MTLE Special Education Core Skills (Birth to Age 21) Subtest II (186) Practice (Sample)

Study Guide

Everything you need from our exam experts!

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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

1. **Richard is a sophomore in high school who is nonverbal. Which assistive technology device would be MOST beneficial in allowing him to communicate effectively?**

   A. Audio players

   B. Schedule boards

   C. FM listening systems

   D. Graphic organizers

2. **Which strategy helps maintain on-task behavior for students with attention difficulties beyond seating?**

   A. Avoid clear rules

   B. Brief, frequent breaks and check-ins

   C. Large uninterrupted blocks of instruction

   D. No task variety

3. **Which of the following describes an effective classroom routine to support attention?**

   A. Randomized schedule with no cues

   B. No routines, allow students to manage on their own

   C. Flexible seating with constant changes

   D. Clear routines, visual schedules, and predictable transitions

4. **Blindness is defined as a visual acuity of less than or equal to which value?**

   A. 20/200

   B. 20/20

   C. 2/20

   D. 2/200

5. **In an IEP, which document describes how progress toward annual goals will be measured?**

   A. Present levels

   B. Annual goals and objectives

   C. Transition plan

   D. Progress monitoring plan

6. Which of the following is NOT a term used to describe an intensity level of intellectual disability?

A. Mild

B. Severe

C. Major

D. Profound

7. Which of the following is NOT part of the cognitive triad of cognitive behavioral theory?

A. Self

B. World

C. Future

D. Past

8. At what age do children typically become aware of what others might think of them?

A. 5-6

B. 10-11

C. 7-8

D. 9-10

9. Maria is a seventh-grade student with a SLD in math and has failed 3 tests in a row in her general education math class. Which strategy would be least likely to help Maria improve her test scores in the future?

A. Discuss study habits she may have

B. Updating the accommodations in her IEP

C. Asking counselors about changing classes

D. Asking her questions about the content

10. Which of the following is NOT an activity that could be used for community-based instruction?

A. Grocery shopping

B. Walk in a park

C. Reading restaurant menus

D. Riding public transportation

Answers

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

Explanations

1. Richard is a sophomore in high school who is nonverbal. Which assistive technology device would be MOST beneficial in allowing him to communicate effectively?

A. Audio players

B. Schedule boards

C. FM listening systems

D. Graphic organizers

The ability to express wants, needs, and choices in real time is what makes AAC tools most effective for a nonverbal student in a high school setting. A schedule board gives him a simple, reliable way to communicate by selecting pictures or icons that represent activities, people, or required supports. This visual, hands-on method supports him during transitions and throughout the day, allowing him to indicate what he wants to do next, request help, or confirm a plan without needing to speak. It's adaptable, easy to learn, and usable across multiple environments in school, which helps promote independence and reduce frustration. The other options don't serve this communication function as directly. Audio players are used for listening rather than expressing needs or choices. FM listening systems improve access to spoken information but don't provide a means for him to communicate back. Graphic organizers aid writing and organizing thoughts, which is important for literacy, but they don't offer a quick, interactive channel for immediate communication the moment a decision or request is needed.

2. Which strategy helps maintain on-task behavior for students with attention difficulties beyond seating?

A. Avoid clear rules

B. Brief, frequent breaks and check-ins

C. Large uninterrupted blocks of instruction

D. No task variety

Short, structured breaks along with quick check-ins help students with attention difficulties stay on task even when seating alone isn't enough. Breaking tasks into small chunks and pausing briefly gives the brain a moment to reset, reducing fatigue and frustration that can lead to off-task behavior. Regular check-ins provide timely feedback, help the student track progress, and let you adjust pacing or supports before disengagement grows. When these breaks are purposeful—short in duration, with a clear signal to resume, and tied to specific goals—they support sustained attention and self-regulation, making longer tasks more manageable. Avoiding clear rules removes the predictable framework that helps students know what is expected, which can increase misbehavior and disengagement. Large, uninterrupted blocks of instruction demand sustained focus that many students with attention difficulties struggle to maintain. No variety in tasks can quickly lead to boredom and avoidance, undermining on-task behavior.

3. Which of the following describes an effective classroom routine to support attention?

A. Randomized schedule with no cues

B. No routines, allow students to manage on their own

C. Flexible seating with constant changes

D. Clear routines, visual schedules, and predictable transitions

Having clear routines, visual schedules, and predictable transitions gives students a stable framework for the day. When a classroom runs on consistent patterns, students know what to expect next, which reduces uncertainty and frees cognitive energy to focus on learning rather than figuring out what to do. Visual schedules make steps and timelines concrete and accessible, helping students who benefit from seeing information laid out rather than hearing it alone. Predictable transitions minimize downtime and abrupt changes that can pull attention away, keeping the pace steady and reducing moments where attention wanders. These elements support attention for all learners, especially those who struggle with staying focused, by providing clear expectations and supports that guide behavior. The other approaches—randomized schedules, no routines, or constantly changing seating—introduce unpredictability and distractions that disrupt focus and increase off-task behavior.

4. Blindness is defined as a visual acuity of less than or equal to which value?

A. 20/200

B. 20/20

C. 2/20

D. 2/200

Understanding how visual acuity is expressed helps here. A Snellen fraction like 20/200 compares what a person can see at testing distance to what a person with normal vision can see at a greater distance. The top number is the testing distance (20 feet), and the bottom number is the distance at which a person with normal vision could read the same line. So 20/200 means you can read at 20 feet what a person with normal vision could read from 200 feet—very limited vision. The commonly used threshold for legal blindness is 20/200 or worse in the better eye, even with the best correction. That's why 20/200 is the correct standard. The other values describe different, typically less severe levels of acuity (20/20 is normal; 2/20 or 2/200 would indicate even poorer acuity, but they are not the standard benchmark for blindness).

5. In an IEP, which document describes how progress toward annual goals will be measured?

A. Present levels

B. Annual goals and objectives

C. Transition plan

D. Progress monitoring plan

The key idea is that an IEP includes a plan for how progress toward annual goals will be tracked. The progress monitoring plan lays out the exact methods, tools, and schedule for collecting data on student progress, and it explains how those data will be used to decide whether to adjust instruction or supports. It might specify which assessments or probes to use (e.g., curriculum-based measures), how often data will be collected (weekly, biweekly, quarterly), and the criteria for determining if progress is on track. Present levels describe where the student currently stands and serve as the baseline for goals. Annual goals and objectives state what the student aims to achieve. The transition plan focuses on postsecondary goals and steps. Since the question asks for how progress toward annual goals will be measured, the progress monitoring plan is the document that fits.

6. Which of the following is NOT a term used to describe an intensity level of intellectual disability?

A. Mild

B. Severe

C. Major

D. Profound

Describing the intensity of intellectual disability uses four standard levels: mild, moderate, severe, and profound, which reflect the amount of support a person typically needs. The term major isn't part of this scale because it doesn't specify a particular level of functioning or needed support. So, major is not used to describe intensity. For context, mild might involve some supports for independence, moderate requires more substantial assistance, severe needs extensive supports, and profound involves pervasive, around-the-clock support.

7. Which of the following is NOT part of the cognitive triad of cognitive behavioral theory?

A. Self

B. World

C. Future

D. Past

In this theory, the thinking patterns that most influence mood come from three areas: how a person views themselves, how they view the world around them, and what they expect for the future. These three domains—self, world, and future—are the core focus because they shape feelings and behavior when someone is struggling. The past isn't one of these three domains, though past experiences can shape present beliefs. So, while past events may influence how you feel, they aren't part of the cognitive triad itself. That's why the option referring to Past isn't included in the triad.

8. At what age do children typically become aware of what others might think of them?

A. 5-6

B. 10-11

C. 7-8

D. 9-10

Awareness that others are thinking about you and may judge you develops in middle childhood. Around seven to eight years old, children start to realize that people outside their immediate circle are thinking about them and forming opinions based on their appearance, behavior, or performance. This marks a shift from a more self-centered view to greater social awareness and perspective-taking, as kids begin to consider how their actions look to peers and how social evaluation might influence them. That makes seven to eight the best fit for when this happens. Earlier ages tend to be more egocentric and less attuned to others' evaluations, while older ages involve even more nuanced understanding of others' thoughts, but the typical onset for this awareness is around seven to eight.

9. Maria is a seventh-grade student with a SLD in math and has failed 3 tests in a row in her general education math class. Which strategy would be least likely to help Maria improve her test scores in the future?

A. Discuss study habits she may have

B. Updating the accommodations in her IEP

C. Asking counselors about changing classes

D. Asking her questions about the content

When supporting a student with an SLD in math, the most effective moves are those that reduce barriers and provide structured practice and supports. Discussing study habits helps identify and strengthen routines like planning, note-taking, and time management, which directly influence how well material is learned and retained for tests. Updating accommodations in the IEP is important because it ensures the testing environment and supports (like extended time, simplified instructions, or use of appropriate tools) align with the student's needs, allowing their knowledge to be demonstrated rather than blocked by processing or anxiety issues. Exploring a change of classes with counselors can connect the student with a setting that offers more targeted instruction, pacing, or access to resources that better fit their learning profile. Asking questions about the content, while potentially helpful for understanding, is less likely to raise test performance on its own. Without structured instruction, guided practice, and explicit strategies tailored to math, simply asking questions may not translate into the repeated retrieval and skill-building that tests require. So, in isolation, that approach is the least likely to produce durable improvements in score.

10. Which of the following is NOT an activity that could be used for community-based instruction?

A. Grocery shopping

B. Walk in a park

C. Reading restaurant menus

D. Riding public transportation

Community-based instruction centers on teaching practical, real-life skills in authentic settings so students can participate in daily community life with independence. Tasks like grocery shopping require budgeting, decision making, and interacting with store staff; reading restaurant menus builds literacy, communication, and choice-making in a dining context; and riding public transportation teaches route planning, safety, safety, and navigation in real-world transit scenarios. A walk in a park, while beneficial for safety and physical activity, doesn't inherently engage the kinds of community systems or functional tasks that transfer to independent living in the community. It's more of a recreational activity than a structured, transferable community skill practice. That's why walking in a park isn't typically used for community-based instruction.

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://mtlespecialedcore186subtest2.examzify.com

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