

ETS PRAXIS SCHOOL PSYCHOLOGY PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://etspraxisschoolpsych.examzify.com>



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

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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. A preschool student frequently pushes other students off the playground equipment because he does not know how to ask politely if he can take a turn to play. This student exhibits what type of social skills deficit?**
 - A. Acquisition
 - B. Fluency
 - C. Generalization
 - D. Maintenance

- 2. What does the standard error of measurement determine?**
 - A. The confidence interval for the observed score
 - B. The inter-rater reliability
 - C. The percentile rank
 - D. The reliability coefficient

- 3. In school screening, which statement best describes the role of a screening instrument?**
 - A. Diagnose clinical disorders
 - B. Identify students who may require further assessment
 - C. Provide comprehensive academic achievement data
 - D. Measure general intelligence

- 4. Which statement best aligns with crisis prevention practices in schools?**
 - A. Waiting for a crisis to occur before responding
 - B. Focusing solely on academics
 - C. Creating and implementing interventions that address mental health and behavioral needs
 - D. Only involving counselors after a crisis occurs

- 5. Which feature best describes a key design characteristic of the Universal Nonverbal Intelligence Test (UNIT)?**
 - A. It requires extensive reading ability.
 - B. It relies on heavy verbal responses.
 - C. It is designed to be administered with minimal language demands.
 - D. It measures handwriting speed.

- 6. Covert rehearsal involves mentally simulating responses to social situations:**
- A. True
 - B. False
 - C. May involve physical actions
 - D. Only used in therapy
- 7. A fourth-grade student from a highly authoritarian education background will likely need support in which area?**
- A. Writing creatively
 - B. Solving mathematical word problems with more than one route to the solution
 - C. Memorizing multiplication tables
 - D. Following procedural steps in worksheets
- 8. 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
- 9. A student exhibits social-communication impairments, restricted interests, repetitive behaviors; which disability is most consistent?**
- A. Autism spectrum disorder
 - B. ADHD
 - C. Intellectual disability
 - D. Specific learning disorder
- 10. Which statement best describes the role of two-way communication in school-family partnerships?**
- A. Two-way communication is essential for effective partnerships
 - B. One-way communication from school to families is sufficient
 - C. Communication is optional
 - D. Partnerships require no communication

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. A preschool student frequently pushes other students off the playground equipment because he does not know how to ask politely if he can take a turn to play. This student exhibits what type of social skills deficit?

A. Acquisition

B. Fluency

C. Generalization

D. Maintenance

Acquisition of a social skill is being assessed. The child hasn't learned how to ask politely to take a turn, so he engages in pushing to access the equipment. This shows an initial learning deficit—the skill of making a polite request has not yet been acquired. If the child already knew how to ask but didn't do so consistently or quickly, the issue would relate to fluency (speed/accuracy of performance). Generalization would involve using the skill correctly across different people or settings, and maintenance would concern keeping the skill after some time without practice. The scenario focuses on learning the behavior in the first place, not on using it across contexts, maintaining it, or performing it fluently. To address acquisition, teach and reinforce the appropriate request (e.g., "Can I take a turn, please?") with modeling, prompts, and practice.

2. What does the standard error of measurement determine?

A. The confidence interval for the observed score

B. The inter-rater reliability

C. The percentile rank

D. The reliability coefficient

The standard error of measurement shows how precise a single test score is. It reflects how much the observed score can vary because the test isn't perfectly reliable. Because of that unreliability, we use the SEM to form a confidence interval around the observed score to estimate where the true score is likely to fall. In practice, about one SEM gives roughly a 68% chance that the true score lies within that interval, with larger multipliers giving higher confidence levels. This concept helps you interpret how much trust to place in a given score. It isn't about how consistently different raters score (inter-rater reliability), a person's percentile rank, or the overall reliability coefficient.

3. In school screening, which statement best describes the role of a screening instrument?

A. Diagnose clinical disorders

B. Identify students who may require further assessment

C. Provide comprehensive academic achievement data

D. Measure general intelligence

The main idea is that screening instruments are used to flag students who may need a fuller evaluation, not to diagnose or provide detailed, comprehensive data. They're quick, inexpensive, and designed to cast a wide net so potential concerns aren't missed. A screening result suggests the need for additional assessment to determine whether there is a true issue and what kind of supports or services might be appropriate. Because of their purpose, screens are chosen for sensitivity and brevity, not for making diagnoses or delivering a complete profile of ability or achievement. The outcome guides next steps—referral for a more thorough evaluation—rather than forming a final conclusion about a student's functioning.

4. Which statement best aligns with crisis prevention practices in schools?

- A. Waiting for a crisis to occur before responding
- B. Focusing solely on academics
- C. Creating and implementing interventions that address mental health and behavioral needs**
- D. Only involving counselors after a crisis occurs

Crisis prevention in schools is about proactive, preventive supports for mental health and behavior. Implementing interventions across tiers that address students' social-emotional needs, provide timely mental health services, and create structured supports helps reduce risk factors and build protective factors before problems escalate. This approach aligns with preventing crises by identifying needs early, applying evidence-based programs, and having systems in place so issues don't reach a crisis level. Waiting for a crisis to occur is reactive, and focusing only on academics or involving counselors only after a crisis misses opportunities to keep students safe and well. In short, the best approach is to create and implement interventions that address mental health and behavioral needs proactively.

5. Which feature best describes a key design characteristic of the Universal Nonverbal Intelligence Test (UNIT)?

- A. It requires extensive reading ability.
- B. It relies on heavy verbal responses.
- C. It is designed to be administered with minimal language demands.**
- D. It measures handwriting speed.

The main concept is that this test is built to be administered with minimal language demands, focusing on nonverbal reasoning. In practice, instructions and tasks are presented through demonstrations and visual stimuli, and responses are nonverbal—such as pointing or arranging pictures or objects. This design lets you assess cognitive abilities without depending on reading, speaking, or writing, which makes it suitable for people with limited English, language impairments, or other communication differences and helps reduce cultural bias. The other statements describe features that aren't part of this test's design: it doesn't require extensive reading, it doesn't rely on verbal responses, and it isn't about handwriting speed.

6. Covert rehearsal involves mentally simulating responses to social situations:

- A. True**
- B. False
- C. May involve physical actions
- D. Only used in therapy

Covert rehearsal is practicing social responses in the mind rather than out loud or through actions. By imagining a social interaction, a student can rehearse what to say, how to say it, and when to respond, while also anticipating how others might react. This mental drill helps prepare for real conversations, choose more effective responses, and reduce social anxiety by offering a ready internal script. The statement is true because covert rehearsal centers on internal, cognitive practice of social behavior, not external performance. It's different from overt rehearsal, which involves physical actions or speaking aloud. And while it can be used in therapy, it isn't limited to it; educators and clinicians use this technique broadly to build social skills.

7. A fourth-grade student from a highly authoritarian education background will likely need support in which area?

- A. Writing creatively
- B. Solving mathematical word problems with more than one route to the solution**
- C. Memorizing multiplication tables
- D. Following procedural steps in worksheets

Students from highly authoritarian schooling often experience instruction that emphasizes memorization and following a single, prescribed procedure. This can limit practice with flexible thinking and trying multiple ways to reach a solution. When math problems involve more than one route, they require selecting, comparing, and combining different strategies, as well as explaining why a chosen method works. That kind of flexible problem-solving is what such students typically need to develop, so they can approach word problems with various valid paths rather than relying on one fixed method. In contrast, memorizing multiplication tables and following procedural steps align with rote instruction and are areas where these learners may already be comfortable or can manage with standard practice. Writing creatively is less directly tied to the described pattern of instruction, so it's not the area most likely to require targeted support in this context.

8. 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.

9. A student exhibits social-communication impairments, restricted interests, repetitive behaviors; which disability is most consistent?

A. Autism spectrum disorder

B. ADHD

C. Intellectual disability

D. Specific learning disorder

The key idea here is recognizing autism spectrum disorder by its characteristic pattern: persistent difficulties in social communication and interaction, along with restricted and repetitive patterns of behavior, interests, or activities. When a student shows both social-communication impairments and these restricted, repetitive behaviors, autism spectrum disorder is the most consistent explanation. ADHD focuses on inattention, hyperactivity, and impulsivity and doesn't inherently include the persistent social-communication deficits or the distinct restricted/repetitive behaviors. Intellectual disability involves broad limitations in intellectual functioning and adaptive skills, not the specific social-communication and behavioral pattern described. Specific learning disorder relates to difficulties with academic skills, not the social-communication and stereotyped behaviors that define autism. So the combination of social-communication challenges with restricted, repetitive behaviors best matches autism spectrum disorder.

10. Which statement best describes the role of two-way communication in school-family partnerships?

A. Two-way communication is essential for effective partnerships

B. One-way communication from school to families is sufficient

C. Communication is optional

D. Partnerships require no communication

Two-way communication creates a reciprocal exchange that builds trust, ensures mutual understanding, and supports shared decision-making between families and schools. When both sides actively share information—teachers conveying observations and plans, families offering context, goals, and concerns—the partnership can align on supports, monitor progress, and adjust strategies as needed. This ongoing dialogue helps identify cultural or home factors that affect learning and makes interventions more responsive and sustainable. If communication were one-way or absent, important insights from families could be missed, trust could erode, and collaborative problem-solving would falter, limiting the effectiveness of supports for the student. Regular, bidirectional communication is the foundation of a genuinely collaborative school-family partnership.

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://etspraxischoolpsych.examzify.com>

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

SAMPLE