

PRAXIS EDUCATION OF EXCEPTIONAL – STUDENTS SEVERE TO PROFOUND DISABILITIES (5547) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	9
Explanations	11
Next Steps	17

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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. Carl is a third-grade student in a general education classroom who has been diagnosed with dysgraphia. Even though Carl receives support from a special education teacher, he struggles with completing writing assignments in his notebook. Which of the following is the best assistive technology recommendation for Carl given his struggle with writing assignments?**
 - A. Using a text-to-speech device to read assignments aloud and highlight words as they are read
 - B. Using a dictation application on a digital tablet to compose, edit, and revise assignments
 - C. Using a braille display to access information about assignments on a computer screen
 - D. Using a symbols-based communication board to convey his ideas and ask for assistance
- 2. Which organization is best known for supporting innovative techniques for the education and development for young children?**
 - A. The National Association for Family Child Care (NAFCC)
 - B. Council for the Accreditation of Educator Preparation (CAEP)
 - C. Association for Middle Level Education (AMLE)
 - D. The National Association for the Education of Young Children (NAEYC)
- 3. In an inclusion setting, modifications to the way content is organized and presented and adaptations to assessments are associated with which level of instructional support?**
 - A. Level 1
 - B. Level 2
 - C. Level 3
 - D. Level 4
- 4. Which statement best describes the benefit of using a concept map to represent the rock cycle for a student with an intellectual disability?**
 - A. It demonstrates understanding of relationships among rock types
 - B. It reinforces vocabulary
 - C. It tests recall
 - D. It assesses motor skills

- 5. Which assistive technology is most likely to help a 12-year-old student with an intellectual disability and dyslexia access the curriculum across content areas?**
- A. Text-to-speech software
 - B. A personal FM system with earphones
 - C. A communication board with icons
 - D. Text magnification with color options
- 6. Which statement best reflects culturally responsive collaboration with families?**
- A. The need to focus on the holistic requests of the family.
 - B. The importance of ensuring that students learn and are successful.
 - C. The importance of finding time to coplan and coordinate activities.
 - D. The need to respect each family's cultural and linguistic background.
- 7. A severe visual impairment is most likely to affect a child in which of the following ways?**
- A. Heightened sensitivity to smells and tastes
 - B. Delayed gross motor skills development
 - C. Improper phonetic pronunciation
 - D. Poor eating and sleeping habits
- 8. What is the most important information gained from conducting a functional behavioral assessment?**
- A. The causes of a student's undesirable behavior
 - B. A student's strengths in dealing with adversity
 - C. The effect of a student's behavior on others
 - D. A student's need to learn to adapt to stressors
- 9. Which domain is NOT typically a focus of the Woodcock-Johnson Psycho-Educational Battery?**
- A. Attention behaviors
 - B. Academic abilities
 - C. Cognitive abilities
 - D. Language skills

10. A student who is nonverbal and has Crohn's disease would most likely qualify for special education and related services under which IDEA category?

- A. Orthopedic Impairment
- B. Traumatic Brain Injury
- C. Other Health Impairment
- D. Specific Learning Disability

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Answers

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

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Explanations

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1. Carl is a third-grade student in a general education classroom who has been diagnosed with dysgraphia. Even though Carl receives support from a special education teacher, he struggles with completing writing assignments in his notebook. Which of the following is the best assistive technology recommendation for Carl given his struggle with writing assignments?

- A. Using a text-to-speech device to read assignments aloud and highlight words as they are read
- B. Using a dictation application on a digital tablet to compose, edit, and revise assignments**
- C. Using a braille display to access information about assignments on a computer screen
- D. Using a symbols-based communication board to convey his ideas and ask for assistance

When someone has dysgraphia, the main hurdle is turning thoughts into written text because handwriting and spelling can be slow and painful. The best way to support completing a writing assignment is to reduce the writing demands while still allowing composing, editing, and revising. A dictation app on a digital tablet does exactly this: Carl can speak his ideas, the device transcribes them into written text, and he can then read back, correct mistakes, and refine the draft. This approach keeps him engaged in the same writing task without the bottleneck of handwriting, promoting independence and steady progress on assignments. Using a text-to-speech tool to read text aloud helps with accessing and understanding written material, but it doesn't address the act of producing written content. A braille display is not aligned with a sighted student in a general education setting who is working with print text. A symbols-based communication board supports communicating ideas in other ways, but it isn't efficient for drafting and revising lengthy written assignments in a notebook-like workflow.

2. Which organization is best known for supporting innovative techniques for the education and development for young children?

- A. The National Association for Family Child Care (NAFCC)
- B. Council for the Accreditation of Educator Preparation (CAEP)
- C. Association for Middle Level Education (AMLE)
- D. The National Association for the Education of Young Children (NAEYC)**

Focus on how young children learn and develop, and the ways educators use creative, evidence-based strategies to support that growth. The National Association for the Education of Young Children (NAEYC) is the leading organization here, known for championing high-quality early learning and for promoting practices that are developmentally appropriate and engaging for young children. It offers standards, resources, professional development, and accreditation that emphasize innovative approaches like play-based learning, integrated social-emotional development, and strong family engagement. The other groups cover different areas: one concentrates on family child care at home, another on accrediting teacher-preparation programs, and another on middle-level education. While each serves an important niche, NAEYC is the one most closely associated with advancing innovative methods specifically for education and development of young children.

3. In an inclusion setting, modifications to the way content is organized and presented and adaptations to assessments are associated with which level of instructional support?

- A. Level 1
- B. Level 2
- C. Level 3**
- D. Level 4

Inclusion settings use levels of instructional support to describe how much the curriculum and assessments are adjusted to fit a learner's needs. When content is reorganized or presented in a different way and assessments are adapted, this shows a substantial level of support. It means the teacher is altering both what is taught and how the student demonstrates understanding, not just making minor accommodations. Examples include breaking tasks into smaller steps, using simpler language, adding visual or hands-on supports, presenting information in multiple formats, and allowing alternative ways to respond or show evidence of learning. This level sits above routine accommodations in intensity because it requires thoughtful planning to ensure access to the same learning goals, though it is not as extreme as the most intensive supports that involve major curriculum changes or specialized services.

4. Which statement best describes the benefit of using a concept map to represent the rock cycle for a student with an intellectual disability?

- A. It demonstrates understanding of relationships among rock types**
- B. It reinforces vocabulary
- C. It tests recall
- D. It assesses motor skills

Concept maps help students see relationships between ideas. When you use one for the rock cycle, you show how each rock type connects to others through processes like cooling, weathering, deposition, burial, melting, and metamorphism. This visual layout makes the flow and transformations clear, so a student with intellectual disability can grasp how one rock becomes another rather than just memorizing names. The strength here is understanding how the pieces fit together and how changes move the cycle forward. While vocabulary is aided by labeling the terms, the map's main benefit is demonstrating how the concepts are interrelated, not simply recalling facts or performing a motor task.

5. Which assistive technology is most likely to help a 12-year-old student with an intellectual disability and dyslexia access the curriculum across content areas?

- A. Text-to-speech software**
- B. A personal FM system with earphones
- C. A communication board with icons
- D. Text magnification with color options

Understanding how to access written material is key for a student with dyslexia. Text-to-speech software reads written text aloud, so the student can listen to textbooks, assignments, and notes while following along. This reduces decoding struggles and lets them engage with content across subjects—reading, science, math, and more—without getting stuck on word-by-word recognition. It also supports comprehension by linking spoken language to written text and can be used with different formats (digital articles, PDFs, slides). Other tools have valuable uses but don't tackle the same barrier. A personal FM system helps the student hear the teacher more clearly in class, which aids attention and participation but doesn't directly provide access to the curriculum's written content. A communication board with icons focuses on expressive communication rather than accessing written material. Text magnification helps when reading visually but still requires decoding and may not address the reading difficulties typical of dyslexia as effectively as listening to the text. In this scenario, text-to-speech best enables cross-subject access to the curriculum.

6. Which statement best reflects culturally responsive collaboration with families?

- A. The need to focus on the holistic requests of the family.
- B. The importance of ensuring that students learn and are successful.
- C. The importance of finding time to coplan and coordinate activities.
- D. The need to respect each family's cultural and linguistic background.**

Culturally responsive collaboration with families centers on recognizing and honoring each family's cultural and linguistic background in all interactions. This means learning about families' values, language preferences, and home contexts, and communicating in ways that are accessible and empowering. It also involves inviting families as equal partners in decision-making and adapting practices to fit diverse cultural and linguistic needs. Because of this, the statement about respecting each family's cultural and linguistic background best reflects culturally responsive collaboration. While other aspects like addressing holistic family needs, ensuring student success, or coordinating activities are important to collaboration, they don't by themselves capture the essential emphasis on honoring and incorporating families' cultural and linguistic identities.

7. A severe visual impairment is most likely to affect a child in which of the following ways?

- A. Heightened sensitivity to smells and tastes
- B. Delayed gross motor skills development**
- C. Improper phonetic pronunciation
- D. Poor eating and sleeping habits

Severe visual impairment most directly disrupts how a child develops large-motor skills. Vision helps a child understand where the body is in space, judge distances, and plan movements to roll, sit, crawl, stand, and walk. Without reliable visual input, coordinating these big movements becomes more challenging, so gross motor development often shows delays. Therapies for children with significant vision loss focus on building these skills through hands-on guidance, using touch and sound cues, consistent routines, and orientation and mobility strategies to help them move safely in their environment. The other options don't align as closely with the typical impact of losing vision. Changes in smells or tastes aren't a direct consequence of visual impairment, phonetic pronunciation relates more to speech development, and while eating and sleeping habits can be affected by many factors, they're not the primary or most predictable outcome of limited sight.

8. What is the most important information gained from conducting a functional behavioral assessment?

- A. The causes of a student's undesirable behavior**
- B. A student's strengths in dealing with adversity
- C. The effect of a student's behavior on others
- D. A student's need to learn to adapt to stressors

Uncovering the function of a behavior—the reason it occurs and what maintains it—is what a functional behavior assessment aims to reveal. By examining what happens before the behavior and what happens after (antecedents and consequences), we identify the purpose the student is serving with that behavior, such as seeking attention, avoiding a task, obtaining a preferred item, or self-stimulation. This understanding is the most important takeaway because it directly informs how to intervene: modify the environment or consequences or teach a replacement skill that meets the same need in a more appropriate way. For example, if the behavior serves to escape work, the plan can include brief, predictable breaks and a clear way to request help, along with teaching a suitable alternative behavior. While a student's strengths and the impact on others or the aim of helping the student adapt to stressors are useful considerations, they do not explain why the behavior occurs in the moment, which is the essential information for designing effective supports.

9. Which domain is NOT typically a focus of the Woodcock-Johnson Psycho-Educational Battery?

- A. Attention behaviors**
- B. Academic abilities
- C. Cognitive abilities
- D. Language skills

The test is built around three broad focus areas: cognitive abilities, academic skills, and language skills. These domains capture how a person thinks and reasons, what academic tasks they can perform (like reading, math, and writing), and how they use language. Attention, while important for performance on any assessment, isn't treated as a separate domain within this battery. It's more of a behavior or executive-function factor that can influence scores, typically assessed with other tools or rating scales rather than as its own WJ domain. So, attention behaviors aren't a typical focus of the Woodcock-Johnson, making that option the best answer.

10. A student who is nonverbal and has Crohn's disease would most likely qualify for special education and related services under which IDEA category?

- A. Orthopedic Impairment
- B. Traumatic Brain Injury
- C. Other Health Impairment**
- D. Specific Learning Disability

A student with Crohn's disease would qualify under Other Health Impairment when a health condition causes limited energy, stamina, or alertness and negatively affects learning. Crohn's is a chronic illness that can lead to fatigue, pain, frequent medical appointments, and school absences. When these factors interfere with attention, participation, or progress in school, they meet the IDEA criterion for an impairment that requires special education and related services. Other categories aren't a fit here: an orthopedic impairment focuses on physical mobility issues; a traumatic brain injury is for a brain injury; a specific learning disability describes processing difficulties not primarily due to a health condition. The key idea is that the health condition itself and its impact on education drive eligibility, not the student's communication mode.

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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://praxis5547.examzify.com>

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

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