

RSM Exam 1 Practice (Sample)

Study Guide



Everything you need from our exam experts!

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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 statement best describes service-learning?**
 - A. It is a simple volunteer activity with no reflection**
 - B. It is course-based experiential learning strategy**
 - C. It replaces all course content with service**
 - D. It is only for service organizations**

- 2. A replacement behavior should fulfill the same function as the targeted behavior.**
 - A. It must be stronger than the targeted behavior.**
 - B. It must be identical to the targeted behavior.**
 - C. It should fulfill the same function as the targeted behavior.**
 - D. It should always be suppressed.**

- 3. Which term describes a brain-based visual impairment?**
 - A. Optical visual impairment**
 - B. Cortical visual impairment**
 - C. Color vision defect**
 - D. Motion blindness**

- 4. Which option correctly states what decibels measure?**
 - A. Measurement of sound duration**
 - B. Measurement of sound intensity (loudness/softness)**
 - C. Measurement of pitch**
 - D. Measurement of frequency**

- 5. What proportion of children receiving special education services have an intellectual disability?**
 - A. 1 in 10**
 - B. 1 in 3**
 - C. 1 in 20**
 - D. 3 in 4**

- 6. Which of the following is NOT one of the three skills for resilience?**
- A. Thinking traps**
 - B. Put it in perspective**
 - C. Hunt the good stuff**
 - D. Building a backup plan**
- 7. Gum inflammation is listed as a potential cause of taste impairment.**
- A. Head injuries**
 - B. Medication use**
 - C. Laceration**
 - D. Gum inflammation**
- 8. Which of the following is a cause of taste impairment?**
- A. Smoking**
 - B. Hearing loss**
 - C. Allergic rhinitis**
 - D. Diabetes**
- 9. What does sensory processing refer to?**
- A. The nervous system's processing of input**
 - B. A simple automatic reflex**
 - C. Visual processing only**
 - D. Conscious thought about sensations**
- 10. Under the Rehabilitation Act of 1973, which area is protected?**
- A. Private sector employment only**
 - B. State unemployment benefits**
 - C. General education programs**
 - D. Programs conducted by federal agencies**

Answers

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

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Explanations

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1. Which statement best describes service-learning?

- A. It is a simple volunteer activity with no reflection**
- B. It is course-based experiential learning strategy**
- C. It replaces all course content with service**
- D. It is only for service organizations**

Service-learning blends community service with academic learning through structured reflection, making it a course-based experiential learning strategy. It intentionally ties service activities to the course's learning goals and uses reflection to connect experience with theory, ethics, and civic responsibility. This is what makes it more than just volunteering: the service is integrated into the curriculum to deepen understanding and develop skills. It isn't simply volunteering with no reflection, because reflection is essential to transform service into learning. It doesn't replace all course content with service; instead, service is used to illuminate and apply the concepts being taught. And it isn't limited to service organizations; service-learning is used across disciplines and settings to achieve educational objectives.

2. A replacement behavior should fulfill the same function as the targeted behavior.

- A. It must be stronger than the targeted behavior.**
- B. It must be identical to the targeted behavior.**
- C. It should fulfill the same function as the targeted behavior.**
- D. It should always be suppressed.**

The main idea is that a replacement behavior must serve the same function as the behavior it's replacing. When a problematic behavior exists to achieve a certain outcome from the environment—such as gaining attention, escaping a demand, obtaining tangibles, or fulfilling automatic reinforcement—the alternative behavior chosen as a replacement should produce that same result in a socially appropriate way. This functional match is what makes the replacement effective: it gives the individual a way to meet the same need or achieve the same consequence, but without the negative side effects or disruption. As a result, the replacement is reinforced to encourage its use, which helps reduce the reliance on the target behavior. It doesn't need to be identical to the original act, nor does it have to be stronger; the goal is a different, acceptable behavior that yields the same outcome in the environment. It also isn't about suppressing the behavior alone—teaching and reinforcing the alternative ensures the replacement will be used instead of the problematic pattern. For example, if a learner yells to gain attention, you teach a slower, appropriate method to request attention (like raising a hand or using a designated cue) and reinforce that alternative. The function—access to attention—remains the same, but the replacement is more appropriate and teachable.

3. Which term describes a brain-based visual impairment?

- A. Optical visual impairment
- B. Cortical visual impairment**
- C. Color vision defect
- D. Motion blindness

Brain-based visual impairment results from how the brain processes visual input, not from the eyes. Cortical visual impairment specifically describes problems in the brain's visual pathways or cortex that prevent proper interpretation of what is seen, even when the eyes are structurally normal. Optical visual impairment involves the eye itself, such as refractive errors or cataracts. Color vision defect stems from retinal cone function and color processing, not general brain processing. Motion blindness refers to difficulty perceiving movement, a higher-level processing issue but not the general brain-based impairment. So the term that best fits is cortical visual impairment.

4. Which option correctly states what decibels measure?

- A. Measurement of sound duration
- B. Measurement of sound intensity (loudness/softness)**
- C. Measurement of pitch
- D. Measurement of frequency

Decibels measure sound intensity, specifically sound pressure level. It's a logarithmic scale that compares the pressure of a sound wave to a reference level (about 20 micropascals in air), which is why it's tied to how loud a sound seems. This concept is about how strong the sound is, not how long it lasts, and not about the pitch or frequency of the sound. Pitch and frequency relate to how high or low a tone is (frequency in Hz), while duration is about time. So decibels are the right measure for loudness/softness.

5. What proportion of children receiving special education services have an intellectual disability?

- A. 1 in 10**
- B. 1 in 3
- C. 1 in 20
- D. 3 in 4

Think about how the special education population is composed. Intellectual disability refers to substantial limitations in intellectual functioning and adaptive behavior that originate before age 18. While many students receive services for a variety of other categories, a relatively small portion meet the criteria for intellectual disability. In practice, the share is about seven to ten percent, so rounding to one in ten is the best match. The other options imply far larger or smaller proportions than what is typically observed in the mix of service categories.

6. Which of the following is NOT one of the three skills for resilience?

- A. Thinking traps**
- B. Put it in perspective**
- C. Hunt the good stuff**
- D. Building a backup plan**

Resilience in this approach comes from three mental skills: recognizing thinking traps, putting the situation in perspective, and hunting the good stuff. Thinking traps are those automatic thoughts that blow things out of proportion or present false doom. Spotting them lets you challenge the thought rather than letting it drive your mood. Putting it in perspective means stepping back to see how big the problem actually is, how long it will last, and how it compares to other times you've faced challenges, which helps reduce overreaction. Hunting the good stuff is about deliberately noticing and savoring positive aspects, small wins, or moments of relief to build a reservoir of positive experience you can draw on. Building a backup plan, while useful for preparation, isn't one of these cognitive resilience skills in this framework; it's more about proactive planning than the cognitive techniques that resilience emphasizes.

7. Gum inflammation is listed as a potential cause of taste impairment.

- A. Head injuries**
- B. Medication use**
- C. Laceration**
- D. Gum inflammation**

Gum inflammation directly affects the environment in which taste occurs. When the gums are inflamed, saliva flow and composition change, and the oral microbiome becomes more active. These shifts can alter how tastants are dissolved and delivered to taste receptors, and inflammatory mediators can dampen or distort taste signaling. The result is a noticeable change in taste perception. While head injuries and lacerations involve tissue or nerve damage and medications can cause taste disturbances through systemic effects, gum inflammation provides a direct, local way that oral health can influence taste, making it the most relevant listed cause.

8. Which of the following is a cause of taste impairment?

- A. Smoking**
- B. Hearing loss**
- C. Allergic rhinitis**
- D. Diabetes**

Taste impairment happens when the gustatory system is disrupted at the level of taste buds, saliva, or nerves. Smoking is a common cause because tobacco smoke irritates the lining of the mouth and reduces saliva, both of which dull taste perception. The chemicals in smoke can directly affect taste bud cells and cause changes in blood flow and mucosal health, leading to a diminished ability to detect flavors. Over time, quitting can allow taste buds and the oral environment to recover, often improving taste function. Allergic rhinitis can affect flavor indirectly by blocking the sense of smell, which contributes a lot to flavor perception, but the direct impairment of taste is more tightly linked to changes in the mouth and salivation. Diabetes can also cause taste changes through nerve or salivary gland effects, but smoking is the most straightforward and common cause among the options.

9. What does sensory processing refer to?

- A. The nervous system's processing of input**
- B. A simple automatic reflex**
- C. Visual processing only**
- D. Conscious thought about sensations**

Sensory processing is about how the nervous system receives, encodes, transmits, and interprets information from all the senses. It starts with receptors detecting stimuli, then transduction converts those signals into neural activity, which travels to the brain where signals are organized and integrated with context, attention, and prior experience to form perception and guide behavior. This process spans multiple senses and levels of processing, and much of it happens without conscious awareness. That broader, integrative view explains why the nervous system's processing of input is the best description. It isn't limited to a single reflex, a single sense like vision, or merely conscious thought about sensations.

10. Under the Rehabilitation Act of 1973, which area is protected?

- A. Private sector employment only**
- B. State unemployment benefits**
- C. General education programs**
- D. Programs conducted by federal agencies**

The area protected is programs conducted by federal agencies. The Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity that is administered by a federal agency, and in programs that receive federal financial assistance. That direct focus on federal-initiated programs makes this option the clearest match. Private sector employment is primarily governed by other laws, such as the Americans with Disabilities Act; unemployment benefits are state-administered and not guaranteed under this act unless tied to a federally funded program, and general education programs are only protected if they clearly receive federal funds.

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://rsm1.examzify.com>

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

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