OAE Early Childhood Special Education (013) Practice Exam (Sample)

Study Guide

BY EXAMZIFY

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. 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!

Questions

SAMPLE

1. For children with spina bifida, which of the following interventions should be prioritized to ensure physical safety at school?

   A. Encouraging vigorous physical activity

   B. Monitoring seating position and pressure relief

   C. Restricting wheelchair mobility

   D. Regularly changing classroom routines

2. How does parental involvement influence a child's learning outcomes?

   A. It leads to increased engagement and achievement in educational settings

   B. It distracts children from their studies

   C. It has no measurable impact on learning

   D. It generally makes children overly reliant on their parents

3. What aspect of development does social-emotional learning primarily address?

   A. Physical coordination and motor skills

   B. Understanding and managing emotions and relationships

   C. Only academic performance

   D. Advanced cognitive skills

4. What key step should a special educator take to support a child's digital communication board use?

   A. Doubling the size of the communication board

   B. Pairing the child with a peer for interpretation

   C. Updating pictures on the communication board regularly

   D. Creating multiple boards for different contexts

5. What types of goals are typically included in an Individualized Education Program (IEP)?

   A. Cultural and social goals

   B. Measurable academic and functional goals specific to the child's needs

   C. Goals focused solely on physical development

   D. General guidelines without specific targets

6. What does "self-regulation" imply for young children?

    A. The ability to read at grade level

    B. The ability to manage emotions and behavior in different situations

    C. The ability to follow instructions precisely

    D. The ability to work independently

7. Which of the following is a common sign of developmental delay in children?

    A. Speaking in full sentences by age two

    B. Not meeting age-appropriate physical milestones

    C. Learning to ride a bicycle by age four

    D. Engaging in cooperative play with peers

8. What characterizes the Response to Intervention (RTI) model?

    A. A focus on advanced students only

    B. A multi-tiered support system for at-risk students

    C. A method to ensure standardization in assessments

    D. A technique for evaluating teacher effectiveness

9. A prekindergarten student recognizes that there are seven words in the spoken sentence, "The bird flies high in the sky." What skill is the child demonstrating?

    A. Print awareness

    B. Letter-sound correspondence

    C. Phonological awareness

    D. Oral language fluency

10. Which strategy best promotes auditory processing skills during morning circle time?

    A. Incorporating activities that require active listening comprehension

    B. Reminding children to use their "good listening ears"

    C. Presenting challenging language concepts that require attention

    D. Providing frequent verbal reminders to take turns

Answers

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

Explanations

1. **For children with spina bifida, which of the following interventions should be prioritized to ensure physical safety at school?**

   A. Encouraging vigorous physical activity

   B. Monitoring seating position and pressure relief

   C. Restricting wheelchair mobility

   D. Regularly changing classroom routines

   Prioritizing the monitoring of seating position and pressure relief for children with spina bifida is essential because these children may have limited mobility and sensory deficits, which put them at a higher risk for skin breakdown and pressure sores. Proper seating positions help to distribute weight evenly and reduce pressure on vulnerable areas of the body, thus preventing injuries and promoting comfort. Furthermore, children with spina bifida often rely on wheelchairs or other mobility aids, making it crucial to ensure they are positioned correctly to maintain both physical safety and postural health. Regularly monitoring and adjusting their seating can significantly enhance their well-being and participation in school activities. In contrast, while encouraging physical activity is important for overall health, it must be balanced with safety considerations specific to each child's capabilities. Restricting wheelchair mobility does not address the need for safe and independent movement in an educational environment. Lastly, regularly changing classroom routines might support engagement but does not directly address the physical safety needs associated with maintaining proper seating and preventing pressure injuries.

2. **How does parental involvement influence a child's learning outcomes?**

   A. It leads to increased engagement and achievement in educational settings

   B. It distracts children from their studies

   C. It has no measurable impact on learning

   D. It generally makes children overly reliant on their parents

   Parental involvement plays a crucial role in shaping a child's learning outcomes by fostering increased engagement and achievement in educational settings. When parents actively participate in their child's education, whether through helping with homework, attending school events, or communicating with teachers, it demonstrates to the child that education is valued. This support encourages children to take their studies seriously, enhances their motivation, and helps build their confidence. Research consistently shows that children whose parents are involved in their education tend to perform better academically. They often exhibit higher levels of academic achievement, better social skills, and improved behavioral outcomes. Parental involvement can lead to a deeper understanding of the curriculum, promote positive attitudes toward learning, and create a more conducive environment for academic success. Children are also more likely to attend school regularly and have fewer behavioral issues when their parents are engaged in their educational journey. This collaboration between home and school helps reinforce the importance of education, resulting in a positive feedback loop that benefits the child's overall learning experience.

3. What aspect of development does social-emotional learning primarily address?

    A. Physical coordination and motor skills

    B. Understanding and managing emotions and relationships

    C. Only academic performance

    D. Advanced cognitive skills

Social-emotional learning primarily addresses understanding and managing emotions and relationships, which is central to personal and interpersonal development. This area of learning equips children with the skills needed to navigate their own emotions, recognize and empathize with others' feelings, and build healthy relationships. It encompasses key competencies such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making, which are foundational for a child's overall well-being and success in various aspects of life, including academic achievement. While physical coordination and motor skills are important for a child's overall development, they fall under a different developmental domain. Similarly, academic performance, while a significant area of focus in education, does not fully encompass the emotional and social elements that social-emotional learning addresses. Advanced cognitive skills pertain to higher-level thinking processes that support intellectual development, rather than the emotional and relational skills that social-emotional learning emphasizes. Hence, the focus of social-emotional learning is distinctly centered on fostering emotional intelligence and relationship-building skills among young learners.

4. What key step should a special educator take to support a child's digital communication board use?

    A. Doubling the size of the communication board

    B. Pairing the child with a peer for interpretation

    C. Updating pictures on the communication board regularly

    D. Creating multiple boards for different contexts

Updating pictures on the communication board regularly is crucial for supporting a child's digital communication board use. This practice ensures that the images and symbols remain relevant to the child's daily experiences and current interests, which enhances their motivation and ability to communicate effectively. When a communication board features familiar and contextually significant visuals, the child is more likely to engage with it, improving their communication skills. Moreover, regular updates can cater to the child's evolving language development and social needs, making sure that the board grows with them. By aligning the content of the communication board with the child's life, educators can create more meaningful communication opportunities that foster learning and interaction in various settings, ultimately contributing to the child's overall communicative competence.

5. What types of goals are typically included in an Individualized Education Program (IEP)?

A. Cultural and social goals

B. Measurable academic and functional goals specific to the child's needs

C. Goals focused solely on physical development

D. General guidelines without specific targets

The Individualized Education Program (IEP) is a legally binding document designed to outline the educational plan for a child with disabilities. It ensures that the educational needs of the child are met in a manner that accommodates their unique circumstances. The inclusion of measurable academic and functional goals specific to the child's needs is key to the effectiveness of the IEP.   These goals are crafted to be clear, specific, and achievable within a certain timeframe, allowing both educators and parents to track the child's progress effectively. They focus on academic areas, such as reading and math skills, as well as functional skills that may include communication, social interactions, and daily living skills. This systematic approach allows educators to tailor strategies and interventions to the individual child, thereby fostering improved outcomes and inclusivity in the classroom. Other options do not align with the fundamental purpose of an IEP. For instance, while cultural and social goals may be important for some students, they do not capture the core educational intent of the IEP. Similarly, goals solely focused on physical development do not encompass the full spectrum of needs addressed by an IEP, which includes both academic and functional skills. Lastly, general guidelines without specific targets would not provide the clarity and direction necessary for effective learning and assessment, which

6. What does "self-regulation" imply for young children?

A. The ability to read at grade level

B. The ability to manage emotions and behavior in different situations

C. The ability to follow instructions precisely

D. The ability to work independently

The concept of "self-regulation" for young children refers primarily to their ability to manage their emotions and behaviors in varying situations. This skill is crucial for children's development as it affects their capacity to control impulses, cope with frustration, and engage positively with their peers and the environment. When children can self-regulate, they are better equipped to respond to challenges in socially appropriate ways, which is essential for learning and interacting within a classroom setting. Self-regulation encompasses a range of skills including emotional regulation, goal setting, and the ability to delay gratification. It enables children to navigate social complexities, such as taking turns in play or asking for help when needed, ultimately nurturing their social and academic development. This foundational skill supports children's overall well-being and success in school and beyond.

7. Which of the following is a common sign of developmental delay in children?

A. Speaking in full sentences by age two

B. Not meeting age-appropriate physical milestones

C. Learning to ride a bicycle by age four

D. Engaging in cooperative play with peers

Not meeting age-appropriate physical milestones is indeed a common sign of developmental delay in children. Developmental milestones are specific skills or tasks that most children can perform at certain ages, and they cover various domains, including physical, cognitive, social, and emotional aspects of development. When a child does not achieve these milestones within the expected time frames, it may indicate a delay in development. For example, if a child is not able to crawl, walk, or engage in basic motor skills at the ages typically expected for those milestones, it raises concerns and suggests that the child may need further evaluation and support. Identifying these delays early can be crucial for providing appropriate interventions that can aid in the child's development. Other options illustrate behaviors that fall within typical developmental progressions for children. Speaking in full sentences by age two is actually considered advanced speech development, while learning to ride a bicycle by age four and engaging in cooperative play with peers are skills that many children commonly develop around those ages, thereby indicating normal growth and development rather than delay.

8. What characterizes the Response to Intervention (RTI) model?

A. A focus on advanced students only

B. A multi-tiered support system for at-risk students

C. A method to ensure standardization in assessments

D. A technique for evaluating teacher effectiveness

The Response to Intervention (RTI) model is characterized by a multi-tiered support system designed specifically to address the needs of at-risk students. This approach involves providing various levels of instructional support, which are tailored to the individual needs of students based on their performance and response to these interventions.   In RTI, the first tier generally includes high-quality classroom instruction and universal screening to identify students who may require additional help. For those who do not make adequate progress, tier two provides targeted interventions in small groups, while tier three involves intensive, individualized support for students who still struggle. This systematic, data-driven process allows educators to identify students' needs early and to provide timely support, thereby preventing long-term academic difficulties. This model is not solely focused on advanced students, as indicated by the incorrect option. Instead, it aims to support all students, especially those who are at risk of falling behind. The emphasis on standardization in assessments and evaluating teacher effectiveness is also outside the primary focus of the RTI framework, which concentrates on student responsiveness to intervention rather than on assessment standardization or teacher evaluation criteria.

9. A prekindergarten student recognizes that there are seven words in the spoken sentence, "The bird flies high in the sky." What skill is the child demonstrating?

A. Print awareness

B. Letter-sound correspondence

C. Phonological awareness

D. Oral language fluency

The child is demonstrating phonological awareness by recognizing that there are seven words in the spoken sentence. Phonological awareness is the ability to hear and manipulate the sound structures of language, which includes recognizing syllables, onsets, rimes, and individual words in sentences. In this case, the student has successfully identified the individual words within a spoken sentence, showcasing their understanding of the segmentation of speech into distinct units, or words. Other skills listed, such as print awareness, refer to understanding the form and function of written language, including concepts like how to hold a book or the directionality of text. Letter-sound correspondence involves recognizing the connection between letters and their associated sounds, a critical aspect of reading development. Oral language fluency pertains more to the flow and ease of speech rather than analyzing sentence structure or components. Thus, the child's ability to identify the number of words emphasizes their phonological awareness rather than these other skills.

10. Which strategy best promotes auditory processing skills during morning circle time?

A. Incorporating activities that require active listening comprehension

B. Reminding children to use their "good listening ears"

C. Presenting challenging language concepts that require attention

D. Providing frequent verbal reminders to take turns

The strategy that best promotes auditory processing skills during morning circle time involves incorporating activities that require active listening comprehension. This approach actively engages children in listening tasks that enhance their ability to process and understand auditory information. For instance, activities like storytelling, sing-alongs, or following instructions based on auditory cues encourage children to practice and develop skills such as discrimination, memory, and interpretation of sounds and language. These activities not only help children become more attentive listeners but also foster critical thinking and language development as they respond to and engage with what they hear. By focusing on tasks that necessitate understanding and responding to auditory information, educators can effectively support the growth of children's auditory processing abilities, preparing them for more complex language and communication skills in the future.

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://oaeearlychildhoodsped013.examzify.com

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