

# ORELA Special Education (SPED )Practice Exam (Sample)

## Study Guide



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**SAMPLE**

## **Questions**

- 1. What type of communication method includes oral speech combined with sign language?**
  - A. Bilingual-bicultural approach**
  - B. Total communication**
  - C. ASL**
  - D. Cued speech**
- 2. Which of the following disorders is considered a specific learning disability?**
  - A. Visual impairment**
  - B. Dyslexia**
  - C. Emotional disturbance**
  - D. Motor disabilities**
- 3. Which type of seizure is characterized by a brief period of purposeless activity?**
  - A. Simple partial**
  - B. Psychomotor**
  - C. Grand mal**
  - D. Petit mal**
- 4. What does the Childhood Autism Rating Scale assess?**
  - A. Intellectual ability**
  - B. Repetitive behaviors**
  - C. Social interaction skills**
  - D. Overall Autism symptom severity**
- 5. What distinguishes Discrete Trial Training from ABA?**
  - A. It includes group activities**
  - B. It focuses on individual one-on-one sessions**
  - C. It prioritizes emotional support over learning**
  - D. It involves technology-based interventions**

- 6. What does a functional curriculum help students to achieve?**
- A. Emphasis on traditional academic subjects**
  - B. Success and independence in various life settings**
  - C. Preparation for standardized tests only**
  - D. Knowledge of theoretical concepts**
- 7. What is the main focus of pragmatics in the study of language?**
- A. Grammar rules**
  - B. Sound production**
  - C. Social context and usage**
  - D. Vocabulary development**
- 8. What does Phonology govern in a language?**
- A. The vocabulary used**
  - B. The grammatical rules**
  - C. The sound system**
  - D. The syntax of sentences**
- 9. What is essential in the process of Communication?**
- A. Having multiple senders**
  - B. A message, sender, and receiver**
  - C. Verbal skills only**
  - D. Use of technology**
- 10. What year was the Javits Gifted and Talented Education Act established?**
- A. 1980**
  - B. 1985**
  - C. 1988**
  - D. 1990**

## **Answers**

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1. B
2. B
3. B
4. D
5. B
6. B
7. C
8. C
9. B
10. C

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## **Explanations**

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**1. What type of communication method includes oral speech combined with sign language?**

**A. Bilingual-bicultural approach**

**B. Total communication**

**C. ASL**

**D. Cued speech**

The method that combines oral speech with sign language is known as total communication. This approach is designed to enhance communication for individuals who are deaf or hard of hearing by using multiple means of communication simultaneously. The idea is to utilize various communication modalities, such as spoken language, sign language, facial expressions, gestures, and even written words, to provide a more comprehensive way to express ideas and information. Total communication encourages flexibility in communication strategies, allowing individuals to use whatever means is most effective for them in a given context. This is particularly beneficial in educational settings, filling gaps that may arise from relying solely on one mode of communication. Bilingual-bicultural approaches focus on using both English and American Sign Language (ASL) but emphasize cultural aspects, which makes them distinct from total communication. ASL is a specific form of sign language used predominantly in the deaf community but does not inherently include speech. Cued speech serves a different purpose and involves using hand shapes and movements alongside spoken language to support speechreading, rather than a combination of speech and sign language.

**2. Which of the following disorders is considered a specific learning disability?**

**A. Visual impairment**

**B. Dyslexia**

**C. Emotional disturbance**

**D. Motor disabilities**

Dyslexia is classified as a specific learning disability because it specifically affects a person's ability to read, process written language, and comprehend text. Individuals with dyslexia may struggle with phonemic awareness, decoding, and spelling, which significantly impacts their reading and writing skills. This disorder is recognized for its specific difficulties tied to learning rather than being a result of other disabilities or external factors. In contrast, visual impairment, emotional disturbance, and motor disabilities represent broader categories of challenges. Visual impairment relates to issues with sight, emotional disturbance encompasses a range of emotional and behavioral issues that can affect learning, and motor disabilities pertain to difficulties related to physical movement and coordination. These categories do not fit the definition of specific learning disabilities, which focus more explicitly on academic skills and areas of cognitive functioning.

**3. Which type of seizure is characterized by a brief period of purposeless activity?**

- A. Simple partial**
- B. Psychomotor**
- C. Grand mal**
- D. Petit mal**

The type of seizure characterized by a brief period of purposeless activity is known as a psychomotor seizure. These seizures often involve automatic behaviors, which may include repetitive movements or gestures that have no purpose or relation to the individual's current activity. During a psychomotor seizure, the person may appear to be in a trance-like state and may engage in actions such as lip-smacking, chewing, or fidgeting, all while being unaware of their surroundings. The nature of psychomotor seizures aligns with the question, as individuals experiencing them often do not respond to external stimuli. This lack of awareness and the presence of purposeless activity are key features that distinguish these seizures from other types, such as simple partial seizures (which involve more localized activity without loss of consciousness) or generalized seizures like grand mal, where there are more severe convulsions and loss of consciousness. Petit mal seizures, now more commonly referred to as absence seizures, involve brief lapses of consciousness rather than purposeless activity.

**4. What does the Childhood Autism Rating Scale assess?**

- A. Intellectual ability**
- B. Repetitive behaviors**
- C. Social interaction skills**
- D. Overall Autism symptom severity**

The Childhood Autism Rating Scale (CARS) is designed to assess the overall severity of autism symptoms in children. This tool evaluates various domains of behavior and characteristics associated with autism spectrum disorders. By providing a standardized method for measuring symptom severity across various aspects of functioning, the CARS helps to determine the degree of autism and can assist in tracking changes over time or the effectiveness of interventions. While the assessment includes aspects of social interaction skills and repetitive behaviors, its primary purpose is to give an overall picture of the severity of autism symptoms. This helps clinicians, educators, and families understand the child's needs and tailor interventions accordingly. The focus on overall symptom severity ensures that the assessment is comprehensive, covering multiple domains of behavior that are affected by autism.

## 5. What distinguishes Discrete Trial Training from ABA?

- A. It includes group activities
- B. It focuses on individual one-on-one sessions**
- C. It prioritizes emotional support over learning
- D. It involves technology-based interventions

Discrete Trial Training (DTT) is a specific teaching method that is often utilized within the framework of Applied Behavior Analysis (ABA). What sets DTT apart is its structured approach that typically emphasizes one-on-one interactions with the learner. This intensive focus allows for personalized instruction tailored to the unique needs of the student. In DTT, skills are taught in small, discrete steps, and each trial involves a clear prompt and response, which is crucial for ensuring that the learner grasps each concept before moving on. This individualized format is particularly effective for students who may require additional support or different pacing compared to a group setting. Such a one-on-one intervention allows for immediate feedback and reinforcement, thereby enhancing the learning experience. The other options, while potentially relevant to different teaching methods, do not accurately characterize the distinct nature of Discrete Trial Training. Group activities, emotional support emphasis, and technology use may be components of other educational strategies or interventions, but they do not define DTT's primary focus or methodology.

## 6. What does a functional curriculum help students to achieve?

- A. Emphasis on traditional academic subjects
- B. Success and independence in various life settings**
- C. Preparation for standardized tests only
- D. Knowledge of theoretical concepts

A functional curriculum is designed to equip students, particularly those with special needs, with the skills necessary to navigate daily life effectively. It focuses on practical applications of knowledge rather than traditional academic subjects. By prioritizing real-world skills, a functional curriculum prepares students for success and independence in various life settings, such as home, work, and community environments. This approach helps students develop skills that are immediately applicable and relevant to their daily experiences, fostering greater autonomy and social participation. In contrast to this, a traditional academic focus on subjects such as mathematics, science, and literature does not necessarily prepare students for real-life situations they may encounter outside of a school setting. Preparation for standardized tests is often limited to academic skills tested in a controlled environment, which may not reflect everyday challenges. Additionally, a strong emphasis on theoretical concepts without practical application may leave students ill-equipped to handle daily responsibilities. Thus, the goal of a functional curriculum aligns with fostering life skills that empower students to thrive independently in their communities.

## **7. What is the main focus of pragmatics in the study of language?**

- A. Grammar rules**
- B. Sound production**
- C. Social context and usage**
- D. Vocabulary development**

The primary focus of pragmatics in the study of language is on social context and usage. Pragmatics examines how context influences the interpretation of meaning beyond the literal definitions of words. This includes understanding implied meanings, the relationships between speakers, and the situational factors that shape communication. In pragmatics, language use is considered in terms of the social conventions and norms that govern interactions. For example, the way a statement is received can vary significantly based on the speaker's tone, the context of the conversation, or cultural norms. This aspect of language is crucial for effective communication, as it addresses how people use language to achieve specific goals, convey attitudes, and navigate social interactions. This focus distinguishes pragmatics from other areas of linguistic study. For instance, grammar rules pertain to the structure of sentences, sound production involves the physical aspects of voice and articulation, and vocabulary development refers to the acquisition of words and their meanings. While all these components are important in language learning, pragmatics specifically emphasizes the importance of understanding the social dynamics that influence how language is used in real-life situations.

## **8. What does Phonology govern in a language?**

- A. The vocabulary used**
- B. The grammatical rules**
- C. The sound system**
- D. The syntax of sentences**

Phonology is the branch of linguistics that deals with the systematic organization of sounds in languages. It focuses specifically on the way sounds function and pattern in particular languages, as well as the rules that govern their pronunciation and interaction. By addressing the sound system, phonology involves not only individual sounds (phonemes) but also how these sounds can be combined to form syllables and words, and how they change in different contexts within speech. For instance, phonological rules help explain why certain sounds may change depending on their position in a word or following other sounds. This encompasses aspects like stress patterns, intonation, and the overall rhythm of speech. Understanding phonology is essential for analyzing how meaning can be affected by sound variations, which is critical in areas such as language acquisition, speech pathology, and literacy development. The other options revolve around different aspects of language: vocabulary pertains to the lexicon, grammatical rules relate to the structure and form of sentences (morphology), and syntax deals with how words combine to form phrases and sentences. While all these elements are integral to a language, they do not fall under the scope of phonology, which is exclusively concerned with the sound systems.

## 9. What is essential in the process of Communication?

- A. Having multiple senders
- B. A message, sender, and receiver**
- C. Verbal skills only
- D. Use of technology

The essence of communication lies in the interaction between a sender and a receiver, facilitated by a message. This triadic relationship is critical because the sender formulates and transmits a message that the receiver decodes and interprets. Without this dynamic, effective communication cannot occur; the sender may have a message, but if there is no receiver to comprehend it, communication fails. Likewise, the receiver must play an active role in understanding the conveyed message, making this foundational to any successful communication process. While multiple senders can contribute to a richer discourse or dialogue, they are not essential to the simple act of communication between two parties. Verbal skills are beneficial, but communication also encompasses non-verbal cues, body language, and written formats. The use of technology can enhance communication efficiency and reach, but it is not a fundamental requirement for the basic process. Hence, the correct answer highlights the core components necessary for effective communication.

## 10. What year was the Javits Gifted and Talented Education Act established?

- A. 1980
- B. 1985
- C. 1988**
- D. 1990

The Javits Gifted and Talented Education Act was established in 1988, marking a significant step in recognizing and supporting the needs of gifted and talented students in the United States. The Act provides funding for research, demonstration projects, and initiatives aimed at creating educational resources and opportunities for these students, particularly in underrepresented populations. Through this legislation, the federal government aimed to enhance awareness and development of programs tailored to the unique abilities and potential of gifted learners. This initiative underscores the importance of gifted education within the broader spectrum of educational equity and access. The other years listed do not correspond to the establishment of the Javits Act, as they fall outside the timeline associated with this specific legislation.