

SPECIAL EDUCATION – INTRODUCTION TO PERSONS WITH AUTISM SPECTRUM DISORDERS (SPCE 680) PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

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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 is a key benefit of brief and accessible functional analysis procedures?**
 - A. They assess academic performance
 - B. They encourage function-driven analyses
 - C. They simplify the treatment procedures
 - D. They enhance teacher training
- 2. What factor significantly influences how changes, including new assessment methods, are implemented in schools?**
 - A. Parental involvement
 - B. Organizational climate
 - C. Teacher training programs
 - D. Funding availability
- 3. Who typically completes the symptom checklists used in various assessments?**
 - A. Parents and teachers
 - B. Only parents
 - C. Only teachers
 - D. Specialized healthcare professionals
- 4. Who typically fills out the Autism Spectrum Rating Scale (ASRS)?**
 - A. Only parents
 - B. Parents, teachers, and clinicians
 - C. Only teachers
 - D. Only clinicians
- 5. 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

- 6. 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
- 7. What classification system do psychiatrists and psychologists use to diagnose autism?**
- A. ICD-10
 - B. DSM-IV
 - C. Diagnostic and Statistical Manual of Mental Disorders
 - D. Behavior Assessment System
- 8. Which behavior is considered stereotypic in ASD?**
- A. Speaking in full sentences
 - B. Deliberate eye contact
 - C. Repetitive movements
 - D. Asking questions
- 9. What new diagnostic category was created by the DSM-5?**
- A. Developmental communication disorder
 - B. Social communication disorder
 - C. Behavioral assessment disorder
 - D. Interactive communication disorder
- 10. Self-stimulatory stereotypic movements include all the following behaviors except for which?**
- A. Rocking
 - B. Hand-flapping
 - C. Repetitive utterances
 - D. Spinning

Answers

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

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Explanations

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1. What is a key benefit of brief and accessible functional analysis procedures?

- A. They assess academic performance
- B. They encourage function-driven analyses**
- C. They simplify the treatment procedures
- D. They enhance teacher training

The key benefit of brief and accessible functional analysis procedures is that they encourage function-driven analyses. These procedures focus on identifying the underlying reasons or functions of a behavior, which is crucial for developing effective intervention strategies tailored to the individual needs of a person with autism spectrum disorder. By determining whether a behavior serves a purpose such as gaining attention, escaping a demand, or seeking sensory input, educators and practitioners can design more targeted and effective interventions. This focus on the function of behavior allows for a clearer understanding of why certain behaviors occur, leading to interventions that address those specific needs rather than merely treating surface-level symptoms. Such function-driven approaches ultimately promote better outcomes for individuals by targeting the root causes of their behavior, fostering more effective behavioral support systems within educational or therapeutic contexts.

2. What factor significantly influences how changes, including new assessment methods, are implemented in schools?

- A. Parental involvement
- B. Organizational climate**
- C. Teacher training programs
- D. Funding availability

Organizational climate is a crucial factor that influences the implementation of changes, such as new assessment methods, within schools. This concept refers to the collective attitudes, values, and practices that characterize a school environment. A positive organizational climate fosters collaboration, open communication, and a shared commitment towards educational goals, which can significantly enhance the acceptance and integration of new practices. When the organizational climate is supportive, teachers and staff are more likely to embrace new assessment methods, engage in professional development, and work together to improve student outcomes. On the other hand, a negative climate might lead to resistance, confusion, or even a lack of motivation to adopt these changes, thereby hindering successful implementation. The influence of organizational climate can intersect with factors like parental involvement, teacher training programs, and funding availability. However, it's the overall atmosphere and culture within the school that often sets the tone for how well these other elements facilitate or obstruct the implementation process. A welcoming and innovative organizational climate can help overcome challenges that arise from these other factors, ensuring that new assessment methods are effectively integrated into the educational practices of the school.

3. Who typically completes the symptom checklists used in various assessments?

A. Parents and teachers

B. Only parents

C. Only teachers

D. Specialized healthcare professionals

The completion of symptom checklists used in assessments for individuals on the autism spectrum is typically a collaborative effort that includes both parents and teachers. Both groups provide valuable insights into the child's behavior and development in different environments. Parents often have a deep understanding of their child's behaviors, routines, and social interactions at home, while teachers can observe the child's functioning in a school setting, including their interactions with peers and responses to structured learning. By involving both parents and teachers, the checklist can present a more comprehensive view of the child's abilities and challenges, allowing for a more accurate assessment. The diverse perspectives help in identifying patterns of behavior that may manifest in varying contexts, which is crucial in making informed decisions regarding diagnosis and intervention strategies. This collaboration ultimately leads to a more holistic understanding of the individual's needs.

4. Who typically fills out the Autism Spectrum Rating Scale (ASRS)?

A. Only parents

B. Parents, teachers, and clinicians

C. Only teachers

D. Only clinicians

The Autism Spectrum Rating Scale (ASRS) is designed to gather comprehensive information about a child's behavior and development from multiple perspectives. This multi-informant approach is essential because it captures various aspects of a child's functioning in different contexts—home and school environments—allowing for a more complete understanding of the child's needs. Parents provide insights into the child's behavior in a familiar setting and can highlight issues related to daily living and social interactions. Teachers contribute observations regarding the child's behavior and interactions in a structured educational environment, which can differ significantly from home. Clinicians offer a professional perspective that includes assessments of social communication, behavior, and emotional functioning. This combined input from parents, teachers, and clinicians enhances the reliability and validity of the assessment, making the ASRS a comprehensive tool for identifying autism spectrum disorders. The collaborative nature of the ASRS ensures a more nuanced understanding, which is vital for developing appropriate interventions and support strategies for individuals on the spectrum.

5. 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.

6. 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.

7. What classification system do psychiatrists and psychologists use to diagnose autism?

- A. ICD-10
- B. DSM-IV

C. Diagnostic and Statistical Manual of Mental Disorders

- D. Behavior Assessment System

Psychiatrists and psychologists use the Diagnostic and Statistical Manual of Mental Disorders (DSM), particularly the most recent edition, to diagnose autism spectrum disorders. The DSM provides standardized criteria and classifications for various mental health conditions, including autism. It includes detailed descriptions and diagnostic criteria, which help professionals accurately assess and diagnose individuals with autism. The DSM has undergone several revisions; for example, the latest edition known as the DSM-5, includes new categories and criteria that reflect the current understanding of autism spectrum disorders, providing a comprehensive framework for diagnosis and understanding the spectrum of behaviors associated with autism. While the ICD-10 is a classification system used internationally for health conditions, it is not the primary system used by American psychiatrists and psychologists for diagnosing mental disorders. The DSM-IV is an older version that has been updated to the DSM-5, so it does not reflect the current standards. The Behavior Assessment System, while useful for evaluating behavioral issues, does not serve as a diagnostic manual for mental disorders.

8. Which behavior is considered stereotypic in ASD?

- A. Speaking in full sentences
- B. Deliberate eye contact

C. Repetitive movements

- D. Asking questions

Stereotypic behaviors in individuals with Autism Spectrum Disorders (ASD) refer to repetitive actions or movements that often have no apparent purpose or goal. These can include a variety of behaviors, such as hand-flapping, rocking back and forth, or spinning objects. The correct answer identifies repetitive movements as stereotypic, which are common among individuals with ASD and can serve to provide sensory input, express anxiety, or regulate emotions. In contrast, speaking in full sentences, deliberate eye contact, and asking questions are all indicative of more typical, functional communication and social interaction skills that individuals with ASD may exhibit as they develop and practice these skills. These behaviors contribute to social engagement rather than the repetitive patterns typically associated with stereotypic behavior. Thus, identifying repetitive movements as stereotypic is essential for understanding the unique behavioral characteristics associated with ASD.

9. What new diagnostic category was created by the DSM-5?

- A. Developmental communication disorder
- B. Social communication disorder**
- C. Behavioral assessment disorder
- D. Interactive communication disorder

The creation of the new diagnostic category termed "Social Communication Disorder" (SCD) in the DSM-5 reflects an important shift in understanding communication disorders in light of the needs of individuals on the autism spectrum. This category is specifically designed to identify individuals who exhibit difficulties with social use of verbal and nonverbal communication but do not meet the criteria for Autism Spectrum Disorder (ASD). Social Communication Disorder includes challenges in using communication in social contexts, such as understanding and following the social rules of communication, which are critical for effective interactions. By distinguishing SCD from ASD, the DSM-5 allows for a more nuanced understanding of communication issues, enabling targeted interventions that equip individuals with the skills needed to navigate social environments. Overall, SCD emphasizes the importance of social interaction and effective communication in the development of social relationships, making it a significant addition to the diagnostic criteria in the DSM-5.

10. Self-stimulatory stereotypic movements include all the following behaviors except for which?

- A. Rocking
- B. Hand-flapping
- C. Repetitive utterances**
- D. Spinning

Self-stimulatory stereotypic movements, often referred to as "stimming," are repetitive behaviors or movements that provide sensory input or help individuals self-regulate. These movements can include various actions such as rocking, hand-flapping, and spinning, as they involve physical motions that can be soothing or stimulating for the individual. Repetitive utterances, on the other hand, fall under a different category of behaviors known as echolalia or verbal stereotypy. While they may appear similar in function, particularly in the context of self-regulation or sensory processing, they are primarily focused on vocalization rather than physical movement. Therefore, repetitive utterances do not fit the definition of self-stimulatory stereotypic movements that involve motor activities. This distinction highlights that while verbal repetition might serve a similar purpose in terms of sensory experience or communication, it is not categorized as a stereotypic movement in the same way that rocking, hand-flapping, and spinning are.

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!

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