

OHIO ASSESSMENTS FOR EDUCATORS (OAE) SPECIAL EDUCATION PRACTICE EXAM (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. Who contributes to the development of an Individual Education Plan (IEP)?**
 - A. Certain students only
 - B. The classroom assistant only
 - C. The child's parents and teachers, along with experts
 - D. The school principal only
- 2. In cognitive development, what does a failure to generalize learning suggest?**
 - A. The child has superior cognitive abilities
 - B. The child may struggle with applying learned concepts
 - C. The child only learns through visual prompts
 - D. The child demonstrates enhanced memory retention
- 3. What does Section 504 of the Rehabilitation Act of 1973 ensure?**
 - A. Exclusively educational services for severe disabilities
 - B. Civil rights protection and reasonable accommodations for disabled individuals
 - C. Funding for special education programs only
 - D. Support only for adults with disabilities
- 4. Applied Behavioral Analysis (ABA) is best described as?**
 - A. A method of academic instruction
 - B. A form of systemic behavioral training
 - C. A therapeutic approach for emotional distress
 - D. A leisure activity for children
- 5. How is anxiety defined in children?**
 - A. As a state of happiness and contentment
 - B. As normal feelings of fear in new situations
 - C. As extreme agitation filled with tension and dread
 - D. As an inability to concentrate in class

- 6. 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
- 7. What is considered the least restrictive environment (LRE) for a student with muscular dystrophy and learning disabilities?**
- A. A self-contained special education classroom
 - B. A remote learning environment
 - C. An inclusive general education classroom with push-in services
 - D. A general education classroom without any support
- 8. 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
- 9. Which age range is important for observing typical gross motor skills development?**
- A. 0-3 months
 - B. 3-12 months
 - C. 12-24 months
 - D. 2-4 years
- 10. 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

Answers

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

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Explanations

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1. Who contributes to the development of an Individual Education Plan (IEP)?

- A. Certain students only
- B. The classroom assistant only
- C. The child's parents and teachers, along with experts**
- D. The school principal only

The development of an Individual Education Plan (IEP) is a collaborative process involving multiple stakeholders who bring different perspectives and expertise to support the child's educational needs. The involvement of the child's parents is crucial as they provide insights into their child's strengths, challenges, and preferences, which are essential for creating a tailored plan. Teachers contribute their observations and assessments of the child's performance and educational requirements, while experts such as special education coordinators, psychologists, or therapists may offer additional evaluations or recommendations based on specialized knowledge. This multi-disciplinary approach ensures that the IEP is comprehensive and considers all aspects of the child's development, ensuring they receive appropriate support to succeed academically and socially. Thus, the correct option highlights the importance of this team effort in fostering a well-rounded IEP.

2. In cognitive development, what does a failure to generalize learning suggest?

- A. The child has superior cognitive abilities
- B. The child may struggle with applying learned concepts**
- C. The child only learns through visual prompts
- D. The child demonstrates enhanced memory retention

In cognitive development, a failure to generalize learning indicates that a child may struggle with applying learned concepts to new situations or contexts. Generalization is a crucial aspect of cognitive development, as it allows individuals to use their knowledge and skills in various settings beyond where they were originally learned. When a child cannot generalize, it often suggests challenges in cognitive flexibility, the ability to adapt learned information in different environments, or the transfer of knowledge from one situation to another. Thus, this struggle can hinder their overall learning and academic success, emphasizing the importance of teaching strategies that promote generalization skills. The other options do not appropriately reflect the implications of a failure to generalize. Superior cognitive abilities (option A) and enhanced memory retention (option D) imply a high level of cognitive function, while learning exclusively through visual prompts (option C) suggests a specific learning style rather than a general difficulty in applying concepts.

3. What does Section 504 of the Rehabilitation Act of 1973 ensure?

- A. Exclusively educational services for severe disabilities
- B. Civil rights protection and reasonable accommodations for disabled individuals**
- C. Funding for special education programs only
- D. Support only for adults with disabilities

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination against individuals with disabilities in programs and activities, including education, that receive federal financial assistance. The key aspect of Section 504 is that it ensures individuals with disabilities are provided with reasonable accommodations and modifications to access the same services, opportunities, and benefits as those without disabilities. This means that schools and other entities must tailor their environments to meet the needs of students with disabilities, thereby promoting equality and inclusion. The focus of this law is on civil rights protection rather than solely educational services or funding, which is why it emphasizes the need for accessibility and appropriate support across various sectors, including education and beyond.

4. Applied Behavioral Analysis (ABA) is best described as?

- A. A method of academic instruction
- B. A form of systemic behavioral training**
- C. A therapeutic approach for emotional distress
- D. A leisure activity for children

Applied Behavioral Analysis (ABA) is most accurately described as a form of systemic behavioral training because it is grounded in the principles of behaviorism, which focuses on understanding and modifying behavior through systematic interventions. ABA employs various techniques to assess and improve specific behaviors by reinforcing desirable behaviors and reducing unwanted ones. This rigorous approach is often used in settings like schools or treatment centers to help individuals, particularly those with Autism Spectrum Disorder, develop essential life skills, enhance learning opportunities, and improve social interactions. In contrast, while academic instruction is an important element in many educational programs, ABA is not solely an academic method. It does involve teaching academic skills, but its scope is much broader as it addresses behavioral issues and promotes functional behavior across various settings. Additionally, ABA is not specifically a therapeutic approach for emotional distress in the way traditional therapy might be defined, as it primarily focuses on observable behaviors rather than underlying emotional issues. Lastly, it is not a leisure activity; rather, it is structured training aimed at meaningful behavior change and is often implemented as part of an educational or developmental program, rather than for entertainment purposes.

5. How is anxiety defined in children?

- A. As a state of happiness and contentment
- B. As normal feelings of fear in new situations
- C. As extreme agitation filled with tension and dread**
- D. As an inability to concentrate in class

Anxiety in children is often characterized as a state of extreme agitation that includes feelings of tension and dread. This definition captures the overwhelming feelings that can disrupt a child's daily functioning and emotional well-being. It is important to note that while some anxiety can be considered a normal response to stress or fear (such as feeling apprehensive in new situations), when it escalates to a level where it causes significant distress and interferes with a child's ability to engage in everyday activities, it becomes problematic and aligns with the description of extreme agitation. Other definitions, such as feelings of happiness or inability to concentrate, do not accurately describe anxiety. While feelings of fear in new situations might capture some aspects of anxiety, the more severe form described in the correct answer highlights the debilitating nature of anxiety that may require intervention or support. Understanding anxiety as a state filled with tension and dread helps educators and caregivers recognize when a child may need additional help in managing their feelings.

6. 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.

7. What is considered the least restrictive environment (LRE) for a student with muscular dystrophy and learning disabilities?

- A. A self-contained special education classroom
- B. A remote learning environment
- C. An inclusive general education classroom with push-in services**
- D. A general education classroom without any support

The least restrictive environment (LRE) is a concept within special education that emphasizes placing students with disabilities in settings that allow them to interact with their non-disabled peers to the greatest extent possible while still receiving the support they need to succeed academically and socially. In the case of a student with muscular dystrophy and learning disabilities, an inclusive general education classroom with push-in services represents the ideal LRE. This setting allows the student to participate fully in the general education curriculum alongside peers, benefiting from social interactions and engagement with various subject matters. The "push-in" services provide necessary special education support within the general classroom, helping the student remain integrated in a typical classroom environment while receiving individualized assistance. This approach fosters inclusion and encourages socialization while also addressing the specific educational needs of the student, crucial for their academic growth and social development. By receiving support in the general education setting, the student can experience a balanced educational experience that honors their right to access the curriculum in an inclusive manner.

8. 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.

9. Which age range is important for observing typical gross motor skills development?

- A. 0-3 months
- B. 3-12 months**
- C. 12-24 months
- D. 2-4 years

The age range of 3-12 months is critical for observing typical gross motor skills development because this is the period when infants begin to demonstrate significant physical milestones. During these months, babies develop key abilities such as rolling over, sitting up, crawling, and eventually pulling themselves up to stand. These milestones are foundational for later skills, including walking, running, and overall physical coordination. This stage is characterized by rapid physical growth and neurological development, which directly impact the ability to perform gross motor tasks. Observing these changes can help educators and caregivers identify typical patterns of development, allowing for early detection of any potential delays or concerns. Monitoring gross motor skills within this age range is essential for promoting active play, mobility, and independence, all of which are vital for healthy development. While the other age ranges also include important developments in gross motor skills, they do not represent the initial phases where foundational skills are established as clearly as the 3-12 months range does.

10. 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.

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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-specialeducation.examzify.com>

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

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