

ILTS LEARNING BEHAVIOR SPECIALIST I (TEST 290) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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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. Which of the following best describes the role of an educator in a child's behavioral development?**
 - A. To impose strict discipline at all times
 - B. To facilitate an environment that encourages positive learning behaviors
 - C. To monitor students without interaction
 - D. To focus solely on academic achievements
- 2. Students diagnosed with attention-deficit/hyperactivity disorder (ADHD) commonly receive special education services for which comorbid condition?**
 - A. Emotional disturbance
 - B. Autism spectrum disorder
 - C. A specific learning disability
 - D. Speech or language impairment
- 3. Which strategy is essential when applying positive behavioral interventions?**
 - A. Providing unpredictable consequences
 - B. Enforcing rigid rules without exception
 - C. Focusing on rewards for desirable behaviors
 - D. Maintaining a social hierarchy
- 4. What type of assessment information is crucial for a student transitioning from high school to a supported vocational program?**
 - A. An inventory of the student's employability skills
 - B. Results of statewide assessments
 - C. Feedback from past teachers
 - D. The student's GPA
- 5. Why is it vital for students with disabilities to participate in IEP meetings?**
 - A. To fulfill a legal requirement
 - B. To empower them in self-advocacy
 - C. To memorize their goals and objectives
 - D. To minimize parental involvement

- 6. Which journal is published by the Council for Exceptional Children?**
- A. Exceptional Learner Journal
 - B. Teaching Exceptional Children
 - C. Journal of Special Education Research
 - D. Special Ed Insights
- 7. Which strategy is recommended for teaching students with behavior challenges?**
- A. Implementing a strict discipline approach
 - B. Encouraging positive reinforcement and consistent expectations
 - C. Ignoring the behavior to avoid disruption
 - D. Only addressing issues when they escalate
- 8. What type of social media group would likely support families needing ongoing services for their children after high school?**
- A. This group is for parents and caregivers of individuals who use developmental disability services
 - B. This group focuses on general parenting tips regardless of disability
 - C. This group is dedicated to home-school collaboration
 - D. This group includes all parents in the community
- 9. How can positive peer influence affect student behavior?**
- A. It has no significant effect on behavior
 - B. It can inhibit pro-social behavior
 - C. It encourages pro-social behavior
 - D. It replaces the need for teacher intervention
- 10. What is a common myth about students with disabilities?**
- A. They cannot learn or succeed academically
 - B. They require no modifications in the classroom
 - C. They perform better in sports
 - D. They do not require any support

Answers

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

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Explanations

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1. Which of the following best describes the role of an educator in a child's behavioral development?

- A. To impose strict discipline at all times
- B. To facilitate an environment that encourages positive learning behaviors**
- C. To monitor students without interaction
- D. To focus solely on academic achievements

The role of an educator in a child's behavioral development is best characterized by facilitating an environment that encourages positive learning behaviors. This approach emphasizes the importance of creating a supportive and nurturing atmosphere where students feel safe, engaged, and motivated to learn. Educators play a crucial role in modeling appropriate behaviors, setting expectations, and providing guidance that promotes social and emotional development alongside academic growth. Enabling positive learning behaviors involves implementing strategies that foster a sense of belonging, encourage collaboration, and promote self-regulation among students. Educators can achieve this through positive reinforcement, building strong relationships with students, and adapting their teaching methods to meet individual needs. By focusing on the overall development of the child, educators help them develop essential skills such as communication, empathy, and problem-solving, which are key components of successful behavioral development.

2. Students diagnosed with attention-deficit/hyperactivity disorder (ADHD) commonly receive special education services for which comorbid condition?

- A. Emotional disturbance
- B. Autism spectrum disorder
- C. A specific learning disability**
- D. Speech or language impairment

Students diagnosed with attention-deficit/hyperactivity disorder (ADHD) often experience challenges that can affect their academic performance and social interactions, leading to the potential identification of a specific learning disability in addition to ADHD. It is not uncommon for students with ADHD to struggle with processing information, organizing thoughts, or maintaining focus on tasks that require sustained cognitive effort, which can manifest as difficulties in reading, writing, or mathematics. When evaluating students with ADHD, educators and psychologists may find that these academic challenges are significant enough to warrant special education services classified under specific learning disabilities. Identifying these disabilities ensures that the student receives appropriate interventions tailored to their unique learning profile. While students with ADHD may also experience emotional disturbances or other comorbid conditions, specific learning disabilities are particularly prevalent in this population, making it a common focus for special education services.

3. Which strategy is essential when applying positive behavioral interventions?

- A. Providing unpredictable consequences
- B. Enforcing rigid rules without exception
- C. Focusing on rewards for desirable behaviors**
- D. Maintaining a social hierarchy

Focusing on rewards for desirable behaviors is a cornerstone of positive behavioral interventions. This strategy emphasizes reinforcing positive actions rather than merely punishing negative behaviors. By highlighting and rewarding appropriate behaviors, educators can create an encouraging environment that motivates students to repeat those actions. This approach promotes not only behavioral change but also enhances students' self-esteem and encourages a more positive classroom atmosphere. Moreover, the use of rewards helps in building a strong teacher-student relationship based on trust and respect, as students feel acknowledged for their efforts. This strategy aligns with the principles of positive reinforcement, which suggest that behavior that is rewarded is more likely to be repeated. Thus, focusing on the positive aspects of behavior is crucial for fostering long-term behavioral improvements and a supportive learning environment.

4. What type of assessment information is crucial for a student transitioning from high school to a supported vocational program?

- A. An inventory of the student's employability skills**
- B. Results of statewide assessments
- C. Feedback from past teachers
- D. The student's GPA

An inventory of the student's employability skills is crucial for a student transitioning from high school to a supported vocational program because it provides specific insights into the student's readiness for the workforce. Employability skills go beyond academic performance and include competencies such as communication, teamwork, problem-solving, and reliability, which are essential for success in a vocational setting. This type of assessment helps educators and vocational counselors identify the student's strengths and areas for development, allowing for tailored support that aligns with the demands of the workplace. While the results of statewide assessments, feedback from past teachers, and the student's GPA are valuable pieces of information, they do not focus specifically on the skills that are directly applicable to vocational settings. Statewide assessments primarily measure academic achievement, feedback from teachers might not comprehensively capture work-related skills, and GPA reflects overall academic performance rather than readiness for vocational tasks. Therefore, understanding and developing employability skills is the most relevant factor in facilitating a smooth transition into a supported vocational program.

5. Why is it vital for students with disabilities to participate in IEP meetings?

- A. To fulfill a legal requirement
- B. To empower them in self-advocacy**
- C. To memorize their goals and objectives
- D. To minimize parental involvement

Participating in Individualized Education Program (IEP) meetings is crucial for students with disabilities as it significantly empowers them in self-advocacy. Engaging in these discussions allows students to articulate their own needs, preferences, and goals, enhancing their understanding of the educational process that directly affects their lives. By being part of the IEP meetings, they learn how to express their thoughts and desires regarding their education, which fosters independence and confidence in their ability to advocate for themselves in both academic settings and beyond. This involvement also ensures that the educational strategies and accommodations outlined in their IEP genuinely reflect their personal objectives and aspirations. As they become active participants in decision-making, they are not only informed about their rights and responsibilities but also gain valuable skills that will benefit them in the future. In comparison, the other options do not encompass the holistic benefits of student involvement in IEP meetings. While fulfilling a legal requirement is a technical aspect of IEP meetings, it does not capture the deeper significance of student involvement. Memorizing goals might be a task assigned to students, but it lacks the proactive engagement necessary for self-advocacy. Minimizing parental involvement is contrary to the collaborative spirit of IEP meetings, which should include both students and parents

6. Which journal is published by the Council for Exceptional Children?

- A. Exceptional Learner Journal
- B. Teaching Exceptional Children**
- C. Journal of Special Education Research
- D. Special Ed Insights

The correct response indicates that "Teaching Exceptional Children" is the journal published by the Council for Exceptional Children (CEC). This journal addresses various aspects of teaching and learning for students with exceptionalities, providing educators with research-based strategies, practical classroom applications, and insights into current practices in the field. This journal aims to bridge the gap between research and practice, making it a crucial resource for educators working with children with disabilities and other special needs. It focuses on various topics, including instructional strategies, policies surrounding special education, and techniques for supporting diverse learners. The publication serves to enhance the professional development of educators and ensure that they remain informed about the latest trends and advancements in special education. Understanding this distinction helps emphasize the role that specific journals play in advancing knowledge and practices within special education, which is vital for professionals in the field.

7. Which strategy is recommended for teaching students with behavior challenges?

- A. Implementing a strict discipline approach
- B. Encouraging positive reinforcement and consistent expectations**
- C. Ignoring the behavior to avoid disruption
- D. Only addressing issues when they escalate

Encouraging positive reinforcement and consistent expectations is an effective strategy for teaching students with behavior challenges because it focuses on promoting desired behaviors rather than merely responding to misbehavior. Positive reinforcement involves recognizing and rewarding appropriate behaviors, which can motivate students to repeat those behaviors and foster a more positive classroom environment. When students understand what is expected of them and receive positive feedback, they are more likely to engage and participate constructively. Consistent expectations help create a stable framework within which students can operate. This clarity reduces uncertainty and anxiety, enabling students to feel secure in knowing what is anticipated of them. When combined with positive reinforcement, students are less likely to exhibit challenging behaviors as they become more invested in meeting expectations. This approach contrasts with other strategies, such as a strict discipline model, which may create a punitive environment that does not encourage student development or learning. Ignoring behavior might lead to escalation, as students may feel that their actions go unnoticed or unaddressed. Lastly, only addressing issues when they escalate fails to prevent problems from developing in the first place, missing opportunities for proactive behavior management.

8. What type of social media group would likely support families needing ongoing services for their children after high school?

- A. This group is for parents and caregivers of individuals who use developmental disability services**
- B. This group focuses on general parenting tips regardless of disability
- C. This group is dedicated to home-school collaboration
- D. This group includes all parents in the community

The most suitable answer is the group for parents and caregivers of individuals who use developmental disability services. This specific focus indicates that the members are likely to have similar experiences and challenges regarding ongoing support and services for their children after high school. Families facing situations related to developmental disabilities often require tailored resources, information on navigating post-secondary services, and connections with others who understand these specific needs. In contrast, the other options do not align as closely with the ongoing service needs of families after high school. The group focusing on general parenting tips may provide useful information, but it lacks the specialized focus on developmental disabilities, which is critical for families seeking long-term support. The home-school collaboration group focuses on the relationship between educational institutions and families, primarily during the school years, which may not address the specific challenges of transitioning to life after high school. Lastly, a group that includes all parents in the community would be too broad and less likely to provide the focused support necessary for those with children requiring ongoing services related to developmental disabilities.

9. How can positive peer influence affect student behavior?

- A. It has no significant effect on behavior
- B. It can inhibit pro-social behavior
- C. It encourages pro-social behavior**
- D. It replaces the need for teacher intervention

Positive peer influence can significantly affect student behavior by encouraging pro-social behaviors. When students interact with peers who demonstrate supportive, cooperative, and empathetic behaviors, they are more likely to adopt similar behaviors themselves. This can manifest as increased cooperation in group activities, greater willingness to help others, and a more positive attitude toward school and learning overall. Research in educational psychology indicates that peer relationships are a crucial factor in a student's social development and academic achievement. Positive peer models can provide motivation to engage in positive behaviors, foster a sense of belonging, and enhance self-esteem. This supportive environment not only promotes individual growth but also strengthens the classroom community. The other options do not capture the full impact of positive peer influence. Claiming it has no significant effect overlooks the powerful role that peers play in shaping behavior. Suggesting it inhibits pro-social behavior contradicts the premise of positive influence, and stating it replaces the need for teacher intervention undermines the structured support that educators also provide. Instead, positive relationships among peers should be viewed as complementing teacher-led guidance in fostering a supportive learning environment.

10. What is a common myth about students with disabilities?

- A. They cannot learn or succeed academically**
- B. They require no modifications in the classroom
- C. They perform better in sports
- D. They do not require any support

The belief that students with disabilities cannot learn or succeed academically is a prevalent myth that undermines the potential of many individuals. Research has shown that, with appropriate support, accommodations, and modifications tailored to their specific needs, students with disabilities can thrive in educational settings. Many students with disabilities demonstrate remarkable capabilities and can achieve academic success comparable to their peers. This myth can lead to low expectations from educators and society, which can hinder the opportunities and resources provided to these students. In contrast, the other statements reflect misunderstandings about the needs and abilities of students with disabilities. The notion that they require no modifications in the classroom disregards the fact that many students benefit from specific adjustments in their learning environment to facilitate their understanding and engagement. The idea that they perform better in sports is not universally applicable and can vary greatly among individuals, much like in their academic pursuits. Lastly, the misconception that they do not require any support negates the importance of various forms of assistance that can be crucial for their success.

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://iltslearningbehaviorspecialist1.examzify.com>

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

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