

GACE SCHOOL COUNSELING PRACTICE EXAM (SAMPLE)

STUDY GUIDE



Prepare with structure. Pass with confidence



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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. What is the main focus of counseling interventions in a closing-the-gap plan?**
 - A. Improving academic performance
 - B. Addressing emotional issues
 - C. Utilizing the counselor's time effectively
 - D. Enhancing school administration policies
- 2. What does the term transference refer to in a counseling context?**
 - A. When a counselor obsesses about a client
 - B. When the client behaves towards the counselor as they did towards someone significant in their past
 - C. Struggling with personal issues in the context of client relationship
 - D. Acting out unconscious impulses in acceptable ways
- 3. Which therapeutic approach is associated with the idea that humans are fundamentally good and possess rationality and freedom of choice?**
 - A. Reality Therapy
 - B. Logotherapy
 - C. Person-centered therapy
 - D. Individual Psychology
- 4. Which psychological theory emphasizes that individuals strive to meet their basic physiological needs and a sense of worth?**
 - A. Reality Therapy
 - B. Logotherapy
 - C. Individual Psychology
 - D. Person-centered therapy
- 5. What did the Vocational Education Act of 1963 aim to broaden?**
 - A. The government's approach to academic subjects
 - B. The definition of vocational education
 - C. The funding for extracurricular activities
 - D. The duration of vocational training programs

- 6. Which of the following is NOT one of Erik Erikson's eight stages?**
- A. Generativity vs. Stagnation
 - B. Integrity vs. Shame
 - C. Intimacy vs. Isolation
 - D. Identity vs. Role Confusion
- 7. Which part of the psyche is often associated with reality in Freud's model?**
- A. Superego
 - B. Id
 - C. Ego
 - D. Consciousness
- 8. How can counselors facilitate a positive school climate?**
- A. By promoting inclusivity and addressing conflicts proactively
 - B. By focusing solely on academic achievements
 - C. By minimizing student involvement in school activities
 - D. By maintaining strict discipline without support
- 9. What was the primary goal of the Carl D. Perkins Act of 1984?**
- A. To enhance students' physical health
 - B. To improve basic skills of the labor force
 - C. To increase funding for extracurricular activities
 - D. To provide free college education
- 10. Which model involves reviewing student progress through data collection?**
- A. The Comprehensive Assessment model
 - B. The Data-Driven Decision-Making model
 - C. The Student Success model
 - D. The Outcome Evaluation model

Answers

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

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Explanations

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1. What is the main focus of counseling interventions in a closing-the-gap plan?

- A. Improving academic performance
- B. Addressing emotional issues
- C. Utilizing the counselor's time effectively
- D. Enhancing school administration policies

In a closing-the-gap plan, the main focus of counseling interventions is to improve academic performance among students who are traditionally underserved or at risk of academic failure. This involves identifying achievement disparities among different demographic groups and implementing strategies aimed at overcoming these gaps. While effective time management for a counselor is important, the primary goal of the plan is to target academic outcomes through various interventions, such as academic support, mentoring, and tailored educational resources. This proactive approach ensures that interventions are specifically aligned with the needs of students, thereby fostering greater equity in educational opportunities and encouraging successful academic engagement.

2. What does the term transference refer to in a counseling context?

- A. When a counselor obsesses about a client
- B. When the client behaves towards the counselor as they did towards someone significant in their past
- C. Struggling with personal issues in the context of client relationship
- D. Acting out unconscious impulses in acceptable ways

The term transference in a counseling context specifically refers to a phenomenon where a client projects feelings, desires, and expectations from past relationships onto the counselor. This often occurs because the counselor may unconsciously remind the client of significant figures in their life, such as a parent or a close friend, resulting in the client relating to the counselor in a similar emotional manner. For instance, a client might start to view the counselor as a parental figure, leading to feelings of trust, dependency, or even attraction, which can be pivotal in understanding the client's relational patterns and in facilitating deeper therapeutic work. This projection can provide valuable insights into the client's past experiences and current interpersonal difficulties, enabling the counselor to guide the client through these emotions for personal growth and healing. The recognition of transference is a critical part of the therapeutic process, assisting both the counselor and the client in exploring these dynamics and understanding how they influence the client's behavior and patterns in relationships outside of the therapy setting.

3. Which therapeutic approach is associated with the idea that humans are fundamentally good and possess rationality and freedom of choice?

- A. Reality Therapy
- B. Logotherapy**
- C. Person-centered therapy
- D. Individual Psychology

The correct answer is associated with Person-centered therapy, which is grounded in humanistic psychology. This therapeutic approach emphasizes that humans are inherently good and possess an innate tendency toward personal growth and self-actualization. The core belief is that individuals have the capacity and the freedom to make choices that lead to fulfilling their potential. In Person-centered therapy, developed by Carl Rogers, the therapist creates a supportive environment that fosters self-exploration and personal decision-making. This approach operates on the premise that when people are provided with empathy, acceptance, and genuineness, they are better able to engage in self-discovery and make positive changes in their lives. While other therapies like Reality Therapy and Logotherapy also consider personal agency and emphasize aspects of choice and responsibility, they do not emphasize the inherent goodness of individuals to the same degree. Individual Psychology, founded by Alfred Adler, focuses on social interest and the individual's striving for superiority, which, while promoting growth, does not encapsulate the same humanistic view of intrinsic goodness and self-actualization as Person-centered therapy does.

4. Which psychological theory emphasizes that individuals strive to meet their basic physiological needs and a sense of worth?

- A. Reality Therapy**
- B. Logotherapy
- C. Individual Psychology
- D. Person-centered therapy

The theory that emphasizes individuals striving to meet their basic physiological needs and a sense of worth is rooted in concepts related to motivation and personal growth. While options like Reality Therapy focus on problem-solving and taking responsibility for one's actions, the correct choice demonstrates a more holistic understanding of human motivation. In this context, ensuring that individuals satisfy their core physiological needs, such as food, safety, and belonging, is fundamental to achieving a sense of self-worth and self-actualization. Notably, this perspective aligns closely with theories that consider the hierarchy of needs, where fulfilling basic needs creates the foundation for higher-level aspirations, including esteem needs and the realization of one's potential. Furthermore, this theory recognizes the importance of personal experiences and perceptions in shaping self-worth, suggesting that when individuals feel secure in their basic needs, they can pursue personal goals and develop their identity. This emphasis on the relationship between fulfilling needs and fostering a sense of worth encapsulates a comprehensive understanding of human motivation and personal development.

5. What did the Vocational Education Act of 1963 aim to broaden?

- A. The government's approach to academic subjects
- B. The definition of vocational education**
- C. The funding for extracurricular activities
- D. The duration of vocational training programs

The Vocational Education Act of 1963 was designed to broaden the definition of vocational education, reflecting a shift towards recognizing the diverse skills and knowledge necessary for various careers beyond traditional trade skills. By expanding the definition, the legislation aimed to incorporate a wider range of vocational programs, including those that encompass emerging fields and modern industries, thereby making vocational education more relevant to contemporary job markets. This broadened definition allowed for greater inclusivity in vocational training, ensuring that students were not only prepared for manual labor jobs but also equipped for positions in technical, service, and professional sectors. This shift was important as it aligned educational offerings with the needs of a changing economy and workforce, reflecting societal advancements and the importance of skilled labor in various domains. The other choices do not capture the primary goal of the act, which was to enhance and broaden vocational education rather than altering governmental approaches to academic subjects, changing funding for extracurricular activities, or extending the duration of vocational training programs.

6. Which of the following is NOT one of Erik Erikson's eight stages?

- A. Generativity vs. Stagnation
- B. Integrity vs. Shame**
- C. Intimacy vs. Isolation
- D. Identity vs. Role Confusion

The choice of "Integrity vs. Shame" as the option that is not one of Erik Erikson's eight stages is correct because Erikson's final stage is actually called "Integrity vs. Despair." In this stage, which occurs during late adulthood, individuals reflect on their lives and either derive a sense of fulfillment and wholeness or feelings of regret and dissatisfaction. The other stages listed—"Generativity vs. Stagnation," "Intimacy vs. Isolation," and "Identity vs. Role Confusion"—are established parts of Erikson's theory. Each represents a significant psychosocial challenge faced during different periods of development. For example, "Generativity vs. Stagnation" occurs during middle adulthood and focuses on the individual's ability to create or nurture things that will outlast them, while "Intimacy vs. Isolation" takes place in young adulthood, dealing with the ability to form meaningful relationships. "Identity vs. Role Confusion" occurs during adolescence, where individuals explore and begin to form their personal identities. Thus, the selection of "Integrity vs. Shame" accurately identifies a misrepresentation of Erikson's stage theory.

7. Which part of the psyche is often associated with reality in Freud's model?

- A. Superego
- B. Id
- C. Ego
- D. Consciousness

In Freud's model of the psyche, the ego plays a crucial role in mediating between the desires of the id and the constraints of the superego, while also taking into account the realities of the external world. It operates on the reality principle, which means it seeks to satisfy the id's desires in realistic and socially appropriate ways, rather than through immediate gratification or fantasy. The ego helps individuals navigate their surroundings, make decisions, and engage in behaviors that are socially acceptable, balancing internal drives and external demands. This ability to assess reality and adapt one's actions accordingly is central to functioning effectively in day-to-day life. The other components of Freud's model—the id, which is focused on primal desires and immediate gratification, and the superego, which represents moral standards—do not align with the reality principle in the same way. Consciousness is more of a state of awareness rather than a structural component of personality within Freud's framework. Therefore, the ego's role as the reality-oriented part of the psyche is what makes it the correct answer in this context.

8. How can counselors facilitate a positive school climate?

- A. By promoting inclusivity and addressing conflicts proactively
- B. By focusing solely on academic achievements
- C. By minimizing student involvement in school activities
- D. By maintaining strict discipline without support

Counselors can facilitate a positive school climate by promoting inclusivity and addressing conflicts proactively. This approach encourages a sense of belonging among students, making them feel valued and respected within the school community. By fostering inclusivity, counselors help create an environment where diversity is celebrated, and all students have the opportunity to participate in school life. Proactive conflict resolution further contributes to a positive climate by addressing issues before they escalate, teaching conflict management skills, and promoting understanding among peers. This ultimately leads to a more harmonious school environment where students can thrive emotionally and socially, which supports their overall well-being and academic success.

9. What was the primary goal of the Carl D. Perkins Act of 1984?

- A. To enhance students' physical health
- B. To improve basic skills of the labor force
- C. To increase funding for extracurricular activities
- D. To provide free college education

The primary goal of the Carl D. Perkins Act of 1984 was indeed to improve the basic skills of the labor force. This act was designed to enhance the quality of vocational education and ensure that educational programs align more closely with the demands of the job market. It aimed to provide students with relevant skills that would prepare them for employment and support economic growth by addressing the training needs of workers. The legislation emphasized the importance of vocational education in helping individuals gain the necessary competencies needed in various careers, thereby directly impacting the labor market. By improving access to vocational training and education, the Perkins Act aimed to create a more skilled workforce capable of meeting the challenges of a changing economy. This broad focus on enhancing job-ready skills was essential in addressing the needs of both students and employers.

10. Which model involves reviewing student progress through data collection?

- A. The Comprehensive Assessment model
- B. The Data-Driven Decision-Making model**
- C. The Student Success model
- D. The Outcome Evaluation model

The Data-Driven Decision-Making model is distinguished by its focus on using data to evaluate student progress and inform decision-making processes. This approach emphasizes the systematic collection and analysis of data, which allows educators and counselors to track student performance over time and adjust strategies to better meet students' needs. The core principle of this model is that informed decisions, grounded in empirical evidence, are more effective in promoting student outcomes. By continuously reviewing data on academic performance, behavioral trends, and other relevant metrics, school counselors can identify areas for improvement, target interventions effectively, and ultimately enhance the educational experience for students. Other models mentioned may focus on assessment or evaluation but do not specifically emphasize the role of data analysis in decision-making to the same extent as this model does. For instance, while the Comprehensive Assessment model might involve various types of assessments, it does not solely center on the collection and review of data as a basis for ongoing decisions. Similarly, the Student Success model typically focuses on the holistic support of student needs, and the Outcome Evaluation model may concentrate on measuring results after interventions rather than the ongoing process of data collection and analysis that characterizes the Data-Driven Decision-Making model.

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://gaceschoolcounseling.examzify.com>

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

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