

# Individuals with Disabilities Education Act (IDEA) - Special Education Practice Test (Sample)

## Study Guide



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**SAMPLE**

## **Questions**

- 1. What does the principle of "Zero Reject" ensure under IDEA?**
  - A. No child with a disability can receive special education**
  - B. Some children with disabilities do not qualify for services**
  - C. No child with a disability can be denied a free appropriate public education**
  - D. All children must be educated in private institutions**
- 2. What is the time frame in which parents must be notified about an upcoming IEP meeting?**
  - A. One week in advance**
  - B. At least two weeks in advance**
  - C. Generally within a month**
  - D. As soon as the meeting is scheduled**
- 3. How are disputes between parents and schools resolved under IDEA?**
  - A. Exclusive litigation in courts**
  - B. Through negotiation and informal discussions**
  - C. Through a process that can include mediation and state complaints**
  - D. Only through parental consent**
- 4. What must schools consider when disciplining a student with a disability?**
  - A. The severity of the disability alone**
  - B. Only the behavior that led to discipline**
  - C. The impact of the disability on behavior**
  - D. The wishes of the parents first**
- 5. What does LRE stand for in special education?**
  - A. Least Restrictive Environment**
  - B. Least Required Education**
  - C. Low-Risk Engagement**
  - D. Learning Resource Environment**

- 6. What is the PPCD program aimed at?**
- A. Providing physical therapy for children**
  - B. Educating children with disabilities at preschool age**
  - C. Offering extra-curricular activities for children**
  - D. Supporting families of disabled children**
- 7. What is the purpose of an IHO in the context of IDEA?**
- A. To enforce educational policies**
  - B. To provide a fair hearing in disputes**
  - C. To gather information for research**
  - D. To train educators**
- 8. What does Section 504 prohibit?**
- A. Discrimination against individuals with disabilities in federally funded programs**
  - B. Funding for private schools**
  - C. Support for special education only**
  - D. Exclusion of students from school**
- 9. What kind of decisions does an IHO primarily make?**
- A. Legal judgments**
  - B. Educational recommendations**
  - C. Policy changes**
  - D. Impartial rulings on disputes**
- 10. What critical questions are addressed during the Full and Individual Evaluation?**
- A. Is the student progressing academically?**
  - B. Does the student have a disability?**
  - C. What is the student's favorite subject?**
  - D. How many hours does the student study?**

## **Answers**

SAMPLE

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

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## **Explanations**

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1. What does the principle of "Zero Reject" ensure under IDEA?
- A. No child with a disability can receive special education
  - B. Some children with disabilities do not qualify for services
  - C. No child with a disability can be denied a free appropriate public education**
  - D. All children must be educated in private institutions

The principle of "Zero Reject" under the Individuals with Disabilities Education Act (IDEA) asserts that no child with a disability can be denied access to a free appropriate public education (FAPE). This fundamental tenet ensures that all children, regardless of the severity of their disabilities, are entitled to educational services tailored to their individual needs. The essence of this principle is that schools must actively seek out and provide education for all children with disabilities, thereby upholding the idea of inclusivity and equality in education. This requirement reinforces the responsibility of educational agencies to identify children with disabilities, evaluate their needs, and offer the necessary supports to facilitate their learning in a public educational setting. In contrast, the other options do not accurately reflect the intent of the "Zero Reject" principle. For instance, denying access to special education or suggesting that certain children may not qualify for services contradicts the aim of providing educational opportunities to every child with a disability. Similarly, the notion that all children must be educated in private institutions is not aligned with the law's emphasis on public education and the right to FAPE.

2. What is the time frame in which parents must be notified about an upcoming IEP meeting?
- A. One week in advance
  - B. At least two weeks in advance**
  - C. Generally within a month
  - D. As soon as the meeting is scheduled

Parents must be notified of an upcoming IEP meeting at least two weeks in advance to ensure they have sufficient time to prepare for the discussion regarding their child's educational plan. This timeframe is established to promote meaningful participation by parents in the process, allowing them to gather their thoughts, ask questions, and potentially consult with advocates or experts if needed. Providing notification two weeks ahead of the meeting helps to respect the parents' schedules and fosters a collaborative atmosphere between the school and the family, which is essential for creating an effective Individualized Education Program that meets the unique needs of the child. While some may think notification could be effective with shorter time frames, such as a week or even immediately once scheduled, the two-week notice strikes a balance between efficiency and parental involvement, which is a key component of the IDEA.

### **3. How are disputes between parents and schools resolved under IDEA?**

- A. Exclusive litigation in courts**
- B. Through negotiation and informal discussions**
- C. Through a process that can include mediation and state complaints**
- D. Only through parental consent**

Disputes between parents and schools under the Individuals with Disabilities Education Act (IDEA) are resolved through a structured process that can involve mediation, due process complaints, and state complaints. This approach is designed to protect the interests of both parties while ensuring that the educational needs of the child with disabilities are met. Mediation offers a voluntary option where both parties can work together with the help of a neutral third-party mediator to come to an agreement. This process can be beneficial in promoting collaboration and communication, often leading to solutions that are satisfactory to both the school and the family. Additionally, parents have the right to file state complaints if they believe that the school is not complying with IDEA requirements. This provides an opportunity for issues to be addressed without resorting to litigation, which can be time-consuming and costly. This multi-faceted conflict resolution process is integral to IDEA, as it emphasizes collaboration and problem resolution while prioritizing the educational rights of students with disabilities. Thus, the correct answer reflects the comprehensive approach outlined by the IDEA for resolving disputes amicably and effectively.

### **4. What must schools consider when disciplining a student with a disability?**

- A. The severity of the disability alone**
- B. Only the behavior that led to discipline**
- C. The impact of the disability on behavior**
- D. The wishes of the parents first**

When disciplining a student with a disability, schools are required to consider the impact of the disability on the student's behavior. This means understanding how the student's specific disability can influence their actions and reactions in situations that may lead to disciplinary actions. For example, if a student has an emotional or behavioral disorder, their ability to control impulses or respond to conflict may be affected by their condition. Consequently, the school must take these factors into account to ensure that any disciplinary measures are fair and appropriate, recognizing that certain behaviors may stem from the challenges posed by the disability itself. This approach helps to create a more supportive educational environment, ensuring that students are not unjustly punished for behaviors that are directly linked to their disability. Moreover, it aligns with the principles of the Individuals with Disabilities Education Act (IDEA), which emphasizes the need for schools to accommodate and support the unique needs of students with disabilities.

## 5. What does LRE stand for in special education?

**A. Least Restrictive Environment**

**B. Least Required Education**

**C. Low-Risk Engagement**

**D. Learning Resource Environment**

Least Restrictive Environment, or LRE, is a fundamental principle within the Individuals with Disabilities Education Act (IDEA). This concept emphasizes that students with disabilities should be educated alongside their non-disabled peers to the greatest extent possible. The intention behind the LRE is to ensure that children with disabilities receive a free appropriate public education (FAPE) in settings that are as inclusive as possible while still meeting their individual needs. The LRE requires that special education services be provided in environments that facilitate learning and support, rather than segregating students with disabilities in isolated settings. This idea reinforces the importance of creating opportunities for integration and social interaction, helping to prepare students for life beyond school. By adhering to the concept of LRE, schools are tasked with balancing the educational needs of students with disabilities with their right to be educated with their non-disabled peers, fostering equality and inclusivity within the educational system.

## 6. What is the PPCD program aimed at?

**A. Providing physical therapy for children**

**B. Educating children with disabilities at preschool age**

**C. Offering extra-curricular activities for children**

**D. Supporting families of disabled children**

The PPCD program, which stands for Preschool Program for Children with Disabilities, specifically aims to educate children with disabilities who are at preschool age. This program is designed to ensure that young children with disabilities receive early interventions and educational services that are tailored to their individual needs. The foundation of the PPCD program is based on the recognition that early educational experiences are crucial for the development of children with disabilities, helping them to acquire necessary skills that will support their learning and socialization as they prepare for more advanced educational settings. The primary focus of the PPCD program is on education, which differentiates it from options that suggest physical therapy, extracurricular activities, or family support. While these components can play important roles in a child's overall development and well-being, the central goal of the PPCD program is to provide an educational environment that addresses the specific challenges and learning needs of preschool-aged children with disabilities. This initiative aligns with the principles of the Individuals with Disabilities Education Act (IDEA), which emphasizes the importance of free and appropriate public education for all children with disabilities, starting from a young age.

## 7. What is the purpose of an IHO in the context of IDEA?

- A. To enforce educational policies
- B. To provide a fair hearing in disputes**
- C. To gather information for research
- D. To train educators

The purpose of an Impartial Hearing Officer (IHO) within the context of the Individuals with Disabilities Education Act (IDEA) is to ensure that disputes regarding the education and services provided to students with disabilities are handled fairly and impartially. When disagreements arise between parents and schools concerning the identification, evaluation, or educational placement of a child with a disability, the IHO conducts a formal hearing where both parties can present their cases. This role is crucial because it upholds the rights of students and their families by providing a structured process to resolve conflicts. The hearing process allows for the opportunity to review evidence, hear testimonies, and ultimately make a decision based on the facts presented. The goal is to ensure that the educational needs of the child are properly addressed in accordance with IDEA regulations, which aim to guarantee a free appropriate public education (FAPE) for students with disabilities. In contrast, other options like enforcing educational policies, gathering information for research, or training educators do not align with the specific function of the IHO, which is centered around dispute resolution in special education matters.

## 8. What does Section 504 prohibit?

- A. Discrimination against individuals with disabilities in federally funded programs**
- B. Funding for private schools
- C. Support for special education only
- D. Exclusion of students from school

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive federal financial assistance. This includes not only educational institutions but also a wide array of other programs, ensuring that individuals with disabilities have equal access to services and benefits. The essence of Section 504 is to provide accommodations and support to prevent discrimination against individuals based on their disability. This means that schools and other federally funded entities must make reasonable modifications to their programs to ensure that individuals with disabilities can participate on an equal basis with their peers. In contrast, the other options do not accurately reflect the primary focus of Section 504. For instance, while funding for private schools or support for special education are relevant topics, they are not the specific prohibition that Section 504 addresses. Additionally, exclusion of students from school is more directly connected to other laws and policies; Section 504's main aim is about preventing discrimination in access to existing programs rather than outright exclusion. Thus, the prohibition of discrimination against individuals with disabilities in federally funded programs encapsulates the core function of Section 504.

## 9. What kind of decisions does an IHO primarily make?

- A. Legal judgments
- B. Educational recommendations
- C. Policy changes
- D. Impartial rulings on disputes**

An IHO, or Impartial Hearing Officer, primarily makes impartial rulings on disputes that arise between parents and schools regarding the education of students with disabilities as defined under the Individuals with Disabilities Education Act (IDEA). The role of the IHO is to ensure that the due process rights of students and parents are respected, and to provide a fair and unbiased resolution to disagreements about special education services. This could include disputes over issues such as the appropriateness of an Individualized Education Program (IEP) or the placement of a student in a specific educational setting. The IHO's rulings are based on the evidence and arguments presented during hearings, and their decisions can have significant implications for the provision of services to students with disabilities. By serving in this capacity, the IHO helps to maintain the legal integrity of special education processes and ensure compliance with IDEA regulations.

## 10. What critical questions are addressed during the Full and Individual Evaluation?

- A. Is the student progressing academically?
- B. Does the student have a disability?**
- C. What is the student's favorite subject?
- D. How many hours does the student study?

During the Full and Individual Evaluation, one of the primary goals is to determine whether a student has a disability. This evaluation process is crucial under the Individuals with Disabilities Education Act (IDEA) as it establishes the foundation for identifying students who may need special education services. The determination of a disability involves comprehensive assessments that look at various areas, such as academic performance, cognitive abilities, and social-emotional development. This question is central to ensuring that students who require additional support receive appropriate educational plans tailored to their needs. Understanding whether a student has a disability is essential for schools to provide the necessary resources, interventions, and individualized education programs (IEP) to support the student's educational journey. Other aspects, such as academic progress or personal interests, while informative in a broader educational context, do not directly address the need for special education services. Therefore, the focus on identifying the presence of a disability is a critical foundation for ensuring compliance with IDEA and providing meaningful educational support.