

WESTERN GOVERNORS UNIVERSITY (WGU) D754 SPECIAL EDUCATION LAW, POLICIES, AND PROCEDURES 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 two categories of disabilities are recognized by IDEA?**
 - A. Dyslexia and ADHD
 - B. Autism and emotional disturbance
 - C. Speech impairment and hearing loss
 - D. Intellectual disability and visual impairment
- 2. Which category of disability includes specific learning disabilities?**
 - A. Developmental disabilities.
 - B. Emotional disturbance.
 - C. Intellectual disability.
 - D. Other health impairments.
- 3. Under what circumstance can a student with disabilities be excluded from school programs?**
 - A. If they are disruptive
 - B. If they pose a safety risk to others
 - C. If they have severe challenges that cannot be accommodated
 - D. No circumstances allow for exclusion under the zero-reject policy
- 4. What is a primary focus of special education law?**
 - A. Advancing general education practices
 - B. Ensuring compliance with all educational standards
 - C. Protecting the rights and services of students with disabilities
 - D. Minimizing costs for educational programs
- 5. What is the role of a "parent surrogate" in special education?**
 - A. They provide financial support for education
 - B. They represent students when biological parents are unavailable
 - C. They serve as a tutor for the student
 - D. They replace the parents in attending all school meetings
- 6. How often must an Individualized Education Program (IEP) be reviewed?**
 - A. Every semester
 - B. Every two years
 - C. At least once a year
 - D. Every six months

7. What is the difference between "modifications" and "accommodations"?

- A. Modifications change how a course is taught; accommodations change what is learned
- B. Modifications change course difficulty; accommodations provide resources
- C. Modifications change what a student is expected to learn; accommodations change how a student accesses learning
- D. There is no difference between modifications and accommodations

8. Which scenario indicates a violation of a criterion for Specific Learning Disability (SLD) eligibility?

- A. A student struggles with reading but has significantly improved after targeted small-group instruction.
- B. A student has above average mathematical reasoning but performs poorly in reading comprehension.
- C. A student has poor reading comprehension but also struggles to form meaningful friendships.
- D. A student faces severe challenges with math but has demonstrated mastery in writing.

9. What is one of the required components for an Individualized Education Program (IEP)?

- A. Detailed plan for homeschooling
- B. Behavior logs for the current year
- C. Least restrictive environment (LRE)
- D. Complete set of past report cards

10. Under IDEA, what must schools provide to parents regarding their child's education?

- A. Annual report cards
- B. Prior written notice for changes in educational provisions
- C. Regular phone calls from teachers
- D. Free tutoring services

Answers

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

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Explanations

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1. Which two categories of disabilities are recognized by IDEA?

- A. Dyslexia and ADHD
- B. Autism and emotional disturbance**
- C. Speech impairment and hearing loss
- D. Intellectual disability and visual impairment

The Individuals with Disabilities Education Act (IDEA) recognizes several categories of disabilities that qualify individuals for special education services. Autism and emotional disturbance are both included in this list. Autism is one of the recognized categories under IDEA, characterized by challenges in social interaction, communication, and repetitive behaviors. Children with autism may require special education services tailored to their unique needs. Emotional disturbance encompasses a range of emotional and behavioral issues that can adversely affect a student's ability to learn. This category includes conditions such as anxiety disorders, depression, and other emotional challenges that can interfere with educational performance. Both categories are significant under IDEA because they highlight the need for appropriate educational interventions and access to specialized services to support students in the learning environment.

2. Which category of disability includes specific learning disabilities?

- A. Developmental disabilities.**
- B. Emotional disturbance.
- C. Intellectual disability.
- D. Other health impairments.

The category of disability that includes specific learning disabilities is defined by legislation and federal guidelines, most notably under the Individuals with Disabilities Education Act (IDEA). Specific learning disabilities are recognized as a subset within the broader category of "other health impairments." This category is intended to encompass various conditions that may affect a child's ability to learn effectively, including attention issues and other health-related challenges. Specific learning disabilities refer to a group of disorders that affect the ability to read, write, listen, speak, reason, or do math calculations. These disabilities are not indicative of a person's overall intelligence or capabilities, but rather highlight specific areas where the individual may struggle despite having average or above-average intelligence. This understanding is vital for educators and administrators when developing appropriate educational plans and support systems tailored to the needs of students with specific learning disabilities. Implementing effective interventions and instructional strategies in response to these identified needs is crucial to facilitating the learning process for these students. The other choices represent different categories of disabilities, such as developmental disabilities, which are more global in nature and may include a range of impairments affecting physical, learning, or behavioral aspects. Emotional disturbance highlights psychological issues that can affect educational performance but do not encompass the specific academic challenges identified under learning disabilities. Intellectual disability

3. Under what circumstance can a student with disabilities be excluded from school programs?

- A. If they are disruptive
- B. If they pose a safety risk to others
- C. If they have severe challenges that cannot be accommodated
- D. No circumstances allow for exclusion under the zero-reject policy**

The principle of the zero-reject policy, defined under the Individuals with Disabilities Education Act (IDEA), ensures that all students with disabilities are entitled to a free appropriate public education (FAPE) in the least restrictive environment. According to this principle, schools cannot exclude students from educational programs based solely on their disabilities. Exclusion can only occur under very specific circumstances, and it is not permissible just because a student is disruptive, poses a safety risk, or has severe challenges. Even if a student has behaviors that are disruptive, schools are required to implement appropriate interventions and supports to manage these behaviors rather than resorting to exclusion. In cases where a student poses a safety risk, schools must follow procedural safeguards to assess the situation and provide necessary supports or redesign interventions to address the safety concerns while still providing access to education. Similarly, if a student has severe challenges, schools must seek to accommodate and support these students rather than excluding them from programs. Thus, under the zero-reject policy, there are no scenarios that allow for the exclusion of students with disabilities from school programs, reinforcing the commitment to ensure equitable educational opportunities for all students, regardless of their abilities or challenges.

4. What is a primary focus of special education law?

- A. Advancing general education practices
- B. Ensuring compliance with all educational standards
- C. Protecting the rights and services of students with disabilities**
- D. Minimizing costs for educational programs

The primary focus of special education law is on protecting the rights and services of students with disabilities. This legal framework is designed to ensure that these students receive a free appropriate public education (FAPE) tailored to their individual needs. The Individuals with Disabilities Education Act (IDEA) is a key piece of legislation that emphasizes the importance of meeting the unique educational requirements of students with disabilities, thereby providing equitable access to educational opportunities. Central to this focus is the provision of essential services and supports that enable students with disabilities to succeed in the educational environment. The law mandates the development of Individualized Education Programs (IEPs) for students requiring special education, ensuring that their specific needs are addressed effectively. This protective aspect fosters an inclusive atmosphere where the rights of students with disabilities are prioritized, creating a foundation for their academic and personal growth. In doing so, special education law also works to raise awareness about the importance of accessibility and accommodation in schools, reinforcing the commitment to an equitable education for all students.

5. What is the role of a "parent surrogate" in special education?

- A. They provide financial support for education
- B. They represent students when biological parents are unavailable**
- C. They serve as a tutor for the student
- D. They replace the parents in attending all school meetings

In the context of special education, a parent surrogate plays a crucial role in ensuring that the rights and interests of students with disabilities are represented when their biological parents are unable to do so. This situation may arise in cases where parents are absent, not accessible, or their rights have been terminated. The parent surrogate advocates for the student's educational needs, ensures appropriate services are provided, and participates in the decision-making process regarding the student's Individualized Education Program (IEP) and any related services. The role is specifically focused on representation rather than financial support, tutoring, or simply attending meetings. By stepping in as a surrogate, the designated individual is entrusted with the responsibility to make informed decisions that are in the best interest of the student, akin to what a biological parent would do. This appointment aligns with the legal frameworks that guarantee children's rights to receive appropriate educational support, thus reinforcing the importance of having a dedicated advocate in place during critical educational decisions.

6. How often must an Individualized Education Program (IEP) be reviewed?

- A. Every semester
- B. Every two years
- C. At least once a year**
- D. Every six months

An Individualized Education Program (IEP) is mandated by the Individuals with Disabilities Education Act (IDEA) to be reviewed at least once a year. This annual review ensures that the educational needs of the student with a disability are being met and allows for necessary adjustments to be made based on the student's progress and changing needs. The yearly review process is essential for maintaining the effectiveness of the IEP, as it facilitates collaboration among educators, parents, and specialists to evaluate the current goals and to determine any further supports that may be required. While other intervals might be considered for reviews or assessments (such as every six months for particular situations or updates), the law explicitly stipulates the annual review as a minimum requirement. This structure is pivotal in providing the student with consistent support and in adapting to their evolving educational requirements.

7. What is the difference between "modifications" and "accommodations"?

- A. Modifications change how a course is taught; accommodations change what is learned
- B. Modifications change course difficulty; accommodations provide resources
- C. Modifications change what a student is expected to learn; accommodations change how a student accesses learning**
- D. There is no difference between modifications and accommodations

The distinction between modifications and accommodations is crucial in understanding how to effectively support students with diverse learning needs. The correct answer highlights that modifications change what a student is expected to learn, while accommodations change how a student accesses learning. Modifications are adjustments made to the curriculum or learning expectations, which means they alter the learning goals for students. For example, a student might receive a modified assignment that reflects lower-level content or fewer concepts compared to what their peers are learning. This ensures that the assessment is aligned with the student's abilities and educational needs. On the other hand, accommodations do not alter the fundamental expectations or content of the curriculum. Instead, they provide different means through which students can access the learning materials or demonstrate their understanding. For instance, a student may have additional time on tests, be provided with assistive technology, or work in a quiet space. These adjustments enable students to engage with the standard curriculum on equitable terms, without changing what they are expected to learn. Recognizing this distinction helps educators implement appropriate supports for each student, ensuring both their educational growth and success.

8. Which scenario indicates a violation of a criterion for Specific Learning Disability (SLD) eligibility?

- A. A student struggles with reading but has significantly improved after targeted small-group instruction.**
- B. A student has above average mathematical reasoning but performs poorly in reading comprehension.
- C. A student has poor reading comprehension but also struggles to form meaningful friendships.
- D. A student faces severe challenges with math but has demonstrated mastery in writing.

The scenario that indicates a violation of a criterion for Specific Learning Disability (SLD) eligibility involves a situation where a student struggles with reading but has significantly improved after targeted small-group instruction. One of the key criteria for identifying a Specific Learning Disability is the degree of discrepancy between a student's potential (often measured by IQ) and their actual academic performance. Improvement in skills due to effective instruction generally suggests that the difficulty may not stem from an intrinsic learning disability but rather from a lack of appropriate teaching or support. In this case, if the student is responding positively to interventions, it indicates that the reading struggle may not be indicative of a specific learning disability but could be a result of insufficient instruction. SLD eligibility criteria emphasize that difficulties must persist despite adequate instruction, and ongoing improvement would suggest that the student is not experiencing a disability under the SLD definition. Other scenarios illustrate different combinations of strengths and weaknesses. For instance, a student with above average mathematical reasoning but poor reading comprehension may exhibit a specific learning disability, as there is a noticeable discrepancy in academic performance that can warrant further evaluation. Meanwhile, a student struggling in both interpersonal skills and reading may suggest a broader developmental concern rather than a specific learning disability. Lastly, a student facing severe challenges with math but

9. What is one of the required components for an Individualized Education Program (IEP)?

- A. Detailed plan for homeschooling
- B. Behavior logs for the current year
- C. Least restrictive environment (LRE)**
- D. Complete set of past report cards

An Individualized Education Program (IEP) must include a statement regarding the least restrictive environment (LRE). This component is fundamental because the Individuals with Disabilities Education Act (IDEA) mandates that students with disabilities should be educated alongside their non-disabled peers to the maximum extent appropriate. The IEP team is required to determine the least restrictive environment in which the student can succeed academically and socially, indicating a commitment to inclusion and providing support that does not isolate students with disabilities. By focusing on LRE, the IEP ensures that educational placements are based on the individual needs of the student, promoting access to the general curriculum and meaningful interactions with peers. This consideration aligns with the overarching goal of providing students with the support they need while ensuring they have opportunities to participate in a typical educational setting as much as possible.

10. Under IDEA, what must schools provide to parents regarding their child's education?

- A. Annual report cards
- B. Prior written notice for changes in educational provisions**
- C. Regular phone calls from teachers
- D. Free tutoring services

Under the Individuals with Disabilities Education Act (IDEA), schools are required to provide parents with prior written notice whenever there is a proposal to change or refuse to change the educational provisions for their child. This is an essential component of the law, as it ensures that parents are kept informed about significant decisions affecting their child's education, specifically regarding special education services and supports. The requirement for prior written notice aims to enhance parental involvement in the education process. It allows parents to fully understand what changes are being considered, the reasons for those changes, and the potential impact on their child. This communication helps foster a collaborative environment between families and schools, ensuring that the rights of students with disabilities are upheld and that parents have the opportunity to participate in decisions concerning their child's educational future. While annual report cards are important for general communication about a child's academic progress, they do not specifically address changes in educational provisions. Regular phone calls from teachers and free tutoring services may assist in a child's education but are not mandated by IDEA like the provision of prior written notice, which is a legal requirement that safeguards parental rights and involvement in the special education process.

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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