

MTTC EARLY CHILDHOOD EDUCATION (GENERAL AND SPECIAL EDUCATION) (106) PRACTICE TEST (SAMPLE)

STUDY GUIDE



Prepare with structure. Pass with confidence



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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 practice would most effectively help preschoolers distinguish living from nonliving things?**
 - A. holding ongoing discussions about living vs nonliving capabilities
 - B. reading Big Books with illustrations
 - C. bringing living things to school to show during morning meeting
 - D. coloring living things on a worksheet

- 2. To foster expressive language development in kindergartners after a favorite story, which activity would be most effective?**
 - A. Asking them to respond to literal comprehension questions about the story.
 - B. Leading them in a group discussion about their favorite characters in the story.
 - C. Guiding them in creating oral sentences using key vocabulary words from the story.
 - D. Teaching them songs and/or nursery rhymes that relate to the theme of the story.

- 3. Which statement best describes the use of positive behavior support (PBS) in a classroom?**
 - A. A reactive system that only addresses misbehavior after it occurs.
 - B. A punitive approach that uses negative consequences only.
 - C. A proactive framework that reinforces desirable behaviors via clear expectations, routines, and positive reinforcement.
 - D. A system that ignores minor misbehaviors to avoid attention.

- 4. Which phonemic awareness skill is demonstrated when a teacher guides a student to place a token for each sound in a word?**
 - A. PhonemeSegmentation
 - B. PhonemeDeletion
 - C. PhonemeCategorization
 - D. PhonemeSubstitution

- 5. Which activity best demonstrates a teacher's understanding of supporting early literacy through word play?**
 - A. Create a literacy-rich learning environment for children.
 - B. Use word play to support children's early literacy development.
 - C. Promote children's perception of themselves as literate beings.
 - D. Encourage children to express themselves in a wide variety of modes.

- 6. Which activity most effectively teaches food groups to preschoolers?**
- A. Reading about nutrition from a book.
 - B. Hands-on sorting of foods into groups during a cooking activity.
 - C. Watching a video about sports.
 - D. Completing a worksheet about vitamins.
- 7. What is the primary purpose of developmental screening assessments for an infant or toddler?**
- A. Identify how the center should adjust its curriculum and practices
 - B. Identify the special education services for which the child is eligible
 - C. Determine whether the child should receive more in-depth evaluation
 - D. Determine whether the teachers should receive more in-service training
- 8. Which statement differentiates a 504 plan from an IEP?**
- A. A 504 plan provides special education services; an IEP provides only accommodations.
 - B. An IEP is designed to provide general education with no special services.
 - C. A 504 plan provides limited accommodations to access general education.
 - D. An IEP provides special education services and goals; a 504 plan provides accommodations to access general education.
- 9. What is the purpose of a developmental screen in early childhood?**
- A. To diagnose a disability.
 - B. To track attendance.
 - C. To assess teacher effectiveness.
 - D. Early identification of possible developmental delays to prompt evaluation and early intervention.

- 10. Brianna is a prekindergartner with asthma who was recently diagnosed with a wheat allergy. Which teacher strategy would likely be most effective for promoting Brianna's ability to apply practices of personal health?**
- A. Arranging for Brianna to meet with the school nurse to discuss consequences of eating the wrong foods
 - B. Asking Brianna if she would like to tell her classmates about her allergy during a daily meeting
 - C. Reminding Brianna and her classmates on a daily basis not to exchange food items during snack time
 - D. Collaborating with Brianna and her parents to help Brianna learn to identify foods that she cannot eat

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Answers

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

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Explanations

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1. Which practice would most effectively help preschoolers distinguish living from nonliving things?

- A. holding ongoing discussions about living vs nonliving capabilities**
- B. reading Big Books with illustrations
- C. bringing living things to school to show during morning meeting
- D. coloring living things on a worksheet

Distinguishing living from nonliving things hinges on understanding what living things do—grow, move on their own, need air and water, reproduce, and respond to the environment. For preschoolers, the most effective way to build that understanding is through ongoing, collaborative discussions about living vs nonliving capabilities. When children talk with a teacher and peers, they articulate criteria, compare real-world examples, and adjust their ideas as new situations come up. This kind of talking turns observation into reasoning, helps kids learn the vocabulary for life processes, and lets them test ideas by considering whether objects like rocks, plants, or toys show growth, movement, or needs that only living things have. Because the discussions happen regularly and connect to everyday experiences, kids build a deeper, transferable understanding. Reading Big Books with illustrations can support language and context, but it's often more passive and doesn't consistently invite kids to reason through criteria across different examples. Bringing living things to school provides concrete exposure, which is valuable, yet it can be limited in scope and doesn't by itself encourage students to articulate and refine their thinking across varied situations. Coloring a worksheet focuses on recognizing and labeling rather than exploring the criteria of life or engaging in reasoning about living versus nonliving.

2. To foster expressive language development in kindergartners after a favorite story, which activity would be most effective?

- A. Asking them to respond to literal comprehension questions about the story.
- B. Leading them in a group discussion about their favorite characters in the story.**
- C. Guiding them in creating oral sentences using key vocabulary words from the story.
- D. Teaching them songs and/or nursery rhymes that relate to the theme of the story.

Expressive language blossoms when children practice talking about stories in a social setting. Leading a group discussion about their favorite characters after reading a story gives kindergartners rich, real-time opportunities to articulate thoughts, describe traits, justify preferences, and respond to peers. They'll use more complex sentences, build descriptive vocabulary, and experiment with reasons and explanations as they explain why they like a character and how that character behaves or feels. This kind of interactive talk reinforces narrative language and pragmatic skills—turn-taking, clarifying questions, and building on what others say. Other activities can support language in useful ways but don't target expressive, conversational use as directly. Responding to literal comprehension questions emphasizes recall rather than extended expression. Creating oral sentences from vocabulary words focuses on form and accuracy with specific terms, but it's more structured and less opportunities for spontaneous explanation. Singing and nursery rhymes support phonological awareness and rhythm, which are important, yet they don't center on expressing ideas about a story with peers in the same way a character-based discussion does.

3. Which statement best describes the use of positive behavior support (PBS) in a classroom?

- A. A reactive system that only addresses misbehavior after it occurs.
- B. A punitive approach that uses negative consequences only.
- C. A proactive framework that reinforces desirable behaviors via clear expectations, routines, and positive reinforcement.**
- D. A system that ignores minor misbehaviors to avoid attention.

Positive behavior support in the classroom is a proactive framework that emphasizes teaching and reinforcing desirable behaviors to create a predictable, positive learning environment. It relies on clear expectations, consistent routines, and ongoing positive reinforcement to encourage students to act in appropriate ways. Rather than waiting for problems to occur and then punishing them, PBS aims to prevent misbehavior by shaping the environment and explicitly teaching what to do. Data are used to monitor how well the supports are working and to make adjustments as needed, benefiting all students, including those who struggle with behavior. This approach contrasts with reactive systems that respond after misbehavior happens, punitive methods that rely only on negative consequences, or strategies that ignore minor misbehaviors. PBS is about prevention, teaching, and positive reinforcement to sustain a supportive classroom climate.

4. Which phonemic awareness skill is demonstrated when a teacher guides a student to place a token for each sound in a word?

- A. PhonemeSegmentation**
- B. PhonemeDeletion
- C. PhonemeCategorization
- D. PhonemeSubstitution

Phoneme segmentation is the skill of breaking a spoken word into its individual sounds and identifying each sound. When a teacher guides a student to place a token for every sound in a word, the student is actively isolating and counting those sounds, showing awareness of the word's sound structure. For example, the word "cat" would involve placing three tokens, one for each sound: /c/ /a/ /t/. This practice builds the understanding that words are made up of discrete phonemes, which is essential for later blending and decoding. It's different from removing a sound (deletion), changing a sound (substitution), or sorting by a shared sound (categorization).

5. Which activity best demonstrates a teacher's understanding of supporting early literacy through word play?

- A. Create a literacy-rich learning environment for children.
- B. Use word play to support children's early literacy development.**
- C. Promote children's perception of themselves as literate beings.
- D. Encourage children to express themselves in a wide variety of modes.

Word play directly targets the skills that underlie early reading and writing, such as phonological awareness, vocabulary, and the connection between spoken and print language. When a teacher uses playful activities—rhymes, alliteration, silly sound substitutions, and activities that blend or segment sounds—the focus is on how language sounds and how those sounds map to letters. This deliberate use of word play builds the foundational abilities kids need to decode and enjoy reading. The other options describe important aspects of literacy learning but not the specific practice of using word play as a targeted instructional strategy. Creating a literacy-rich environment sets up the setting, promoting exposure to language. Promoting a positive literate identity supports motivation, and encouraging multiple modes of expression broadens communication, but neither centers on using word play to develop early literacy skills.

6. Which activity most effectively teaches food groups to preschoolers?

- A. Reading about nutrition from a book.
- B. Hands-on sorting of foods into groups during a cooking activity.**
- C. Watching a video about sports.
- D. Completing a worksheet about vitamins.

Engaging preschoolers through hands-on learning helps them grasp food groups most effectively. Sorting real foods into categories during a cooking activity gives tangible items to explore, talk about, and categorize, which supports their memory and understanding at a concrete level. As they handle, compare, and discuss different foods, they learn the names of the groups—fruits and vegetables, grains, protein, dairy—and see how each fits into everyday meals. The cooking context adds relevance and motivation, and the sensory experience of touching, smelling, and tasting reinforces the concept in a meaningful way. Other options tend to be more passive or rely on skills preschoolers are still developing, such as reading, watching a video, or completing a worksheet. They don't provide the same direct, concrete exposure to real foods or the collaborative, experiential opportunity to sort and talk about choices, which makes them less effective for teaching food groups at this age. So, the hands-on sorting during a cooking activity best builds preschoolers' understanding of food groups.

7. What is the primary purpose of developmental screening assessments for an infant or toddler?

- A. Identify how the center should adjust its curriculum and practices
- B. Identify the special education services for which the child is eligible
- C. Determine whether the child should receive more in-depth evaluation**
- D. Determine whether the teachers should receive more in-service training

Developmental screening assessments are quick checks to see if an infant or toddler is developing typically across areas like language, motor skills, social interaction, and problem-solving. The main purpose is to flag children who may have developmental concerns so they can be referred for a more in-depth evaluation. They don't diagnose conditions or determine eligibility for services on their own, and they aren't used to decide curriculum or staff training needs. If a screening raises concerns, a comprehensive evaluation follows to determine if the child qualifies for early intervention or special education services and to guide next steps.

8. Which statement differentiates a 504 plan from an IEP?

- A. A 504 plan provides special education services; an IEP provides only accommodations.
- B. An IEP is designed to provide general education with no special services.
- C. A 504 plan provides limited accommodations to access general education.
- D. An IEP provides special education services and goals; a 504 plan provides accommodations to access general education.**

The main idea is that IEPs are designed for students who need specialized instruction and measurable goals, while 504 plans are designed to ensure access to general education through accommodations. An IEP outlines specific special education services, related services, and annual goals with progress monitoring. A 504 plan provides accommodations and supports so the student can participate in general education but does not typically include specialized instruction or formal goals. So, the statement that an IEP provides special education services and goals, while a 504 plan provides accommodations to access general education, captures the essential distinction. The other options mischaracterize what each plan provides: one incorrectly assigns special education to the 504 plan or suggests the IEP offers only general education, and another implies only limited accommodations, which misses the core difference in services versus accommodations and goals.

9. What is the purpose of a developmental screen in early childhood?

- A. To diagnose a disability.
- B. To track attendance.
- C. To assess teacher effectiveness.
- D. Early identification of possible developmental delays to prompt evaluation and early intervention.**

Developmental screening is a quick, standardized check to identify possible developmental delays so a child can receive a full evaluation and, if indicated, early intervention services. It is not a diagnostic tool; it flags areas for concern rather than labeling a disability. The goal is to catch potential issues early, when interventions are often most effective and can support better long-term outcomes. If a screen suggests a concern, a comprehensive evaluation follows to determine whether a disability is present and what supports are appropriate. It's not about tracking attendance or measuring teacher performance—those serve different purposes and don't address the child's development.

10. Brianna is a prekindergartner with asthma who was recently diagnosed with a wheat allergy. Which teacher strategy would likely be most effective for promoting Brianna's ability to apply practices of personal health?

- A. Arranging for Brianna to meet with the school nurse to discuss consequences of eating the wrong foods
- B. Asking Brianna if she would like to tell her classmates about her allergy during a daily meeting
- C. Reminding Brianna and her classmates on a daily basis not to exchange food items during snack time
- D. Collaborating with Brianna and her parents to help Brianna learn to identify foods that she cannot eat**

Helping Brianna learn to manage her allergy relies on teaching her to identify foods she cannot eat and to act on that knowledge in everyday settings. Collaborating with Brianna and her parents creates a personalized plan she can practice at school and at home. When she helps identify foods to avoid, Brianna learns to read ingredient lists, recognize wheat in snacks, and know what questions to ask about foods served in class. This approach builds her independence, self-advocacy, and consistent safety habits across environments, which are essential for applying personal-health practices. Other approaches offer some value—discussing consequences with a nurse provides information but not ongoing self-management skills; inviting Brianna to share with classmates raises awareness but doesn't equip her with practical identification tools; and daily reminders to avoid sharing foods help behavior but don't develop her ability to identify and evaluate foods herself.

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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