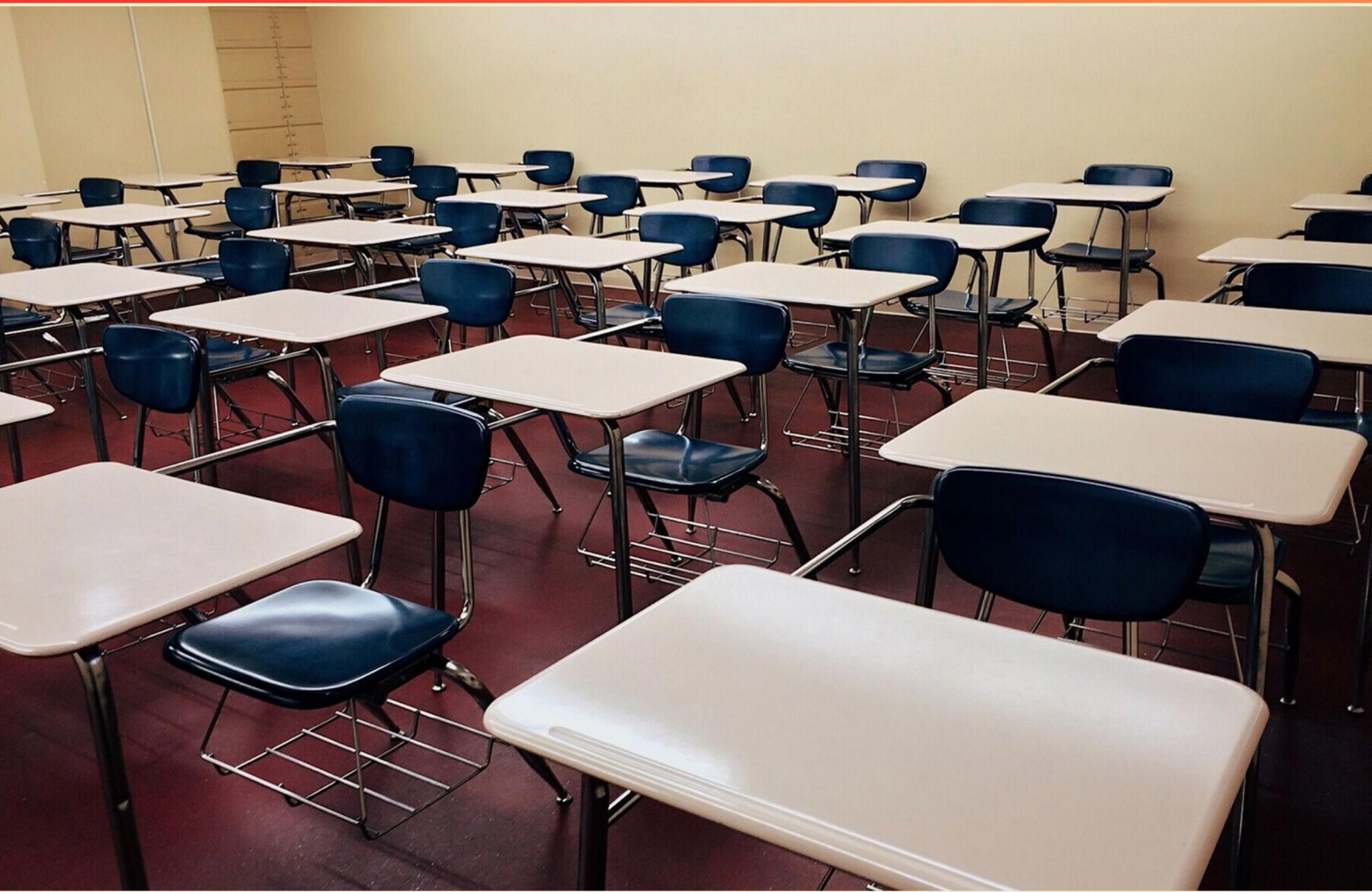


ILTS DIRECTOR OF SPECIAL EDUCATION (234) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	9
Explanations	11
Next Steps	16

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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. What is the significance of time-sliced service delivery and how does it affect scheduling in a district's SPED program?**
 - A. Time-sliced services allocate small service blocks in a way that can disrupt core instruction.
 - B. Time-sliced services ensure that direct special ed services are delivered without displacing core instruction; schedule must reflect service minutes and avoid accumulation of missed time.
 - C. Time-sliced services are optional and have no impact on scheduling decisions.
 - D. Time-sliced services always replace core instruction.
- 2. Which two federal laws most directly govern how districts evaluate and serve students with disabilities, and how do they interact with Illinois regulations?**
 - A. ADA and IDEA
 - B. NCLB and IDEA
 - C. FERPA and IDEA
 - D. IDEA and Section 504 of the Rehabilitation Act
- 3. Under the stay put provision, placement changes can occur only with what?**
 - A. The principal's approval
 - B. The teacher's discretion
 - C. The school board's approval
 - D. The parent's agreement
- 4. What is the purpose of LRE?**
 - A. Children with disabilities should be educated alongside their non-disabled peers to the maximum extent appropriate—in academics, specials, extracurricular activities, and more.
 - B. They should be isolated in separate classrooms at all times.
 - C. They should be educated exclusively in self-contained settings.
 - D. They should be provided with homebound instruction.

- 5. According to the provided information, at what age do most states require transition statements to be included in the IEP?**
- A. 14
 - B. 16
 - C. 12
 - D. 18
- 6. Which statement best describes Section 504 of the Rehabilitation Act in schools?**
- A. Prohibits discrimination and requires accommodations for eligible students.
 - B. Applies only to colleges.
 - C. Guarantees FAPE in the same manner as IDEA.
 - D. Requires identical services for all.
- 7. What condition allows the district's attorney to attend a resolution meeting?**
- A. The parent has an attorney at the meeting.
 - B. The district's attorney attends by default.
 - C. The attorney must be appointed by the SEA.
 - D. The attorney can attend only if the parent has an attorney at the meeting.
- 8. Which of the following is NOT a time when parents must be notified of their rights?**
- A. At least once annually
 - B. Upon initial referral or parent request for evaluation
 - C. Upon receipt of state complaint or due process complaint
 - D. Recommendation of a disciplinary change of placement
- 9. Which statement describes RTI?**
- A. RTI is an standalone model not connected to MTSS.
 - B. RTI replaces special education eligibility determinations.
 - C. RTI is an early intervention strategy that uses a multi-tiered approach and is part of MTSS.
 - D. RTI focuses only on behavior, not academics.

10. Which of the following is NOT typically considered an indicator of effective transition planning for older students?

- A. Enroll in college or trade programs
- B. Secure employment after high school
- C. Obtain necessary supports
- D. Improvement in general cognitive test scores

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Answers

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

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Explanations

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1. What is the significance of time-sliced service delivery and how does it affect scheduling in a district's SPED program?

- A. Time-sliced services allocate small service blocks in a way that can disrupt core instruction.
- B. Time-sliced services ensure that direct special ed services are delivered without displacing core instruction; schedule must reflect service minutes and avoid accumulation of missed time.**
- C. Time-sliced services are optional and have no impact on scheduling decisions.
- D. Time-sliced services always replace core instruction.

Time-sliced service delivery means providing direct special education services in shorter blocks spread across the day so students can stay in or quickly return to general education. The significance is that these services are arranged so they don't pull students out of core instruction, yet the required SPED minutes are still met. Because of this, the schedule must explicitly reflect the service minutes and actively prevent missed time from accumulating, ensuring the student receives the full amount of services without letting that time slip away. This approach supports inclusion and keeps the instructional day coherent. It isn't optional and it does affect scheduling. It doesn't replace core instruction; rather, it complements it by delivering supports in a way that minimizes disruption.

2. Which two federal laws most directly govern how districts evaluate and serve students with disabilities, and how do they interact with Illinois regulations?

- A. ADA and IDEA
- B. NCLB and IDEA
- C. FERPA and IDEA
- D. IDEA and Section 504 of the Rehabilitation Act**

The key idea is that evaluating and serving students with disabilities in public schools is guided most directly by IDEA and Section 504. IDEA lays out the specific procedures for deciding eligibility, conducting evaluations, and creating an individualized education program (IEP) that provides specialized instruction and services. Section 504 prevents discrimination against students with disabilities and requires an appropriate, equally effective education through accommodations and supports, even for students who don't qualify for an IEP. In Illinois, state regulations are designed to implement both frameworks, so districts follow IDEA's evaluation and IEP requirements for eligible students and provide 504 plans and accommodations for those protected under Section 504. The two laws work in tandem: IDEA ensures specialized instruction and measurable services for those who qualify, while Section 504 ensures access and non-discrimination for all students with disabilities, with state rules harmonizing the federal requirements into district practice.

3. Under the stay put provision, placement changes can occur only with what?

- A. The principal's approval
- B. The teacher's discretion
- C. The school board's approval
- D. The parent's agreement**

Stay put means the student stays in the current educational placement while disputes about services or placement are resolved. A change in placement under this rule can occur only if the parents agree to it, or if a due process decision orders a change. This safeguard keeps the student from being moved before parents or the proceeding agree on a new placement. The other options—approval by a principal, a teacher, or the school board—do not trigger a stay-put change on their own.

4. What is the purpose of LRE?

- A. Children with disabilities should be educated alongside their non-disabled peers to the maximum extent appropriate—in academics, specials, extracurricular activities, and more.**
- B. They should be isolated in separate classrooms at all times.
- C. They should be educated exclusively in self-contained settings.
- D. They should be provided with homebound instruction.

Least Restrictive Environment means educating students with disabilities in general education settings with non-disabled peers to the greatest extent appropriate, and providing the supports and services that make that participation possible. The idea is to give access to the general education curriculum and social interaction with typical peers, while using accommodations, assistive technology, and other supports as needed to help the student succeed. Placement should be individualized: stay in the general classroom if the student can participate and benefit with supports; move to more restrictive settings only if a less restrictive option cannot meet their needs, even with supports. The other options describe more isolating or separate environments that are considered more restrictive and used only when necessary. This aligns with the goal of inclusion and access to the full school experience.

5. According to the provided information, at what age do most states require transition statements to be included in the IEP?

- A. 14**
- B. 16
- C. 12
- D. 18

Transition planning in an IEP is done to prepare a student for life after high school by identifying postsecondary goals and the services needed to reach them. While federal law requires that transition services be addressed no later than age 16 (and earlier if appropriate), many states implement the practice of including a transition statement by age 14 to start planning earlier. This earlier milestone ensures there is ample time to align coursework, experiences, and supports with the student's postsecondary goals before reaching the 16-year mark. Therefore, 14 is the age reflected by this state practice. Ages like 12 are generally considered too early for formal transition planning, 16 is the federal trigger rather than the state-by-state standard, and 18 comes after high school exit, not the point at which transition planning is typically required.

6. Which statement best describes Section 504 of the Rehabilitation Act in schools?

- A. Prohibits discrimination and requires accommodations for eligible students.
- B. Applies only to colleges.**
- C. Guarantees FAPE in the same manner as IDEA.
- D. Requires identical services for all.

Section 504 is about preventing discrimination against students with disabilities and ensuring they have access to education through reasonable accommodations. The statement that best fits this is that Section 504 prohibits discrimination and requires accommodations for eligible students. It applies to any program or activity that receives federal funds, which includes elementary and secondary schools as well as colleges, so it's not limited to higher education. It does not guarantee a Free Appropriate Public Education—that promise comes from IDEA—and it doesn't require identical services for everyone; instead, it calls for individualized accommodations that remove barriers and enable participation in the general education setting.

7. What condition allows the district's attorney to attend a resolution meeting?

- A. The parent has an attorney at the meeting.**
- B. The district's attorney attends by default.
- C. The attorney must be appointed by the SEA.
- D. The attorney can attend only if the parent has an attorney at the meeting.

In a resolution meeting, who sits at the table with legal counsel is tied to whether the parent has an attorney. The district's attorney may attend only when the parent is represented by counsel at the meeting. This setup helps ensure both sides can negotiate on equal footing and understand the legal implications of any proposed resolution. So, the key idea is that the district's attorney attendance is conditional on the parent bringing an attorney to the meeting. If the parent does not have counsel, the district would not typically have its attorney present. The other options aren't correct because they describe attendance as automatic, or introduce requirements that aren't part of the process.

8. Which of the following is NOT a time when parents must be notified of their rights?

- A. At least once annually
- B. Upon initial referral or parent request for evaluation
- C. Upon receipt of state complaint or due process complaint
- D. Recommendation of a disciplinary change of placement**

Understanding when parents must receive procedural safeguards helps ensure families know their rights at the right moments in the IEP process. The school district must provide these rights at least once every school year, when a child is first referred for an evaluation or when a parent requests an evaluation, and when the district or the parent files a state complaint or due process complaint. These moments are designed to keep families informed as decisions about identification, evaluation, placement, or services are considered. The option about a disciplinary change of placement is tricky. A formal change of placement due to disciplinary reasons triggers the right-to-notice requirement because it changes the child's status and the IEP framework. However, merely a recommendation to change placement does not itself constitute an actual change in placement or an action that initiates the safeguards process. Therefore, giving rights notices isn't required at the moment of a mere recommendation, making that option the one that is not consistently a required trigger.

9. Which statement describes RTI?

- A. RTI is an standalone model not connected to MTSS.
- B. RTI replaces special education eligibility determinations.
- C. RTI is an early intervention strategy that uses a multi-tiered approach and is part of MTSS.**
- D. RTI focuses only on behavior, not academics.

RTI is a preventive, data-driven framework that aims to help students succeed by catching learning struggles early and providing targeted supports. It uses a multi-tiered system of supports within MTSS, starting with universal, high-quality instruction for all students and escalating to more intensive, targeted interventions as needed. Universal screening identifies those at risk, and progress monitoring shows how each student responds to instruction, guiding decisions about moving up or down tiers. This approach is integrated into MTSS to coordinate academics and behavior supports across the whole system, rather than existing as a separate model. It does not replace eligibility determinations; instead, RTI data can inform whether a comprehensive evaluation is warranted.

10. Which of the following is NOT typically considered an indicator of effective transition planning for older students?

- A. Enroll in college or trade programs
- B. Secure employment after high school
- C. Obtain necessary supports
- D. Improvement in general cognitive test scores**

The main idea here is what outcomes show that transition planning for older students is working. Effective transition planning focuses on practical, real-world results that move students toward postschool goals. Enrolling in college or a trade program demonstrates that the plan is guiding the student toward continued education or training. Securing employment after high school shows the plan is helping the student make a meaningful move into work. Obtaining necessary supports reflects that barriers are being addressed so those goals can be reached. Improvement in general cognitive test scores, while potentially interesting for assessment, does not by itself indicate that transition planning is succeeding in helping the student reach postsecondary goals or access needed supports. So that option is not typically considered an indicator of effective transition planning.

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:

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

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