

MTTC Early Childhood Education (General and Special Education) (106) Practice Test (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. In planning safety discussions, which prompt should teachers encourage children to explore?**
 - A. The dangerous aspects of any play activity**
 - B. How they could get hurt during the activity**
 - C. How to avoid friends playing with them**
 - D. Whether to stop playing altogether**

- 2. Which statement best explains the rationale for incorporating first-language development alongside English instruction for multilingual students?**
 - A. It supports acquisition of English by continuing development in the first language.**
 - B. It slows English acquisition.**
 - C. It replaces English instruction.**
 - D. It shows preference for students' native language only.**

- 3. What is the most appropriate initial response when parents of an 18-month-old express concern about expressive language development?**
 - A. Meeting with the parents to discuss their concerns and provide information about the wide variation in language development among children of this age.**
 - B. Suggesting to the parents that they increase the number of play dates their child has with age-mates.**
 - C. Encouraging the parents to schedule an appointment with a pediatrician for the specific purpose of examining the child's speech and hearing development.**
 - D. Asking the parents to evaluate the amount of time they spend talking and playing with their child each day.**

- 4. Which two methods are commonly used for progress monitoring in RTI with young learners?**
 - A. Weekly tests and long-term standardized tests**
 - B. Brief, frequent probes and data-tracking graphs over time**
 - C. Observational notes only**
 - D. Parent questionnaires**

- 5. Michigan state standards for prekindergarten programs require which practice regarding program evaluation?**
- A. A comprehensive review every two years by unaffiliated evaluators**
 - B. Administrators and senior staff members conduct an intensive review of one key aspect of the program every year**
 - C. National, state, and local educators visit the program every two years to perform a holistic assessment of overall program health**
 - D. Families, staff, and a variety of community members are involved in an annual review of all program components**
- 6. Ava is a four-year-old child who has Down syndrome. In which of the following areas would Ava be likely to have the most significant developmental delay?**
- A. Social learning**
 - B. Spatial processing**
 - C. Visual memory**
 - D. Speech production**
- 7. When identifying workshop topics for parents, what is a key data source?**
- A. Parent survey results**
 - B. Center flyers**
 - C. Refreshments volunteered**
 - D. Research articles**
- 8. Which statement best describes the impact of strong social skills on group problem solving in early childhood?**
- A. Proficiency in social skills can facilitate communication and collaborative thinking.**
 - B. The ability to avoid interacting with others.**
 - C. Relying exclusively on adults to decide what to build.**
 - D. Pushing others aside to dominate the play.**

- 9. For Cheung, a four-year-old with cognitive impairment, participating in a sponge painting activity, which strategy would best support inclusion?**
- A. assigning the children to work on the project in groups, with each child playing a specific role**
 - B. creating a chart of step-by-step directions and posting it where Cheung can refer to it**
 - C. having all students create their pictures one step at a time, as the teacher calls out the steps**
 - D. arranging for Cheung to work with a peer helper who can provide guidance or assistance as necessary**
- 10. A kindergarten activity uses picture cards with three boxes for the number of sounds in each word, guiding students to place a token for each sound. This activity develops which phonemic awareness skill?**
- A. Phoneme deletion**
 - B. Phoneme categorization**
 - C. Phoneme segmentation**
 - D. Phoneme substitution**

Answers

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

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Explanations

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1. In planning safety discussions, which prompt should teachers encourage children to explore?

- A. The dangerous aspects of any play activity**
- B. How they could get hurt during the activity**
- C. How to avoid friends playing with them**
- D. Whether to stop playing altogether**

When planning safety discussions with children, focus on identifying ways injuries could happen during the activity and what steps they can take to prevent or respond to those situations. This encourages risk awareness and practical safety skills, helping kids translate safety into real actions—like checking equipment, following rules, using protective gear, and knowing who to tell if something seems unsafe. It promotes proactive thinking rather than simply labeling activities as dangerous, worrying about peers who might exclude them, or deciding to stop playing all together. The other prompts tend to center on fear, social dynamics, or an all-or-nothing approach, which doesn't equip children to handle risks effectively while staying engaged in play.

2. Which statement best explains the rationale for incorporating first-language development alongside English instruction for multilingual students?

- A. It supports acquisition of English by continuing development in the first language.**
- B. It slows English acquisition.**
- C. It replaces English instruction.**
- D. It shows preference for students' native language only.**

When you support development in a child's first language alongside English, you're building a strong linguistic and cognitive foundation that helps with learning English rather than hindering it. Skills learned in the home language—like vocabulary, story structure, phonological awareness, and reading strategies—can transfer to English. For example, knowing how letters and sounds work in one language can make decoding in English easier, and a rich vocabulary in the L1 provides more words the child can map to English meanings. This additive approach also boosts confidence and identity, which increases motivation to engage with both languages in school. So, continuing first-language development is additive and complementary to English instruction; it supports, rather than replaces, English learning. It's not about preferring one language over the other or slowing progress—it's about using both languages as resources to strengthen overall literacy and communication skills.

3. What is the most appropriate initial response when parents of an 18-month-old express concern about expressive language development?

- A. Meeting with the parents to discuss their concerns and provide information about the wide variation in language development among children of this age.**
- B. Suggesting to the parents that they increase the number of play dates their child has with age-mates.**
- C. Encouraging the parents to schedule an appointment with a pediatrician for the specific purpose of examining the child's speech and hearing development.**
- D. Asking the parents to evaluate the amount of time they spend talking and playing with their child each day.**

When parents express concern about expressive language at 18 months, the best first step is to sit down with them to discuss their concerns and share information about how much language development can vary at this age. This approach validates their worries and opens a collaborative conversation about what the child is doing now (gestures, babbling, attempts at words, receptive understanding, social communication) and what to expect next. It also provides a clear, non-alarming context that most toddlers show a wide range of growth trajectories, so parents don't feel rushed into conclusions. From there, you can outline next steps if concerns persist or red flags appear (for example, limited use of speech sounds, gestures, or joint attention, or any concerns about hearing). Other options—like increasing play dates, scheduling a pediatrician appointment for a hearing/speech exam right away, or having parents quantify time spent talking—don't address the concern with the same supportive, information-sharing starting point and may miss the opportunity to assess current abilities and set realistic expectations.

4. Which two methods are commonly used for progress monitoring in RTI with young learners?

- A. Weekly tests and long-term standardized tests**
- B. Brief, frequent probes and data-tracking graphs over time**
- C. Observational notes only**
- D. Parent questionnaires**

In RTI, you track a student's growth by measuring how they respond to instruction over time. For young learners, the two most common methods are brief, frequent probes of targeted skills and plotting those results on graphs over time. Brief probes are quick checks that focus on specific skills (like reading fluency, early math facts, or letter sounds) and can be given often without taking away much instructional time. Because they're repeated regularly, they're sensitive to small gains or changes in performance. Charting the results on graphs helps you see the student's trajectory—whether they're catching up, staying on track, or falling further behind. This visual record makes it easier to decide if the current instruction is working, if intensity needs to be increased, or if adjustments to strategies are needed. It also provides a concrete, data-based foundation for conversations with families and other educators. Long-term standardized tests aren't ideal for progress monitoring because they're not given frequently and don't capture small, day-to-day improvements. Observational notes can be informative but don't provide consistent, quantifiable data over time. Parent questionnaires reflect perceptions rather than direct measures of the student's skill growth in the classroom.

- 5. Michigan state standards for prekindergarten programs require which practice regarding program evaluation?**
- A. A comprehensive review every two years by unaffiliated evaluators**
 - B. Administrators and senior staff members conduct an intensive review of one key aspect of the program every year**
 - C. National, state, and local educators visit the program every two years to perform a holistic assessment of overall program health**
 - D. Families, staff, and a variety of community members are involved in an annual review of all program components**

Engaging a broad group of stakeholders in yearly, program-wide evaluation is what the standards emphasize. Involving families, staff, and community members to review all components of the program each year brings diverse perspectives about how well the curriculum, learning environment, health and safety, family engagement, and resources are meeting children's needs. This inclusive, annual review supports transparency, accountability, and ongoing improvement, helping the program stay aligned with families' priorities and community expectations. Other approaches are more limited: relying on external evaluators every couple of years narrows who contributes feedback; concentrating on just one aspect with an internal review misses other important areas; or having only administrators and senior staff assess things overlooks family and community insights. In contrast, the annual, comprehensive, stakeholder-inclusive review captures a fuller picture and fosters shared responsibility for program quality.

- 6. Ava is a four-year-old child who has Down syndrome. In which of the following areas would Ava be likely to have the most significant developmental delay?**
- A. Social learning**
 - B. Spatial processing**
 - C. Visual memory**
 - D. Speech production**

The area most affected in many children with Down syndrome is speech production. This family of challenges stems from oral-motor hypotonia, differences in oral structures, and slower development of expressive language. By age four, expressive language often lags behind cognitive and even receptive language in Down syndrome, leading to more noticeable delays in the ability to produce clear, intelligible speech and to form longer sentences. While social interaction can be a relative strength and some children may have good memory for visual information, the motor and linguistic aspects of speech tend to show the most significant delay. Early speech-language therapy, along with supportive strategies (and, when appropriate, augmentative communication), can help Ava develop clearer speech and expressively convey her thoughts.

7. When identifying workshop topics for parents, what is a key data source?

- A. Parent survey results**
- B. Center flyers**
- C. Refreshments volunteered**
- D. Research articles**

Collecting input directly from parents is the most reliable way to tailor workshop topics to their needs. A parent survey asks what topics they're most interested in, what times work, and any concerns they want addressed, giving you concrete, actionable information to shape relevant sessions. Research articles can inform topics and provide evidence, but they reflect general findings rather than the specific interests of your current parent group. Center flyers and refreshments volunteered aren't sources of information about parents' interests. So, gathering parents' preferences through a survey is the strongest way to identify appropriate workshop topics.

8. Which statement best describes the impact of strong social skills on group problem solving in early childhood?

- A. Proficiency in social skills can facilitate communication and collaborative thinking.**
- B. The ability to avoid interacting with others.**
- C. Relying exclusively on adults to decide what to build.**
- D. Pushing others aside to dominate the play.**

Strong social skills enable children to express ideas, listen to others, and negotiate during shared tasks, which is essential for solving problems as a group. When kids communicate clearly and respectfully, they can brainstorm options, ask questions, and build on what peers suggest. This collaborative thinking helps the group generate more ideas, compare potential solutions, and agree on a plan that everyone can contribute to, leading to a more successful outcome. If children avoid interaction, rely only on adults to decide what to build, or try to dominate the group, the collaborative flow breaks down. These behaviors limit idea-sharing, suppress junior problem-solving efforts, and can create conflict, making it harder for the group to reach a good solution.

9. For Cheung, a four-year-old with cognitive impairment, participating in a sponge painting activity, which strategy would best support inclusion?
- A. assigning the children to work on the project in groups, with each child playing a specific role
 - B. creating a chart of step-by-step directions and posting it where Cheung can refer to it
 - C. having all students create their pictures one step at a time, as the teacher calls out the steps**
 - D. arranging for Cheung to work with a peer helper who can provide guidance or assistance as necessary

The main idea here is providing a structure that lets every child participate together in the same activity. When all students create their pictures one step at a time as the teacher calls out each step, Cheung can follow along with clear, real-time cues and modeling. This pacing helps him manage the task without feeling isolated, because he's part of the whole-class activity and not focused on separate instructions or accommodations. The shared, sequential approach also supports social inclusion—Cheung sees and mirrors how his peers are working, which promotes engagement and a sense of belonging. Other strategies have merit in different situations, but they can inadvertently separate Cheung from the group or place extra demands on him. A setup that assigns roles might shift attention to specific tasks rather than the overall process. A posted step chart can help with memory, but it lacks the live, interactive guidance that keeps pace with the class. A peer helper can be valuable, yet relying on ongoing assistance can single him out or create dependency. The step-by-step, whole-class approach best supports inclusion by keeping Cheung actively involved with his classmates in a common activity.

10. A kindergarten activity uses picture cards with three boxes for the number of sounds in each word, guiding students to place a token for each sound. This activity develops which phonemic awareness skill?
- A. Phoneme deletion
 - B. Phoneme categorization
 - C. Phoneme segmentation**
 - D. Phoneme substitution

Phoneme segmentation is the key concept here. In this activity, students listen to a word and use three boxes to show how many individual sounds—or phonemes—are in that word, placing a token for each sound. That hands-on process makes it clear that spoken words are made up of discrete sounds, which they can count and map to symbols later. This direct practice of breaking a word into its separate sounds builds the essential skill of segmentation, a foundational step for decoding and later blending. It's not about removing sounds, changing sounds, or sorting words by shared features, which would be phoneme deletion, substitution, or categorization.

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://mttc106.examzify.com>

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

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