



The *PRAXIS*® Study Companion

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



ETS®
Professional
Educator
PROGRAMS

www.ets.org/praxis

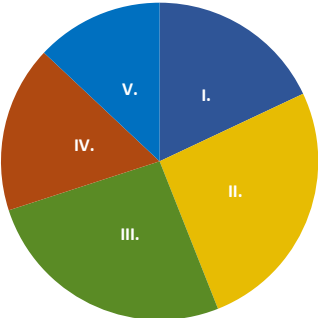
Table of Contents

Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances (5372).....	3
Test at a Glance	3
About The Test	4
Content Topics	5
Discussion Questions.....	5
Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances (5372) Sample Test Questions	11
Sample Questions.....	11
Answers	21
Understanding Question Types.....	25
Understanding Selected-Response and Numeric-Entry Questions	25
Understanding Constructed-Response Questions	26
General Assistance For The Test	28
<i>Praxis</i> ® Interactive Practice Test	28
Doing Your Best	28
Helpful Links	28

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

Test at a Glance

The *Praxis*® Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a special education specialist on teaching students with behavioral disorders and emotional disturbances.

Test Name	Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances		
Test Code	5372		
Time	2 hours		
Number of Questions	120 selected-response questions		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter a numeric answer in a box; and other types of questions. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Development and Characteristics of Students with EBD	22	18%
	II. Planning and Managing the Learning Environments	31	26%
	III. Instruction	31	26%
	IV. Assessment	20	17%
	V. Foundations and Professional Responsibilities	16	13%

About The 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.

The questions on the test assess an test taker's knowledge of the basic principles of special education related to students with EBD and the application of these principles to realistic situations. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities

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, whereas the use of “i.e.” to start a list of examples implies that the given list of examples is complete.

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. We do **not** provide answers for the discussion questions, but 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. They are written 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. 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 Questions: 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 Questions: 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

A. Knows and understands instructional strategies and techniques

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 Questions: 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

A. Knows the definitions and uses of various assessments

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 Questions: 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 related to students with EBD and the educational experiences

Discussion Questions: 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?

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

Note: In this test, the following special education terminology will 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.
- Individual Family Service Plan may be referred to as IFSP.
- Individualized Education Program may be referred to as an 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 and behavioral disturbance may be referred to as EBD.
- The diagnosis “autism spectrum disorder” may be referred to as ASD.

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

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

1. Option (D) is correct. 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.
2. Option (A) is correct. An ABC (antecedent, behavior, consequence) chart is completed before an ABA is developed.
3. Option (A) is correct. 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.
4. Option (A) is correct. 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.
5. Option (D) is correct. Children who have been bullied or who bully are at increased risk for mental health problems.
6. Option (B) is correct. 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.
7. Option (D) is correct. Social-cognitive theory focuses on the triad of environment, person, and behavior.
8. Option (B) is correct 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.

9. Option (A) is correct. The student will receive guidance in building coping skills, providing her with confidence to overcome the anxiety that is causing her selective mutism.

10. Option (B) is correct. Students with emotional and behavioral disorders often demand attention in inappropriate ways.

11. Option (C) is correct. The behavioral model states that all behaviors are learned as a function of the environment; therefore, maladaptive behavior is an inappropriate learned response.

12. Option (C) is correct. The purpose of a functional behavioral assessment is to identify the antecedents and functions of a maladaptive behavior.

13. Option (A) is correct. Students who recently learned to count money can combine coins to purchase items, thus practicing their math skills in a realistic environment.

14. Option (B) is correct. Many children with emotional and behavioral disorders act impulsively, have short attention spans, and often exhibit anxiety, thus allowing the co-occurring classification of ADHD.

15. Option (A) is correct. A student with multiple disabilities has two or more disabling conditions that affect learning and/or other important life functions.

16. Option (D) is correct. Tier 3 interventions and Positive Behavioral Interventions and Supports (PBIS) are limited in that they are general interventions that are not specific to the needs of the student.

17. Option (D) is correct. A flat affect is characterized by a significant reduction in emotional expressiveness as described in the scenario.

18. Option (B) is correct. 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.

19. Option (A) is correct. 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.

20. Option (C) is correct. If the teacher discusses the student's positive qualities first, the parents will be more willing to discuss difficulties and challenges.

21. Option (A) is correct. Summative assessments are given to test student learning relative to the curriculum, and a chapter test assesses knowledge of the entire chapter

22. Option (D) is correct. Oppositional defiant disorder is characterized by a pattern of tantrums, arguing, or angry and disruptive behavior toward authority figures

23. Option (D) is correct. Annual goals must be included in any student's IEP.

24. Option (D) is correct. Computer time is often a motivator for students.

25. Option (C) is correct. Response cost needs to be tied to the occurrence of a specific, observable behavior.

26. Option (A) is correct. Early childhood is a time to learn respectful communication and social skills through play and structured activities.

27. Option (B) is correct. Using a visual reminder can increase appropriate behavior.

28. Option (B) is correct. The student would be able to practice using the same programs at school and home, thus reinforcing her writing skills.

29. Option (B) is correct. The IEP team is responsible for reviewing student progress toward achieving his or her annual goals and revising the IEP as necessary

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

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 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 Selected-Response and Numeric-Entry Questions

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

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

- 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. 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.

Review a few sample essay topics:

- *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.

- *"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."*

- o 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 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. **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 thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

***Praxis*® Interactive Practice Test**

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

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

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

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

Develop Your Study Plan

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

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

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

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

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

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



www.ets.org