

# 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

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- 1. Which instructional strategy is MOST effective for supporting working memory deficits?**
  - A. Long lectures**
  - B. Repetitive worksheets**
  - C. Chunking information**
  - D. Independent silent reading**
  
- 2. Joseph is a fourth grader who receives special education services as a student with an OHI due to his ADHD diagnosis. Which formative assessment would be MOST appropriate when starting a new lesson?**
  - A. Giving him a math fact test to complete at the end of the unit**
  - B. Giving him a fact test to complete before the unit**
  - C. Monitoring his progress throughout the unit**
  - D. Monitoring his behavior during the test**
  
- 3. The IEP under IDEA serves as a plan to guide tailored educational services for a student. Which option best captures its primary purpose?**
  - A. To ensure Free Appropriate Public Education (FAPE) is provided**
  - B. To guide and document tailored educational services through the IEP**
  - C. To guarantee the highest possible services for every student**
  - D. To minimize parental involvement**
  
- 4. What is the most appropriate primary purpose of intelligence testing in the educational evaluation of a student with a disability?**
  - A. Identify the classroom setting considered the student's least restrictive environment**
  - B. Support the design of effective instruction to address the student's strengths and needs**
  - C. Develop alternative academic standards tailored to the student's level of functioning**
  - D. Offer projective academic outcomes for the student in later years**

- 5. Which approach best targets foundational decoding skills for students with dyslexia?**
- A. Silent reading practice**
  - B. Independent vocabulary study**
  - C. Multisensory phonics instruction**
  - D. Whole-language instruction**
- 6. Criterion-referenced tests can provide information about which of the following?**
- A. Mastered prerequisite skills**
  - B. All of the above**
  - C. Readiness to proceed to the next level of instruction**
  - D. Which instructional materials might be helpful in covering program objectives**
- 7. To support students who have attention difficulties, a teacher should start with which primary classroom strategy?**
- A. Preferential seating near instruction**
  - B. Isolating the student in a separate room**
  - C. Providing no structure**
  - D. Relying solely on independent work**
- 8. Criterion-referenced tests are designed to determine whether a student has mastered a predefined set of skills.**
- A. They compare performance to a fixed set of criteria**
  - B. They compare performance to other students**
  - C. They measure general ability or potential**
  - D. They predict future outcomes**
- 9. After a parent requests a special education evaluation for their child, what would be the next step in the process?**
- A. Obtain consent and start the evaluation**
  - B. Continue to provide responses to interventions (RTI) until the team determines a need**
  - C. Discuss some strategies the parent can use with their child at home instead**
  - D. Ask the student's teachers whether or not an evaluation is warranted**

**10. Which statement best describes the licensing requirement for LEA members?**

- A. They must be licensed and familiar with IEP**
- B. They are not required to have a license, but must be familiar with the IEP process and know the student involved**
- C. They must be a certified teacher in special education**
- D. They are elected by parents**

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## Answers

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

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## **Explanations**

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**1. Which instructional strategy is MOST effective for supporting working memory deficits?**

- A. Long lectures**
- B. Repetitive worksheets**
- C. Chunking information**
- D. Independent silent reading**

Limited working memory capacity means students can hold only a small amount of new information at once. Strategies that reduce this cognitive load are most effective for deficits in working memory. Chunking information addresses this directly by grouping related items into meaningful units, so a student can treat each chunk as a single item rather than many separate pieces. This frees mental space to process other parts of the task and to connect new information with prior knowledge stored in long-term memory. For instance, presenting a multi-step procedure as a series of labeled chunks or organizing vocabulary into semantic categories with a visual organizer helps students manage and recall the steps more reliably. Other approaches that rely on long, uninterrupted lectures or silent reading place higher demands on holding many items at once and don't simplify the load in the same way, while repetitive worksheets reinforce recall without reducing the number of items that must be held simultaneously. Chunking information thus provides the most consistent relief for working memory challenges.

**2. Joseph is a fourth grader who receives special education services as a student with an OHI due to his ADHD diagnosis. Which formative assessment would be MOST appropriate when starting a new lesson?**

- A. Giving him a math fact test to complete at the end of the unit**
- B. Giving him a fact test to complete before the unit**
- C. Monitoring his progress throughout the unit**
- D. Monitoring his behavior during the test**

When starting a new lesson, you want ongoing information about what the student already understands and how their learning progresses as you teach. Monitoring progress throughout the unit provides that real-time, actionable data, so instruction can be adjusted on the fly and supports can be tailored to the student's needs. For a fourth-grader with ADHD and OHI, frequent, brief checks help keep him engaged, identify misunderstandings early, and guide pacing and supports like additional prompts or clearer tasks. End-of-unit math fact tests don't inform instruction during the new lesson and are more summative. A pre-unit fact test might establish a baseline, but it doesn't continuously inform teaching as the lesson unfolds. Watching behavior during a test doesn't tell you whether he's understanding the math concepts.

**3. The IEP under IDEA serves as a plan to guide tailored educational services for a student. Which option best captures its primary purpose?**

**A. To ensure Free Appropriate Public Education (FAPE) is provided**

**B. To guide and document tailored educational services through the IEP**

**C. To guarantee the highest possible services for every student**

**D. To minimize parental involvement**

The IEP functions as the blueprint that turns a student's evaluation into an individualized plan of education, specifying the specific goals, supports, services, accommodations, and placement needed. Its core purpose is to guide what the school will provide and to document those tailored services so progress can be tracked and the plan reviewed and adjusted as needed. While ensuring free appropriate public education is essential, the key idea is that the IEP lays out, in detail, the individualized services and supports for the student. The notion of guaranteeing the highest possible services for every student isn't accurate because services are based on each student's unique needs and eligibility, and parental involvement is a required, ongoing part of the process, not something to minimize.

**4. What is the most appropriate primary purpose of intelligence testing in the educational evaluation of a student with a disability?**

**A. Identify the classroom setting considered the student's least restrictive environment**

**B. Support the design of effective instruction to address the student's strengths and needs**

**C. Develop alternative academic standards tailored to the student's level of functioning**

**D. Offer projective academic outcomes for the student in later years**

The main idea is that intelligence testing in educational evaluation is used to guide how you teach the student. By revealing cognitive strengths and areas that may complicate learning, the assessment helps you design instruction that builds on what the student does well and provides targeted supports for where they struggle. This leads to more effective teaching strategies, pacing, materials, and accommodations tailored to the individual learner. For example, if a student shows strong verbal reasoning but weaker working memory, you might use stepwise instructions, chunk tasks into smaller parts, and provide written or visual supports to reduce memory demands. The other options aren't the primary aim because deciding where a student should be placed in the classroom, creating alternate academic standards, or projecting future outcomes depend on broader data and goals beyond what intelligence testing alone is designed to inform.

**5. Which approach best targets foundational decoding skills for students with dyslexia?**

- A. Silent reading practice**
- B. Independent vocabulary study**
- C. Multisensory phonics instruction**
- D. Whole-language instruction**

Focusing on explicit, systematic phonics taught in a multisensory way builds the foundational decoding skills that students with dyslexia need. This approach directly teaches how letters correspond to sounds and how those sounds blend to form words, using visual, auditory, tactile, and kinesthetic cues to reinforce learning. By providing clear, incremental steps—from isolating sounds to blending and decoding unfamiliar words with consistent practice—students develop reliable routines they can apply across reading tasks, which is especially important when decoding is the main challenge. Silent reading practice doesn't provide the explicit instruction needed to map sounds to letters, so it may not improve decoding skills for dyslexia and can even reinforce gaps. Independent vocabulary study strengthens meaning and word recognition but often lacks systematic instruction in how to decode new or unfamiliar words. Whole-language instruction emphasizes meaning and context with less focus on the rules of letter-sound relationships, which can leave decoding abilities underdeveloped for students who struggle with phonological processing.

**6. Criterion-referenced tests can provide information about which of the following?**

- A. Mastered prerequisite skills**
- B. All of the above**
- C. Readiness to proceed to the next level of instruction**
- D. Which instructional materials might be helpful in covering program objectives**

Criterion-referenced assessments are designed to show what a student has learned by measuring performance against specific skills or standards, not against how others perform. They produce a clear profile of mastery versus need for instruction on each targeted skill. Because of that focus, they're especially helpful for identifying which prerequisite skills a learner has already mastered before moving on to more advanced content. For example, if a reading test is aligned to prerequisites like letter recognition and basic decoding, the results let you see whether those foundational steps are in place. Other uses—such as deciding readiness to proceed to the next level or guiding which instructional materials to use—can be informed by the results, but they're secondary to the primary purpose: showing which prerequisite skills have been mastered.

**7. To support students who have attention difficulties, a teacher should start with which primary classroom strategy?**

- A. Preferential seating near instruction**
- B. Isolating the student in a separate room**
- C. Providing no structure**
- D. Relying solely on independent work**

Placing a student with attention difficulties close to instruction uses proximity to boost focus and quick support. When the student sits near the teacher and the main learning area, distractions are easier to ignore, the teacher can provide timely prompts or cues, and monitoring on-task behavior becomes more natural. This early, simple adjustment creates a supportive environment for sustaining attention throughout lesson activities. Isolating the student in a separate room removes access to normal instructional cues and social interaction, which can increase disengagement. Providing no structure eliminates the predictable routines that help students regulate attention, and relying only on independent work neglects the guidance and feedback that often keep attention on task.

**8. Criterion-referenced tests are designed to determine whether a student has mastered a predefined set of skills.**

- A. They compare performance to a fixed set of criteria**
- B. They compare performance to other students**
- C. They measure general ability or potential**
- D. They predict future outcomes**

Criterion-referenced assessments measure whether a student has truly mastered specific skills by comparing performance to clearly defined criteria or standards. The focus is on meeting a fixed level of mastery for each skill, not on how the student compares to classmates. So if the student demonstrates the required level of performance, mastery is indicated; if not, they need more instruction. This direct link between performance and predefined criteria makes the result easy to interpret for instructional planning. In contrast, comparing performance to other students looks at relative standing, which describes norm-referenced testing rather than mastery of defined skills. Measuring general ability or potential reflects broader aptitude testing rather than specific skill mastery. Predicting future outcomes goes beyond current mastery and is about forecasting performance, which isn't the primary aim of criterion-referenced measures.

9. After a parent requests a special education evaluation for their child, what would be the next step in the process?
- A. Obtain consent and start the evaluation**
  - B. Continue to provide responses to interventions (RTI) until the team determines a need**
  - C. Discuss some strategies the parent can use with their child at home instead**
  - D. Ask the student's teachers whether or not an evaluation is warranted**

When a parent requests a special education evaluation, the first and essential step is to obtain informed written consent from the parent to conduct the assessment. Without this consent, an evaluation cannot legally take place, even if there is concern from teachers or the school team. Once consent is given, the district proceeds with the evaluation, gathering information from multiple sources and moving toward a determination of eligibility within the required timeline, and they provide the parent with procedural safeguards. RTI and ongoing home strategies, while valuable, are not the formal next step for initiating the evaluation. RTI data can inform decisions, but the evaluation can't start until parental consent is secured. Similarly, discussing home strategies or asking teachers alone whether an evaluation is warranted doesn't fulfill the requirement to obtain consent and formally begin the assessment process.

10. Which statement best describes the licensing requirement for LEA members?
- A. They must be licensed and familiar with IEP**
  - B. They are not required to have a license, but must be familiar with the IEP process and know the student involved**
  - C. They must be a certified teacher in special education**
  - D. They are elected by parents**

The important idea here is who can serve as the district (LEA) representative on an IEP team and what qualifications that person needs. This role does not require a licensed special education teacher. What matters is that the LEA member understands the IEP process and knows the student well enough to discuss the student's needs, and that they can authorize and coordinate the district's resources to support the plan. This ensures the team can realistically implement services and monitor progress. In practice, the LEA representative might be a district administrator or other staff with authority to commit resources, not necessarily a licensed SPED teacher. The other options misstate the requirements by implying licensure is necessary, specifying a particular teaching credential, or suggesting parents elect the LEA member.

## 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](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://mtlespecialcore186subtest2.examzify.com>**

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

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