

OAE EARLY CHILDHOOD SPECIAL EDUCATION (013) PRACTICE EXAM (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. What type of difficulties can trauma cause in early childhood development?**
 - A. Emotional, behavioral, and cognitive difficulties
 - B. Physical disabilities and delays
 - C. Only emotional difficulties
 - D. Only cognitive difficulties
- 2. 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
- 3. At what age range do common developmental milestones for children typically occur?**
 - A. 1-2 years
 - B. 3-5 years
 - C. 6-8 years
 - D. 9-12 years
- 4. What is a common sign of a developmental delay in fine motor skills?**
 - A. Difficulty with simple math
 - B. Difficulty grasping small objects or using utensils
 - C. Difficulty following directions
 - D. Difficulty with social interactions
- 5. What strategy is often used to assess young children with disabilities?**
 - A. Cognitive testing
 - B. Standardized assessments only
 - C. Developmental screening tools
 - D. Behavioral checklists

- 6. What is an effective approach for a teacher to communicate with parents of children with special needs?**
- A. Regular updates and an approachable demeanor
 - B. Limiting communication to major events
 - C. Providing information only at scheduled meetings
 - D. Using complex language to explain challenges
- 7. Why is it important to have multidisciplinary teams in early childhood education?**
- A. To provide comprehensive support addressing various areas of a child's development
 - B. To simplify the educational curriculum for children
 - C. To ensure that all professionals are from the same background
 - D. To increase the number of adults in the classroom
- 8. What is a likely reason a child with an intellectual disability struggles to put on snow clothes?**
- A. Needs a peer mentor for motivation
 - B. Presents a preference for parent assistance
 - C. Has difficulty transferring skills from dolls to self
 - D. Cannot follow sequences from a picture chart
- 9. Which medical condition is most closely associated with myelomeningocele, a form of spina bifida?**
- A. Leukemia
 - B. Hydrocephalus
 - C. Type 1 diabetes
 - D. Hyperactivity
- 10. Which of the following may indicate an intellectual disability in children?**
- A. Excelling in creative activities
 - B. Difficulty with problem-solving and learning new skills
 - C. High performance in sports and physical tasks
 - D. Advanced social interaction capabilities

Answers

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

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Explanations

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1. What type of difficulties can trauma cause in early childhood development?

A. Emotional, behavioral, and cognitive difficulties

B. Physical disabilities and delays

C. Only emotional difficulties

D. Only cognitive difficulties

Trauma can significantly impact early childhood development in various ways, making it essential to recognize the broad spectrum of difficulties it can cause. When children experience trauma, they may develop emotional difficulties such as anxiety, depression, and difficulties in regulating their emotions. Behavioral challenges often arise, manifesting as aggression, withdrawal, or other disruptive behaviors as children attempt to cope with their experiences. Additionally, cognitive difficulties may emerge, affecting attention, concentration, and problem-solving skills as trauma can interfere with a child's ability to process information effectively. Understanding these interconnected areas—emotional, behavioral, and cognitive—is crucial for developing appropriate interventions and support services tailored to the needs of children who have experienced trauma. This comprehensive perspective is necessary to help children heal and thrive in their early developmental stages.

2. 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.

3. At what age range do common developmental milestones for children typically occur?

- A. 1-2 years
- B. 3-5 years**
- C. 6-8 years
- D. 9-12 years

The age range of 3-5 years is critical for early childhood development as it encompasses a period of significant growth in several areas, including cognitive, social-emotional, physical, and language development. During this stage, children typically achieve key milestones such as developing basic motor skills (running, jumping), beginning to engage in cooperative play, improving language abilities with vocabulary expansion, and starting to understand concepts like numbers and time. Between these ages, children become more independent, show greater social interactions, and start to establish an understanding of themselves in relation to others. The development during these years lays a strong foundation for future learning and social skills, making it a crucial period for educators and caregivers to support and nurture children's growth. The other age ranges, while they correspond to important developmental phases, either occur before or after this primary window of social and cognitive interaction that is most pronounced in children aged 3-5 years. For example, 1-2 years is focused on basic motor skills and early communication, while ages 6-8 and 9-12 years are more about refinement of skills and more complex cognitive tasks, but do not capture the extraordinary developmental strides made during the preschool years.

4. What is a common sign of a developmental delay in fine motor skills?

- A. Difficulty with simple math
- B. Difficulty grasping small objects or using utensils**
- C. Difficulty following directions
- D. Difficulty with social interactions

A common sign of a developmental delay in fine motor skills is difficulty grasping small objects or using utensils. Fine motor skills involve the coordination of small muscles in the hands and fingers, which are crucial for performing tasks that require precision. For example, if a child struggles to pick up small toys, manipulate buttons, or handle utensils properly during mealtime, this can indicate that their fine motor skills are not developing as expected. These skills are critical for a child's overall development, as they influence the ability to perform everyday tasks and engage in activities that contribute to independence and learning. Challenges in this area can impact a child's self-care abilities and their participation in play, which are essential for social interaction and cognitive development. Recognizing such signs early allows for timely intervention, which can help support the child's development and foster their skills over time.

5. What strategy is often used to assess young children with disabilities?

- A. Cognitive testing
- B. Standardized assessments only
- C. Developmental screening tools**
- D. Behavioral checklists

Using developmental screening tools is a common strategy to assess young children with disabilities because these tools are specifically designed to identify potential developmental delays or disabilities in young children. They typically focus on a variety of developmental domains such as motor skills, language, cognitive abilities, and social-emotional development. Developmental screening tools are beneficial because they can provide quick and effective insights into a child's progress compared to typical developmental milestones. They are often used in early childhood settings and by pediatricians to determine whether a more comprehensive assessment is necessary. This early identification is critical since it enables timely intervention, which is crucial for improving outcomes in children with disabilities. In contrast, cognitive testing and standardized assessments may not always capture the nuanced developmental needs of young children, particularly those with disabilities, as these assessments often focus on specific skills rather than a comprehensive view of overall development. Behavioral checklists can provide useful information regarding specific behaviors but may not address the full range of developmental domains necessary for a thorough assessment. Hence, developmental screening tools emerge as a preferred method for initial assessment.

6. What is an effective approach for a teacher to communicate with parents of children with special needs?

- A. Regular updates and an approachable demeanor**
- B. Limiting communication to major events
- C. Providing information only at scheduled meetings
- D. Using complex language to explain challenges

An effective approach for a teacher to communicate with parents of children with special needs is through regular updates and maintaining an approachable demeanor. This strategy fosters an open line of communication that can be crucial in ensuring parents feel informed and involved in their child's education. Regular updates create opportunities for teachers to share important information about the child's progress, any challenges that may arise, and highlight the strategies being used to support the child in the classroom. By being approachable, the teacher encourages parents to voice their concerns, ask questions, and offer insights about their child, which can lead to a collaborative partnership. This approach not only empowers parents but also helps build trust between the family and the teacher, ultimately benefiting the child's educational experience and development. Other approaches that limit communication, such as confining interactions to major events or only scheduled meetings, can alienate parents and reduce the opportunity for parents to stay actively engaged in their child's learning journey. Additionally, using complex language can lead to misunderstandings and may make parents feel intimidated rather than supported, which would not contribute positively to the rapport between teachers and families.

7. Why is it important to have multidisciplinary teams in early childhood education?

- A. To provide comprehensive support addressing various areas of a child's development**
- B. To simplify the educational curriculum for children
- C. To ensure that all professionals are from the same background
- D. To increase the number of adults in the classroom

Having multidisciplinary teams in early childhood education is vital because they bring together professionals with expertise in various fields, such as special education, speech and language therapy, occupational therapy, and psychology. This collaborative approach allows for a comprehensive assessment and support system that addresses the multifaceted needs of young children. Each team member contributes a unique perspective and skill set, enabling the team to create individualized intervention plans that cater to the diverse developmental areas of children, including cognitive, emotional, social, and physical development. This holistic support is crucial, especially for children with disabilities or developmental delays, as it helps ensure they receive personalized and effective strategies that promote their overall growth and learning. By integrating different disciplines, the team can identify strengths and challenges more accurately, leading to better outcomes for children in early education settings.

8. What is a likely reason a child with an intellectual disability struggles to put on snow clothes?

- A. Needs a peer mentor for motivation
- B. Presents a preference for parent assistance
- C. Has difficulty transferring skills from dolls to self**
- D. Cannot follow sequences from a picture chart

The correct answer centers on the challenge many children with intellectual disabilities face regarding the transfer of learned skills from one context to another. When children engage in play activities, such as dressing dolls, they may learn specific actions and sequences involved in putting on clothing. However, applying these skills to themselves can be a different task altogether. Children with intellectual disabilities may struggle with the cognitive processes needed to generalize skills learned in one setting to another, particularly when moving from a play context to a real-life scenario. This can result in challenges when trying to put on snow clothes because the child might not easily make the connection between the actions they practiced with dolls and what they need to do for themselves. While motivation and assistance from peers or parents can be beneficial for many children, the specific difficulty in transferring skills is a foundational barrier. Similarly, following sequences from a picture chart can help, but if a child has not been able to grasp or practice the relevant dressing skills in different contexts, they will still face difficulties. Therefore, the emphasis on the challenge of transferring those skills effectively addresses the underlying issue that can affect their ability to dress independently.

9. Which medical condition is most closely associated with myelomeningocele, a form of spina bifida?

- A. Leukemia
- B. Hydrocephalus**
- C. Type 1 diabetes
- D. Hyperactivity

Myelomeningocele is a severe form of spina bifida characterized by the protrusion of the spinal cord and its protective coverings through an opening in the vertebral column. This condition can lead to a number of complications and associated medical issues. Hydrocephalus, which is an accumulation of cerebrospinal fluid (CSF) in the brain, is one of the most common and significant complications linked to myelomeningocele. When the spinal column does not close properly during fetal development, it can disrupt the normal flow of CSF, which may lead to increased pressure inside the skull. This condition necessitates close monitoring and often requires treatment to prevent potential damage to the brain. Children with myelomeningocele are frequently evaluated for hydrocephalus, and many will require interventions such as the placement of a shunt to manage the fluid accumulation. The other medical conditions provided in the options do not have the same direct relationship with myelomeningocele. Leukemia is a type of cancer that affects blood and bone marrow, while Type 1 diabetes is an autoimmune disorder related to insulin production. Hyperactivity can be associated with various behavioral and developmental disorders but is not directly related to the structural and neurological complications seen in myel

10. Which of the following may indicate an intellectual disability in children?

- A. Excelling in creative activities
- B. Difficulty with problem-solving and learning new skills**
- C. High performance in sports and physical tasks
- D. Advanced social interaction capabilities

The identification of an intellectual disability in children often involves observing challenges in cognitive functioning, which includes areas like problem-solving and learning new skills. Children with intellectual disabilities may struggle to understand complex concepts, retain information, and apply learned skills in new situations. These difficulties can manifest in different environments, such as at home or in school, leading to significant learning challenges compared to their peers. On the other hand, excelling in creative activities, performing well in sports, or having advanced social interaction capabilities can be signs of a child's strengths and talents in those specific areas. These attributes do not align with the cognitive limitations typically associated with intellectual disabilities; rather, they may indicate that the child has developed skills that compensate for or exist independently of their cognitive challenges. Understanding these nuances helps educators and caregivers better support the diverse needs of children with intellectual disabilities.

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!

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