

# ILTS Director of Special Education (234) 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 a manifestation determination review, how is the process described when a student with a disability is disciplined for behavior that violates school rules?**
  - A. The MDT would be completed within 10 school days to determine if the behavior is linked to the disability.**
  - B. The discipline proceeds without MDT review.**
  - C. The MDT is not required for discipline decisions.**
  - D. If linked, address through IEP behavioral supports; if not, discipline proceeds with protections.**
  
- 2. In complaint investigations, what records should be preserved and confidentiality maintained?**
  - A. Only verbal notes.**
  - B. All records including data, interview notes, and documentation; maintain confidentiality.**
  - C. No records are preserved.**
  - D. Only attendance records.**
  
- 3. The resolution meeting must occur within how many days after receiving the due process request?**
  - A. Within 10 days**
  - B. Within 20 days**
  - C. Within 30 days**
  - D. Within 15 days**
  
- 4. Who should have access to a well-designed SPED data dashboard?**
  - A. Administrators and staff**
  - B. General public**
  - C. Only parents**
  - D. Only students**
  
- 5. Substantive requirements refer to which aspect of assessment?**
  - A. The content of the assessment and its linkage to intervention**
  - B. The process of obtaining parental consent**
  - C. The qualifications of the assessor**
  - D. The scheduling of assessments**

- 6. In disciplinary actions for students with disabilities, what determination must be made?**
- A. The student's favorite subject.**
  - B. Whether the behavior was a manifestation of the disability.**
  - C. Whether parent consent was obtained.**
  - D. Whether the student is eligible for VR.**
- 7. What does the Present Levels of Performance include?**
- A. A weather forecast for the month**
  - B. The student's present levels of performance and progress related to disability**
  - C. The school budget for the year**
  - D. The IEP team meeting schedule**
- 8. Which statement best describes prereferral interventions?**
- A. They are only applied after considering placement in special education.**
  - B. They involve external agencies to diagnose.**
  - C. They require parental consent for any action.**
  - D. Prereferral interventions are used in the general education classroom to attempt to ameliorate the problem prior to special education.**
- 9. What best describes the difference between an annual goal and benchmarks in an IEP?**
- A. Annual goals are long-range, multi-year targets; benchmarks are the same as the annual goal.**
  - B. Annual goal is the intended outcome for a year; benchmarks/short-term objectives are incremental steps measuring progress toward that annual goal.**
  - C. Annual goal is only for compliance reporting; benchmarks replace the annual goal.**
  - D. Benchmarks are optional and do not relate to the annual goal.**

**10. In the referral process, where does a formal referral request go?**

- A. Board of Education meeting**
- B. MDT (multidisciplinary team)**
- C. Parent-teacher conference**
- D. School nurse station**

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## Answers

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

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## **Explanations**

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- 1. In a manifestation determination review, how is the process described when a student with a disability is disciplined for behavior that violates school rules?**
  - A. The MDT would be completed within 10 school days to determine if the behavior is linked to the disability.**
  - B. The discipline proceeds without MDT review.**
  - C. The MDT is not required for discipline decisions.**
  - D. If linked, address through IEP behavioral supports; if not, discipline proceeds with protections.**

The key idea is deciding whether the discipline problem is a manifestation of the student's disability or a result of not implementing the IEP. If the behavior is linked to the disability, the IEP team must respond by addressing it through the student's IEP with behavioral supports—typically adding or adjusting a Behavioral Intervention Plan and related services so the student can receive appropriate instruction and supports while addressing the behavior. If the behavior is not linked to the disability, the student can be disciplined using the same procedures as students without disabilities, but the school must still provide any required services and protections under IDEA to ensure continued access to FAPE and due process.

- 2. In complaint investigations, what records should be preserved and confidentiality maintained?**
  - A. Only verbal notes.**
  - B. All records including data, interview notes, and documentation; maintain confidentiality.**
  - C. No records are preserved.**
  - D. Only attendance records.**

In complaint investigations, you preserve a complete record of everything related to the case and you protect who can see that information. Keeping all records—data collected, interview notes, documents, emails, decisions, timelines, and action steps—creates a full, auditable trail. This helps ensure due process, allows for thorough review, and makes the investigation defensible if it's ever questioned. Confidentiality means restricting access to those who need to know for the investigation and protecting sensitive information about students, families, and staff. Store records securely, control who can view them, and use de-identified reporting when sharing information. Follow applicable laws and retention rules to keep the information private and properly organized. Verifying only verbal notes or just attendance records would miss critical details and undermine the fairness and completeness of the process. Keeping no records at all is not acceptable and would undermine accountability and legal compliance.

**3. The resolution meeting must occur within how many days after receiving the due process request?**

- A. Within 10 days**
- B. Within 20 days**
- C. Within 30 days**
- D. Within 15 days**

When a due process complaint is filed, the school and the parent are expected to hold a resolution meeting promptly to discuss issues and see if they can resolve them without a formal hearing. This meeting must be scheduled within 15 days of receiving the complaint. The 15-day timeline helps prompt discussion while keeping the process moving toward a hearing if no agreement is reached. The meeting can be waived in writing by both parties or they can choose mediation to resolve the dispute, but the default requirement is within 15 days.

**4. Who should have access to a well-designed SPED data dashboard?**

- A. Administrators and staff**
- B. General public**
- C. Only parents**
- D. Only students**

Access to a SPED data dashboard should be role-based so the people who use it can support students while protecting privacy. Administrators and SPED staff need access to the dashboard to monitor district-wide compliance, track progress toward IEP goals, coordinate services, and allocate resources effectively. This level of access enables data-driven decision making across schools and programs. General public access would violate student privacy and undermine confidential information. Limiting access to only parents would prevent school teams from seeing broader trends and needs across the district, hindering system-wide planning, though secure, parent-specific views can be provided for individual students. Only students would not provide the necessary administrative and instructional oversight the dashboard is designed to support.

**5. Substantive requirements refer to which aspect of assessment?**

- A. The content of the assessment and its linkage to intervention**
- B. The process of obtaining parental consent**
- C. The qualifications of the assessor**
- D. The scheduling of assessments**

Substantive requirements focus on the content of what is assessed and how the results are used to guide intervention. They ensure the evaluation covers the relevant areas and that the data link directly to decisions about eligibility and the specific supports or IEP goals the student needs. In other words, the measures chosen must be appropriate for the suspected disability, comprehensive enough to inform a plan, and the interpretation of results should translate into concrete recommendations for services. The other elements—parental consent, who conducts the assessment, and when scheduling occurs—are procedural aspects, dealing with process and logistics rather than what is being measured or how it informs intervention.

**6. In disciplinary actions for students with disabilities, what determination must be made?**

- A. The student's favorite subject.**
- B. Whether the behavior was a manifestation of the disability.**
- C. Whether parent consent was obtained.**
- D. Whether the student is eligible for VR.**

The key idea is that disciplinary actions for students with disabilities hinge on a manifestation determination. This decision asks whether the misbehavior that led to discipline is tied to the student's disability (a manifestation) or not related to the disability (not a manifestation). If the behavior is a manifestation, the IEP team must address it within the special education framework—typically by reviewing or conducting a functional behavioral assessment and implementing or revising a behavioral intervention plan, and ensuring the student continues to receive appropriate services in their current placement. In practice, this means the school can't rely solely on punitive removal; instead, it must adjust supports and the IEP to address the behavior. If the behavior is not a manifestation, the school can apply disciplinary actions in the same way as for students without disabilities, using the standard school conduct procedures. This distinction ensures that disability-related needs are addressed when appropriate, while allowing traditional discipline to proceed when the behavior is not connected to the disability.

**7. What does the Present Levels of Performance include?**

- A. A weather forecast for the month**
- B. The student's present levels of performance and progress related to disability**
- C. The school budget for the year**
- D. The IEP team meeting schedule**

The Present Levels of Performance describe where the student currently stands both academically and functionally, and how the disability affects involvement and progress in general education and toward annual goals. It brings together data from assessments, work samples, observations, and input from teachers and families to show strengths and areas needing support. This snapshot establishes baseline performance and how progress will be measured, and it also notes the supports, accommodations, and services needed to help the student move forward. The correct idea here is that Present Levels specifically address current performance and progress related to the disability. The other options don't fit: a weather forecast isn't related to learning or performance, the school budget concerns resources rather than the student's abilities, and the IEP meeting schedule covers logistics, not the student's current performance or progress.

## 8. Which statement best describes prereferral interventions?

- A. They are only applied after considering placement in special education.
- B. They involve external agencies to diagnose.
- C. They require parental consent for any action.
- D. Prereferral interventions are used in the general education classroom to attempt to ameliorate the problem prior to special education.**

Prereferral interventions are supports implemented within the general education setting to address a student's learning or behavioral difficulties before a formal referral for special education is made. The goal is to improve instruction and outcomes through targeted, data-driven strategies and to see whether the student responds to well-supported general education interventions. This MTSS/RTI-style approach involves ongoing progress monitoring and decision points: if the student shows adequate progress, no special education referral is pursued; if not, the team may move toward formal evaluation. Examples of prereferral actions include small-group tutoring, differentiated instruction, targeted accommodations or modifications, behavior support plans, and regular progress checks. Because these supports occur in general education, they are designed to be implemented before any determination about special education eligibility, though parents are involved and must consent if a formal evaluation for special education is pursued.

## 9. What best describes the difference between an annual goal and benchmarks in an IEP?

- A. Annual goals are long-range, multi-year targets; benchmarks are the same as the annual goal.
- B. Annual goal is the intended outcome for a year; benchmarks/short-term objectives are incremental steps measuring progress toward that annual goal.**
- C. Annual goal is only for compliance reporting; benchmarks replace the annual goal.
- D. Benchmarks are optional and do not relate to the annual goal.

The main idea here is how progress toward a student's year-long outcomes is measured. An annual goal describes the specific result the student should achieve by the end of the IEP year, stated in a way that is measurable and time-bound. Benchmarks, or short-term objectives, are the smaller, incremental steps that show progress toward reaching that annual goal. They provide concrete checkpoints—often quarterly or more frequently—that data can be collected on to determine whether instruction is on track, needs adjustment, or should be intensified. For example, if the annual goal targets reading comprehension by year-end, benchmarks would outline smaller targets along the way, like improving decoding skills or answering questions about shorter passages with increasing accuracy at set intervals. These benchmarks are integral to monitoring progress and informing instructional decisions; they aren't independent goals or simply for compliance, and they aren't the same thing as the annual goal.

**10. In the referral process, where does a formal referral request go?**

- A. Board of Education meeting**
- B. MDT (multidisciplinary team)**
- C. Parent-teacher conference**
- D. School nurse station**

When concerns about a student's need for special education arise, the formal referral for evaluation is directed to the multidisciplinary team. This team, made up of professionals from multiple disciplines, reviews concerns, determines whether an evaluation is warranted, and oversees the data collection to decide eligibility and needed services. The Board of Education meeting handles district-wide policy decisions, not individual referrals; a parent-teacher conference is for progress discussion and planning, not initiating formal assessments; the school nurse station handles health issues, not eligibility evaluations. So the referral goes to the multidisciplinary team because they have the expertise and authority to coordinate the evaluation.

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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](mailto: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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