PRAXIS EDUCATION OF EXCEPTIONAL – STUDENTS SEVERE TO PROFOUND DISABILITIES (5547) 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.

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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. Which professional is most likely to support the development of self-care routines such as feeding for students with severe disabilities?

A. Occupational therapist

B. Physical therapist

C. Speech-language pathologist

D. School psychologist

2. Which of the following is a required component of a student's IEP?

A. An outline for a proposed lesson plan

B. A statement of the present levels of academic achievement and functional performance

C. A copy of the student's schedule

D. A record of the number of office referrals and out-of-school suspensions

3. Which is the best example of a short-term, measurable, observable English language arts objective for a ninth-grade student with a moderate intellectual disability?

A. Demonstrate knowledge of appropriate English-language writing conventions and will self-correct written assignments

B. Use a teacher-created rubric to complete a one-page descriptive essay on the computer using a word-prediction app

C. Understand how to use writing supports such as a dictionary and thesaurus when engaged in prewriting

D. Appreciate the stages of the writing process, including editing for word choice, punctuation, and grammar

4. Ms. Jones teaches students with severe and multiple disabilities and is teaching self-help skills. Which professional is she most likely to contact for assistance?

A. An orthopedic physical therapist

B. An adapted physical education teacher

C. An occupational therapist

D. A case manage

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5. Which initial step is recommended when addressing a new student's disruptive behavior to ensure appropriate support?

A. Meet with the student's parents to discuss home strategies before any evaluation

B. Immediately refer for evaluation

C. Discipline the student harshly

D. Ignore the behavior and hope it improves

6. Which of the following represents an appropriate use of accommodations as part of an Individualized Education Program (IEP)?

A. A disciplinary action for misbehavior

B. An appropriate adjustment to participation or performance

C. An unnecessary change to curriculum

D. A noncompliance with district policy

7. Which option best describes a related service that directly supports communication development?

A. Speech-language therapy

B. Occupational therapy

C. Physical therapy

D. Counseling

8. Which statement best describes an articulation disorder?

A. The student has difficulty controlling pitch and may sound hoarse or breathy.

B. The student may repeat, prolong, or avoid certain sounds or words or may stutter.

C. The student may have trouble learning the alphabet in the correct order or sounding out a spelling word.

D. The student has difficulty substituting one speech sound for another.

9. Which of the following best describes the content of the present levels of academic achievement and functional performance (PLAAFP) in an IEP?

A. The student's long-term goals

B. The student's current strengths, weaknesses, and how identified needs impact performance

C. The student's schedule

D. The baseline grade level

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10. Which statement best reflects culturally responsive collaboration with families?

A. The need to focus on the holistic requests of the family.

B. The importance of ensuring that students learn and are successful.

C. The importance of finding time to coplan and coordinate activities.

D. The need to respect each family's cultural and linguistic background.

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Answers

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

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Explanations

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1. Which professional is most likely to support the development of self-care routines such as feeding for students with severe disabilities?

A. Occupational therapist

B. Physical therapist

C. Speech-language pathologist

D. School psychologist

Focusing on activities of daily living and independence in daily routines is what drives this work. An occupational therapist specializes in self-care tasks like feeding, dressing, grooming, and positioning, breaking each task into manageable steps and choosing adaptive tools or strategies to promote consistent, independent participation. In feeding, they assess how the student handles utensils, manages textures and textures, maintains safe posture, and develops a step-by-step routine that teachers and caregivers can implement across the school day. They may introduce adaptive utensils, proper seating, and cueing strategies, then train staff to carry the routine forward as the student progresses. While other professionals contribute important pieces—speech-language pathologists address swallowing safety and communication related to feeding, physical therapists focus on movement and mobility, and school psychologists handle behavior and learning supports—the occupational therapist is the one most directly focused on creating and sustaining self-care routines like feeding.

2. Which of the following is a required component of a student's IEP?

A. An outline for a proposed lesson plan

B. A statement of the present levels of academic achievement and functional performance

C. A copy of the student's schedule

D. A record of the number of office referrals and out-of-school suspensions

The essential idea here is that an IEP must describe the student's current abilities and needs in a way that informs goals and services. The present levels of academic achievement and functional performance (PLAAFP) provide a data-based snapshot of where the student stands academically and in everyday skills (like communication, self-care, social behavior, and movement). This baseline is what guides the development of measurable annual goals, the specific supports and services the student will receive, and how progress will be tracked. Without a clear PLAAFP, the IEP would lack a foundation for meaningful, targeted planning. The other items aren't required components of an IEP. An outline for a proposed lesson plan isn't mandated because the IEP focuses on goals, supports, and services rather than a single lesson, and a student's schedule isn't a mandated section of the IEP. Similarly, a record of office referrals and suspensions isn't a required IEP element, though disciplinary history may be reviewed as part of understanding the student's needs and planning appropriate supports.

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3. Which is the best example of a short-term, measurable, observable English language arts objective for a ninth-grade student with a moderate intellectual disability?

A. Demonstrate knowledge of appropriate English-language writing conventions and will self-correct written assignments

B. Use a teacher-created rubric to complete a one-page descriptive essay on the computer using a word-prediction app

C. Understand how to use writing supports such as a dictionary and thesaurus when engaged in prewriting

D. Appreciate the stages of the writing process, including editing for word choice, punctuation, and grammar

A short-term, measurable, observable objective works by turning a skill into a concrete action you can see, hear, or measure in a brief timeframe. Demonstrating knowledge of English-language writing conventions while actively self-correcting written work does exactly that. You can observe and record what the student writes and whether they apply conventions (like capitalization, punctuation, spelling, grammar) and whether they catch and fix errors on their own. This gives you tangible evidence of progress in a single or a few writing attempts and lets you use a rubric or checklist to score specific behaviors—concrete outputs you can document over time. Other options center more on understanding concepts, appreciating processes, or using supports rather than showing independent, observable performance in a short window. Those are harder to measure quickly and directly in a way that demonstrates actual skill being used, rather than just knowing about it. So the chosen objective best fits the need for something that is clearly observable, targeted, and assessable in the near term.

4. Ms. Jones teaches students with severe and multiple disabilities and is teaching self-help skills. Which professional is she most likely to contact for assistance?

A. An orthopedic physical therapist

B. An adapted physical education teacher

C. An occupational therapist

D. A case manage

For helping students develop independence in daily living tasks, an occupational therapist is the most suitable professional. Occupational therapists specialize in self-care and daily living activities, carefully analyzing each task, breaking it into manageable steps, and adapting activities, tools, and environments so a student can perform dressing, feeding, grooming, and other personal-care skills. They can introduce assistive devices and environmental modifications to support safe participation and gradual independence. Other professionals have important roles but focus differently: a physical therapist concentrates on movement and physical function, an adapted physical education teacher concentrates on participation in physical education, and a case manager coordinates services rather than providing the hands-on strategies for self-care tasks.

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5. Which initial step is recommended when addressing a new student's disruptive behavior to ensure appropriate support?

A. Meet with the student's parents to discuss home strategies before any evaluation

B. Immediately refer for evaluation

C. Discipline the student harshly

D. Ignore the behavior and hope it improves

Collaborating with the family first sets up effective, individualized support. When a new student shows disruptive behavior, talking with the parents about what happens at home helps you gather essential context: routines, triggers, successful strategies, and any underlying factors that aren't visible at school. This family-centered approach builds trust, respects family values, and ensures that plans at school align with what works in the home, making it easier to implement consistent supports. With that information, you can thoughtfully plan next steps, such as data collection to inform an evaluation if needed, and you can begin with practical, school-based strategies that reinforce what's effective at home. This approach also reduces the risk of misinterpreting the behavior as purely willful and invites consideration of communication needs or other factors. Others options aren't as constructive initially. Jumping straight to evaluation can overlook important home-context details; harsh discipline can cause harm and escalate problems; ignoring the behavior fails to address the student's needs and can allow the behavior to persist. Starting with parent collaboration helps ensure supports are appropriate, respectful, and more likely to succeed.

6. Which of the following represents an appropriate use of accommodations as part of an Individualized Education Program (IEP)?

A. A disciplinary action for misbehavior

B. An appropriate adjustment to participation or performance

C. An unnecessary change to curriculum

D. A noncompliance with district policy

Accommodations in an IEP are supports that change how a student participates in or demonstrates learning, without altering the material or standards being taught. The best choice reflects an adjustment to participation or performance that helps the student access the same curriculum as peers. Examples include extended time on assignments or tests, use of assistive technology, preferential seating, or breaks when needed. These keep the learning expectations the same while removing barriers to access. The other options misfit because a disciplinary action addresses behavior rather than learning access, changing the curriculum would be a modification (altering what is taught), and noncompliance with policy is not an educational accommodation.

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7. Which option best describes a related service that directly supports communication development?

A. Speech-language therapy

B. Occupational therapy

C. Physical therapy

D. Counseling

Directly supporting communication development comes from speech-language therapy. This service focuses on how students understand and express language, speech, and nonverbal communication, including the use of communication devices or symbols when needed. A speech-language pathologist assesses communication strengths and barriers, sets goals, and provides strategies to improve listening, speaking, and interaction with others in everyday contexts. While other related services like occupational therapy or physical therapy help with skills that can support communication (such as fine motor control for using a device or seating to attend to conversations), they don't directly target language development. Counseling addresses social and emotional aspects of communication but not the mechanics of language. Therefore, speech-language therapy is the service that directly supports communication development.

8. Which statement best describes an articulation disorder?

A. The student has difficulty controlling pitch and may sound hoarse or breathy.

B. The student may repeat, prolong, or avoid certain sounds or words or may stutter.

C. The student may have trouble learning the alphabet in the correct order or sounding out a spelling word.

D. The student has difficulty substituting one speech sound for another.

An articulation disorder centers on how speech sounds are produced. When a child substitutes one sound for another, it shows a mismatch in producing the target sound, which is a classic articulation error. This focuses on the motor aspect of speech sounds themselves. The other descriptions point to different speech or language issues: voice quality problems affect pitch or hoarseness, fluency issues involve the flow of speech such as stuttering, and difficulties with learning the alphabet or decoding relate to phonological processing or literacy skills rather than how individual sounds are articulated. Thus, substituting one speech sound for another best describes an articulation disorder.

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9. Which of the following best describes the content of the present levels of academic achievement and functional performance (PLAAFP) in an IEP?

A. The student's long-term goals

B. The student's current strengths, weaknesses, and how identified needs impact performance

C. The student's schedule

D. The baseline grade level

Present levels describe where the student is right now in both academics and daily functioning. It highlights current strengths and areas needing support, and explains how identified needs affect performance in school tasks. This snapshot is based on current data from assessments, work samples, observations, and input from teachers and parents, and it covers both academic skills and functional skills like communication, social interaction, and self-care, showing how these impact progress in the curriculum. This information provides the baseline for setting annual goals and choosing appropriate services and accommodations, guiding what supports the student needs to access learning. Long-term goals are future targets, not the present snapshot; the schedule is an administrative detail, and a single baseline grade level alone doesn't capture the full picture of how the student's needs affect learning and daily functioning.

10. Which statement best reflects culturally responsive collaboration with families?

A. The need to focus on the holistic requests of the family.

B. The importance of ensuring that students learn and are successful.

C. The importance of finding time to coplan and coordinate activities.

D. The need to respect each family's cultural and linguistic background.

Culturally responsive collaboration with families centers on recognizing and honoring each family's cultural and linguistic background in all interactions. This means learning about families' values, language preferences, and home contexts, and communicating in ways that are accessible and empowering. It also involves inviting families as equal partners in decision-making and adapting practices to fit diverse cultural and linguistic needs. Because of this, the statement about respecting each family's cultural and linguistic background best reflects culturally responsive collaboration. While other aspects like addressing holistic family needs, ensuring student success, or coordinating activities are important to collaboration, they don't by themselves capture the essential emphasis on honoring and incorporating families' cultural and linguistic identities.

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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://praxis5547.examzify.com

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

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