

OSAT SEVERE- PROFOUND MULTIPLE DISABILITIES (131) PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which collaboration involves linking with community agencies and schools to support students?**
 - A. Cooperation between special and general educators
 - B. Communication and Collaboration with community agencies
 - C. Standards for credentials and employment for Special education professionals
 - D. Professional development
- 2. In conflict resolution, which sequence describes the problem-solving process?**
 - A. Ignore the problem and hope it resolves
 - B. Decide unilaterally without discussion
 - C. Define the problem, brainstorm solutions, choose a solution, and act upon it
 - D. Wait for others to decide
- 3. The School-To-Work Opportunities Act was signed in 1994 by which president?**
 - A. Bill Clinton
 - B. George H. W. Bush
 - C. Barack Obama
 - D. Ronald Reagan
- 4. Which professional specializes in adapting physical education to meet the needs of students with disabilities?**
 - A. Occupational Therapist
 - B. Orientation and Mobility Specialist
 - C. Physical Therapist
 - D. Adaptive Physical Education Specialist
- 5. Which accommodation helps students understand test directions by providing practice items and additional examples of test items?**
 - A. Increase time
 - B. Fewer total questions
 - C. Verbally encouraging them and give additional examples of test items for practices
 - D. Use calculators

- 6. Step Five describes which scenario?**
- A. Other students undiagnosed until later due to ineffective screenings or maybe due to TBI or illness of the child
 - B. All students are diagnosed in Step Five
 - C. Step Five occurs before Step Four
 - D. Step Five is optional
- 7. Which statement best describes receptive language problems?**
- A. Expressive vocabulary only
 - B. Processing difficulties and low vocabulary
 - C. Fluency issues
 - D. Prosody problems
- 8. Which option is an example of a testing accommodation that aids access to test content?**
- A. Braille
 - B. Headphones
 - C. Read out loud
 - D. Visual aid and model direction
- 9. Which set of conditions commonly co-occur with profound neurological damage?**
- A. ID, cerebral palsy, and scoliosis
 - B. Diabetes and hypertension
 - C. Asthma and allergies
 - D. Color blindness and myopia
- 10. Which approach best supports a student with PDD-NOS during a group planning activity?**
- A. Break tasks into small, clearly defined steps with visual supports.
 - B. Give unlimited wait time with no prompts.
 - C. Use only written instructions with no oral explanation.
 - D. Assign tasks without role clarity.

Answers

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

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Explanations

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1. Which collaboration involves linking with community agencies and schools to support students?

- A. Cooperation between special and general educators
- B. Communication and Collaboration with community agencies**
- C. Standards for credentials and employment for Special education professionals
- D. Professional development

Strong communication and collaboration with community agencies and schools is essential for coordinating the supports a student needs. Students with severe-profound disabilities often rely on a network of services beyond the classroom—therapists, medical professionals, social services, and other community resources. When these partners communicate clearly and work together, IEP goals stay aligned across settings, services are scheduled consistently, and families receive unified guidance. This coordinated approach creates the holistic support system that helps the student access opportunities, therapies, and supports in multiple environments, not just at school. Cooperation between special and general educators is important, but it focuses on inside-school teamwork rather than connecting with the wider network of community services. Standards for credentials and employment deal with qualifications, not ongoing collaboration. Professional development focuses on improving practice, not specifically linking with community agencies to support students.

2. In conflict resolution, which sequence describes the problem-solving process?

- A. Ignore the problem and hope it resolves
- B. Decide unilaterally without discussion
- C. Define the problem, brainstorm solutions, choose a solution, and act upon it**
- D. Wait for others to decide

In conflict resolution, a structured, collaborative approach works best. Start by defining the problem so everyone agrees on what needs to be addressed. Then brainstorm possible solutions together, keeping ideas open and nonjudgmental. Next, evaluate the options and choose a feasible solution that fits the needs of all involved. Finally, act on that solution and monitor how it works, making adjustments if needed. This sequence fosters understanding, buy-in, and a practical plan that can actually resolve the issue. It's more effective than ignoring the problem, making decisions alone, or waiting for others to decide, because it engages all perspectives and leads to a concrete, implementable result.

3. The School-To-Work Opportunities Act was signed in 1994 by which president?

- A. Bill Clinton**
- B. George H. W. Bush
- C. Barack Obama
- D. Ronald Reagan

Bill Clinton is the president who signed the School-To-Work Opportunities Act in 1994. This era of his presidency focused on strengthening connections between education and the workforce, so the act established funding and a framework for state and local programs that combined classroom learning with work-based experiences for students. The other presidents listed served outside 1994 (Reagan and Bush earlier, Obama later), so they weren't the signatories.

4. Which professional specializes in adapting physical education to meet the needs of students with disabilities?

- A. Occupational Therapist
- B. Orientation and Mobility Specialist
- C. Physical Therapist
- D. Adaptive Physical Education Specialist**

Adapting physical education for students with disabilities means tailoring activities, equipment, and rules so every student can participate safely and meaningfully. This is the key focus of the Adaptive Physical Education Specialist. They design and implement modified PE curricula, assess individual needs, set movement and fitness goals aligned with the student's IEP, choose accessible equipment, and adjust activities or rules to fit different abilities. They also monitor progress and collaborate with teachers, as well as with therapists like PTs and OTs, to ensure the plan stays integrated in the classroom and gym. Other professionals have different primary roles. An occupational therapist works mainly on daily living tasks and fine motor skills, often outside the gym context. A physical therapist concentrates on therapeutic movement and mobility, typically focusing on rehabilitation rather than adapting the standard PE program for classroom inclusion. An orientation and mobility specialist helps students with vision impairment learn to navigate environments. While these professionals may contribute to a student's overall abilities, the Adaptive Physical Education Specialist is the one whose primary job is adapting physical education to maximize participation for students with disabilities.

5. Which accommodation helps students understand test directions by providing practice items and additional examples of test items?

- A. Increase time
- B. Fewer total questions
- C. Verbally encouraging them and give additional examples of test items for practices**
- D. Use calculators

Understanding test directions is helped most when students get practice with items that mirror what they'll see on the actual test, plus supportive prompts. Providing additional practice items and examples shows exactly how directions map to what the student must do, so they learn the format, wording, and expected actions before the real test. Verbal encouragement adds reassurance and clarifies expectations in real time, which is especially useful for students who may struggle with processing or staying focused on directions. This combination directly targets how to follow directions, reducing confusion and helping the student demonstrate their knowledge more accurately. Increasing time or reducing the number of items might ease workload or pace but doesn't improve understanding of directions, and using calculators isn't necessary or appropriate for all tests and doesn't address direction comprehension.

6. Step Five describes which scenario?

- A. Other students undiagnosed until later due to ineffective screenings or maybe due to TBI or illness of the child
- B. All students are diagnosed in Step Five
- C. Step Five occurs before Step Four
- D. Step Five is optional

Step Five focuses on late identification—students who aren't found earlier because screenings miss them or because their needs become clear only after an event such as a traumatic brain injury or illness. Screenings aren't perfect, and some conditions don't reveal themselves right away; a TBI or a new illness can change a student's functioning and bring needs to light later. That's what Step Five describes: those who remain undiagnosed until later due to screening gaps or late-emerging conditions. The other options don't fit this idea—it's not about every student being diagnosed at this step, it isn't about reversing the order, and it isn't optional.

7. Which statement best describes receptive language problems?

- A. Expressive vocabulary only
- B. Processing difficulties and low vocabulary
- C. Fluency issues
- D. Prosody problems

Receptive language problems involve trouble understanding spoken language. This often shows up as difficulty following what others say, especially when instructions are long or when language is fast. A key part of this difficulty is processing—the brain's ability to interpret and make sense of auditory information quickly and accurately. Another important piece is vocabulary knowledge: if a listener has a small vocabulary, they'll have fewer word-to-meaning connections to draw on, making comprehension harder. So, processing difficulties combined with low vocabulary best describe receptive language problems, because they directly impact understanding of language input. In contrast, issues with expressive vocabulary are about producing words, not understanding them; fluency problems relate to the ease and flow of speech production; and prosody concerns the rhythm and intonation of speech, which can affect communication but don't define receptive understanding.

8. Which option is an example of a testing accommodation that aids access to test content?

- A. Braille
- B. Headphones
- C. Read out loud
- D. Visual aid and model direction

Providing testing accommodations means adjusting how test content is presented so students can access it more effectively without changing what is being measured. Headphones fit this idea because they let a student hear audio content clearly or block out distracting noise, making it easier to access information that is delivered aurally or through sound cues. If questions or instructions are provided in an audio format, headphones enable listening without disturbing others and can support students who rely on hearing as part of their learning process. They also help create a personal, focused listening environment when distraction is a barrier. Other accommodations, like Braille, read-aloud options, or visual aids, play their own roles by providing alternative means to access the content. But headphones specifically support access to auditory content and concentration, which is why they are an example of a testing accommodation that aids access to test content.

9. Which set of conditions commonly co-occur with profound neurological damage?

A. ID, cerebral palsy, and scoliosis

B. Diabetes and hypertension

C. Asthma and allergies

D. Color blindness and myopia

Profound neurological damage tends to disrupt multiple developmental domains, leading to cognitive, motor, and physical-health challenges that often occur together. This pattern commonly includes intellectual disability, significant motor impairment such as cerebral palsy, and secondary orthopedic problems like scoliosis due to muscle tone differences and limited mobility. That combination—intellectual disability, cerebral palsy, and scoliosis—fits the profile of co-occurring issues seen with widespread neurological impairment, making it the best match. Other options don't align as closely with this pattern. Diabetes and hypertension are metabolic/vascular conditions more typical of adults and not specifically tied to profound neurological injury. Asthma and allergies are common respiratory/allergic conditions not uniquely associated with profound neurological damage. Color blindness and myopia are vision-related issues that don't systematically co-occur with profound neurological impairment in the way the first set does.

10. Which approach best supports a student with PDD-NOS during a group planning activity?

A. Break tasks into small, clearly defined steps with visual supports.

B. Give unlimited wait time with no prompts.

C. Use only written instructions with no oral explanation.

D. Assign tasks without role clarity.

Structured, visual, stepwise guidance is most effective for a student with PDD-NOS during group planning. Breaking the task into small, clearly defined steps gives a predictable sequence to follow, which reduces anxiety and helps the student stay oriented in what to do next. When you add visual supports—pictures, icons, checklists, or color cues—the steps become concrete and easy to reference during the activity, supporting understanding, memory, and independent participation. Students on the autism spectrum often benefit from explicit instructions and multi-sensory cues, which help them grasp expectations and participate more fully in group tasks. Unlimited wait time with no prompts can leave the student without the needed navigation through the activity. Relying only on written instructions with no oral explanation may overlook processing or reading challenges, and assigning tasks without role clarity creates confusion about who does what.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://osat131.examzify.com>

We wish you the very best on your exam journey. You've got this!

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