

# ETS Praxis School Psychology Practice Test (Sample)

## Study Guide



**Everything you need from our exam experts!**

**Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.**

**ALL RIGHTS RESERVED.**

**No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.**

**Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.**

**SAMPLE**

# Table of Contents

<b>Copyright</b> .....	<b>1</b>
<b>Table of Contents</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>How to Use This Guide</b> .....	<b>4</b>
<b>Questions</b> .....	<b>5</b>
<b>Answers</b> .....	<b>9</b>
<b>Explanations</b> .....	<b>11</b>
<b>Next Steps</b> .....	<b>17</b>

SAMPLE

# 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

SAMPLE

- 1. On the advice of the school psychologist, a teacher is trying to minimize the occurrence of a student's behavioral outbursts by ignoring the behavior. The teacher is using which of the following techniques?**
  - A. Positive reinforcement**
  - B. Extinction**
  - C. Time-out**
  - D. Punishment**
  
- 2. Which component of reading fluency is primarily targeted by fluency-focused interventions?**
  - A. Rate**
  - B. Accuracy**
  - C. Comprehension**
  - D. Vocabulary**
  
- 3. In Michael's case, which factor related to language and culture could influence assessment?**
  - A. He has no prior schooling**
  - B. He has English-language learner services**
  - C. He is a high achiever**
  - D. He has regular attendance**
  
- 4. If the standard error of measurement increases, what happens to the width of the confidence interval around an observed score?**
  - A. It increases**
  - B. It decreases**
  - C. It remains the same**
  - D. It becomes zero**
  
- 5. Which term describes acquiring the cultural traits of a dominant group?**
  - A. Assimilation**
  - B. Enculturation**
  - C. Acculturation**
  - D. Cultural diffusion**

- 6. Which thinking involves identifying what may happen as a direct result of acting in a particular way?**
- A. Causal thinking**
  - B. Consequential thinking**
  - C. Means-end thinking**
  - D. Alternative-solutions thinking**
- 7. What best characterizes the focus of a behavioral model of school intervention?**
- A. Observable events**
  - B. Internal cognitive processes**
  - C. Emotional states**
  - D. Motivation and affect**
- 8. Family Systems Theory emphasizes the basic tenets of \_\_\_\_\_ include the acknowledgment of changeable behavior as determined by context rather than rigid traits, as well as the recognition that events that affect one member of the family system in some way affect the other members, too.**
- A. Unidirectional influence from parent to child.**
  - B. Changeable behavior determined by context and interdependence.**
  - C. Individual trait stability.**
  - D. Similar to behaviorism.**
- 9. What is the best initial action for working with Michael, an eighth grader with ELL needs and a history of transitions?**
- A. Connect Michael with a culture broker who can serve as mentor and liaison between home and school**
  - B. Place him in an English-only classroom without cultural support**
  - C. Delay action until more data**
  - D. Assign him to a counseling group with no home-school liaison**

- 10. Jacob is a third-grade student with a specific learning disability and a language impairment, receiving services in both regular and special education classrooms. His placement best reflects which concept?**
- A. The most restrictive environment**
  - B. A separate special education school**
  - C. The least restrictive environment**
  - D. Homebound instruction**

**SAMPLE**

## Answers

SAMPLE

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

SAMPLE

## **Explanations**

SAMPLE

**1. On the advice of the school psychologist, a teacher is trying to minimize the occurrence of a student's behavioral outbursts by ignoring the behavior. The teacher is using which of the following techniques?**

**A. Positive reinforcement**

**B. Extinction**

**C. Time-out**

**D. Punishment**

Extinction is at work here: when a behavior is no longer reinforced, it tends to fade away. By ignoring the student's outbursts, the teacher is removing the attention that the behavior previously produced. Without that reinforcement, the frequency of outbursts typically decreases over time. Be aware of an initial extinction burst, where the behavior may temporarily increase as the student tests whether attention will still be given. For best results, pair this with teaching a clear, appropriate way to seek attention and ensure consistency across staff so the behavior isn't reinforced in any subtle way.

**2. Which component of reading fluency is primarily targeted by fluency-focused interventions?**

**A. Rate**

**B. Accuracy**

**C. Comprehension**

**D. Vocabulary**

Fluency-focused interventions aim to increase the speed at which a reader can recognize words and read aloud with accuracy. This speed, or rate, is the central focus because fluency is fundamentally about reading quickly and smoothly enough that decoding becomes automatic. When students practice with repeated readings or guided oral reading, their rate tends to rise, meaning they can read more words per minute with fewer errors. As rate improves, the reader's decoding becomes more automatic, which helps free cognitive resources for understanding the text. Accuracy matters and can improve as a consequence of faster, more practiced reading, but the primary target of fluency interventions is increasing rate. Comprehension and vocabulary are important components of reading overall, but they are not the main focus of fluency training.

**3. In Michael's case, which factor related to language and culture could influence assessment?**

- A. He has no prior schooling**
- B. He has English-language learner services**
- C. He is a high achiever**
- D. He has regular attendance**

Language and culture can influence how a student performs on assessments because language proficiency affects understanding of directions, vocabulary, and how items are interpreted. In Michael's case, being enrolled in English-language learner services indicates his language development stage is a factor to consider when testing. This means evaluators should use language-appropriate instruments, consider accommodations or interpreters, and may employ dynamic or nonverbal assessments to separate language ability from content knowledge. While lack of prior schooling, high achievement, or regular attendance can affect overall performance, they are not specifically tied to language or cultural factors in the way that language-learner status is.

**4. If the standard error of measurement increases, what happens to the width of the confidence interval around an observed score?**

- A. It increases**
- B. It decreases**
- C. It remains the same**
- D. It becomes zero**

A larger standard error of measurement means more measurement error and less precision, so the confidence interval around an observed score widens. The margin of error that defines the interval is proportional to the SEM (often margin  $\approx z$  times SEM, with the width being twice that margin). So when SEM increases, the interval grows wider to reflect greater uncertainty about the true score. The observed score itself doesn't change, and the level of confidence is unchanged; it's the uncertainty surrounding the true score that increases, not a fixed center.

**5. Which term describes acquiring the cultural traits of a dominant group?**

- A. Assimilation**
- B. Enculturation**
- C. Acculturation**
- D. Cultural diffusion**

Assimilation is the process by which individuals or groups adopt the cultural traits of a more powerful or dominant group, often leading to the shedding of their own distinct practices, language, and identity. It explains acquiring the dominant culture's language, norms, and behaviors as one becomes part of that culture. Enculturation is learning one's own culture from birth; acculturation involves adapting to another culture while possibly maintaining elements of the original; cultural diffusion is the spread of cultural elements between societies, not necessarily tied to power dynamics. Therefore, assimilation best captures the idea of adopting the dominant group's traits.

**6. Which thinking involves identifying what may happen as a direct result of acting in a particular way?**

- A. Causal thinking**
- B. Consequential thinking**
- C. Means-end thinking**
- D. Alternative-solutions thinking**

Consequential thinking focuses on what will happen as a direct result of a chosen action. It involves predicting the likely outcomes that follow from acting in a specific way and using that foresight to guide decisions. For example, deciding to skip a study session invites consequences like a lower grade or increased stress, and weighing those potential results helps you choose the course of action that leads to the most favorable outcome. Causal thinking is about understanding how events influence one another in general, not specifically about the direct results of a particular action. Means-end thinking concentrates on identifying steps to reach a goal rather than predicting immediate outcomes of the action itself. Alternative-solutions thinking centers on generating different ways to address a problem rather than evaluating the direct effects of one action.

**7. What best characterizes the focus of a behavioral model of school intervention?**

- A. Observable events**
- B. Internal cognitive processes**
- C. Emotional states**
- D. Motivation and affect**

Behavioral intervention in schools focuses on observable behaviors and the environmental factors that shape them. Behavior is seen as a function of stimuli and consequences, so interventions aim to modify what can be seen and measured by adjusting antecedents and consequences to influence actions. This is why observable events best characterize the focus of a behavioral model. Internal cognitive processes, emotional states, and **\*\*motivation and affect\*\*** are not the primary focus in this view, even though they can influence behavior, because they aren't directly observable and thus aren't the central targets of behavior-based strategies. In practice, educators track how often and how long a behavior occurs, apply consistent reinforcement or punishment, and use data to guide progress.

**8. Family Systems Theory emphasizes the basic tenets of \_\_\_\_\_ include the acknowledgment of changeable behavior as determined by context rather than rigid traits, as well as the recognition that events that affect one member of the family system in some way affect the other members, too.**

- A. Unidirectional influence from parent to child.**
- B. Changeable behavior determined by context and interdependence.**
- C. Individual trait stability.**
- D. Similar to behaviorism.**

Family Systems Theory treats behavior as fluid and shaped by the family context rather than as fixed traits of individuals. Because the family functions as an interconnected system, changes in one member prompt adjustments in others, and effects ripple through the whole system through interdependence. This perspective contrasts with the idea of a one-way influence from parent to child, a focus on stable individual traits, or a behaviorist emphasis on learned responses. The statement that best captures this view is that behavior is changeable and determined by context, with events affecting all members due to interdependence.

**9. What is the best initial action for working with Michael, an eighth grader with ELL needs and a history of transitions?**

- A. Connect Michael with a culture broker who can serve as mentor and liaison between home and school**
- B. Place him in an English-only classroom without cultural support**
- C. Delay action until more data**
- D. Assign him to a counseling group with no home-school liaison**

When working with an eighth-grader who is an English Language Learner and has a history of transitions, the first step is to bring in a culture broker who can mentor and act as a bridge between home and school. This role matters because it establishes clear, language-accessible, culturally aware communication right from the start. A culture broker helps you understand the student's background, family goals, and any contextual factors from home that might affect learning, while also explaining school processes in a way that families can fully engage with. With this liaison in place, you can gather accurate information about language proficiency, prior schooling experiences, and potential stressors related to mobility. The broker helps design initial supports that are culturally responsive and linguistically appropriate, coordinates with teachers and specialists, and ensures families are informed and involved in planning. This proactive collaboration provides stability during transitions and supports the student's academic and language development more effectively than addressing needs in isolation. Without a culture broker, placing the student in an English-only setting without cultural supports can create barriers to communication and trust, making it harder to access appropriate accommodations or student strengths. Waiting for more data delays needed supports for a student with clear ELL needs and transition history. A counseling group without a home-school liaison misses essential family context and may fail to address both linguistic and cultural considerations that influence the student's engagement and progress.

**10. Jacob is a third-grade student with a specific learning disability and a language impairment, receiving services in both regular and special education classrooms. His placement best reflects which concept?**

- A. The most restrictive environment**
- B. A separate special education school**
- C. The least restrictive environment**
- D. Homebound instruction**

This item centers on the least restrictive environment principle: students with disabilities should be educated with non-disabled peers to the greatest extent appropriate, with the necessary supports and services provided so they can participate in the general education setting. In Jacob's case, he receives services in both regular and special education classrooms, which reflects that approach. He isn't isolated in a separate, more restrictive setting; instead, he stays connected to the general education environment while receiving targeted supports, accommodations, or specialized instruction as needed. This arrangement aligns with LRE because it prioritizes inclusion and provides services within the same environment where he can access the curriculum alongside his non-disabled peers. If a student needed to move to a more restrictive setting—such as a separate special education school or homebound instruction—that would indicate a move away from LRE, reserved for cases where the general education setting with supports is no longer appropriate. The team continually weighs whether the student can participate meaningfully in general education with supports, and adjusts placement accordingly to maintain that balance.

## 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](mailto:hello@examzify.com).**

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

**<https://etspraxisschoolpsych.examzify.com>**

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

SAMPLE