

1. Learn About Your Test

Learn about the specific test you will be taking

Special Education: Severe to Profound (5547)

This advance copy of the Special Education: Severe to Profound Test at a Glance is a preliminary document. A final version of the document is scheduled to be published on the *Praxis*® website as the Special Education: Severe to Profound Study Companion in July 2023.

Test at a Glance			
Test Name	Special Education: Severe to Profound		
Test Code	5547		
Time	120 minutes		
Number of Questions	120 selected response questions		
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter your answer in a text box; and other types of questions. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Human Developmental and Individualized Learning Needs	35	29%
	II. Planning and Instruction and the Learning Environment	38	32%
	III. Assessment	23	19%
	IV. Ethical and Legal Practice, Professionalism, and Collaboration	24	20%

About This Test

The Praxis Special Education: Severe to Profound test measures knowledge and competencies important for safe and effective beginning practice as a special education teacher who plans to teach in a special education program at any grade level from kindergarten through grade 12 serving students with severe to profound disabilities. The test is designed for candidates seeking licensure or certification as a special educator with knowledge of the basic principles and best practice of special education and the application of these principles to realistic scenarios for students with severe to profound disabilities within grades K-12. The test questions will primarily address students who fall within the severe to profound range. This population most likely functions within self-contained classroom settings, pull out programs, or in the general education classroom with one on one support and special education teachers with ample modifications and accommodations. Teacher candidates who take this test should also have knowledge of

how to support students with mild to moderate disabilities in various settings. The test is designed and developed through work with practicing special education teachers and teacher educators to reflect state and national standards, including Council for Exceptional Children (CEC) standards for 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards). Test-takers have typically completed—or are about to complete—a preparation program with a focus on special education, and they typically have experience that includes supervised teaching in a school or other educational setting.

The 120 selected-response questions focus on both content and topics that are relevant to various settings where the expertise of a special education teacher would be required. The test content measures a candidate's knowledge and skills spanning the areas of (I) Human Development and Individualized Learning Needs, (II) Effective Instruction and Planning and Instruction and the Learning Environment, (III) Assessment, and (IV) Ethical and Legal Practice, Professionalism, and Collaboration.

This test may contain some questions that will not count toward your score

Content Topics

This list details the topics that may be included on the test. All test questions will cover one or more of these topics.

I. Human Developmental and Individualized Learning Needs

A. Human Development

1. Understands human growth and development to create appropriate and meaningful learning experiences that address the individual strengths and needs of students
2. Knows typical developmental milestones (e.g., linguistic, cognitive, physical) and how they may differ for individuals with exceptionalities
3. Knows the adaptive behavioral needs of individuals with exceptionalities to perform activities of daily living (e.g., grooming, managing money, following safety rules)

B. Individualized Learning Needs

1. Knows how environmental factors influence development and learning beyond the disability (e.g., socioeconomic status, trauma, peer interaction, family/caregiver dynamics)
2. Knows how biological factors (e.g., traumatic brain injury, cerebral palsy, intellectual disability) can affect an individual's behavior and academic performance.
3. Knows how disabilities may affect processing skills (e.g., auditory, language, and visual)
4. Knows how exceptionalities may affect individuals' interactions with families and communities (e.g., cognitive and sensory impairment, physical and health exceptionalities)

II. Planning and Instruction and the Learning Environment

A. Planning and Instruction

1. Knows how to use student information gathered from multiple evaluation tools (e.g., anecdotal records, behavior scales, discrete trial training, task analysis) to guide instructional decisions
2. Knows how to use effective strategies (e.g., social stories, immediate feedback/reinforcement, practicing emergency drills, using augmentative and alternative communication devices) to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning
3. Knows how to plan, develop and deliver specially designed instruction using appropriate instructional practices (e.g., explicit and systematic instruction) to teach a wide range of skills (e.g., academic, functional life skills, adaptive behavioral skills)
4. Knows how to adapt the curriculum and use strategies (e.g., modeling, scaffolding, visual aids, shaping, differentiated instruction), accommodations, and modifications to address individual student needs
5. Knows how to use strategies to support instruction in community-based settings to ensure transfer and generalization of skills
6. Knows the components of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) and can develop instructionally appropriate goals and objectives.
7. Knows how to develop culturally responsive transition plans and services based on an individual's needs (e.g., preferences, interests) according to Individuals with Disabilities Education Act (IDEA) in order to support postsecondary education, vocational education, integrated employment, and independent living

B. Learning Environment

1. Knows how to plan and implement a productive and supportive learning environment (e.g., routines, standard procedures, visual schedules, daily transitions between activities/locations)
2. Knows how to arrange the learning environment and use various grouping techniques (e.g., flexible groups, small, focused groups) to meet the learning needs of individuals
3. Knows how to adapt the learning environment to provide appropriate instruction and monitor proficiency in mathematics, including functional mathematics skills
4. Knows how to adapt the learning environment to provide appropriate strategies and instruction in order to develop vocabulary, writing, fluency, and reading comprehension, including functional reading skills
5. Knows how to adapt the learning environment to provide optimal learning opportunities for individuals with exceptionalities (e.g., assistive technology, health care, physical supports)

III. Assessment**A. Interventions, Eligibility, and Identification**

1. Knows the purpose of formal and informal assessments and data collection (e.g., Response to Intervention, screening, eligibility, placement, programming)
2. Knows how to develop, select, and adapt culturally and linguistically appropriate assessments to meet students' functional, learning, and behavioral needs (e.g., use alternative assessment, simplify language, reduce the complexity of tasks) for students with developmental disabilities

3. Understands how to contribute to students' eligibility determination according to IDEA (e.g., student data, anecdotal records), keeping in mind that exclusionary factors such as cultural and economic disadvantages must be ruled out as the primary cause of learning challenges
4. Comprehends assessment terminology (e.g., valid, reliable, summative, formative)
5. Knows how to use data from a variety of sources (e.g., observations, data collection records, behavior supports) to develop and implement appropriate interventions

B. Program Planning Based on Data

1. Knows how to interpret student assessment data for stakeholders (e.g., parents, generalists, itinerate staff, etc.)
2. Knows how to use assessment data to analyze student progress, to monitor program effectiveness, and to inform selection of modifications and accommodations, including assistive technology
3. Knows how to conduct functional behavioral assessments to create a behavioral intervention plan

IV. Ethical and Legal Practice, Professionalism, and Collaboration**A. Ethical Guidelines, Legal Policies and Procedures**

1. Knows legal definitions and processes related to the identification of individuals with exceptionalities under IDEA
2. Understands how historical foundational theories (e.g., stages of cognitive development, operant conditioning, social learning theory) can guide teaching practices
3. Knows major legislation such as IDEA and Every Student Succeeds Act (ESSA) as well as current trends related to safe and evidence-based practice
4. Knows how to apply policies and ethical guidelines regarding prereferral, referral, identification, and placement procedures (e.g., IEP and IFSP development, Americans with Disabilities Act, procedural safeguards)

5. Knows how issues in equity, including cultural and linguistic biases, may contribute to the overidentification of certain groups for special education
6. Knows the continuum of placement options to ensure individuals receive specially designed instruction and make progress toward individualized goals in the least restrictive environment

B. Professionalism and Collaboration

1. Knows how to deepen professional growth using various strategies (e.g., analyzing student learning, self-reflection, collaborating with other practitioners, professional development)
2. Knows how to identify appropriate resources to support families and students in order to advocate for equitable resources and services (e.g., health related services, community-based programs) that address the unique needs of an individual's program
3. Knows approaches for collaborating (e.g., coplanning/coteaching, facilitating family consultations to discuss progress, coordinating with job coaches) with relevant stakeholders (e.g., families, paraprofessionals, school professionals) in order to implement effective programs and services that support students' instructional and behavioral needs