

Praxis Special Education: Foundational Knowledge (5355) Practice Test (Sample)

Study Guide



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SAMPLE

Questions

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- 1. What is an important aspect of culturally responsive teaching for students with disabilities?**
 - A. Integrating a single teaching strategy**
 - B. Ignoring cultural backgrounds**
 - C. Recognizing and integrating students' cultural backgrounds into instruction**
 - D. Limiting discussions about culture in the classroom**
- 2. Which of the following best describes the primary goal of an IEP?**
 - A. To create uniform educational standards**
 - B. To accommodate all students equally**
 - C. To outline individualized educational goals for a student with disabilities**
 - D. To eliminate the need for standardized testing**
- 3. Multiple sclerosis primarily affects which part of the body?**
 - A. The circulatory system**
 - B. The respiratory system**
 - C. The central nervous system**
 - D. The digestive system**
- 4. What does the term "least restrictive environment" signify in special education?**
 - A. Providing education in a specialized facility**
 - B. Educating students with disabilities with their general education peers as much as possible**
 - C. Excluding students with disabilities from regular classrooms**
 - D. Limiting support services for students with disabilities**
- 5. What does FAPE stand for?**
 - A. Free Academic Programming for Everyone**
 - B. Free Accessible Public Education**
 - C. Free Appropriate Public Education**
 - D. Foundation for Academic Performance Education**

- 6. How is "specific learning disability" (SLD) best defined?**
- A. A disorder that affects physical coordination**
 - B. A disability that affects social interaction**
 - C. A disorder that affects the ability to understand or use spoken or written language**
 - D. A temporary difficulty in learning**
- 7. Which of the following is a potential warning sign of a learning disability in early childhood?**
- A. Early reading proficiency**
 - B. Advanced mathematical skills**
 - C. Delayed ability to learn to speak**
 - D. Strong memory for songs and rhymes**
- 8. What is the primary intention of alternative teaching methods in the classroom?**
- A. Differentiated Instruction**
 - B. Standardized Assessment**
 - C. Uniformity in Learning**
 - D. Increased Test Scores**
- 9. Developmental relationship-based treatment primarily aims to improve what aspect?**
- A. The academic performance of students.**
 - B. The relationships between caregivers and children.**
 - C. The physical health of children.**
 - D. The cognitive development of children.**
- 10. What distinguishes modifications from accommodations in special education?**
- A. Modifications involve changing content; accommodations involve changing the delivery**
 - B. Both change the delivery method of instruction**
 - C. Modifications change how a student learns; accommodations change what a student learns**
 - D. Accommodations refer to behavioral adjustments; modifications mean instructional delivery**

Answers

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

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Explanations

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1. What is an important aspect of culturally responsive teaching for students with disabilities?

- A. Integrating a single teaching strategy**
- B. Ignoring cultural backgrounds**
- C. Recognizing and integrating students' cultural backgrounds into instruction**
- D. Limiting discussions about culture in the classroom**

Culturally responsive teaching involves recognizing and valuing the diverse cultural backgrounds of students. By integrating students' cultural experiences into instruction, educators can create a more inclusive environment that acknowledges and respects the unique perspectives of each student. This approach not only fosters a sense of belonging but also enhances engagement by making learning relevant to students' lives. When teachers incorporate culturally relevant materials and teaching methods, they enable students with disabilities to connect more deeply with the content, improving their understanding and retention. This practice also encourages students to see themselves as active participants in their education, which can boost their self-esteem and motivation. Integrating students' cultural backgrounds into the curriculum promotes personalized learning, helps address potential biases in traditional teaching methods, and supports the development of critical thinking skills by exposing students to a variety of viewpoints. Therefore, recognizing and integrating students' cultural backgrounds into instruction is essential for effective teaching, especially for students with disabilities who may face additional challenges in the learning environment.

2. Which of the following best describes the primary goal of an IEP?

- A. To create uniform educational standards**
- B. To accommodate all students equally**
- C. To outline individualized educational goals for a student with disabilities**
- D. To eliminate the need for standardized testing**

The primary goal of an Individualized Education Program (IEP) is to outline individualized educational goals for a student with disabilities. The IEP is a legally binding document that is tailored specifically to meet the unique needs of each student. It takes into account the student's current performance levels, educational needs, and any necessary accommodations or modifications to ensure that they receive an appropriate education in the least restrictive environment possible. This focus on individualization is crucial because every student with disabilities has different strengths, challenges, and educational requirements. By setting personalized goals, the IEP ensures that the educational plan supports the student's learning process effectively and facilitates their progress towards achieving academic and functional success. Furthermore, the IEP is developed collaboratively by a team that includes educators, the student (when appropriate), parents, and often related service providers, ensuring that the goals reflect the specific context of the student's life and educational setting.

3. Multiple sclerosis primarily affects which part of the body?

- A. The circulatory system**
- B. The respiratory system**
- C. The central nervous system**
- D. The digestive system**

Multiple sclerosis primarily affects the central nervous system, which comprises the brain and spinal cord. This disease is characterized by the immune system mistakenly attacking the protective myelin sheath that covers nerve fibers, leading to communication problems between the brain and the rest of the body. Symptoms can vary widely but often include issues with muscle control, vision, balance, and feeling, among others. Understanding that multiple sclerosis targets the central nervous system helps in recognizing its neurological implications, such as cognitive changes or physical disabilities. The other body systems listed, such as the circulatory, respiratory, and digestive systems, are not the primary targets of multiple sclerosis, which is why they do not fit the question regarding the effects of this condition.

4. What does the term "least restrictive environment" signify in special education?

- A. Providing education in a specialized facility**
- B. Educating students with disabilities with their general education peers as much as possible**
- C. Excluding students with disabilities from regular classrooms**
- D. Limiting support services for students with disabilities**

The term "least restrictive environment" in special education refers to the principle that students with disabilities should be educated alongside their general education peers to the maximum extent appropriate. This concept is grounded in the Individuals with Disabilities Education Act (IDEA), which emphasizes that students with disabilities should have access to the general education curriculum and social interactions with their peers whenever possible. This approach is intended to provide these students with meaningful educational experiences and opportunities for integration, allowing them to develop both academically and socially in an inclusive setting. The least restrictive environment acknowledges that while some students may require specialized support or accommodations to thrive, the goal is to minimize segregation and maximize inclusion. Therefore, this principle underscores the importance of creating educational plans that consider the unique needs of each student while promoting their participation in general educational settings.

5. What does FAPE stand for?

- A. Free Academic Programming for Everyone
- B. Free Accessible Public Education
- C. Free Appropriate Public Education**
- D. Foundation for Academic Performance Education

FAPE stands for Free Appropriate Public Education. This term is crucial within the context of special education in the United States, as outlined in the Individuals with Disabilities Education Act (IDEA). FAPE ensures that students with disabilities receive educational services that are tailored to their individual needs at no cost to their families. The "free" aspect emphasizes that education should be provided without charge. "Appropriate" signifies that the education must be suitable and meaningful, which means it should provide benefit and help the student make progress in line with their Individualized Education Program (IEP). Lastly, "public education" indicates that these services must be provided by public schools or in a manner that is funded by public entities, ensuring access to education for students with disabilities within the public education system. Understanding FAPE is essential for educators and specialists in the field of special education, as it underscores the legal obligations of schools to provide support and accommodations that promote equitable access to learning for all students, regardless of their challenges.

6. How is "specific learning disability" (SLD) best defined?

- A. A disorder that affects physical coordination
- B. A disability that affects social interaction
- C. A disorder that affects the ability to understand or use spoken or written language**
- D. A temporary difficulty in learning

Specific Learning Disability (SLD) is best defined as a disorder that significantly impacts an individual's ability to understand or use spoken or written language. This definition encompasses a range of difficulties that can affect academic skills, including reading, writing, and mathematics. Individuals with SLD may have challenges such as dyslexia, which affects reading, or dyscalculia, which impacts mathematical skills. The focus on the understanding and use of language is crucial since SLD is characterized by discrepancies between an individual's potential and their academic performance, often leading to difficulties in processing information or communicating effectively. Therefore, choice C accurately captures the essence of what constitutes a specific learning disability.

7. Which of the following is a potential warning sign of a learning disability in early childhood?

- A. Early reading proficiency**
- B. Advanced mathematical skills**
- C. Delayed ability to learn to speak**
- D. Strong memory for songs and rhymes**

A delayed ability to learn to speak can be a significant warning sign of a learning disability in early childhood. Language development is a crucial aspect of early childhood education and learning processes. If a child is delayed in acquiring oral language skills, it may indicate underlying challenges in processing verbal information, which can subsequently affect reading and writing abilities. Early identification of such delays is critical for providing timely support and intervention, helping to address potential learning disabilities before they impact the child's overall educational experience. In contrast, early reading proficiency and advanced mathematical skills are typically indicators of strong cognitive abilities rather than signs of learning disabilities. Strong memory for songs and rhymes is also a positive sign of a child's auditory processing abilities and language development, reflecting engagement with language rather than signaling a potential learning difficulty.

8. What is the primary intention of alternative teaching methods in the classroom?

- A. Differentiated Instruction**
- B. Standardized Assessment**
- C. Uniformity in Learning**
- D. Increased Test Scores**

The primary intention of alternative teaching methods in the classroom is to implement differentiated instruction. This approach focuses on tailoring teaching practices to meet the diverse needs, interests, and learning profiles of individual students. By employing various instructional strategies, educators can accommodate different learning styles, ability levels, and cultural backgrounds, thereby promoting an inclusive environment where every student has the opportunity to thrive. Differentiated instruction enables teachers to adjust content, process, and products in their lessons, allowing students to engage with the material in ways that resonate with their personal learning preferences. This individualized approach contrasts with standardized assessment and uniformity in learning, which aim for a one-size-fits-all methodology that does not adequately address the unique strengths and challenges of each learner. Additionally, while increased test scores may be a byproduct of effective instruction, the primary goal of alternative teaching methods is to enhance learning and understanding in a more comprehensive and meaningful manner.

9. Developmental relationship-based treatment primarily aims to improve what aspect?

- A. The academic performance of students.**
- B. The relationships between caregivers and children.**
- C. The physical health of children.**
- D. The cognitive development of children.**

Developmental relationship-based treatment focuses on enhancing the quality of interactions and relationships between caregivers and children. This approach emphasizes the importance of secure attachments and responsive caregiving in fostering a child's overall development. Research shows that strong, positive relationships contribute significantly to a child's emotional well-being, social skills, and capacity for learning. While aspects such as academic performance, physical health, and cognitive development are important for children, the primary goal of this treatment model is to create and strengthen the bonds between caregivers and children, as these relationships serve as the foundation for various developmental outcomes. Healthy interactions lead to greater emotional security, better communication skills, and facilitate the child's ability to engage with their environment, thus supporting their holistic development.

10. What distinguishes modifications from accommodations in special education?

- A. Modifications involve changing content; accommodations involve changing the delivery**
- B. Both change the delivery method of instruction**
- C. Modifications change how a student learns; accommodations change what a student learns**
- D. Accommodations refer to behavioral adjustments; modifications mean instructional delivery**

Modifications and accommodations serve different purposes in special education, and understanding their distinctions is crucial for effective teaching. Modifications involve altering the educational content or expectations for a student. This means that the learning goals or outcomes may be adjusted to better suit a student's individual needs. For example, a modification might involve simplifying a lesson or reducing the amount of material a student is expected to learn and demonstrate. Essentially, modifications change what a student learns, making it more accessible given their particular challenges. In contrast, accommodations refer to changes made in the way instruction is delivered or in how a student demonstrates their understanding of the material. Accommodations do not alter the content itself; instead, they provide different ways for students to access the same information or show what they know. For instance, a student may be given additional time to complete an exam or allowed to use specialized tools such as a calculator. Recognizing this distinction helps in developing appropriate strategies and interventions that support the diverse needs of students in special education settings. By using modifications and accommodations judiciously, educators can create an inclusive learning environment that meets each student's unique abilities and challenges.