

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

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. Why is exposing a young child with limited speech to multiple communication modalities (sign language, pictures) beneficial?**
 - A. It reduces reliance on any single method and lowers frustration.
 - B. It causes confusion and delays language.
 - C. It replaces the need for spoken language entirely.
 - D. It has no effect on communication outcomes.
- 2. Which statement best describes early numeracy?**
 - A. Early numeracy includes counting, comparing quantities, and recognizing patterns; e.g., counting shapes.
 - B. Early numeracy is only about learning to count to ten.
 - C. Early numeracy relies on advanced mathematics.
 - D. Early numeracy is not taught in preschool.
- 3. Which strategy would be most effective for helping a child with autism handle an unplanned change in the daily routine, such as an assembly?**
 - A. Ignore the change and expect the child to adapt.
 - B. Provide the change without warning to test flexibility.
 - C. Talk to the child about the change well in advance and add pictures to the visual schedule to illustrate it.
 - D. Remove the child from the class during the change.
- 4. What is subitizing and its role in early math learning?**
 - A. Subitizing is instantly recognizing small quantities without counting; it builds rapid number sense.
 - B. Subitizing is about long division.
 - C. Subitizing is identifying shapes.
 - D. Subitizing is memorizing number words.
- 5. Ms. Cohen, a preschool teacher, is preparing for the upcoming school year. This year's class will include Warren, a child who has Down syndrome. As she plans for the first weeks of school, Ms. Cohen should be aware that Warren is especially likely to benefit from learning activities that:**
 - A. Involve whole-class instruction.
 - B. Emphasize auditory processing.
 - C. Begin with a conceptual overview.
 - D. Incorporate visual cues.

- 6. What best illustrates scaffolding in instruction?**
- A. The teacher ignores a child's needs.
 - B. The teacher provides supports (modeling, prompts, prompts fading) to move a child from assisted to independent performance.
 - C. The teacher uses punishment to enforce participation.
 - D. The teacher lets the child figure everything out alone.
- 7. Which ongoing practice would best help a toddler teacher foster children's understanding of spatial relationships in the classroom?**
- A. Creating simple graphs to illustrate classroom situations and events
 - B. Providing labeled containers for children to store their belongings
 - C. Using positional words to describe important places in the classroom
 - D. Reading aloud picture books describing life in different time periods
- 8. Before implementing a class Web page, which question is most important for the teacher to address?**
- A. How will the information on the class Web page be provided to parents/guardians who do not use the Internet on a regular basis?
 - B. What criteria should be used to select students' artwork and writing samples to post on the class Web page?
 - C. How frequently will the information on the class Web page need to be updated?
 - D. What would be the best method of letting parents/guardians know that the class Web page is available on
- 9. Which of the following is an example of assistive technology suitable for early childhood?**
- A. Desktop computers for general use
 - B. Standard worksheets
 - C. Non-adaptive toys
 - D. Picture communication boards
- 10. Which statement best defines culturally responsive teaching?**
- A. Teaching that ignores students' cultural backgrounds.
 - B. Teaching that uses only standardized tests.
 - C. Teaching that respects students' cultural backgrounds; example: incorporating family traditions into lessons.
 - D. Teaching that emphasizes rote memorization.

Answers

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

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Explanations

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1. Why is exposing a young child with limited speech to multiple communication modalities (sign language, pictures) beneficial?

A. It reduces reliance on any single method and lowers frustration.

B. It causes confusion and delays language.

C. It replaces the need for spoken language entirely.

D. It has no effect on communication outcomes.

Providing several ways to communicate to a young child with limited speech gives them multiple reliable channels to express needs, thoughts, and understanding. When signs and photos are available alongside speech, the child isn't limited to one method, so frustration decreases and communication becomes more effective for both the child and those around them. This approach reduces reliance on any single method and supports consistent understanding across different people and settings, which helps with social interaction and learning. It doesn't replace spoken language; it complements it and can even support later speech development by linking symbols to words and sounds. The idea that multimodal exposure would cause confusion, delay language, or have no impact isn't supported by how multimodal communication supports early language growth.

2. Which statement best describes early numeracy?

A. Early numeracy includes counting, comparing quantities, and recognizing patterns; e.g., counting shapes.

B. Early numeracy is only about learning to count to ten.

C. Early numeracy relies on advanced mathematics.

D. Early numeracy is not taught in preschool.

Early numeracy is the set of foundational math skills that children begin to develop in the preschool years. It involves counting with one-to-one correspondence, understanding that the last number name equals the quantity (cardinality), comparing two groups to see which is larger, and recognizing patterns in sequences or in objects and designs. This blend of counting, comparing quantities, and spotting patterns reflects how kids make sense of numbers through concrete, hands-on experiences in everyday play and routines. For example, they might count blocks as they line them up, notice that a color pattern repeats, or sort items by size. These activities build the early sense of numbers that comes before formal math. In contrast, counting to ten alone is only a narrow piece of early numeracy, and it's not about advanced mathematics; preschool curricula routinely weave these concepts into daily activities to support young learners.

3. Which strategy would be most effective for helping a child with autism handle an unplanned change in the daily routine, such as an assembly?

- A. Ignore the change and expect the child to adapt.
- B. Provide the change without warning to test flexibility.
- C. Talk to the child about the change well in advance and add pictures to the visual schedule to illustrate it.**
- D. Remove the child from the class during the change.

Helping a child with autism handle a change in routine works best when you provide advance preparation and clear, visual cues. Talking about the change well before it happens gives the child time to anticipate and mentally ready themselves. Adding pictures to a visual schedule offers a concrete, easily understood plan of what will occur, including the assembly, so the change is not a surprise. This combination supports both verbal understanding and processing of visual information, reduces uncertainty, and helps the child transition smoothly. Why this approach fits: visual schedules and advance notice address common needs for predictability and structure, which many autistic learners rely on to stay calm and engaged during transitions. The child can review the sequence, ask questions, and rehearse the steps, making the upcoming change feel manageable rather than overwhelming. Other options don't provide the same level of preparation or support. Ignoring the change or giving it without warning removes the chance to prepare, often increasing anxiety or resistance. Removing the child from the class during the change avoids the moment of practice and can heighten distress or separation concerns, rather than teaching how to handle the transition.

4. What is subitizing and its role in early math learning?

- A. Subitizing is instantly recognizing small quantities without counting; it builds rapid number sense.**
- B. Subitizing is about long division.
- C. Subitizing is identifying shapes.
- D. Subitizing is memorizing number words.

Subitizing is the ability to instantly recognize a small group of objects without counting. This quick, almost automatic perception helps children build rapid number sense, because they know the quantity at a glance and can compare or combine sets without step-by-step counting. In early math, subitizing supports foundational skills like understanding how many there are in a small group, recognizing number patterns, and developing fluency with basic arithmetic as kids begin to add or subtract. There are two aspects: perceptual subitizing, where you see a tiny group and know the exact number immediately, and conceptual subitizing, where patterns help you infer the total for slightly larger sets. For example, spotting a row of three and a separate two as five without counting each item reinforces the idea that numbers are built from smaller parts, aiding later counting and cardinality. The other options describe different skills—long division is a later arithmetic operation, identifying shapes relates to geometry, and memorizing number words is about naming numbers rather than perceiving quantity, so they don't capture the essence of quick quantity recognition that subitizing provides.

5. Ms. Cohen, a preschool teacher, is preparing for the upcoming school year. This year's class will include Warren, a child who has Down syndrome. As she plans for the first weeks of school, Ms. Cohen should be aware that Warren is especially likely to benefit from learning activities that:

- A. Involve whole-class instruction.
- B. Emphasize auditory processing.
- C. Begin with a conceptual overview.

D. Incorporate visual cues.

Visual supports help children with Down syndrome access new information by pairing spoken language with pictures, gestures, and other visual prompts. In preschool, concrete, easily understood cues make ideas, routines, and instructions more tangible, which supports understanding and participation. Because some children with Down syndrome may have language delays or differences in auditory processing, relying on visuals reduces the processing load and provides a reliable reference they can look at anytime to recall steps, rules, or expectations. Practical visual tools—like picture schedules, labeled objects, cue cards, and simple demonstration with visuals—help Warren follow routines, stay engaged, and communicate needs more effectively. The other options don't fit as well because they emphasize methods that may be harder for Warren to access in early childhood without additional supports: whole-class instruction can be less responsive to individual needs; focusing primarily on auditory processing may overlook the child's strongest available path to understanding; beginning with a conceptual overview can be too abstract for preschoolers who benefit from concrete, visible representations. Visual cues align with strengths often seen in young children with Down syndrome and support independence, comprehension, and social interaction.

6. What best illustrates scaffolding in instruction?

- A. The teacher ignores a child's needs.
- B. The teacher provides supports (modeling, prompts, prompts fading) to move a child from assisted to independent performance.
- C. The teacher uses punishment to enforce participation.
- D. The teacher lets the child figure everything out alone.

Scaffolding in instruction means providing temporary supports so a learner can do more than they can unaided, with those supports gradually fading as competence grows. The best illustration is when the teacher offers modeling, prompts, and a plan to fade those prompts, guiding the child from assisted performance to independent performance. This approach gives the learner the necessary structure to practice and build skill while progressively releasing support. In contrast, ignoring needs, using punishment, or letting the child figure everything out alone does not supply the guided support that helps students reach independence.

7. Which ongoing practice would best help a toddler teacher foster children's understanding of spatial relationships in the classroom?

- A. Creating simple graphs to illustrate classroom situations and events
- B. Providing labeled containers for children to store their belongings
- C. Using positional words to describe important places in the classroom**
- D. Reading aloud picture books describing life in different time periods

Helping toddlers understand spatial relationships happens best when teachers continually use positional language as they move through the classroom. By consistently describing where things are and where events happen—using words like in, on, under, beside, between, in front of, and behind—children build a mental map of their space. This ongoing practice turns everyday routines into learning moments: "The book is on the shelf," "Put your backpack beside the chair," "The crayon is under the table." Encourage kids to use the terms themselves during centers, cleanup, and transitions, which reinforces both receptive and expressive spatial language. Over time, this foundation supports math concepts such as directions and space relationships, as well as general problem-solving in the classroom. Other activities like creating graphs or labeling containers can be helpful for organization or data, but they don't provide as direct and consistent practice with describing location in the room. Reading about different topics is valuable for literacy, yet it doesn't specifically train children to map their environment with spatial terms.

8. Before implementing a class Web page, which question is most important for the teacher to address?

- A. How will the information on the class Web page be provided to parents/guardians who do not use the Internet on a regular basis?**
- B. What criteria should be used to select students' artwork and writing samples to post on the class Web page?
- C. How frequently will the information on the class Web page need to be updated?
- D. What would be the best method of letting parents/guardians know that the class Web page is available on

Ensuring that all families can access information is the key idea here. Before launching a class web page, the teacher needs a plan for how information will reach parents or guardians who don't use the Internet regularly. If some families can't access the site, they miss important updates about assignments, events, and other news, which can widen gaps in communication and involvement. So, think about providing non-digital options as well—printed newsletters, phone updates, or text summaries—and consider language needs or literacy levels. This ensures every family can stay informed and participate in their child's education from the start. Once you've established accessible communication, other choices matter too but aren't as foundational. For example, deciding which artwork to post relates to representation and student motivation; determining update frequency affects how current the page is; and informing families where to find the page is important, but it only works if they can actually access it. The priority is making sure information reaches all families.

9. Which of the following is an example of assistive technology suitable for early childhood?

- A. Desktop computers for general use
- B. Standard worksheets
- C. Non-adaptive toys

D. Picture communication boards

In early childhood, assistive technology includes tools that help children communicate, participate, and learn. A picture communication board is a simple, tangible tool that lets a child convey needs and wants by selecting pictures that stand for words or phrases. This supports expressive language, reduces frustration, and fosters social interaction, which are crucial at this developmental stage. It's practical, low-tech, durable, and easy for young children to use with minimal instruction, making it a natural fit for early childhood settings. Desktop computers for general use aren't specifically designed as accessibility tools unless they're configured with individualized accommodations, so they don't inherently provide the targeted communication support. Standard worksheets are not technology and don't address communication barriers. Non-adaptive toys don't offer purposeful communication or access features tailored to a child's needs.

10. Which statement best defines culturally responsive teaching?

- A. Teaching that ignores students' cultural backgrounds.
- B. Teaching that uses only standardized tests.

C. Teaching that respects students' cultural backgrounds; example: incorporating family traditions into lessons.

- D. Teaching that emphasizes rote memorization.

Culturally responsive teaching centers on recognizing and valuing students' cultural backgrounds and using that awareness to inform instruction. The statement that respects students' cultural backgrounds and includes family traditions in lessons shows this approach in action, demonstrating how teachers connect learning to students' lived experiences and communities. This contrasts with teaching that ignores culture, relies solely on standardized tests, or emphasizes rote memorization, which can distance students and fail to engage them meaningfully.

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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