

Ohio Assessments for Educators (OAE) Special Education Practice Exam (Sample)

Study Guide



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. 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. In RTI, what indicates possible learning disabilities?**
 - A. Quick improvement from any intervention**
 - B. Failure to respond to research-supported interventions**
 - C. Consistent academic performance**
 - D. Alternating styles of learning**
- 2. What is the purpose of a Formal Diagnostic Reading Achievement Test?**
 - A. To determine a student's overall intelligence**
 - B. To assess strengths and needs in reading**
 - C. To evaluate social behavior and interactions**
 - D. To provide feedback on general classroom participation**
- 3. Students with difficulty in spatial relationships often struggle with which task?**
 - A. Reading comprehension**
 - B. Engaging in group discussions**
 - C. Hand-eye coordination tasks**
 - D. Arithmetic calculations**
- 4. Students with Autism Spectrum Disorder (ASD) often prefer:**
 - A. Variety and spontaneity in daily activities**
 - B. Unpredictability and change in their routine**
 - C. Consistency and repetition in their environment**
 - D. Isolation from group activities**
- 5. Which statement is true about modifications to a child's school day?**
 - A. They are always covered under an Individualized Education Program (IEP)**
 - B. They can only be implemented after a formal diagnosis**
 - C. They can be achieved through a 504 plan if needed**
 - D. They are provided only in special education classes**

6. What is Braille primarily used for?

- A. A visual aid for the sighted**
- B. A system of writing for the blind using raised dots**
- C. A digital communication tool**
- D. A method of emotional expression**

7. Which condition is typically associated with a chromosomal abnormality?

- A. Fetal Alcohol Syndrome**
- B. Down Syndrome**
- C. Emotional Behavioral Disorder**
- D. Echolalia**

8. When meeting with a student's family regarding special education services, what should the educator encourage?

- A. Strict rules for behavior at home**
- B. Open communication about the student's strengths and needs**
- C. Additional homework assignments**
- D. Limitations on screen time**

9. Which of the following is considered a serious side effect of amphetamines?

- A. Blurred vision**
- B. Dizziness**
- C. Burning or pain with urination**
- D. Loss of appetite**

10. What is the main function of anticonvulsant medications?

- A. To enhance cognitive skills**
- B. To control and reduce seizure frequency**
- C. To improve social interactions**
- D. To support attention and focus**

Answers

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

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Explanations

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1. In RTI, what indicates possible learning disabilities?

- A. Quick improvement from any intervention
- B. Failure to respond to research-supported interventions**
- C. Consistent academic performance
- D. Alternating styles of learning

In the context of Response to Intervention (RTI), a failure to respond to research-supported interventions serves as a significant indicator of possible learning disabilities. RTI is a method used to identify students at risk for learning disabilities by monitoring their progress in response to specific instructional strategies or interventions. When a student does not show improvement despite receiving high-quality, evidence-based interventions, it suggests that the student may have underlying difficulties that warrant further evaluation for learning disabilities. This lack of response is important for educators and specialists, as it helps to distinguish between students who are struggling due to insufficient instruction and those who may have more persistent, intrinsic learning challenges. The other options describe scenarios that would not typically suggest the presence of learning disabilities. For instance, quick improvement indicates that interventions are effective, consistent academic performance suggests stability in learning, and alternating styles of learning can reflect adaptability rather than a disability. Therefore, the failure to respond to appropriate interventions is a key indicator in the identification process during RTI.

2. What is the purpose of a Formal Diagnostic Reading Achievement Test?

- A. To determine a student's overall intelligence
- B. To assess strengths and needs in reading**
- C. To evaluate social behavior and interactions
- D. To provide feedback on general classroom participation

A Formal Diagnostic Reading Achievement Test is specifically designed to assess a student's strengths and needs in the area of reading. This type of assessment focuses on identifying specific reading skills and areas for improvement, which can include phonemic awareness, decoding, fluency, comprehension, and vocabulary. By pinpointing these strengths and weaknesses, educators can create targeted interventions and instructional strategies tailored to the student's individual learning profile. The purpose of this type of diagnostic assessment is to gather detailed information that helps teachers understand how a student processes reading tasks, thereby facilitating more effective teaching approaches and support systems. This is crucial in special education, where students may have diverse needs and varying levels of reading ability. Other options pertain to areas outside the scope of a reading achievement test. For instance, determining overall intelligence relates to cognitive assessments rather than specific reading skills. Evaluating social behavior and interactions pertains to social-emotional assessments, while providing feedback on classroom participation does not specifically quantify reading ability but rather general engagement in the learning environment.

3. Students with difficulty in spatial relationships often struggle with which task?

- A. Reading comprehension**
- B. Engaging in group discussions**
- C. Hand-eye coordination tasks**
- D. Arithmetic calculations**

Students who have difficulty with spatial relationships often struggle with tasks that require them to understand and manipulate objects in space. Hand-eye coordination tasks, in particular, demand a high level of spatial awareness, as they involve the coordination between visual perception and physical movement. This includes activities like catching a ball, drawing shapes, or using tools that require precise movements based on visual cues. When children face challenges in spatial relationships, they may find it hard to judge distances, understand the orientation of objects, or execute movements effectively, all of which are critical in hand-eye coordination exercises. In contrast, while reading comprehension, engaging in group discussions, and arithmetic calculations can present their own challenges, they are not as directly linked to spatial relationships as tasks involving hand-eye coordination are. Reading comprehension requires understanding language and context rather than spatial reasoning, and engaging in group discussions focuses on verbal skills and social interaction. Arithmetic calculations may involve numerical reasoning and mathematical understanding, but they do not primarily rely on spatial processing in the same way as hand-eye coordination tasks do.

4. Students with Autism Spectrum Disorder (ASD) often prefer:

- A. Variety and spontaneity in daily activities**
- B. Unpredictability and change in their routine**
- C. Consistency and repetition in their environment**
- D. Isolation from group activities**

Students with Autism Spectrum Disorder (ASD) often thrive in environments characterized by consistency and repetition. This preference stems from the need for predictability, which can help reduce anxiety and provide a sense of security. Familiar routines and structured activities allow these students to focus on their tasks without the overwhelming stress that may accompany unexpected changes or new situations. Consistency fosters a feeling of control and helps students with ASD manage their environments more effectively, enhancing their learning and social experiences. In contrast, the other options suggest variability or unpredictability, which can lead to increased anxiety and behavioral challenges for students with ASD. A focus on isolation also contradicts many educational goals aimed at social integration. Therefore, the emphasis on consistency and repetition aligns with best practices for supporting the learning and emotional well-being of students with Autism Spectrum Disorder.

5. Which statement is true about modifications to a child's school day?

- A. They are always covered under an Individualized Education Program (IEP)**
- B. They can only be implemented after a formal diagnosis**
- C. They can be achieved through a 504 plan if needed**
- D. They are provided only in special education classes**

The statement regarding modifications to a child's school day being achievable through a 504 plan is accurate. A 504 plan is designed to provide accommodations and modifications to ensure that students with disabilities have equal access to education in a general education setting. This could include changes to the school day, such as extended time for tests or modified schedules, which enables the child to participate fully alongside their peers. Modifications can be appropriate even if a child does not qualify for special education under an IEP, as long as there is a documented need for adjustments due to a disability. This flexibility allows for a variety of supports tailored for students, accommodating their specific needs without necessarily involving an IEP.

6. What is Braille primarily used for?

- A. A visual aid for the sighted**
- B. A system of writing for the blind using raised dots**
- C. A digital communication tool**
- D. A method of emotional expression**

Braille is primarily known as a tactile writing system that allows individuals who are blind or visually impaired to read and write using raised dots that correspond to letters and characters. This system is designed specifically for those who cannot rely on vision to access written text, making it an essential tool for literacy and education among the blind. The arrangement of dots is understood through touch, enabling users to read by moving their fingers over the Braille characters. The other options do not capture the primary purpose of Braille. For example, while visual aids and digital communication tools are valuable, they do not specifically address the needs of individuals who cannot see at all. Similarly, emotional expression can take many forms, but it does not encompass the primary function of Braille as a writing and reading system designed for accessibility. Thus, option B accurately reflects the essential role of Braille in providing a means of communication and literacy for blind individuals.

7. Which condition is typically associated with a chromosomal abnormality?

- A. Fetal Alcohol Syndrome**
- B. Down Syndrome**
- C. Emotional Behavioral Disorder**
- D. Echolalia**

Down Syndrome is typically associated with a chromosomal abnormality because it is caused by the presence of an extra copy of chromosome 21, resulting in what is known as Trisomy 21. This chromosomal condition leads to a range of physical and cognitive characteristics that are commonly recognized as part of Down Syndrome. Individuals with this syndrome often exhibit particular facial features, developmental delays, and an increased risk for certain health issues, all of which are linked to the genetic make-up that arises due to this chromosomal anomaly. In contrast, Fetal Alcohol Syndrome arises from maternal alcohol consumption during pregnancy and is not related to chromosomal abnormalities. Emotional Behavioral Disorder encompasses a wide range of emotional and behavioral problems but does not stem from a genetic or chromosomal cause. Echolalia, which is the repetition of phrases or words, is a condition often observed in language development and some disorders such as autism, but is also not linked to chromosomal issues.

8. When meeting with a student's family regarding special education services, what should the educator encourage?

- A. Strict rules for behavior at home**
- B. Open communication about the student's strengths and needs**
- C. Additional homework assignments**
- D. Limitations on screen time**

Encouraging open communication about the student's strengths and needs is essential in fostering a collaborative relationship between educators and families. This approach allows for a better understanding of the unique characteristics of the student, helping to tailor educational strategies that are aligned with their individual abilities and challenges. It promotes a partnership where families feel valued and recognized as essential contributors to their child's education, leading to more effective support both at school and at home. By focusing on the child's strengths, educators can build positive momentum and leverage these assets to address areas of need, ultimately enhancing the student's overall educational experience.

9. Which of the following is considered a serious side effect of amphetamines?

- A. Blurred vision**
- B. Dizziness**
- C. Burning or pain with urination**
- D. Loss of appetite**

Burning or pain with urination is identified as a serious side effect of amphetamines due to its potential association with urinary tract problems or other urological issues that may occur when using these stimulants. While amphetamines primarily act on the central nervous system to increase dopamine levels, they can also influence bodily systems in ways that lead to discomfort or complications in urination. This symptom, particularly if it is persistent or severe, necessitates medical attention, indicating a higher level of concern compared to other side effects. In contrast, blurred vision and dizziness are also side effects of amphetamines, but they are generally considered less severe. Loss of appetite is a common effect associated with amphetamine use, often leveraged for weight management in certain contexts, but it typically does not suggest an immediate health risk like burning or pain when urinating could. Therefore, the presence of urinary discomfort stands out as a serious side effect requiring further evaluation.

10. What is the main function of anticonvulsant medications?

- A. To enhance cognitive skills**
- B. To control and reduce seizure frequency**
- C. To improve social interactions**
- D. To support attention and focus**

The primary function of anticonvulsant medications is to control and reduce seizure frequency. These medications are specifically designed to stabilize electrical activity in the brain, which is crucial for individuals with epilepsy or other seizure disorders. By doing so, they help prevent the occurrence of seizures, thereby improving the overall quality of life for those affected. Anticonvulsants work by various mechanisms, such as enhancing inhibitory neurotransmission or reducing excitatory neurotransmission, which contributes to their effectiveness in managing seizures. While these medications may indirectly affect cognitive function or social interactions due to decreased seizure activity, their main purpose is centered around seizure control.

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://oae-specializeducation.examzify.com>

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

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