PRAXIS TEACHING STUDENTS WITH VISUAL IMPAIRMENTS (5282) 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. What communication skill is typically learned first by a preschool child who is totally blind?

A. Reading Braille

B. Describing objects visually

C. Using sign language

D. Localizing the speaker's voice by sound and facing the speaker

2. Esotropia is which of the following?

A. A Condition Where Eyes Turn Outward.

B. Form of Strabismus. One Or Both Eyes Turn Inward.

C. A Blurry Vision Due to Cataracts.

D. Loss of Peripheral Vision Due to Glaucoma.

3. Astigmatism is best described as which statement?

A. An irregular eye focusing due to corneal curvature leading to blurred vision at all distances.

B. A temporary refractive error caused by glare.

C. A defect in color vision.

D. A movement disorder of the eye.

4. Erikson's Theory proposes how many stages?

A. Five

B. Eight

C. Six

D. Seven

5. Which statement about Bloom's levels is true?

A. Remembering is the highest order thinking level

B. Creating is the highest order thinking level

C. Applying is the same as Understanding

D. Evaluating involves deciding, prioritizing, rating, and justifying

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6. The IEP is required by IDEA for every child with a disability and is a written document detailing present performance, goals, services, and dates. For which age range is it required?

A. 0-3

B. 3-21

C. 5-18

D. 6-22

7. According to Thorndike's Law of Effect, which type of consequences make a response more likely to be repeated?

A. Punishing consequences

B. Unrelated outcomes

C. Satisfying consequences

D. Neutral consequences

8. Which term describes farsightedness?

A. Myopia (nearsighted)

B. Hyperopia (farsighted)

C. Astigmatism

D. Presbyopia

9. What term means accidental, not at birth?

A. Macular degeneration

B. Adventitious

C. Stargardt's disease

D. Congenital

10. What is a recommended method to help a student orient themselves in a new classroom?

A. Give them a map and compass of the room.

B. Let them sit anywhere and orient themselves.

C. Have a peer describe the room verbally.

D. Locate their seat from different locations in the room.

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Answers

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

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Explanations

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1. What communication skill is typically learned first by a preschool child who is totally blind?

A. Reading Braille

B. Describing objects visually

C. Using sign language

D. Localizing the speaker's voice by sound and facing the speaker

Localizing the speaker by sound and turning to face the speaker is the earliest communication skill a totally blind preschooler typically develops. Because sight isn't available, the child relies on auditory cues to identify who is talking and where the voice is coming from. Being able to locate the sound and orient toward the speaker supports interactive communication, turn-taking, and safety, and it provides the foundation for later skills like following directions, engaging in conversations, and eventually literacy. Reading Braille requires literacy and tactile reading, describing objects visually depends on vision, and sign language relies on either sight or tactile signing, which isn't usually the first skill in this developmental sequence.

2. Esotropia is which of the following?

A. A Condition Where Eyes Turn Outward.

B. Form of Strabismus. One Or Both Eyes Turn Inward.

C. A Blurry Vision Due to Cataracts.

D. Loss of Peripheral Vision Due to Glaucoma.

Esotropia is a misalignment of the eyes where one or both eyes turn inward toward the nose. This inward deviation is what defines esotropia and places it in the category of strabismus, which is any misalignment of the eyes. It's different from outward turning (exotropia), which would be described by a different term. The other options refer to conditions that affect vision in other ways—cataracts blur vision because of lens clouding, and glaucoma typically causes loss of peripheral vision due to optic nerve damage—not eye misalignment.

3. Astigmatism is best described as which statement?

A. An irregular eye focusing due to corneal curvature leading to blurred vision at all distances.

B. A temporary refractive error caused by glare.

C. A defect in color vision.

D. A movement disorder of the eye.

Astigmatism happens when the eye's surface isn't perfectly curved. The cornea (or sometimes the lens) has different curvature in different directions, so light rays don't focus to a single point on the retina. Instead, they focus at multiple points, causing blurred or distorted vision at all distances. This confusion in focus is what people notice as unclear vision, often requiring glasses or contact lenses that correct the uneven focusing (usually with cylindrical power to balance the meridians). The other descriptions point to unrelated issues—temporary glare-related changes, a color vision defect, or an involuntary eye movement disorder—so they don't fit the basic mechanism of astigmatism.

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4. Erikson's Theory proposes how many stages?

A. Five

B. Eight

C. Six

D. Seven

Erikson's Theory is tested on how many stages it includes. The theory maps eight distinct psychosocial stages across the lifespan, from infancy through old age, each presenting a central crisis that shapes personality if resolved well. The eight stages are trust vs mistrust (hope), autonomy vs shame and doubt (will), initiative vs guilt (purpose), industry vs inferiority (competence), identity vs role confusion (fidelity), intimacy vs isolation (love), generativity vs stagnation (care), and integrity vs despair (wisdom). Because Erikson intentionally lays out eight separate stages, eight is the correct count. The other options don't match his framework, which specifically outlines eight stages across the lifespan.

5. Which statement about Bloom's levels is true?

A. Remembering is the highest order thinking level

B. Creating is the highest order thinking level

C. Applying is the same as Understanding

D. Evaluating involves deciding, prioritizing, rating, and justifying

Evaluating is a higher-order thinking skill that centers on making judgments about value, quality, or effectiveness using clear criteria or standards. When you evaluate, you move beyond just recalling information or applying a method; you weigh options, decide which ones best meet the criteria, prioritize what matters most, rate each option, and justify your judgment with reasons or evidence. Think about comparing two solutions to a problem. You would apply a rubric or set standards to determine which solution is stronger, rank the options based on criteria like efficiency or feasibility, and explain why the top choice meets those criteria better than the others. This is why evaluating fits as a true statement: it embodies decision-making, prioritization, assessment, and justification. It helps to contrast with other levels to see why this is distinct. Remembering is about recall, understanding is about grasping meaning, applying is about using information in a new situation, and creating (in the updated taxonomy) is often considered the culminating level where you generate new ideas or products. Evaluating sits in between—you judge and justify before potentially moving on to create.

6. The IEP is required by IDEA for every child with a disability and is a written document detailing present performance, goals, services, and dates. For which age range is it required?

A. 0-3

B. 3-21

C. 5-18

D. 6-22

Under IDEA, an IEP is required for students with disabilities who are in the school-age range, typically three through twenty-one. This document outlines the child's present levels, annual goals, the special education and related services to be provided, and the dates those services will occur. For children birth through two, services are provided under Part C with an Individualized Family Service Plan (IFSP), not an IEP. So the IEP applies from age three up to twenty-one.

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7. According to Thorndike's Law of Effect, which type of consequences make a response more likely to be repeated?

A. Punishing consequences

B. Unrelated outcomes

C. Satisfying consequences

D. Neutral consequences

The main idea being tested is that the outcome after a behavior influences how likely that behavior is to happen again. When a consequence is satisfying or rewarding, it reinforces the action, making it more likely to be repeated in the future. This is the essence of Thorndike's Law of Effect: behavior followed by pleasing results tends to be repeated, while behavior followed by unpleasant results is less likely to occur again. In Thorndike's puzzle-box experiments, cats learned to perform actions that led to getting food, because those outcomes were satisfying. Conversely, consequences that are punishing discourage the behavior, neutral outcomes don't really change how often the action is done, and unrelated outcomes don't influence the behavior since they're not tied to the action.

8. Which term describes farsightedness?

A. Myopia (nearsighted)

B. Hyperopia (farsighted)

C. Astigmatism

D. Presbyopia

Farsightedness is hyperopia. This means light is focused behind the retina, so distant objects can look clearer while near objects appear blurry. Younger eyes can sometimes compensate by the lens changing shape to bring near images into focus, but that accommodation can wear down with age or if the eye is shorter or the cornea flatter. This differs from nearsightedness (myopia), where distant objects are blurred; astigmatism, which causes distorted vision due to irregular curvature of the eye, and presbyopia, an age-related decline in near focus that typically starts in adulthood.

9. What term means accidental, not at birth?

A. Macular degeneration

B. Adventitious

C. Stargardt's disease

D. Congenital

Adventitious refers to something that arises after birth, rather than being present from birth. In vision and disability contexts, using adventitious helps signal that the impairment was acquired later due to factors like injury or illness, not something the person was born with. That fits the idea of "accidental, not at birth." The other terms describe different origins or timings: congenital means present at birth, Stargardt's disease is a hereditary condition that typically shows up in childhood, and macular degeneration is a degenerative condition usually associated with aging. So adventitious is the best fit because it directly conveys late onset or acquisition after birth.

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10. What is a recommended method to help a student orient themselves in a new classroom?

A. Give them a map and compass of the room.

B. Let them sit anywhere and orient themselves.

C. Have a peer describe the room verbally.

D. Locate their seat from different locations in the room.

Orienting in a new classroom is about building a reliable mental map of the space by gathering information from multiple viewpoints. When a student locates their seat from several locations around the room, they learn how the seat sits relative to key landmarks—like the door, windows, chalkboard, and shelves—from different angles. This helps them triangulate their position and understand where everything else is, which promotes independence if they're ever asked to find their seat or navigate the room on their own. It strengthens memory of the layout and reduces reliance on a single cue. Other methods aren't as effective for ongoing orientation. A map and compass aren't practical for everyday classroom movement and don't adapt to dynamic layouts. Letting a student sit anywhere and orient themselves provides few reliable cues and can leave them unsure of their surroundings. Having a peer describe the room verbally is helpful for context, but it doesn't give the student the chance to actively build the spatial map through firsthand exploration. By having them locate their seat from different locations, they gain a flexible, robust sense of where things are, boosting confidence and independence.

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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://praxis5282.examzify.com

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

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