

FTCE PRESCHOOL EDUCATION BIRTH - AGE 4 PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

<https://ftcepreschooledbirthtoage4.examzify.com>



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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. Piaget's second substage of the sensorimotor period (1-4 months) is characterized by behavior that is accidental but repeated because it brings pleasure. Name this substage.**
 - A. Primary circular reactions
 - B. Secondary circular reactions
 - C. Coordination of Reactions
 - D. Tertiary circular reactions
- 2. How should nutrition and snack time be managed in preschool?**
 - A. Allow unrestricted access to sugary snacks anytime
 - B. Skip snack time to focus on learning
 - C. Use only pre-packaged meals from outside vendors
 - D. Provide balanced, kid-friendly foods; supervise; model healthy eating; and teach manners.
- 3. What is an appropriate way to support a preschool child with an identified disability?**
 - A. Rely on general classroom expectations and standard activities.
 - B. Implement IFSP/IEP goals, accommodations, and collaborate with families and specialists.
 - C. Remove the child from group activities.
 - D. Delay services until the child changes classrooms.
- 4. Who developed the primary theory of social learning, emphasizing attention, retention, reproduction, and motivation?**
 - A. Viktor Lowenfeld
 - B. Erik Erikson
 - C. Albert Bandura
 - D. Abraham Maslow
- 5. Which element is essential when communicating progress to families?**
 - A. Personal opinions about the child's home life.
 - B. Clear, respectful, evidence-based information with examples of child learning.
 - C. Only numerical scores without examples.
 - D. Delayed communication to avoid upsetting families.

- 6. Which components are core to Positive Behavior Support in early childhood classrooms?**
- A. Proactive routines, clear expectations, consistent reinforcement
 - B. Reactive punishment and timeouts
 - C. Vague rules and inconsistent feedback
 - D. Use of punishment-only strategies
- 7. The positive outcome 'Will' is associated with which Erikson stage?**
- A. Trust vs Mistrust
 - B. Autonomy vs Shame/Doubt
 - C. Initiative vs Guilt
 - D. Industry vs Inferiority
- 8. Which theory asserts that the human is preformed at conception and only grows in size until birth?**
- A. Mechanistic Theory
 - B. Preformationist Theory
 - C. Organismic Theory
 - D. Behavioralist Theory
- 9. Which Erikson stage generally starts around the ages of beginning school and has the positive outcome 'Industry'?**
- A. Trust vs Mistrust
 - B. Autonomy vs Shame/Doubt
 - C. Initiative vs Guilt
 - D. Industry vs Inferiority
- 10. Constructive Perspective model of preschool education, children learn via performing mental actions through the vehicle of physical activities. Which model is described?**
- A. Language Experience Approach
 - B. Basal Reader Approach
 - C. Kamii-DeVries
 - D. Direct Instruction

Answers

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

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Explanations

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1. Piaget's second substage of the sensorimotor period (1-4 months) is characterized by behavior that is accidental but repeated because it brings pleasure. Name this substage.

- A. Primary circular reactions
- B. Secondary circular reactions
- C. Coordination of Reactions
- D. Tertiary circular reactions

Primary circular reactions are actions centered on the infant's own body that start by accident but are repeated because they feel good. In the 1–4 month period, a baby might accidentally discover a self-soothing behavior—like thumb sucking or rhythmic mouth movements—and then repeat it to recreate the pleasant result. This marks a shift from pure reflexes to actions the infant repeats for their own enjoyment, laying the groundwork for more deliberate exploration later. The other stages involve actions on external objects, combining actions to solve problems, or exploring different outcomes, which is why they don't fit this self-focused, pleasure-driven repetition.

2. How should nutrition and snack time be managed in preschool?

- A. Allow unrestricted access to sugary snacks anytime
- B. Skip snack time to focus on learning
- C. Use only pre-packaged meals from outside vendors
- D. Provide balanced, kid-friendly foods; supervise; model healthy eating; and teach manners.

Healthy eating routines in preschool involve providing balanced, kid-friendly foods in appropriate portions, supervising meals, modeling healthy eating, and teaching good table manners. Snack time should be a planned part of the day, not an afterthought, so children have steady energy for activities and a chance to practice social skills around meals. Offer a variety of nutritious options—fruits, vegetables, whole grains, protein, and dairy—and let children participate in simple choices and safe food prep activities to build autonomy. Sitting together, talking about flavors, and calmly guiding portions helps children learn self-regulation and polite eating habits. Regular, guided snack experiences also support safety, such as supervising for choking and encouraging proper use of utensils. Unrestricted access to sugary snacks undermines healthy habits, skipping snack time reduces energy and social learning opportunities, and relying only on outside packaged meals limits control over nutrition and variety. D brings together nutrition, safety, and social development in a practical, developmentally appropriate way.

3. What is an appropriate way to support a preschool child with an identified disability?

- A. Rely on general classroom expectations and standard activities.
- B. Implement IFSP/IEP goals, accommodations, and collaborate with families and specialists.**
- C. Remove the child from group activities.
- D. Delay services until the child changes classrooms.

Providing an individualized plan and coordinated supports is essential when a preschool child has a disability. Implementing IFSP/IEP goals along with accommodations ensures the child has specific targets, appropriate supports in instruction, and access to related services. Collaborating with families and other professionals guarantees consistency across home, therapy, and classroom, plus ongoing progress monitoring. Relying on general classroom expectations doesn't address the child's unique needs. Removing the child from group activities undermines inclusion and social development. Delaying services misses early opportunities to support growth and isn't aligned with best practices or guidelines.

4. Who developed the primary theory of social learning, emphasizing attention, retention, reproduction, and motivation?

- A. Viktor Lowenfeld
- B. Erik Erikson
- C. Albert Bandura**
- D. Abraham Maslow

Observing and modeling others is a powerful way we learn, and Albert Bandura is the one who formalized this approach as a theory of social learning. He identified four key processes that shape learning from models: attention, retention, reproduction, and motivation. Attention is what you focus on when you watch a model. If the behavior seems relevant, attractive, or likely to lead to a reward, you're more likely to notice and notice details of it. Retention is about remembering what you observed, creating a mental representation you can recall later. Reproduction involves the ability to actually perform the observed behavior, translating memory into action. Motivation determines whether you imitate the behavior, based on expected outcomes, reinforcement, or your own belief in your ability to succeed (self-efficacy). This framework helps explain why people imitate peers, role models, or media figures and how reinforcement and internal expectations influence whether imitation happens. The other names listed are known for different theories—one in art education and child development, another in psychosocial development, and another in human motivation—areas outside this observational learning model.

5. Which element is essential when communicating progress to families?

- A. Personal opinions about the child's home life.
- B. Clear, respectful, evidence-based information with examples of child learning.**
- C. Only numerical scores without examples.
- D. Delayed communication to avoid upsetting families.

Clear, respectful, evidence-based communication that includes concrete examples of what the child is learning is essential when sharing progress with families. This approach helps families see how the child is applying skills in real moments, not just a number or label, and makes the information credible and trustworthy. Including examples shows observable learning in action—like using new words during play or demonstrating problem-solving with peers—which also gives families practical ideas for supporting learning at home. It strengthens the partnership with families and guides goal-setting in a way that is understandable and actionable. Personal opinions about home life aren't appropriate in progress reports, as they don't reflect the child's learning. Relying only on numerical scores without context leaves families unsure how to help, and delaying communication undermines trust and collaboration.

6. Which components are core to Positive Behavior Support in early childhood classrooms?

- A. Proactive routines, clear expectations, consistent reinforcement**
- B. Reactive punishment and timeouts
- C. Vague rules and inconsistent feedback
- D. Use of punishment-only strategies

Positive Behavior Support in early childhood classrooms focuses on preventing problems by teaching and reinforcing positive behaviors. The best answer includes proactive routines, clear expectations, and consistent reinforcement. Routines give children a predictable structure for the day, reducing uncertainty and helping them know what to do in transitions and activities. Clear expectations tell them exactly what behavior is expected, so there's less guesswork about how to act. Consistent reinforcement strengthens the desired behaviors by providing steady and predictable praise or rewards when children demonstrate them, making these behaviors more likely to occur again. The other approaches rely on punishment, vague rules, or inconsistent feedback, which don't teach children what to do or help them feel secure and supported. PBS emphasizes teaching and reinforcing positive behavior rather than reacting with punishment.

7. The positive outcome 'Will' is associated with which Erikson stage?

- A. Trust vs Mistrust
- B. Autonomy vs Shame/Doubt**
- C. Initiative vs Guilt
- D. Industry vs Inferiority

In Erikson's theory, each stage brings a specific virtue that grows when a child experiences balanced support and safe, empowering choices. The virtue Will arises during the Autonomy versus Shame/Doubt stage, which typically unfolds around ages 1 to 3 as toddlers begin to try things for themselves. When caregivers encourage trying new tasks, offer simple, safe choices, and set appropriate limits, a child learns that their actions have effects and that they can act with intention. This builds a sense of autonomy and a confident willingness to take initiative within boundaries, which is the essence of Will. If support is too restricting or overly critical, the child may doubt their abilities and feel shame about trying, which can undermine that budding independence. For context, other stages in Erikson's framework lead to different virtues: Trust versus Mistrust yields Hope, Initiative versus Guilt yields Purpose, and Industry versus Inferiority yields Competence.

8. Which theory asserts that the human is preformed at conception and only grows in size until birth?

- A. Mechanistic Theory
- B. Preformationist Theory**
- C. Organismic Theory
- D. Behavioralist Theory

The main idea here is preformationism—the belief that a fully formed human exists from conception, and the embryo simply grows in size as pregnancy progresses. This view imagines a miniature version of a person already present in the sperm or egg, so development is just enlargement until birth. That makes it the best fit for the statement, since it directly asserts preformation at conception and growth-only change in size. In contrast, a mechanistic view treats development as changes driven by physical processes and environmental influences acting like a machine; an organismic view emphasizes an inherent, natural unfolding of a whole organism toward its mature form; behaviorist theory focuses on learning and behaviors shaped by experience rather than the physical growth of the body.

9. Which Erikson stage generally starts around the ages of beginning school and has the positive outcome 'Industry'?

- A. Trust vs Mistrust
- B. Autonomy vs Shame/Doubt
- C. Initiative vs Guilt
- D. Industry vs Inferiority**

Industry vs Inferiority is the Erikson stage that begins when children start school. At this time, kids are faced with new tasks, routines, and opportunities to compare themselves with peers. When they receive encouragement, clear expectations, and chances to practice skills with appropriate challenges, they develop industry—the sense that through effort, practice, and persistence, they can accomplish tasks and grow capable. This fosters pride in achievements, motivation to try new things, and confidence in their own abilities. On the flip side, if tasks feel beyond what they can handle, or feedback emphasizes what they can't do rather than what they can do, children may develop inferiority. They start doubting their skills, become reluctant to try, and may withdraw from challenging activities. The positive outcome, industry, is about getting excited to learn, persist through setbacks, and contribute to classroom tasks with a growing sense of competence. For context, trust vs mistrust is the earlier stage centered on forming basic trust with caregivers, autonomy vs shame/doubt focuses on independence in toddlerhood, and initiative vs guilt covers early preschool years. The school-age period specifically highlights building a reliable sense of industry through mastering academic and social tasks.

10. Constructive Perspective model of preschool education, children learn via performing mental actions through the vehicle of physical activities. Which model is described?

- A. Language Experience Approach
- B. Basal Reader Approach
- C. Kamii-DeVries**
- D. Direct Instruction

The main idea being tested is a constructivist view of preschool learning: children build understanding by doing and thinking about what they do. In this view, knowledge comes from actively engaging with materials and tasks, not just receiving information. The Kamii-DeVries model embodies this approach by emphasizing learning through hands-on experiences with concrete objects. Children manipulate materials, solve problems, and gradually internalize the actions they perform, turning concrete activities into mental operations. This internalization—that is, doing the task physically and then thinking about it—captures the essence of the model. Other approaches focus more on teacher-directed instruction or language-based reading development, rather than on children constructing knowledge through guided, hands-on exploration.

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:

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

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