

MTTC Cognitive Impairment Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

This is a sample study guide. To access the full version with hundreds of questions,

Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about this product.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	6
Answers	9
Explanations	11
Next Steps	17

SAMPLE

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. Don't worry about getting everything right, 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, and take breaks to retain information better.

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.

7. Use Other Tools

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!

SAMPLE

Questions

SAMPLE

- 1. Which disorder includes vocal tics that appear nearly daily?**
 - A. Stuttering**
 - B. Tourette's Syndrome**
 - C. Speech sound disorder**
 - D. Down Syndrome**

- 2. What behavioral changes might occur when a routine is altered for a child with autism?**
 - A. Increased social interaction**
 - B. Improved academic performance**
 - C. Withdrawal, self-abusive behavior, and violence**
 - D. Enhancement of communication skills**

- 3. What should teachers do first when conducting an ongoing assessment of a student with moderate cognitive impairment?**
 - A. Introduce new learning concepts to the student**
 - B. Collect baseline data on the student's performance**
 - C. Create an IEP with specific goals**
 - D. Conduct interviews with the student's parents**

- 4. How can a teacher help a 14-year-old student with moderate cognitive impairment to remember and complete self-care tasks independently?**
 - A. Implementing a strict daily schedule**
 - B. Creating a personal reference notebook with pictures of task sequences**
 - C. Providing rewards for completed tasks**
 - D. Increasing the number of adult reminders**

- 5. Which reading instruction strategy involves students reading the same passage multiple times?**
 - A. Partner Reading**
 - B. Choral Reading**
 - C. Repeated Reading**
 - D. Echo Reading**

6. How might students with disabilities benefit from a modified lesson plan?

- A. They may find it more complex and challenging**
- B. It helps them engage more effectively and accommodate their learning needs**
- C. It may lead to confusion and frustration**
- D. It isolates them from their peers**

7. Which of the following describes communication disorders included under speech and language impairments?

- A. Stuttering and voice impairment**
- B. Only language impairment**
- C. Physical disabilities related to hearing**
- D. Neurological disorders affecting cognitive function**

8. At what age does the IDEA 2004 law require students to begin participating in their own transition planning?

- A. 14 years old**
- B. 15 years old**
- C. 16 years old**
- D. 18 years old**

9. Inclusion refers to placing students with disabilities in which type of environment?

- A. Special education classrooms**
- B. General education classrooms with support**
- C. Home-based learning**
- D. Online virtual classrooms**

10. Which strategy in PBIS involves a written agreement between students, teachers, and parents?

- A. Home/school plan**
- B. Written contract**
- C. Corrective assignment restitution**
- D. In-class time out**

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. Which disorder includes vocal tics that appear nearly daily?

- A. Stuttering**
- B. Tourette's Syndrome**
- C. Speech sound disorder**
- D. Down Syndrome**

Tourette's Syndrome is characterized by the presence of multiple motor tics and one or more vocal tics that can occur almost daily. These vocal tics may include sounds such as throat clearing, grunting, or even more complex vocalizations. The tics can vary in severity and frequency but are a defining feature of the disorder. In contrast, stuttering involves disruptions in the flow of speech but does not typically include motor or vocal tics. Speech sound disorder refers to difficulties in producing sounds correctly and does not involve tics at all. Down Syndrome, a genetic condition, is associated with a range of developmental and physical characteristics, but it does not specifically involve the presence of tics either. Thus, the definition and symptoms associated with Tourette's Syndrome clearly support why it is the correct answer in this context.

2. What behavioral changes might occur when a routine is altered for a child with autism?

- A. Increased social interaction**
- B. Improved academic performance**
- C. Withdrawal, self-abusive behavior, and violence**
- D. Enhancement of communication skills**

When a routine is altered for a child with autism, it can lead to significant distress and confusion for the child. Children with autism often thrive on structure and predictability, which helps them feel safe and manage their anxiety. Any disruption to established routines can result in behavioral changes that may include withdrawal, self-abusive behaviors, and even aggressive outbursts. These reactions stem from the child's difficulty in processing changes and uncertainties, which may trigger emotional dysregulation. The challenge lies in their struggle to adapt to unexpected situations, leading to frustration and potential distress. Thus, the behavioral changes associated with altering a routine in this context typically manifest as an increase in maladaptive behaviors, highlighting the importance of maintaining consistency and predictability in their environments.

3. What should teachers do first when conducting an ongoing assessment of a student with moderate cognitive impairment?

- A. Introduce new learning concepts to the student**
- B. Collect baseline data on the student's performance**
- C. Create an IEP with specific goals**
- D. Conduct interviews with the student's parents**

The first step in conducting an ongoing assessment for a student with moderate cognitive impairment is to collect baseline data on the student's performance. This foundational information is critical as it provides a clear understanding of the student's current level of functioning. Baseline data helps teachers identify strengths and weaknesses, which is necessary before any new learning concepts can be introduced or goals can be established in an Individualized Education Program (IEP). Gathering this data ensures that educators have a comprehensive picture of the student's abilities, allowing for informed decisions regarding instructional strategies and necessary accommodations. Once this information is collected, it can then inform further steps in the assessment process, such as parent interviews or creating tailored educational goals that align with the student's needs.

4. How can a teacher help a 14-year-old student with moderate cognitive impairment to remember and complete self-care tasks independently?

- A. Implementing a strict daily schedule**
- B. Creating a personal reference notebook with pictures of task sequences**
- C. Providing rewards for completed tasks**
- D. Increasing the number of adult reminders**

Creating a personal reference notebook with pictures of task sequences is a highly effective strategy for supporting a 14-year-old student with moderate cognitive impairment in remembering and completing self-care tasks independently. This approach utilizes visual aids, which can enhance memory and understanding, especially for individuals who may struggle with verbal instructions or have difficulty recalling multi-step processes. Visual supports, such as pictures and diagrams, can break down tasks into manageable steps, making them easier to understand and follow. This method allows the student to refer back to the notebook as needed, fostering independence while reinforcing learning through repetition. Over time, as the student becomes more familiar with the tasks, they may rely less on the notebook, promoting self-sufficiency. This method also respects the individual learning style of students with cognitive impairments, who often benefit from concrete, visual representations of information. By personalizing the reference notebook to include familiar images that resonate with the student, the teacher can enhance motivation and engagement, which are critical for successful learning and independence in self-care activities.

5. Which reading instruction strategy involves students reading the same passage multiple times?

- A. Partner Reading**
- B. Choral Reading**
- C. Repeated Reading**
- D. Echo Reading**

The strategy that involves students reading the same passage multiple times is known as Repeated Reading. This approach is founded on the principle that repeated exposure to text helps improve fluency, comprehension, and overall reading skills. By revisiting the same material, students can focus on refining their reading techniques, increasing their confidence, and enhancing their understanding of the text. This repetition allows for better retention of information and aids in solidifying the reading process. While other strategies like Partner Reading, Choral Reading, and Echo Reading have their unique benefits and objectives in facilitating reading, they do not center on the same passage being read multiple times by a single student. Partner Reading involves students reading together, often alternating roles, which focuses more on collaboration than repetition. Choral Reading emphasizes group reading in unison to build confidence and promote engagement, and Echo Reading includes a model-read followed by a student repetition, but it does not require reading the same passage multiple times as a solo practice for fluency development. Therefore, the central focus on repetition of a passage makes Repeated Reading the correct choice for this specific question.

6. How might students with disabilities benefit from a modified lesson plan?

- A. They may find it more complex and challenging**
- B. It helps them engage more effectively and accommodate their learning needs**
- C. It may lead to confusion and frustration**
- D. It isolates them from their peers**

A modified lesson plan can be instrumental for students with disabilities as it caters to their unique learning needs and styles, which often differ from those of their peers. By tailoring the content, instructional strategies, and assessment methods, educators can create a more inclusive learning environment that fosters engagement. When a lesson plan is modified, it may incorporate visual aids, hands-on activities, or alternative assessments, making the material more accessible. This enhances the students' ability to grasp concepts and participate actively in class discussions, thereby boosting their confidence and motivation to learn. In contrast, while some options suggest complications or negative outcomes from modified plans, these do not reflect the primary objective of such an adaptation. The intention is to support and engage students, ensuring they feel included rather than isolated or confused. Ultimately, a modified lesson plan is designed to empower students with disabilities to thrive academically and socially in educational settings.

7. Which of the following describes communication disorders included under speech and language impairments?

- A. Stuttering and voice impairment**
- B. Only language impairment**
- C. Physical disabilities related to hearing**
- D. Neurological disorders affecting cognitive function**

The choice capturing stuttering and voice impairment accurately reflects the types of communication disorders that fall under speech and language impairments. These disorders involve challenges with the production and fluency of speech, as well as difficulties related to voice quality and characteristics. Stuttering, for instance, is a common speech disorder that affects the flow of speech, while voice impairments can relate to the pitch, volume, or quality of the voice, often arising from physiological causes or misuse of vocal apparatus. Other options, while related to communication challenges, do not fully represent the spectrum of speech and language impairments. Language impairment specifically pertains to difficulties with understanding or using language, but it does not cover the full range of speech disorders. Physical disabilities related to hearing focus on auditory input and do not encompass speech production issues. Similarly, neurological disorders affecting cognitive function impact various cognitive processes but are not strictly categorized as speech and language disorders. Understanding these distinctions is vital in identifying and addressing communication disorders effectively.

8. At what age does the IDEA 2004 law require students to begin participating in their own transition planning?

- A. 14 years old**
- B. 15 years old**
- C. 16 years old**
- D. 18 years old**

The correct answer is that the IDEA 2004 law requires students to start participating in their own transition planning at 16 years old. This law emphasizes the importance of involving students in the transition process, which is crucial for helping them prepare for life after high school, including education, employment, and independent living. By the time students reach 16, they are typically in a critical stage of development where they can contribute to discussions about their goals and the supports they may need to achieve those goals. Transition planning involves not just formal education but also addressing various aspects of their future, such as vocational training, community involvement, and life skills. Engaging students at this age ensures they are active participants in shaping their futures, rather than being passive recipients of services. This collaboration is considered best practice and is aligned with the principles of empowerment and self-determination, which are key elements of effective transition planning. The options that suggest younger ages do not align with the requirements specified in IDEA 2004, as involvement at these stages may not provide the same level of readiness and insight necessary for meaningful participation in transition planning. Students need maturity and experience at a level more aligned with 16 years of age to effectively contribute to discussions about their futures.

9. Inclusion refers to placing students with disabilities in which type of environment?

- A. Special education classrooms**
- B. General education classrooms with support**
- C. Home-based learning**
- D. Online virtual classrooms**

Inclusion refers to integrating students with disabilities into general education classrooms alongside their typically developing peers while providing the necessary supports to help them succeed. This approach fosters an environment of acceptance and encourages social interaction, collaboration, and a sense of belonging among all students. Inclusion aims to ensure that students with disabilities receive the same educational opportunities as their peers, promoting diversity and eliminating stigma. By placing these students in general education settings, they benefit from exposure to a variety of teaching styles and peer influences, which can enhance their learning experience. Other environments, such as special education classrooms, home-based learning, or online virtual classrooms, do not typically align with the inclusive model. Special education classrooms are designed primarily for students with disabilities, which can create a separation from their peers. Home-based learning may offer personalized instruction but lacks the social integration found in inclusive settings. Online virtual classrooms can lack interaction and engagement, making them less effective as a primary inclusion strategy.

10. Which strategy in PBIS involves a written agreement between students, teachers, and parents?

- A. Home/school plan**
- B. Written contract**
- C. Corrective assignment restitution**
- D. In-class time out**

A written contract is a formalized strategy in Positive Behavioral Interventions and Supports (PBIS) that involves collaboration among students, teachers, and parents. This written agreement clearly outlines the expectations for behavior and the responsibilities of each party. It serves as a means of accountability, ensuring that everyone involved understands their roles in supporting positive behavior changes. The contract typically includes specific goals, the behaviors that are being addressed, and the rewards or consequences associated with meeting or failing to meet those goals. This mutual agreement fosters a sense of commitment and helps to facilitate communication between home and school, enhancing the support system for the student. By contrast, other options may not involve the same level of collaboration or written commitment. For instance, a home/school plan typically refers to broader strategies for support that may not necessarily be a written contract. Corrective assignment restitution involves tasks assigned to address misbehavior rather than setting formal agreements, and in-class time out is a disciplinary strategy focused on immediate behavior management rather than a collaborative agreement. Therefore, the concept of a written contract aligns directly with the need for a documented, mutual understanding between the student, parents, and teachers within the PBIS framework.

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://mttccognitiveimpairment.examzify.com>

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

SAMPLE