ORELA SPECIAL EDUCATION (SPED)PRACTICE EXAM (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.

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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!

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Questions

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1. **What percentage of intellectual disabilities is attributed to unknown causes?**

   A. 20%

   B. 30%

   C. 40%

   D. 50%

2. **According to research, what percentage of students with special education services for another disability also receive communication services?**

   A. 40%

   B. 50%

   C. 60%

   D. 70%

3. **Which of the following is one of the two most common genetic causes of intellectual disabilities?**

   A. Acanthosis nigricans

   B. Down syndrome

   C. Attention-deficit/hyperactivity disorder

   D. Osteogenesis imperfecta

4. **What does the Childhood Autism Rating Scale assess?**

   A. Intellectual ability

   B. Repetitive behaviors

   C. Social interaction skills

   D. Overall Autism symptom severity

5. **What are alternative assessments primarily designed for?**

   A. Students with mild disabilities

   B. Students with moderate to severe disabilities

   C. Students in regular education only

   D. Only gifted students

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6. Which case established that separate educational facilities are inherently unequal?

A. Pennsylvania Association for Retarded Children vs. Commonwealth of Penns

B. Individuals with Disabilities Education Act (IDEA)

C. Brown vs. Board of Education

D. Education for All Handicapped Children Act

7. How does the concept of Universal Design influence product and service delivery?

A. It concentrates solely on aesthetic improvement

B. It ensures accessibility for individuals with varying functional capabilities

C. It is only applicable to digital products

D. It avoids considering the needs of individuals with disabilities

8. What type of instruction is provided through IDEA to support movement and guidance for children with visual impairments?

A. Adaptive physical education

B. Orientation and Mobility

C. Occupational therapy

D. Speech therapy

9. What is chorionic villi sampling primarily used for?

A. Determining fetal age

B. Withdrawing a sample of amniotic fluid

C. Testing for genetic anomalies in fetal tissue

D. Measuring fetal heart rate

10. What types of support are typically provided as accommodations in testing for special education students?

A. Increased distractions and decreased time

B. Standard print and group testing

C. Larger print and additional time

D. No accommodations allowed

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Answers

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

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Explanations

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1. What percentage of intellectual disabilities is attributed to unknown causes?

A. 20%

B. 30%

C. 40%

D. 50%

The percentage of intellectual disabilities attributed to unknown causes is significant, and the correct response is 30%. Research indicates that a considerable portion of intellectual disabilities remains unexplained, despite extensive assessments. Factors contributing to this uncertainty can include undiagnosed genetic disorders, environmental influences that are difficult to identify, or the complex interplay of multiple variables that do not lend themselves to clear categorization. The identification of causes behind intellectual disabilities is critical, as it helps professionals tailor support and interventions. However, due to the broad range of conditions and phenomena that can impact cognitive development, a significant percentage, estimated at 30%, falls into the realm of unknown origins. This highlights the need for ongoing research and a deeper understanding of the underlying processes that lead to such disabilities.

2. According to research, what percentage of students with special education services for another disability also receive communication services?

A. 40%

B. 50%

C. 60%

D. 70%

Research indicates that a significant portion of students receiving special education services for various disabilities also require communication services. The choice reflecting approximately 50% underscores the prevalence of communication needs among students who have other disabilities. This statistic is crucial for educators and service providers as it highlights the importance of integrated support for students, recognizing that many may struggle with communication challenges alongside their primary disabilities. Understanding this dual need allows for better planning and resource allocation in educational settings, ensuring that interventions are comprehensive and tailored to address the full spectrum of a student's needs.

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3. Which of the following is one of the two most common genetic causes of intellectual disabilities?

A. Acanthosis nigricans

B. Down syndrome

C. Attention-deficit/hyperactivity disorder

D. Osteogenesis imperfecta

Down syndrome is recognized as one of the two most common genetic causes of intellectual disabilities due to its prevalence and the specific chromosomal abnormality associated with it. It is caused by the presence of an extra copy of chromosome 21, resulting in a triplication known as trisomy 21. This additional genetic material affects normal cognitive and physical development, leading to a spectrum of intellectual disabilities and various health issues. Down syndrome is widely studied and documented, making it a key focus in special education and genetic counseling. Its clear association with a set of characteristics and developmental delays is an important factor in identifying and providing appropriate supports for individuals with intellectual disabilities. In contrast, the other options listed do not primarily cause intellectual disabilities. Acanthosis nigricans is a skin condition often related to insulin resistance, attention-deficit/hyperactivity disorder (ADHD) is primarily a behavioral disorder and not a genetic cause of intellectual disabilities, and osteogenesis imperfecta primarily affects bone density and structure rather than directly causing intellectual disabilities. These distinctions underscore why Down syndrome stands out as a significant genetic factor contributing to intellectual disabilities.

4. What does the Childhood Autism Rating Scale assess?

A. Intellectual ability

B. Repetitive behaviors

C. Social interaction skills

D. Overall Autism symptom severity

The Childhood Autism Rating Scale (CARS) is designed to assess the overall severity of autism symptoms in children. This tool evaluates various domains of behavior and characteristics associated with autism spectrum disorders. By providing a standardized method for measuring symptom severity across various aspects of functioning, the CARS helps to determine the degree of autism and can assist in tracking changes over time or the effectiveness of interventions. While the assessment includes aspects of social interaction skills and repetitive behaviors, its primary purpose is to give an overall picture of the severity of autism symptoms. This helps clinicians, educators, and families understand the child's needs and tailor interventions accordingly. The focus on overall symptom severity ensures that the assessment is comprehensive, covering multiple domains of behavior that are affected by autism.

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5. What are alternative assessments primarily designed for?

A. Students with mild disabilities

B. Students with moderate to severe disabilities

C. Students in regular education only

D. Only gifted students

Alternative assessments are primarily designed for students with moderate to severe disabilities. This approach recognizes that traditional testing methods may not accurately reflect the abilities and knowledge of these students due to their unique challenges. Alternative assessments provide a more tailored and flexible means of evaluating student progress and capabilities, considering individual strengths and learning styles. For students with moderate to severe disabilities, these assessments can include performance-based evaluations, portfolios, and observational assessments, which allow educators to gather a more holistic understanding of a student's skills and learning. This method supports the development of individualized education programs (IEPs) that cater to specific needs and goals. In contrast, the other groups mentioned may be better suited to more standardized assessment methods, as their performance may be easier to measure through traditional means.

6. Which case established that separate educational facilities are inherently unequal?

A. Pennsylvania Association for Retarded Children vs. Commonwealth of Penns

B. Individuals with Disabilities Education Act (IDEA)

C. Brown vs. Board of Education

D. Education for All Handicapped Children Act

The establishment that separate educational facilities are inherently unequal arose from the landmark case of Brown vs. Board of Education. This 1954 Supreme Court decision focused on racial segregation in public schools, declaring that segregating children based on race was a violation of the Equal Protection Clause of the Fourteenth Amendment. The ruling emphasized that separate facilities are inherently unequal and, therefore, unconstitutional. This principle has been widely applied beyond racial segregation, influencing various aspects of education, including special education. As a result, it underscored the necessity for inclusive educational practices and programs for students with disabilities, ensuring they have access to the same quality of education as their peers without disabilities. In contrast, the other options refer to legislation and cases that addressed different aspects of educational rights for individuals with disabilities, but they do not carry the foundational principle established by Brown regarding the inherent inequality of separate facilities.

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7. How does the concept of Universal Design influence product and service delivery?

A. It concentrates solely on aesthetic improvement

B. It ensures accessibility for individuals with varying functional capabilities

C. It is only applicable to digital products

D. It avoids considering the needs of individuals with disabilities

The concept of Universal Design plays a critical role in influencing product and service delivery by focusing on creating environments, products, and services that are accessible and usable by all individuals, regardless of their age, ability, or status. This approach ensures that various functional capabilities are taken into account during the design process, allowing for inclusion and accessibility. By applying Universal Design principles, designers and providers strive to accommodate the diverse needs of users, which includes individuals with disabilities, thereby promoting equity and enhancing the overall user experience. The goal is to eliminate barriers and foster independence among all users, making spaces, experiences, and products functional and enjoyable for everyone. The other options do not capture the essence of Universal Design. For example, focusing solely on aesthetic improvement fails to address usability and accessibility concerns. Claiming that it is only applicable to digital products overlooks the broad application of Universal Design principles across various physical products and environments. Lastly, ignoring the needs of individuals with disabilities is contrary to the fundamental objective of Universal Design, which prioritizes inclusivity and accessibility for all individuals.

8. What type of instruction is provided through IDEA to support movement and guidance for children with visual impairments?

A. Adaptive physical education

B. Orientation and Mobility

C. Occupational therapy

D. Speech therapy

Orientation and Mobility instruction is specifically designed to assist children with visual impairments in navigating their environments safely and independently. This type of instruction focuses on teaching individuals how to move around their surroundings, which may include using landmarks, understanding spatial relationships, and utilizing mobility aids such as white canes. Orientation and Mobility specialists work with students to develop skills such as independent travel, understanding traffic patterns, and using public transportation. In contrast, adaptive physical education primarily focuses on adapting physical education programs to meet the needs of students with disabilities, ensuring they can participate in physical activities, but it does not specifically address the unique mobility challenges faced by those with visual impairments. Occupational therapy targets improving daily living skills and fine motor skills, while speech therapy is concerned with communication and language development. Each of these is important for overall development but does not fulfill the specific need for mobility guidance experienced by children with visual impairments as effectively as Orientation and Mobility instruction does.

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9. What is chorionic villi sampling primarily used for?

A. Determining fetal age

B. Withdrawing a sample of amniotic fluid

C. Testing for genetic anomalies in fetal tissue

D. Measuring fetal heart rate

Chorionic villi sampling (CVS) is primarily used for testing for genetic anomalies in fetal tissue. This prenatal diagnostic procedure allows healthcare providers to obtain a sample of chorionic villi, which are tiny projections from the placenta that share the baby's genetic material. By analyzing this tissue, doctors can identify various genetic disorders, such as Down syndrome, cystic fibrosis, and other chromosomal abnormalities, providing valuable information about the baby's health early in the pregnancy. The other options relate to different aspects of prenatal care or assessment. Determining fetal age is typically done through ultrasounds rather than CVS. Withdrawing a sample of amniotic fluid refers to amniocentesis, another prenatal procedure that assesses fetal health but does not use the chorionic villi. Measuring fetal heart rate is accomplished through electronic fetal monitoring and does not involve any genetic testing or tissue sampling. Thus, the primary use of CVS distinctly aligns with genetic testing in fetal tissue.

10. What types of support are typically provided as accommodations in testing for special education students?

A. Increased distractions and decreased time

B. Standard print and group testing

C. Larger print and additional time

D. No accommodations allowed

Accommodations in testing for special education students are designed to provide the necessary support to ensure that these students can demonstrate their knowledge and skills effectively. The correct answer focuses on two specific types of accommodations: larger print and additional time. Larger print makes text more accessible for students with visual impairments or difficulties reading standard-sized print, helping them to better engage with the test content. This adjustment can significantly reduce barriers to understanding questions and answers. Providing additional time is another critical accommodation. It acknowledges that some students may require more time to process information, understand questions, and formulate their responses, especially if they have learning disabilities or other challenges that affect their pacing during assessments. This support helps to level the playing field, allowing students to showcase their true abilities without being hindered by time constraints. In contrast, the other options do not align with the intention of accommodations. Increased distractions and decreased time would impede a student's ability to concentrate, while standard print and group testing may not meet the individual needs of all students. Allowing no accommodations at all would overlook the essential support required by many students in special education, thus failing to promote equitable assessment practices.

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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://orelasped.examzify.com

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

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