on Data

1. Knows how to interpret student assessment data for stakeholders (e.g., parents, generalists, itinerate staff, etc.)
2. Knows how to use assessment data to analyze student progress, to monitor program effectiveness, and to inform selection of modifications and accommodations, including assistive technology
3. Knows how to conduct functional behavioral assessments to create a behavioral intervention plan

Discussion Questions: Assessment

- What are the purposes of formal and informal assessments and data collection tools?
- How would you select and implement valid and reliable formal and informal assessments that are culturally responsive?
- How do various assessments contribute to students' eligibility for special education services under IDEA?
- How can you use assessment data to analyze student progress, monitor effectiveness, and adjust instruction?
- How would you interpret data for various stakeholders?
- What is some important assessment terminology and what are some interventions that are commonly used based on data collection to address the needs of students?
- When and how would you conduct a functional behavioral assessment?

IV. Ethical and Legal Practice, Professionalism, and Collaboration

A. Ethical Guidelines, Legal Policies and Procedures

1. Knows legal definitions and processes related to the identification of individuals with exceptionalities under IDEA

2. Understands how historical foundational theories (e.g., stages of cognitive development, operant conditioning, social learning theory) can guide teaching practices

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

4. Knows how to apply policies and ethical guidelines regarding prereferral, referral, identification, and placement procedures (e.g., IEP and IFSP development, Americans with Disabilities Act, procedural safeguards)

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

6. Knows the continuum of placement options to ensure individuals receive specially designed instruction and make progress toward individualized goals in the least restrictive environment

B. Professionalism and Collaboration

1. Knows how to deepen professional growth using various strategies (e.g., analyzing student learning, self-reflection, collaborating with other practitioners, professional development)

2. Knows how to identify appropriate resources to support families and students in order to advocate for equitable resources and services (e.g., health related services, community-based programs) that address the unique needs of an individual's program

3. Knows approaches for collaborating (e.g., coplanning/coteaching, facilitating family consultations to discuss progress, coordinating with job coaches) with relevant stakeholders (e.g., families, paraprofessionals, school professionals) in order to implement effective programs and services that support students' instructional and behavioral needs

Discussion Questions: Ethical and Legal Practice, Professionalism, and Collaboration

- What are the legal definitions and processes related to identifying individuals with disabilities?

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

- What are major legislation, ethical guidelines and policies, and trends that support a continuum of learning in the least restrictive environment and that support safe and effective teaching practices?

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

- What are some of the strategies for deepening professional growth?

- How can you advocate for families and students to support an equitable education program?

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

Special Education: Severe to Profound (5547) Sample Test Questions

Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: The test consists of a variety of selected-response questions, where you select one or more answer choices.

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

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

1. Thomas is a twelfth-grade student with a severe intellectual disability. Thomas' transition plan indicates that he will work on developing his skills to bathe, dress, groom, and feed himself. Which of the following areas of the adaptive curriculum contains the skills Thomas needs to work on?

    (A) Functional academic skills
    (B) Vocational training
    (C) Postsecondary education
    (D) Functional life skills

2. What are the three components of the social-cognitive theory triangle most often associated with Albert Bandura?

    (A) Parental level of education, family structure, and age
    (B) Personal happiness, conflicting feelings, and anxiety state
    (C) Environment, behavior, and personal perceptions and actions
    (D) Socioeconomic status, level of education, and family size

3. Which of the following is most likely to help a fourth-grade student with autism spectrum disorder who has a communication impairment succeed in the classroom?

    (A) A chart with the daily schedule hung on a wall
    (B) A visual representation system with voice output
    (C) A timer set to beep at every transition
    (D) A collection of sensory toys

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

    (A) curriculum-based assessment
    (B) standardized achievement testing
    (C) summative assessment
    (D) guided practice

5. Bill is a third-grade student with autism spectrum disorder (ASD). Which of the following would best help him make a transition from classroom lessons to daily specials, such as music or physical education?

    (A) Allowing Bill to be line leader so he can be in front
    (B) Assigning Bill a seat by the clock so he can keep track of the time
    (C) Reminding Bill in the morning what the special will be that day
    (D) Placing a visual schedule on Bill's desk so he can see when each activity takes place

6. A page-turner device would be most beneficial for a student with which of the following classifications?

   (A) Attention-deficit/hyperactivity disorder (ADHD)
   (B) Muscular dystrophy
   (C) Autism spectrum disorder (ASD)
   (D) Dysgraphia

7. According to IDEA, which **THREE** of the following must be in an IEP written for a 16-year-old high school student?

   (A) Program accommodations
   (B) Extent of nonparticipation with peers
   (C) Food allergy list
   (D) Transition planning services
   (E) Daily medications

8. The final decision about a student's placement in the least restrictive environment is made by which of the following?

   (A) A custodial parent or guardian
   (B) A master special education teacher
   (C) A Response to Intervention committee
   (D) An Individualized Education Program team

9. A child who has a profound intellectual disability is to be placed in the general education inclusion classroom. The parents are not sure whether the placement will adequately address their child's strengths and weaknesses. Which of the following special education teacher actions will most likely help the parents feel more comfortable with the placement decision?

   (A) Introducing the parents to a special education consultant to discuss IEP goals, placement, and other concerns
   (B) Informing the parents about a workshop facilitated by the IEP team that focuses on inclusion settings for students with multiple disabilities
   (C) Inviting the parents to visit the inclusion classroom to see how the daily schedule and expectations are followed by students in real time
   (D) Explaining to the parents how the child will use individually tailored assistive technology and will receive assistance from a trained one-on-one paraprofessional

10. A teacher is creating a morning routine checklist for a 12-year-old student with autism spectrum disorder to practice daily living skills. Which **<u>TWO</u>** of the following tasks would be most appropriate to include on the checklist?

    (A) Check e-mails
    (B) Brush teeth
    (C) Make bed
    (D) Sort recycling

11. Ava is a child with Down syndrome who wears glasses and pediatric hearing aids. The teacher has developed a language experience activity to help Ava recall details about healthy snacks. Which of the following strategies is most appropriate to enhance Ava's oral language skills and increase her knowledge about carrots?

    (A) Asking Ava to draw a carrot on white construction paper and sign her drawing with a large letter "A" using an orange crayon
    (B) Having Ava repeat after a paraprofessional the names of the snacks on five healthy-snack picture cards
    (C) Instructing Ava to point to the carrot on a chart depicting vegetables and then find the carrot in a basket of snacks
    (D) Placing a real carrot in front of Ava, inviting her to pick it up and feel it, then having her verbally identify it as a carrot

12. Which of the following best describes the purpose of a manifestation determination meeting?

    (A) To determine a student's eligibility for special education services
    (B) To determine whether a student's misconduct is directly related to a disability
    (C) To determine related services that are needed by a student with multiple disabilities
    (D) To determine the effectiveness of a behavioral intervention plan after three months

13. Which of the following is the first step in the FBA process when a student consistently exhibits a problem behavior?

    (A) To examine the student's records for past behavior issues
    (B) To collect data on the frequency of the behavior's occurrence
    (C) To identify the problem behavior and determine a replacement behavior
    (D) To determine the function or primary motivator of the behavior

14. Diana is a fourth grader with reading difficulties and receives one-on-one instruction from the reading specialist. Which of the following best describes the type of instruction Diana is receiving?

    (A) Remedial instruction
    (B) Compensatory approach
    (C) Metacognitive strategy
    (D) Inquiry-based instruction

15. Which of the following is a response-cost strategy for students with severe disabilities?

    (A) If a student completes an assignment, the student receives a sticker.
    (B) If a student completes an assignment on time, the student receives points toward free time on a computer.
    (C) If a student refuses to complete an assignment, the student loses game time.
    (D) If a student finds an assignment too difficult, the student is given an alternate assignment.

16. Which of the following is an important daily living skill for a high school student with an intellectual disability?

    (A) Knowing the multiplication table
    (B) Using a microwave oven
    (C) Identifying the states on a map
    (D) Stating the main idea of a paragraph

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

    (A) Taking an end-of-chapter test
    (B) Writing sentences using spelling words
    (C) Completing a homework assignment
    (D) Practicing how to write the directions for baking a cake

18. Which of the following would be of most concern to the parents of a third grader with muscular dystrophy?

    (A) Mathematics skills
    (B) Reading ability
    (C) Job training
    (D) Mobility

19. Joshua is a 14-year-old student with severe cognitive and physical disabilities. Joshua's parents want to ensure that he learns self-help skills so that he can be as independent as possible. Which of the following strategies will help Joshua's teacher build good communication with Joshua's parents?

    (A) Involving Joshua's parents in writing the curriculum
    (B) Allowing Joshua's parents to eat lunch with Joshua every day
    (C) Asking Joshua's parents to come to the school's open house
    (D) Sending home a weekly log of Joshua's activities and progress

20. A teacher decides to use an extinction procedure with a student who seeks attention by groaning loudly whenever classmates respond to the teacher's questions. After three days, the problem behavior has increased. Which of the following is the most appropriate step for the teacher to take at this point?

    (A) Continue with the extinction procedure.
    (B) Change to a more aversive procedure.
    (C) Stop the extinction procedure.
    (D) Reexamine the function of the behavior.

21. Which of the following is a teacher's best initial action when conducting a functional behavioral assessment of a young child?

    (A) Interviewing the child's parents
    (B) Defining the problem behavior
    (C) Observing the child in a variety of settings
    (D) Identifying the consequences of the behavior

22. Which of the following must be included in a student's IEP?

    (A) Functional behavioral assessment
    (B) Behavioral intervention plan
    (C) Daily class schedules
    (D) Measurable annual goals

23. Which **THREE** of the following are the best strategies for a teacher to use to ensure that a self-contained class of students with EBD will run as smoothly as possible?

    (A) Preparing in advance for unstructured parts of the day
    (B) Using only verbal reminders to get students to respond
    (C) Establishing and posting classroom rules and daily routines
    (D) Teaching awareness and rewarding students who self-monitor their behaviors
    (E) Varying the organization of classroom space to provide novel experiences

24. Which of the following techniques is likely to be most successful in helping learners with intellectual disabilities to retain previously acquired skills?

    (A) Scheduling frequent peer tutoring sessions
    (B) Acknowledging appropriate behavior regularly
    (C) Providing periodic review and practice of the skills
    (D) Allowing longer independent practice periods of the skills

25. As part of a game, a teacher gives a 5-year-old student, Joey, a picture of a frog. The picture has been cut into four pieces, and each piece of the picture includes one letter of the word "frog." The teacher then has Joey touch each piece and say the sound that is represented by the letter on that piece. Which of the following skills is Joey accomplishing by playing this game?

    (A) Rhyming sounds
    (B) Deleting sounds
    (C) Segmenting sounds
    (D) Substituting sounds

26. Which of the following is the best way to provide optimal learning opportunities for students with severe disabilities?

    (A) Assigning aides to help students enter and move around buildings, classrooms, and facilities
    (B) Supplying adaptive equipment that helps students become more functional in varied environments
    (C) Developing individual plans for students' social awareness with assistance from peers and teachers
    (D) Training vocational advocates to enhance students' individualized transition plans

27. Which **TWO** of the following are examples of supplementary aids and services?

    (A) Differentiated instruction
    (B) Paraprofessional assistance
    (C) Large-print books
    (D) A transition plan

28. The least restrictive environment (LRE), as defined in IDEA, requires that students with a disability be educated

    (A) with nondisabled peers only for elective courses
    (B) with nondisabled peers to the greatest extent possible
    (C) in a special school so that there is no interaction with nondisabled peers
    (D) with the maximum available assistance, whether among or separated from nondisabled peers

29. Chloe is a 13-year-old girl who exhibits signs of selective mutism. She is personable and talkative at home. However, at school, Chloe will speak to her friends only at lunch and will not participate in class discussions. Which of the following strategies is most likely to support Chloe in class?

    (A) Beginning a patient, step-by-step approach to build Chloe's coping skills
    (B) Waiting for Chloe to initiate a conversation about her fear of speaking
    (C) Displaying a chart in the classroom that records the times when Chloe speaks
    (D) Setting up a schedule for Chloe to ask questions in class

30. Kimberly is a first-grade student with severe spina bifida. Which of the following assistive devices is Kimberly most likely to benefit from?

    (A) Hearing aids
    (B) A braillewriter
    (C) A word processor
    (D) Leg braces

Answers

1. Option (D) is correct. Functional life skills teach self-care skills, such as dressing and personal hygiene.

2. Option (C) is correct. Social-cognitive theory focuses on the triad of environment, behavior, and person.

3. Option (B) is correct. Students can express themselves with the assistance of any visual representation mode, such as systems that use visual cues placed on a voice-output communication system. Many students with ASD are motivated to communicate by use of these devices, particularly by the auditory feedback immediately given as they use the device.

4. Option (A) is correct. All student work reflects the curriculum; therefore, the assessment is curriculum based.

5. Option (D) is correct. A visual transition schedule will help Bill anticipate when activities will happen.

6. Option (B) is correct. A page-turner device is most beneficial because students with muscular dystrophy have muscle weakness and muscle loss.

7. Options (A), (B), and (D) are correct. According to IDEA, program modifications, the extent to which a student will not participate with nondisabled peers, and a transition plan all must be included in a 16-year-old student's IEP.

8. Option (D) is correct. The IEP team makes the final decision on LRE placement.

9. Option (D) is correct. Meeting with the special education teacher and the one-on-one paraprofessional and learning how tools specific to their child's needs can support their child in the classroom will reassure the parents that their child can thrive in an inclusion setting.

10. Options (B) and (C) are correct. Brushing one's teeth is a crucial self-care skill that students with ASD practice as part of a morning routine to become independent adults later on. Learning to make the bed is another life skill that is taught as part of a student's daily living skills curriculum.

11. Option (D) is correct. Ava is given a real carrot so that she can see it up close, feel it, and make connections to healthy snacks while identifying things orally, using a simple sentence.

12. Option (B) is correct. A manifestation determination meeting is held to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.

13. Option (C) is correct. The first step in the FBA process is to identify and define the problem behavior and a replacement behavior. A teacher who works to eliminate a problem behavior should simultaneously reinforce a more acceptable alternative.

14. Option (A) is correct. Remedial instruction is one-on-one or small-group instruction that focuses on the needs of the individual student.

15. Option (C) is correct. A response-cost procedure is one that involves taking away desirable possessions, points, tokens, or privileges in planned, incremental steps following the occurrence of an undesirable behavior or failure to meet a specific goal.

16. Option (B) is correct. Daily living skills enable an individual to complete day-to-day activities for self-care, work, home, and leisure. Being able to heat up food allows the student a measure of independence.

17. Option (A) is correct. Summative assessments are given to test student learning relative to the curriculum, and an end-of-chapter test assesses student understanding of key curriculum concepts presented in the chapter.

18. Option (D) is correct. Muscular dystrophy is a condition characterized by muscle weakness and degeneration, which would affect the student's mobility.

19. Option (D) is correct. A weekly log will communicate Joshua's progress and allow his parents to ask questions or comment on his activities.

20. Option (A) is correct. Extinction is a behavioral technique of withholding reinforcement when a behavior occurs. As in this scenario, when the student does not get the teacher's or the class's attention following the behavior, the unwanted behavior may increase in frequency before it becomes extinct. The teacher must therefore continue applying the extinction procedure to achieve success in reducing or eliminating the behavior.

21. Option (B) is correct. An objective and specific definition of the behavior must be created first when conducting a functional behavioral assessment of a child.

22. Option (D) is correct. According to IDEA, a statement of measurable annual goals must be included in an IEP.

23. Options (A), (C), and (D) are correct. Students with behavioral concerns require structure and routine. Students are able to feel positive about themselves when they are in an environment in which they can participate. It allows for students to know what will happen next as well as the expected behaviors and consequences. Students with behavioral concerns also require strategies to self-monitor their own behavior. This allows for students to better understand their own behaviors and to monitor their actions within the classroom.

24. Option (C) is correct. Once a student has acquired a skill, the teacher can best ensure its retention by providing meaningful learning situations in which the student can recall and use the skill.

25. Option (C) is correct. The student is practicing phonemic awareness and is specifically working on segmenting sounds of a word and blending them together.

26. Option (B) is correct. Adaptive equipment is any piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

27. Options (B) and (C) are correct. Supplementary aids and services include accommodations or modifications that allow the student to access both education-related and nonacademic school-related activities. This also includes direct services such as an aide.

28. Option (B) is correct. IDEA ensures that students are not unnecessarily removed from the general education classroom or isolated from their nondisabled peers. These decisions are made based on a student's ability to function in the school environment.

29. Option (A) is correct. Chloe needs to receive step-by-step guidance in developing coping skills, providing her with the confidence to overcome the anxiety that is causing her selective mutism.

30. Option (D) is correct. Spina bifida occurs when the spine and spinal cord do not form properly. The most common characteristics of a severe form of the disorder are physical and mobility difficulties. Because of this, leg braces would be the most appropriate assistive device for Kimberly.

Understanding Question Types

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

Understanding Selected-Response and Numeric-Entry Questions

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

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

- Selecting more than one choice from a list of choices.

- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.

- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.

- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.

- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text, or graphic.

- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

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

Understanding Constructed-Response Questions

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

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

Following are a few sample essay topics to review:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Helpful Links

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

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

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

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

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