

PRAXIS SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE (5355) 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. What role does cultural background play in special education?**
 - A. None, all students are treated equally
 - B. Cultural background impacts learning styles and needs
 - C. Cultural background is irrelevant in assessments
 - D. Cultural background complicates educational policies
- 2. What does the term "Least Restrictive Environment" (LRE) imply in special education?**
 - A. The educational setting where students are taught individually
 - B. The educational setting that allows students with disabilities to be educated alongside their non-disabled peers
 - C. The environment that is exclusively for students with disabilities
 - D. The educational setting that minimizes the use of technology
- 3. What does developing a collaborative IEP team typically involve?**
 - A. Exclusively the student's teachers making decisions
 - B. Involvement from parents, teachers, and specialists
 - C. Only school administrators participating
 - D. Parents being informed after decisions are made
- 4. What is the focus of behavior intervention plans (BIPs)?**
 - A. To punish students with challenging behaviors
 - B. To address and promote positive behavior through interventions
 - C. To eliminate all behavioral issues instantly
 - D. To modify academic curriculum for behavioral students
- 5. What is the primary goal of Occupational Therapy (OT)?**
 - A. To enhance educational performance through individualized instruction
 - B. To promote recovery and rehabilitation for daily activities
 - C. To provide academic tutoring to students with disabilities
 - D. To prepare students for standardized testing

- 6. What landmark decision did Lau vs. Nichols establish concerning education?**
- A. All students should receive equal funding.
 - B. Minority students must receive education tailored to their linguistic needs.
 - C. Schools must accommodate all disabled students.
 - D. Every student is entitled to free lunch programs.
- 7. What is the primary aim of early intervention services?**
- A. To educate parents about disabilities
 - B. To support infants and toddlers with developmental delays
 - C. To provide leisure activities for children
 - D. To prepare children for kindergarten
- 8. What is the impact of chronic absenteeism on students with disabilities?**
- A. It enhances their learning opportunities
 - B. It can lead to increased academic struggles and social isolation
 - C. It promotes their independence
 - D. It aids in building strong relationships
- 9. What is the purpose of a manifestation determination?**
- A. To assess a student's overall academic performance
 - B. To determine if a student's misbehavior is linked to their disability
 - C. To evaluate educational strategies and teaching methods
 - D. To schedule parent-teacher conferences
- 10. What is the primary goal of Response to Intervention (RTI)?**
- A. To restrict access to special education services
 - B. To identify and support struggling students through tiered interventions
 - C. To provide standardized testing for all students
 - D. To limit educational resources for disabled students

Answers

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

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Explanations

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1. What role does cultural background play in special education?

- A. None, all students are treated equally
- B. Cultural background impacts learning styles and needs**
- C. Cultural background is irrelevant in assessments
- D. Cultural background complicates educational policies

Cultural background plays a significant role in special education by influencing learning styles and individual needs. Each culture has its own values, beliefs, and practices, which shape how students perceive education, interact with others, and process information. Understanding a student's cultural background helps educators tailor their teaching approaches to accommodate different learning styles and communication preferences. For instance, some cultures might emphasize collaborative learning, while others could prioritize individual achievement. This cultural awareness can lead to more effective teaching strategies that engage students and better meet their educational needs. Recognizing the interplay between culture and learning enables educators to provide a more supportive and inclusive environment, fostering positive educational outcomes for all students, especially those with disabilities. Assessments and evaluations can also be influenced by cultural background, making it important to consider how cultural factors could affect a student's performance. Understanding these dynamics helps educators advocate for appropriate services and create educational plans that are culturally responsive.

2. What does the term "Least Restrictive Environment" (LRE) imply in special education?

- A. The educational setting where students are taught individually
- B. The educational setting that allows students with disabilities to be educated alongside their non-disabled peers**
- C. The environment that is exclusively for students with disabilities
- D. The educational setting that minimizes the use of technology

The concept of "Least Restrictive Environment" (LRE) in special education emphasizes the importance of integrating students with disabilities into general education settings alongside their non-disabled peers to the maximum extent appropriate. This approach underlines the belief that students with disabilities should have opportunities to learn in inclusive environments, promoting social interaction and academic engagement with their peers. By prioritizing the least restrictive environment, educators are encouraged to provide supports and accommodations that enable students with disabilities to thrive in these inclusive settings, rather than isolating them in separate classrooms designed solely for individuals with disabilities. This philosophy aligns with federal laws, such as the Individuals with Disabilities Education Act (IDEA), which mandates that students with disabilities be placed in educational settings that meet their unique needs while allowing them to participate in community life as fully as possible. In contrast to the correct answer, the other choices do not align with the principles of LRE. For example, teaching students individually would not promote inclusivity, while a setting exclusively for students with disabilities contradicts the goals of integration. The mention of minimizing technology is also unrelated, as LRE focuses more on placement than the specific methodologies used in education. Overall, LRE signifies a commitment to inclusive practices that benefit all learners in the educational community.

3. What does developing a collaborative IEP team typically involve?

- A. Exclusively the student's teachers making decisions
- B. Involvement from parents, teachers, and specialists**
- C. Only school administrators participating
- D. Parents being informed after decisions are made

Developing a collaborative Individualized Education Program (IEP) team is centered around the principles of inclusivity and shared decision-making. The involvement from parents, teachers, and specialists is essential because each stakeholder brings unique insights and expertise that contribute to creating an effective educational plan tailored to the individual needs of the student. Parents provide valuable information about their child's strengths, preferences, and needs outside of the school environment, while teachers offer insights into the student's performance and learning style within the classroom. Specialists, such as school psychologists or speech therapists, deliver critical expertise concerning specific areas of need, ensuring that all aspects of the student's development are considered. This collaborative approach is aligned with the legal requirements outlined in the Individuals with Disabilities Education Act (IDEA), which emphasizes that IEP teams must include individuals who have knowledge and expertise about the child, which ideally includes the parents as equal partners in the decision-making process. By fostering a team environment, the IEP can be more comprehensive, responsive, and beneficial for the student's educational experience.

4. What is the focus of behavior intervention plans (BIPs)?

- A. To punish students with challenging behaviors
- B. To address and promote positive behavior through interventions**
- C. To eliminate all behavioral issues instantly
- D. To modify academic curriculum for behavioral students

Behavior Intervention Plans (BIPs) are primarily designed to address and promote positive behavior through targeted interventions. These plans are individualized strategies that focus on understanding the reasons behind a student's challenging behaviors and developing proactive approaches to encourage appropriate behavior. By identifying specific behaviors that need to change and implementing interventions, BIPs aim to teach students alternative, positive behaviors that support their social and emotional development. Promoting positive behavior is essential because it helps create a supportive learning environment where students can succeed. Rather than simply reacting to negative behaviors or attempting to eliminate issues altogether, BIPs emphasize teaching and reinforcing desired behaviors, which fosters a constructive educational experience for both students and teachers. This approach aligns with best practices in special education, which prioritize proactive strategies that address the needs of the student rather than punitive measures.

5. What is the primary goal of Occupational Therapy (OT)?

- A. To enhance educational performance through individualized instruction
- B. To promote recovery and rehabilitation for daily activities**
- C. To provide academic tutoring to students with disabilities
- D. To prepare students for standardized testing

The primary goal of Occupational Therapy (OT) is to promote recovery and rehabilitation for daily activities. This involves helping individuals develop, recover, or maintain daily living and work skills. Occupational therapists focus on improving a person's ability to perform essential tasks that are necessary for independent living and functioning in society. This can include tasks related to self-care, work, and leisure activities, which are vital for a person's overall well-being and quality of life. By focusing on these areas, OT supports individuals in becoming more engaged and effective in their daily roles, helping to enhance their overall independence and participation in various life activities.

6. What landmark decision did Lau vs. Nichols establish concerning education?

- A. All students should receive equal funding.
- B. Minority students must receive education tailored to their linguistic needs.**
- C. Schools must accommodate all disabled students.
- D. Every student is entitled to free lunch programs.

The decision in Lau vs. Nichols established a crucial precedent regarding the educational rights of students who are not proficient in English. The ruling held that minority students, particularly those who spoke languages other than English, must receive educational instruction that is tailored to their linguistic needs. This means that schools have an obligation to provide appropriate language support services to ensure that these students can effectively participate in the academic environment and access the curriculum. The court's decision emphasized that simply providing the same educational materials in English to non-English speaking students was insufficient; the educational environment must be accessible and equitable for all students, regardless of their language background. Thus, the focus on tailoring education to address linguistic needs is essential for fostering an inclusive learning environment.

7. What is the primary aim of early intervention services?

- A. To educate parents about disabilities
- B. To support infants and toddlers with developmental delays**
- C. To provide leisure activities for children
- D. To prepare children for kindergarten

The primary aim of early intervention services is to support infants and toddlers with developmental delays. This approach is grounded in the understanding that early identification and treatment of developmental issues can significantly enhance a child's physical, cognitive, and emotional growth. By addressing these challenges early, intervention services can improve developmental outcomes, helping children to achieve their full potential. Early intervention focuses on providing tailored support in a child's natural environment, promoting the development of essential skills through play and daily routines. This can include therapies and resources that target specific developmental areas such as speech, motor skills, and social-emotional health. While educating parents, providing leisure activities, and preparing children for kindergarten are important, they are not the primary goals of early intervention services. The essence of early intervention is to actively engage with and support the developmental needs of young children during crucial formative years.

8. What is the impact of chronic absenteeism on students with disabilities?

- A. It enhances their learning opportunities
- B. It can lead to increased academic struggles and social isolation**
- C. It promotes their independence
- D. It aids in building strong relationships

Chronic absenteeism can have significant negative effects on students with disabilities, primarily resulting in increased academic struggles and social isolation. When students miss consistent instruction time, they are likely to fall behind in their academic work, which can lead to gaps in essential knowledge and skills. Especially for students with disabilities, who may already face challenges in learning, absence from school can exacerbate these issues, making it more difficult for them to succeed academically. Moreover, being frequently absent from school can hinder social interactions with peers, contributing to feelings of isolation. These students often rely on structured environments to form social relationships and develop communication skills, which are critical for their overall development. Missing out on these opportunities can lead to fewer friendships and weaker social networks, further compounding their feelings of isolation and impacting their emotional well-being. Therefore, the correct response highlights the profound impact that chronic absenteeism can have on their learning and social experiences, illustrating the need for targeted interventions to support these students in achieving success.

9. What is the purpose of a manifestation determination?

- A. To assess a student's overall academic performance
- B. To determine if a student's misbehavior is linked to their disability**
- C. To evaluate educational strategies and teaching methods
- D. To schedule parent-teacher conferences

The primary purpose of a manifestation determination is to determine whether a student's misbehavior is directly related to their disability. This process is crucial in special education settings, as it helps educators and administrators ascertain if a student's actions were a manifestation of their disability, thereby influencing disciplinary decisions. If misbehavior is found to be linked to the student's disability, it can lead to the conclusion that the student should not face the same disciplinary actions as a typical student would, as the behavior may stem from challenges related to their disability. This determination is key in ensuring that students with disabilities receive appropriate support rather than punitive measures, as mandated by the Individuals with Disabilities Education Act (IDEA). When misbehavior is attributed to a disability, it emphasizes the need for tailored interventions or support rather than exclusion from educational opportunities. The other options, while they address important aspects of education, do not relate to the specific intent and implications of a manifestation determination.

10. What is the primary goal of Response to Intervention (RTI)?

- A. To restrict access to special education services
- B. To identify and support struggling students through tiered interventions**
- C. To provide standardized testing for all students
- D. To limit educational resources for disabled students

The primary goal of Response to Intervention (RTI) is to identify and support struggling students through tiered interventions. RTI is an educational strategy focused on early identification and support for students who are experiencing difficulties in learning. This approach involves multiple levels or tiers of intervention that are progressively more intensive based on the student's needs. In the RTI framework, all students receive high-quality instruction and universal screenings are conducted to monitor progress. For those who do not respond adequately to general education instruction, increasingly targeted and systematic interventions are provided. This model allows educators to tailor and adjust teaching strategies and resources to meet the unique needs of individual students, helping them to succeed academically before considering special education placement. The emphasis is on proactive support and intervention rather than on waiting for students to fail. This method not only helps to determine which students require additional assistance but also fosters a more inclusive environment where all students can thrive.

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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://praxis5355.examzify.com>

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

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