

# OAE Special Education (043) Practice Exam (Sample)

## Study Guide



**Everything you need from our exam experts!**

**This is a sample study guide. To access the full version with hundreds of 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. 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!**

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## **Questions**

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- 1. What is the primary focus of occupational therapy in special education?**
  - A. To help students develop skills for recreational activities**
  - B. To assist students with physical education requirements**
  - C. To help students develop skills required for daily living and school performance**
  - D. To provide psychological support to students**
  
- 2. Which of the following best describes adaptive behavior?**
  - A. The ability to memorize information quickly**
  - B. The collection of skills for functioning in daily life**
  - C. The ability to learn multiple languages**
  - D. The aptitude for academic excellence**
  
- 3. What is the legal obligation of school districts regarding the provision of services outlined in a student's IEP?**
  - A. Meeting some of the requirements of the IEP**
  - B. Meeting all of the requirements of the IEP regardless of cost**
  - C. Providing services only if funds allow**
  - D. Discussing alternatives to the IEP requirements with parents**
  
- 4. Which federal law mandates services for students with disabilities in public schools?**
  - A. Elementary and Secondary Education Act**
  - B. The Individuals with Disabilities Education Act (IDEA)**
  - C. The Rehabilitation Act**
  - D. The Americans with Disabilities Act**
  
- 5. What type of support is most appropriate for integrating a first grader with a mild intellectual disability into a general education classroom?**
  - A. Full inclusion in all activities**
  - B. A modified academic curriculum**
  - C. Complete separation from peers**
  - D. Advanced educational materials**

**6. After collaborating with a math teacher on a unit, what should the special ed teacher do next?**

- A. Discuss the unit objectives with the students**
- B. Explain which parts of the unit will pose the most difficulty for each student**
- C. Focus on assessment criteria**
- D. Develop a review session for the unit**

**7. What is a primary benefit of utilizing cooperative learning in a special education classroom?**

- A. Students learn to work independently**
- B. It promotes social interaction and teamwork**
- C. It allows for more teacher-directed learning**
- D. It minimizes the use of diverse learning strategies**

**8. What does assistive technology encompass?**

- A. Only electronic devices for communication**
- B. Tools and services that help individuals with disabilities perform tasks and learn more effectively**
- C. Manual aids used for daily living**
- D. Only software applications designed for education**

**9. In terms of self-management, what is an important skill for a student with diabetes to demonstrate in a school setting?**

- A. Managing their time efficiently during class.**
- B. Independently monitoring their blood sugar levels.**
- C. Maintaining focus on academic tasks without assistance.**
- D. Communicating frequently with teachers about assignments.**

**10. According to IDEA, how often must Individualized Education Programs (IEPs) be reviewed and updated?**

- A. Every two years**
- B. Every quarter**
- C. Every month**
- D. Annually**

## **Answers**

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

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## **Explanations**

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- 1. What is the primary focus of occupational therapy in special education?**
  - A. To help students develop skills for recreational activities**
  - B. To assist students with physical education requirements**
  - C. To help students develop skills required for daily living and school performance**
  - D. To provide psychological support to students**

The primary focus of occupational therapy in special education is to help students develop skills required for daily living and school performance. Occupational therapists work with students to enhance their ability to perform tasks that are essential for functional independence, both at home and in the educational setting. This includes improving fine motor skills, self-care activities, social interactions, and other skills that facilitate successful participation in classroom activities and daily routines. Occupational therapy addresses the physical, sensory, and cognitive aspects that may impact a student's ability to engage in meaningful activities, which is crucial for their overall development and academic success. By focusing on these essential daily skills, occupational therapists play a vital role in helping students adapt to their learning environments and promote their independence. Other options, while they touch on important aspects of a student's life, do not encompass the full scope of occupational therapy's objectives. For example, while recreational activities and physical education are significant, they do not entirely represent the comprehensive approach occupational therapists take to enhance daily living skills. Psychological support can also be beneficial but does not fall under the primary focus of occupational therapy, which is more concerned with the physical and functional capabilities of students.

- 2. Which of the following best describes adaptive behavior?**
  - A. The ability to memorize information quickly**
  - B. The collection of skills for functioning in daily life**
  - C. The ability to learn multiple languages**
  - D. The aptitude for academic excellence**

Adaptive behavior refers to a range of skills that individuals use to function effectively in their daily lives. It encompasses practical skills necessary for self-sufficiency, interpersonal relations, and personal responsibility. These skills often include communication abilities, social skills, self-care, and the capacity to navigate different environments, such as home, school, and the community. In contrast, the other options focus on specific cognitive or academic abilities rather than the practical skills needed for daily living. Memorizing information, learning multiple languages, and achieving academic excellence are all important in their own right, but they do not encompass the broader scope of skills that adaptive behavior includes. The essence of adaptive behavior lies in its application to real-world situations and the ability of an individual to adjust and thrive within their environment, making the selected answer the best descriptor of adaptive behavior.

**3. What is the legal obligation of school districts regarding the provision of services outlined in a student's IEP?**

- A. Meeting some of the requirements of the IEP**
- B. Meeting all of the requirements of the IEP regardless of cost**
- C. Providing services only if funds allow**
- D. Discussing alternatives to the IEP requirements with parents**

The obligation of school districts regarding the provision of services outlined in a student's Individualized Education Program (IEP) is indeed to meet all of the requirements of the IEP, regardless of cost. This legal mandate is grounded in the Individuals with Disabilities Education Act (IDEA), which requires that schools provide a free appropriate public education (FAPE) to students with disabilities. The IEP is a formal document that lays out specific educational goals, services, accommodations, and supports tailored to the individual needs of the student. Once an IEP is developed and agreed upon by the educational team and parents, the school district must implement all services as specified in the IEP. This comprehensive obligation ensures that students receive the necessary resources and support to make meaningful progress in their education. Therefore, prioritizing the IEP in its entirety is critical to uphold the rights of students with disabilities and to facilitate their access to an appropriate educational experience.

**4. Which federal law mandates services for students with disabilities in public schools?**

- A. Elementary and Secondary Education Act**
- B. The Individuals with Disabilities Education Act (IDEA)**
- C. The Rehabilitation Act**
- D. The Americans with Disabilities Act**

The Individuals with Disabilities Education Act (IDEA) is the federal law that mandates services for students with disabilities in public schools. This law ensures that eligible children with disabilities receive a free appropriate public education (FAPE) tailored to their individual needs. Under IDEA, schools are required to develop an Individualized Education Program (IEP) for each student with a disability, outlining specific educational goals and the services needed to help them achieve these goals. This law emphasizes the importance of providing all students, regardless of their disability, access to the same educational opportunities as their peers. By guaranteeing specific rights and services, IDEA plays a crucial role in promoting the inclusion of students with disabilities in mainstream education settings and provides pathways for appropriate support and resources. While the other laws listed also address aspects of disability rights and accommodations, they do not specifically mandate educational services for students with disabilities in the way that IDEA does. The Elementary and Secondary Education Act focuses on education funding and accountability, the Rehabilitation Act addresses employment and accessibility, and the Americans with Disabilities Act ensures broader civil rights protections against discrimination.

**5. What type of support is most appropriate for integrating a first grader with a mild intellectual disability into a general education classroom?**

- A. Full inclusion in all activities**
- B. A modified academic curriculum**
- C. Complete separation from peers**
- D. Advanced educational materials**

The most appropriate support for integrating a first grader with a mild intellectual disability into a general education classroom is a modified academic curriculum. This approach allows for the accommodation of the student's learning needs while enabling participation in the general education environment. A modified academic curriculum can encompass adjustments in the complexity of the material, providing alternative ways to access content, and setting realistic learning goals that align with the student's capabilities. This ensures that the student can work at an appropriate level, receive support, and remain engaged with their peers without being overwhelmed. Full inclusion in all activities may not be beneficial, as the student might struggle with the pace or complexity of the curriculum, potentially leading to frustration or disengagement. Complete separation from peers would hinder social integration and learning opportunities from the general education environment. Similarly, using advanced educational materials would likely be inappropriate, as they could exceed the child's comprehension and processing abilities, which could negatively impact their confidence and motivation to learn. Therefore, a modified academic curriculum strikes a balance, facilitating effective learning while promoting social interactions and relationships within the classroom.

**6. After collaborating with a math teacher on a unit, what should the special ed teacher do next?**

- A. Discuss the unit objectives with the students**
- B. Explain which parts of the unit will pose the most difficulty for each student**
- C. Focus on assessment criteria**
- D. Develop a review session for the unit**

The most appropriate action following collaboration with a math teacher on a unit is to explain which parts of the unit will pose the most difficulty for each student. This approach is vital because it allows the special education teacher to tailor instructional strategies and supports to meet individual student needs, ensuring that each student's unique learning challenges are addressed. Understanding potential areas of difficulty helps in creating targeted interventions and accommodations that can enhance learning outcomes for students with special needs. This proactive step fosters a collaborative environment where the special education teacher can provide insights into how specific learning disabilities or challenges may affect student engagement and comprehension. By anticipating the difficulties, the teacher can also prepare the students for the challenges they may face, potentially increasing their confidence and resilience when tackling the unit. Additionally, this step is aligned with the principles of differentiated instruction, which is essential in special education. It ensures that all students have equitable access to learning opportunities while maintaining high expectations.

**7. What is a primary benefit of utilizing cooperative learning in a special education classroom?**

- A. Students learn to work independently**
- B. It promotes social interaction and teamwork**
- C. It allows for more teacher-directed learning**
- D. It minimizes the use of diverse learning strategies**

Utilizing cooperative learning in a special education classroom significantly enhances social interaction and teamwork among students. This approach involves students working together in small groups to achieve common educational goals, which fosters communication skills, collaboration, and interpersonal relationships. For students with special needs, who may struggle with social skills or isolation, cooperative learning creates a structured environment where they can engage with peers in a supportive manner. Through cooperative learning, students can share strengths and help one another with weaknesses, allowing them to learn not just academically but also socially and emotionally. This structure encourages inclusivity and builds a community within the classroom, helping to reduce feelings of loneliness or exclusion that some students may experience. Additionally, the interactions within cooperative groups can improve motivation and increase engagement with the learning material, further enhancing the educational experience.

**8. What does assistive technology encompass?**

- A. Only electronic devices for communication**
- B. Tools and services that help individuals with disabilities perform tasks and learn more effectively**
- C. Manual aids used for daily living**
- D. Only software applications designed for education**

Assistive technology encompasses a broad range of tools and services designed to assist individuals with disabilities in performing tasks and learning more effectively. This definition includes both electronic devices and manual aids that enhance the functioning and independence of these individuals in various aspects of life, including communication, education, and daily living activities. By focusing on the comprehensive nature of assistive technology, option B highlights its inclusive scope, which involves not just high-tech solutions like speech-generating devices or specialized software but also low-tech adaptations such as modified utensils or ramps. This holistic understanding is essential for effectively supporting individuals with diverse needs. In contrast, the other options are too narrow in their focus. For instance, limiting assistive technology to only electronic devices for communication ignores the vast array of tools available that support other areas of functioning. Similarly, restricting it to manual aids used for daily living or software applications designed specifically for education overlooks the many technological solutions and services that facilitate learning and task performance across different contexts. Thus, option B accurately captures the extensive and varied nature of assistive technology.

**9. In terms of self-management, what is an important skill for a student with diabetes to demonstrate in a school setting?**

- A. Managing their time efficiently during class.**
- B. Independently monitoring their blood sugar levels.**
- C. Maintaining focus on academic tasks without assistance.**
- D. Communicating frequently with teachers about assignments.**

Independently monitoring their blood sugar levels is crucial for a student with diabetes in a school setting because it directly impacts their health and well-being. This skill empowers the student to take responsibility for their diabetes management, allowing them to recognize when they need to take insulin or eat, and to avoid potential emergencies related to blood sugar fluctuations. By being able to monitor their own levels, students can make informed decisions about their health in real-time, which is essential for maintaining normal daily functioning, especially in a busy school environment. This level of self-management fosters independence and helps the student develop confidence in handling their condition. While managing time efficiently, maintaining focus, and communicating with teachers are important skills in general education, they do not address the immediate and critical health needs that come with managing diabetes. The ability to monitor blood sugar levels signifies a proactive approach in managing a chronic condition, ensuring that the student can engage fully in their education while prioritizing their health.

**10. According to IDEA, how often must Individualized Education Programs (IEPs) be reviewed and updated?**

- A. Every two years**
- B. Every quarter**
- C. Every month**
- D. Annually**

According to the Individuals with Disabilities Education Act (IDEA), Individualized Education Programs (IEPs) must be reviewed and updated at least annually. This annual review ensures that the educational needs of the student are being met and allows for modifications to be made based on the student's progress and any changes in their circumstances or needs. The annual review serves several key purposes: it assesses the effectiveness of current goals and objectives, allows for input from educators, parents, and possibly the student, and ensures that the IEP remains relevant and tailored to support the student's educational journey. By mandating this annual review, IDEA emphasizes the importance of regularly monitoring progress and adapting educational strategies to promote student success. Although it is good practice for teams to review IEPs more frequently depending on the student's needs, the legal requirement set by IDEA clearly states that an annual review is necessary. This is a crucial component of providing appropriate educational interventions and supports for students with 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](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://oaespecial043.examzify.com>**

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

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