

Special Education - Introduction to Persons with Autism Spectrum Disorders (SPCE 680) Practice Exam (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

- 1. Who is crucial to involve in effective educational practices for children with ASD?**
 - A. Parents only**
 - B. Outside specialists only**
 - C. School psychologists**
 - D. Peer students**
- 2. What is a true characteristic about the broader autism phenotype?**
 - A. It can only be seen in first-degree relatives**
 - B. It is characterized by more severe symptoms than autism**
 - C. It reflects ASD traits in individuals without a diagnosis**
 - D. It does not correlate with genetic factors**
- 3. What trend has been observed regarding anxiety in individuals with ASD as they age?**
 - A. Anxiety levels remain consistent**
 - B. Anxiety tends to decrease**
 - C. Anxiety levels seem to increase**
 - D. Anxiety varies widely**
- 4. In which subtype of autism is the ability to maintain good vocabulary often noted?**
 - A. Autistic Disorder**
 - B. Pervasive Developmental Disorder not Otherwise Specified**
 - C. Asperger Disorder**
 - D. Childhood Disintegrative Disorder**
- 5. What developmental issue may children with autistic psychopathy present with?**
 - A. Social withdrawal**
 - B. Motor clumsiness**
 - C. Excessive talking**
 - D. Heightened sensory awareness**

- 6. What condition is characterized by "persistent difficulties in the social use of verbal and nonverbal communication" that significantly interferes with various aspects of life?**
- A. Autism Spectrum Disorder**
 - B. Social Communication Disorder**
 - C. Developmental Language Disorder**
 - D. Specific Learning Disorder**
- 7. What are challenging behaviors in individuals with autism often defined as?**
- A. Only tantrums and refusal to follow rules**
 - B. Tantrums, antisocial behavior, and refusal of reasonable requests**
 - C. Just antisocial behavior**
 - D. Behaviors that never include refusal**
- 8. Which of the following is relevant to the shared traits in individuals with autism spectrum disorder?**
- A. There is a clear isolation from typical development**
 - B. Shared traits are uniformly weak**
 - C. Some relatives may exhibit autism-related behaviors in isolation**
 - D. Only siblings are likely to show related behaviors**
- 9. What aspect of development is notably affected in individuals on the autism spectrum?**
- A. Physical development**
 - B. Communication and social skills**
 - C. Creativity and imagination**
 - D. Academic performance only**
- 10. What is dopamine commonly referred to as in relation to its effects on the brain?**
- A. The stress hormone**
 - B. The pleasure neurochemical**
 - C. The reward neurotransmitter**
 - D. The "feel good" neurochemical**

Answers

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

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Explanations

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1. Who is crucial to involve in effective educational practices for children with ASD?

- A. Parents only**
- B. Outside specialists only**
- C. School psychologists**
- D. Peer students**

Involving school psychologists in the educational practices for children with Autism Spectrum Disorders (ASD) is essential because they possess specialized knowledge and skills that can significantly enhance a child's educational experience. School psychologists are trained to conduct assessments, develop individualized education plans (IEPs), and implement evidence-based interventions tailored to the specific needs of children with ASD. They can offer insights into the cognitive, social, and emotional dimensions of a child's learning and behavior. Moreover, school psychologists often collaborate with teachers, parents, and other professionals to create a comprehensive support system for students with ASD. Their expertise can help facilitate communication among the team and ensure that interventions are consistently applied in various settings, leading to improved educational outcomes. In contrast, while other stakeholders like parents, outside specialists, and peer students play important roles in supporting children with ASD, their involvement alone may not encompass the comprehensive approach that school psychologists provide. School psychologists offer unique skills that address the psychological and educational complexities of ASD, making them a crucial part of this collaborative effort.

2. What is a true characteristic about the broader autism phenotype?

- A. It can only be seen in first-degree relatives**
- B. It is characterized by more severe symptoms than autism**
- C. It reflects ASD traits in individuals without a diagnosis**
- D. It does not correlate with genetic factors**

The broader autism phenotype refers to a set of subclinical traits and characteristics that resemble those found in individuals with autism spectrum disorders (ASD), but which do not meet the clinical criteria for a diagnosis of autism. This phenotype can be observed in individuals who may not have a formal diagnosis but exhibit some associated traits, such as difficulties with social communication or a preference for routine. Recognizing this broader spectrum helps in understanding that traits associated with autism can be present in varying degrees and can manifest in family members or other individuals, illustrating a genetic and environmental context to the traits of ASD. This insight has significant implications for family dynamics, as it suggests that the characteristics associated with autism can extend beyond the diagnosed individual, providing an understanding of how traits can appear in a wider population.

3. What trend has been observed regarding anxiety in individuals with ASD as they age?

- A. Anxiety levels remain consistent**
- B. Anxiety tends to decrease**
- C. Anxiety levels seem to increase**
- D. Anxiety varies widely**

Individuals with Autism Spectrum Disorders (ASD) often experience anxiety that tends to increase as they age. This trend can be attributed to a variety of factors, including the social expectations and pressures that come with adolescence and adulthood. As children with ASD grow older, they may encounter more complex social situations, academic challenges, and increased awareness of their differences compared to their peers. The increasing demands of daily life, changes in routine, and the need to navigate social norms can exacerbate feelings of anxiety. Additionally, older individuals with ASD may become more conscious of their difficulties in social interactions, leading to heightened anxiety about performance, acceptance, and relationships. Research has shown a consistent pattern where anxiety is not only prevalent among younger individuals with ASD but often increases in intensity and frequency as they transition into adolescence and adulthood. This understanding underscores the importance of providing ongoing support and intervention to help manage anxiety throughout the lifespan of individuals with ASD.

4. In which subtype of autism is the ability to maintain good vocabulary often noted?

- A. Autistic Disorder**
- B. Pervasive Developmental Disorder not Otherwise Specified**
- C. Asperger Disorder**
- D. Childhood Disintegrative Disorder**

Asperger Disorder is recognized for individuals who typically demonstrate a good command of vocabulary and often have strong language skills. Unlike other subtypes of autism where language development may be delayed or atypical, individuals with Asperger Disorder usually develop language at a normal age and can articulate themselves quite well. They may exhibit a wealth of vocabulary and often engage in detailed conversations about topics of interest. Their social communication skills may still be atypical or impaired, but their grasp of language is typically an asset. In contrast, Autistic Disorder may involve significant language delays or deficits, while Pervasive Developmental Disorder not Otherwise Specified encompasses a range of symptoms that may not specifically highlight vocabulary strength. Childhood Disintegrative Disorder is characterized by significant regression in language and social skills following a period of normal development, further distinguishing it from the language capabilities often seen in Asperger Disorder.

5. What developmental issue may children with autistic psychopathy present with?

- A. Social withdrawal**
- B. Motor clumsiness**
- C. Excessive talking**
- D. Heightened sensory awareness**

The selection of motor clumsiness as a developmental issue that children with autistic psychopathy may exhibit is notable due to the often observed challenges these children face with fine and gross motor skills. Motor clumsiness can manifest in difficulties with coordination, balance, and general physical activities, which is particularly prominent in some individuals on the autism spectrum. These issues can hinder a child's ability to engage in play, sports, or other physical activities that are crucial for social interaction and development. Additionally, this motor difficulty can impact their self-esteem and social relationships, as they may feel less capable compared to peers. Understanding this connection is vital for educators and caregivers working with individuals with autism spectrum disorders, as addressing motor skills through targeted interventions can aid in improving overall developmental outcomes and facilitate better social play opportunities. In children with autistic psychopathy, the focus on unique profiles, including strengths and challenges, helps tailor support strategies that enhance both motor abilities and social engagement. This understanding emphasizes the importance of a comprehensive developmental approach rather than viewing symptoms in isolation.

6. What condition is characterized by "persistent difficulties in the social use of verbal and nonverbal communication" that significantly interferes with various aspects of life?

- A. Autism Spectrum Disorder**
- B. Social Communication Disorder**
- C. Developmental Language Disorder**
- D. Specific Learning Disorder**

The condition defined by "persistent difficulties in the social use of verbal and nonverbal communication" is Social Communication Disorder. This disorder specifically involves challenges with social interaction, which can manifest in a variety of ways, such as difficulty understanding the rules of conversation, using language appropriately in different social contexts, and interpreting nonverbal cues like facial expressions and body language. Individuals with Social Communication Disorder struggle with effective communication in social settings, which can hinder their ability to form relationships, participate in conversations, and navigate social situations appropriately. This is distinct from Autism Spectrum Disorder, which encompasses a broader range of symptoms, including restricted interests and repetitive behaviors in addition to social communication challenges. Developmental Language Disorder primarily focuses on difficulties with language learning and use, not specifically on social communication. Specific Learning Disorder generally pertains to challenges with academic skills, such as dyslexia or dyscalculia, rather than social communication issues. Thus, the emphasis on social use of communication makes Social Communication Disorder the correct answer, as it specifically targets deficits in the social aspects of communication.

7. What are challenging behaviors in individuals with autism often defined as?

A. Only tantrums and refusal to follow rules

B. Tantrums, antisocial behavior, and refusal of reasonable requests

C. Just antisocial behavior

D. Behaviors that never include refusal

Challenging behaviors in individuals with autism are often defined as a range of behaviors that can impede learning, social engagement, and overall well-being. The correct answer emphasizes that these behaviors can include not only tantrums but also antisocial behavior and the refusal of reasonable requests. This definition is comprehensive and reflects the complexity of behaviors exhibited by individuals on the autism spectrum. Tantrums may occur due to frustration or difficulty in communication, while refusal to comply with requests can stem from a need for control, sensory overload, or misunderstanding of the situation. Antisocial behaviors could manifest as withdrawal from social interactions, which is also a significant aspect of autism. Overall, the correct answer captures the multifaceted nature of challenging behaviors, which can arise from various underlying causes or situations.

8. Which of the following is relevant to the shared traits in individuals with autism spectrum disorder?

A. There is a clear isolation from typical development

B. Shared traits are uniformly weak

C. Some relatives may exhibit autism-related behaviors in isolation

D. Only siblings are likely to show related behaviors

The answer highlighting that some relatives may exhibit autism-related behaviors in isolation is correct because it reflects the understanding that autism spectrum disorder (ASD) can have a genetic component. Research indicates that autism tends to run in families, meaning that family members, including parents, siblings, and extended relatives, may display traits or behaviors associated with autism, even if they do not meet the full criteria for a diagnosis. This supports the concept of a spectrum where certain characteristics can be present in varying degrees among family members, which provides insight into the heritable nature of some traits related to autism. This option recognizes the complexity of autism and the fact that while the disorder may manifest differently across individuals, there is a shared genetic and behavioral landscape that connects some relatives. This concept is fundamental in understanding how traits associated with autism spectrum disorder can be distributed among relatives, which plays a significant role in research and theoretical frameworks surrounding ASD.

9. What aspect of development is notably affected in individuals on the autism spectrum?

- A. Physical development**
- B. Communication and social skills**
- C. Creativity and imagination**
- D. Academic performance only**

Communication and social skills are notably affected in individuals on the autism spectrum. Autism Spectrum Disorder (ASD) is characterized by challenges in social interaction, communication, and the presence of restricted or repetitive behaviors. Individuals with autism may struggle to understand social cues, engage in reciprocal conversations, and develop relationships with peers. The deficits in communication can range from delayed speech development to difficulties with non-verbal communication, such as understanding facial expressions or body language. Social skills are often impacted, leading to challenges in making friends, understanding social norms, and navigating social situations. While physical development, creativity and imagination, and academic performance can also be areas of concern for some individuals with autism, the core challenges that define the disorder are primarily those related to communication and social interaction. Thus, focusing on these aspects helps to illuminate the unique experiences and developmental profiles of individuals on the autism spectrum.

10. What is dopamine commonly referred to as in relation to its effects on the brain?

- A. The stress hormone**
- B. The pleasure neurochemical**
- C. The reward neurotransmitter**
- D. The "feel good" neurochemical**

Dopamine is often referred to as the "feel good" neurochemical because of its significant role in the brain's reward system. It is released in response to pleasurable stimuli and contributes to feelings of enjoyment and satisfaction. This neurochemical is crucial in regulating mood, motivation, and reward-seeking behavior, which is why it is commonly associated with positive feelings and reinforcement. While terms like "pleasure neurochemical" and "reward neurotransmitter" highlight important aspects of dopamine's function, they do not fully encompass the broader notion of how dopamine impacts feelings of well-being. The label "feel good" captures the essence of its role in enhancing mood and promoting a sense of happiness, making it the most widely recognized description among the options provided.

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://spce680.examzify.com>

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