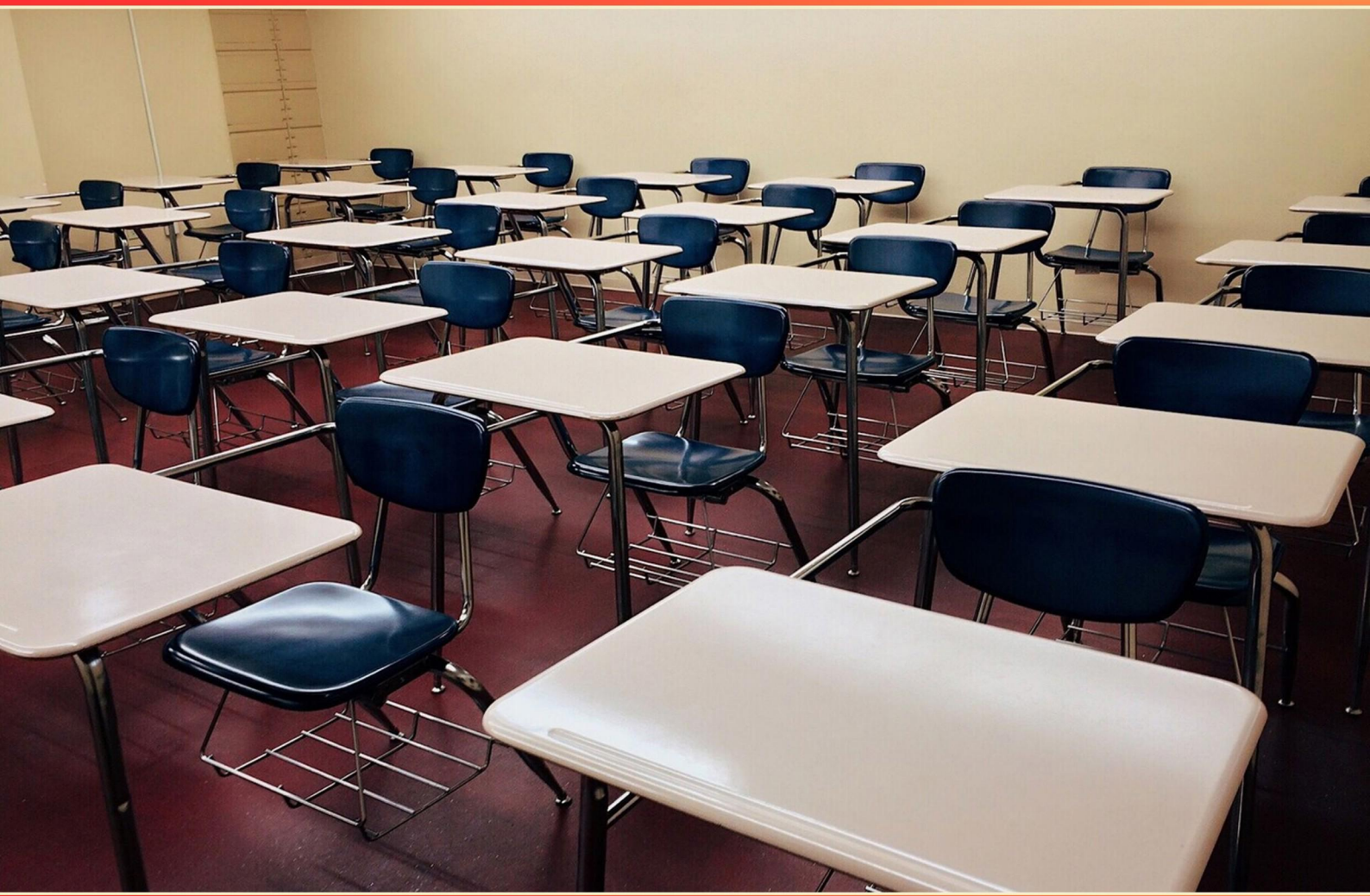
ILTS DIRECTOR OF SPECIAL EDUCATION (234) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE

https://ilts234.examzify.com

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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.

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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!

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Questions

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1. How should data be used to adjust IEP goals and services over time?

A. Do not change goals once set, regardless of data.

B. Change goals without data.

C. Use updated progress data to adjust goals and services as needed, ensure alignment with outcomes.

D. Remove services if progress is slow.

2. What is the purpose of a least restrictive environment log or placement decision documentation, and what should it include?

A. To justify the placement decision and show alignment with LRE; include data on student progress, supports provided, and rationale for placement choice.

B. To track attendance

C. To determine funding level for services

D. To record cafeteria menus

3. In procedural requirements, who must be involved in the assessment process?

A. School board

B. IEP Team

C. Parent's neighbor

D. The bus driver

4. Which is an example of negative punishment?

A. Giving a sticker for good performance

B. Taking away an assignment for good performance

C. A speeding ticket

D. Grounding a student, taking away video games for two weeks

5. What is the primary purpose of the resolution meeting after a due process request?

A. To resolve the dispute and possibly avoid a full due process hearing.

B. To schedule the hearing.

C. To appoint a mediator.

D. To issue a binding order.

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6. How many days prior to the hearing must evaluations and recommendations be disclosed?

A. 5 business days

B. 3 days

C. 10 days

D. 7 days

7. If a parent refuses consent for the initial services placement, which statement is true?

A. District cannot pursue mediation/due process

B. No FAPE violation

C. No need to convene an IEP meeting to develop an IEP

D. The district must provide services anyway

8. Which of the following is a procedural requirement for conducting assessments?

A. Consent

B. Parent participation

C. Assessment tools (variety, nondiscriminatory, administered in native language, etc)

D. Statewide assessments

9. Who can initiate a referral request to begin the evaluation process?

A. Transportation department

B. School cafeteria staff

C. Parent/guardian

D. School nurse only

10. When determining whether transportation should be listed as a related service in a student's IEP, which criterion should guide the district?

A. It must be necessary for the student to benefit from the IEP.

B. It is needed only if the family cannot transport the student.

C. It should be included if it reduces overall district costs.

D. It is required whenever a student has a disability, regardless of impact.

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Answers

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

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Explanations

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1. How should data be used to adjust IEP goals and services over time?

A. Do not change goals once set, regardless of data.

B. Change goals without data.

C. Use updated progress data to adjust goals and services as needed, ensure alignment with outcomes.

D. Remove services if progress is slow.

Data drives decisions about IEP goals and services. Regular progress monitoring provides concrete evidence of how a student is advancing toward annual goals and benefiting from the supports in place. When updated data show that the student is on track, the team can maintain or fine-tune goals and keep services aligned with the intended outcomes. If the data show limited or no progress, the team should adjust goals, instructional strategies, intensity or frequency of services, or supports to better meet the student's needs, and ensure any changes are reflected in the IEP and shared with families. This approach keeps the plan responsive, evidence-based, and focused on achieving meaningful outcomes for the student.

2. What is the purpose of a least restrictive environment log or placement decision documentation, and what should it include?

A. To justify the placement decision and show alignment with LRE; include data on student progress, supports provided, and rationale for placement choice.

B. To track attendance

C. To determine funding level for services

D. To record cafeteria menus

The core idea is that the least restrictive environment (LRE) log documents why a student's placement in a particular setting is chosen and how it supports the student's right to be educated with nondisabled peers to the greatest extent appropriate. The best documentation shows that the placement aligns with the IEP and includes concrete data on progress toward IEP goals, the supports and services provided (modifications, accommodations, assistive technology, personnel), and the rationale for why this setting best meets the student's needs. It should also outline how the setting will be monitored over time, how progress will be measured, and how information will be communicated to the family, ensuring the decision can be reviewed and adjusted as needed. Other tasks like tracking attendance, determining funding levels, or recording cafeteria menus do not pertain to the educational placement decision or the goal of ensuring access to the general curriculum in the least restrictive setting.

3. In procedural requirements, who must be involved in the assessment process?

A. School board

B. IEP Team

C. Parent's neighbor

D. The bus driver

The key idea is that evaluation decisions are made by the IEP Team. This team is the group that determines what assessments are needed, carries out or reviews those assessments, decides eligibility for special education, and develops the plan of services. It includes the parent or guardian, the general education and special education teachers, a school administrator, and other professionals involved with the child, and the student when appropriate. Because evaluating a child for services and deciding what supports are required must involve those who know the student and can plan the program, the IEP Team is the group that must be involved in the assessment process. The school board operates at a policy level rather than for individual evaluations, and transportation staff or a neighbor do not participate in the evaluation decisions.

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4. Which is an example of negative punishment?

A. Giving a sticker for good performance

B. Taking away an assignment for good performance

C. A speeding ticket

D. Grounding a student, taking away video games for two weeks

Negative punishment means removing something a student values to decrease an undesired behavior. Grounding a student and taking away video games for two weeks does just that—video games are a desirable activity, and removing access after misbehavior aims to reduce the likelihood of that behavior happening again. Other options illustrate other principles: giving a sticker for good performance is positive reinforcement (adding a reward to increase the good behavior); a speeding ticket is positive punishment (adding an aversive consequence to decrease the behavior); taking away an assignment for good performance doesn't fit the typical use of negative punishment, since it removes a task in a way that isn't directly tied to reducing a misbehavior by withdrawing a valued stimulus.

5. What is the primary purpose of the resolution meeting after a due process request?

A. To resolve the dispute and possibly avoid a full due process hearing.

B. To schedule the hearing.

C. To appoint a mediator.

D. To issue a binding order.

The main idea behind the resolution meeting is to give both sides a chance to talk through the issues raised in the due process request and try to reach a settlement that resolves those issues without moving to a full due process hearing. This meeting, required by IDEA, brings the parent and a district representative together to discuss possible resolutions within a short timeframe. If the parties reach an agreement, they sign a settlement and the hearing is dismissed; if not, the case proceeds to the due process hearing. The meeting isn't about scheduling the hearing, appointing a mediator, or issuing a binding order by itself—those outcomes occur only if a settlement is signed or if the hearing goes forward.

6. How many days prior to the hearing must evaluations and recommendations be disclosed?

A. 5 business days

B. 3 days

C. 10 days

D. 7 days

The main concept here is the timeline for sharing evaluations and recommendations before a hearing. Regulations require that these materials be disclosed to the parent at least five business days prior to the hearing, giving families enough time to review the data, discuss it with professionals, and prepare any questions or requests for additional testing. The use of business days means weekends and holidays don't count toward that window, so the exact date depends on the calendar but should always fall five workdays before the hearing. This protects the fairness of the process by ensuring both sides can prepare adequately. If the hearing is on a Wednesday, for example, the disclosures should be provided five business days earlier, counting only weekdays. Shorter timeframes wouldn't provide sufficient preparation time, while longer ones aren't the required standard.

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7. If a parent refuses consent for the initial services placement, which statement is true?

A. District cannot pursue mediation/due process

B. No FAPE violation

C. No need to convene an IEP meeting to develop an IEP

D. The district must provide services anyway

Parental consent is required before the district can conduct an initial evaluation or place a child in an initial IEP. When a parent withholds that consent, the district must pause and cannot begin the evaluation or provide initial services. Because no evaluation or placement is being pursued, there isn't a dispute over what services must be provided to resolve, so pursuing mediation or due process isn't appropriate at this point. Mediation is a voluntary process for resolving disagreements, and due process procedures apply to disputes about identification, evaluation, and provision of services—neither can move forward if the parent has refused consent for the initial steps. The district should document the refusal and can revisit consent later, but there is no obligation to convene an IEP meeting or issue services without consent. There isn't a FAPE claim until services are proposed and provided.

8. Which of the following is a procedural requirement for conducting assessments?

A. Consent

B. Parent participation

C. Assessment tools (variety, nondiscriminatory, administered in native language, etc)

D. Statewide assessments

Parental participation is required because the assessment process for special education is a collaborative decision with families. When parents are actively involved in planning what to assess, interpreting the results, and deciding on eligibility and services, the evaluation reflects the student's real-life functioning across home and school contexts. Their input helps ensure that the questions asked during testing are relevant, culturally and linguistically appropriate, and meaningful for planning supports. This ongoing involvement also supports transparency and trust, making the data gathered more accurate and useful for shaping an effective IEP. While obtaining consent and using appropriate, nondiscriminatory tools are important parts of how assessments are conducted, the emphasis on families being partners throughout the process is the key procedural requirement for conducting assessments. Statewide assessments are separate accountability measures and don't govern the individual evaluation procedures for special education.

9. Who can initiate a referral request to begin the evaluation process?

A. Transportation department

B. School cafeteria staff

C. Parent/guardian

D. School nurse only

A parent or guardian initiates the evaluation process because, under most special education frameworks, they have the right to request an initial evaluation for their child at no cost. This ensures parental involvement and consent is obtained before any assessments begin. While educators and other school staff can raise concerns and recommend an evaluation, the formal referral to start the process is grounded in the parent's right to initiate it. Departments like transportation or cafeteria staff aren't typically involved in identifying or initiating assessments, and while a school nurse may voice concerns, the key point is that the parent/guardian has the recognized authority to start the evaluation.

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10. When determining whether transportation should be listed as a related service in a student's IEP, which criterion should guide the district?

A. It must be necessary for the student to benefit from the IEP.

B. It is needed only if the family cannot transport the student.

C. It should be included if it reduces overall district costs.

D. It is required whenever a student has a disability, regardless of impact.

Transportation is included as a related service only when it is necessary for the student to benefit from the IEP. In the IEP process, the team looks at whether the student can access and participate in special education services with the support of transportation. If without transportation the student cannot meaningfully participate or benefit from the services, then transportation should be listed and provided. It isn't determined by whether the family can transport the student, whether it would save district costs, or simply because the student has a disability. The decision hinges on the student's ability to access and benefit from the IEP with the transportation support in place.

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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://ilts234.examzify.com

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

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