

CERTIFIED PREVENTION SPECIALIST CPS PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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 concept focuses on activities nurturing developmental assets instead of reducing specific risks?**
 - A. Youth Development Model
 - B. Alternative Activities
 - C. Prevention Education
 - D. Environmental Approaches
- 2. What is the appropriate approach to developing prevention strategies with a community?**
 - A. Deciding on strategies independently
 - B. Collaborating with community members
 - C. Implementing strategies without community involvement
 - D. Listening to the opinions of outsiders
- 3. What is a program that has been researched and found to be effective known as?**
 - A. Proven.
 - B. Best Practice.
 - C. Promising.
 - D. Excellent.
- 4. What is the difference between hearing and listening?**
 - A. Hearing happens individually, while listening occurs in a pair or group.
 - B. Hearing is receiving sound waves, while listening is processing the information conveyed.
 - C. Listening is passive, while hearing is active.
 - D. Listening and hearing cannot occur at the same time.
- 5. Which factor is critical in a Youth Development Approach according to Erikson's stages?**
 - A. Trust
 - B. Connection
 - C. Confidence
 - D. Self-sufficiency

- 6. Which theory empirically states that certain conditions may lead to a probable outcome?**
- A. Predictive Theory
 - B. Delinquency
 - C. Environment
 - D. Host
- 7. To be a good facilitator, you must NOT be:**
- A. Flexible.
 - B. Authoritative.
 - C. Respectful.
 - D. Confident.
- 8. What distinguishes objective statements from goals or mission statements?**
- A. Specific, measurable, achievable, timebound
 - B. Annual, quarterly, monthly, weekly
 - C. Short-term, intermediate, long-term
 - D. Outcome-based, process-based, resource-based
- 9. What do protective factors in youth development do?**
- A. Support Factors
 - B. Resilient Factors
 - C. Universal Factors
 - D. Buffer negative effects and promote resilience
- 10. Which of the following is not one of Erikson's Stages of Development?**
- A. Competence
 - B. Connection
 - C. Character
 - D. Positive Behavior

Answers

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

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Explanations

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1. Which concept focuses on activities nurturing developmental assets instead of reducing specific risks?

A. Youth Development Model

B. Alternative Activities

C. Prevention Education

D. Environmental Approaches

The concept that centers on nurturing developmental assets rather than merely reducing specific risks is indeed the Youth Development Model. This model emphasizes fostering positive characteristics and environments that promote healthy development in young people. By focusing on developmental assets, such as skills, relationships, and opportunities, it aims to enhance the overall well-being and potential of individuals rather than solely concentrating on mitigating harmful behaviors or risks. In contrast, the other concepts listed may place more emphasis on specific preventive measures or interventions, rather than fostering a holistic environment that encourages growth and development. For example, Alternative Activities typically refers to organized and structured activities that provide youth with constructive options, but it doesn't inherently promote a broader developmental framework. Prevention Education is about imparting knowledge and skills to prevent risky behaviors, while Environmental Approaches pertain to altering the social or physical environment to reduce risks, all of which are more focused on risk reduction rather than asset building.

2. What is the appropriate approach to developing prevention strategies with a community?

A. Deciding on strategies independently

B. Collaborating with community members

C. Implementing strategies without community involvement

D. Listening to the opinions of outsiders

Collaborating with community members is essential when developing prevention strategies because it ensures that the initiatives are rooted in the actual needs, preferences, and cultural contexts of those they aim to serve. This collaborative approach creates a sense of ownership among community members, which can enhance engagement and commitment to the strategies being implemented. Additionally, involving community members fosters trust and builds partnerships that can lead to more effective and sustainable prevention efforts. In contrast, deciding on strategies independently or implementing strategies without community involvement can result in mismatched priorities that fail to address local issues effectively. Listening to the opinions of outsiders lacks the necessary contextual understanding that local community members possess, which is crucial for tailoring interventions that resonate with those directly affected.

3. What is a program that has been researched and found to be effective known as?

- A. Proven.
- B. Best Practice.**
- C. Promising.
- D. Excellent.

A program that has been researched and found to be effective is referred to as a Best Practice. This term is used to describe strategies or interventions that have demonstrated positive outcomes based on substantial evidence or research. Best Practices are typically guidelines that have been evaluated and established as effective in achieving specific goals, thereby setting a standard for quality and efficacy in the field. This concept contrasts with the other terms, which may imply varying levels of effectiveness or research backing. Proven might suggest that a program has been validated, but it lacks the context of being a standardized approach that is widely accepted. Promising indicates that a program shows potential but may not have enough evidence to be fully endorsed as effective. Excellent, while suggesting high quality, does not denote a research-supported status in the same way that Best Practice does. Therefore, Best Practice is the most accurate term to describe a program with established research backing and effectiveness.

4. What is the difference between hearing and listening?

- A. Hearing happens individually, while listening occurs in a pair or group.
- B. Hearing is receiving sound waves, while listening is processing the information conveyed.**
- C. Listening is passive, while hearing is active.
- D. Listening and hearing cannot occur at the same time.

The difference between hearing and listening is most accurately described by the notion that hearing is the physiological process of perceiving sound waves, while listening involves a deeper cognitive engagement with the auditory information. Hearing is an involuntary and automatic response to sound, simply recognizing the presence of audio stimuli without necessarily understanding or interpreting them. In contrast, listening requires focus and concentration, allowing an individual to process, interpret, and respond to the information being conveyed. This distinction highlights the importance of active engagement in effective communication, as listening encompasses understanding, analysis, and retention of the spoken content. The other options misunderstand or misrepresent the concepts of hearing and listening. Some suggest inaccurate group dynamics or mischaracterize the nature of attention and cognitive involvement, which do not capture the core differences between the two actions. Understanding these distinctions is crucial for effective communication in various settings, including personal interactions and professional environments.

5. Which factor is critical in a Youth Development Approach according to Erikson's stages?

- A. Trust**
- B. Connection
- C. Confidence
- D. Self-sufficiency

The critical factor in a Youth Development Approach according to Erikson's stages is trust. In Erikson's framework, the initial stages of development focus heavily on the establishment of trust versus mistrust, which occurs in infancy. This foundational stage sets the tone for all subsequent stages of psychosocial development. If a child feels secure and has their basic needs met, they are likely to develop a sense of trust in their caregivers and their environment. This sense of trust is essential for healthy interpersonal relationships and is a building block for further stages such as autonomy, initiative, and identity formation. The other factors like connection, confidence, and self-sufficiency are indeed important in adolescent development but build upon the foundational trust established in earlier stages. A child's ability to connect with others and to develop confidence is often predicated on the trust they've cultivated in their formative years. Trust is essential for creating a supportive environment, which facilitates healthy development and encourages young people to explore their identity and autonomy.

6. Which theory empirically states that certain conditions may lead to a probable outcome?

- A. Predictive Theory**
- B. Delinquency
- C. Environment
- D. Host

Predictive Theory is a research-based theory that suggests that environmental and biological factors can predict certain behaviors or outcomes. Option B, Delinquency, is a term that refers to criminal or antisocial behavior and is not a theory. Option C, Environment, is too broad and does not specifically mention the relationship between conditions and probable outcomes. Option D, Host, is also too broad and does not directly relate to the question. Therefore, A is the most accurate answer as it specifically addresses the question about conditions leading to probable outcomes.

7. To be a good facilitator, you must NOT be:

- A. Flexible.
- B. Authoritative.**
- C. Respectful.
- D. Confident.

Being a good facilitator requires creating an environment where participants feel comfortable sharing their thoughts and engaging in discussions. An authoritative approach can hinder open communication and collaboration, which are vital in a facilitative role. Instead, facilitators should be flexible, allowing for adjustments in the flow of conversation based on the needs of the group. Respect is crucial in building trust and fostering a positive atmosphere, while confidence helps in guiding discussions effectively. Thus, maintaining an authoritative stance is counterproductive and can dampen the dynamics of group interactions.

8. What distinguishes objective statements from goals or mission statements?

- A. Specific, measurable, achievable, timebound**
- B. Annual, quarterly, monthly, weekly
- C. Short-term, intermediate, long-term
- D. Outcome-based, process-based, resource-based

The characteristic that distinguishes objective statements from goals or mission statements is that objectives are typically specific, measurable, achievable, and time-bound (often referred to as SMART criteria). This means that objectives provide clear, actionable steps that can be quantified and assessed over a certain period, allowing for the evaluation of progress and success. In contrast, goals and mission statements tend to be broader and more general. Goals articulate a desired outcome but may not specify how or when it will be achieved, while mission statements convey an organization's purpose and core values without going into the specifics of implementation. Other options, while they relate to different aspects of planning and evaluation, do not encapsulate the precision and clarity inherent to objective statements as effectively as the SMART criteria. For instance, the classification of statements based on time frames does not establish the measurable and specific nature of objectives, nor do distinctions based on outcomes, processes, or resources capture the actionable quality that defines objectives.

9. What do protective factors in youth development do?

- A. Support Factors
- B. Resilient Factors
- C. Universal Factors
- D. Buffer negative effects and promote resilience**

The correct answer emphasizes that protective factors play a crucial role in youth development by buffering against negative effects and promoting resilience. Protective factors are attributes or conditions that reduce the likelihood of negative outcomes, such as mental health issues or risky behaviors, especially in the face of adversity. They enhance a young person's ability to cope with stressors and challenges, fostering resilience and contributing to healthier development overall. For instance, strong family support, positive peer relationships, and effective coping strategies are all elements that can serve as protective factors. These factors enable youth to effectively navigate difficulties, thereby enhancing their emotional and psychological well-being. While the other options touch on various aspects related to youth development, they do not capture the specific function of protective factors in fostering resilience and mitigating negative influences in the developmental context.

10. Which of the following is not one of Erikson's Stages of Development?

- A. Competence
- B. Connection
- C. Character
- D. Positive Behavior**

The correct answer is "Positive Behavior" because it is not listed as one of Erik Erikson's eight stages of psychosocial development. Erikson's framework is significant in psychology, focusing on the development of identity and personality across the lifespan. Each stage is characterized by a particular conflict that individuals must resolve to develop a healthy personality and acquire essential social skills. The other options, while not directly naming the stages in Erikson's theory, can be related to concepts within the framework. For instance, "Competence" echoes the idea of the developmental stage related to industry versus inferiority, where children learn to master skills and feel competent. "Connection" may pertain to themes of intimacy and relationships in young adulthood, aligning with Erikson's stage of intimacy versus isolation. "Character" reflects elements of identity formation, which is crucial during the adolescent stage. In contrast, "Positive Behavior" does not correspond to any of Erikson's stages and does not encapsulate any identity conflict or psychosocial development themes outlined in his theory, making it the correct choice in this context.

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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.

Or visit your dedicated course page for more study tools and resources:

<https://certifiedpreventionspecialist.examzify.com>

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

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