

ILTS School Psychologist (237) Practice Exam (Sample)

Study Guide



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SAMPLE

Questions

- 1. When evaluating school psychology services, which question is most critical for the psychologist to consider first?**
 - A. Should services be expanded in the future?**
 - B. Are families aware of accessing services?**
 - C. What evidence exists of responsiveness to diverse groups?**
 - D. How have services evolved over the year?**
- 2. What right do parents/guardians have if they disagree with a school's placement recommendation after IEP meetings?**
 - A. To present their case to the school board**
 - B. To request mediation by a third party**
 - C. To place a letter of disagreement in records**
 - D. To obtain legal representation from the school**
- 3. How does the collaboration of different agencies benefit student wellness programs?**
 - A. It leads to more funding opportunities.**
 - B. It enhances the knowledge and resources available to students.**
 - C. It provides more stringent regulations and policies regarding student behavior.**
 - D. It minimizes the need for evaluations and assessments.**
- 4. Which assessment tool is commonly used to measure cognitive abilities in children?**
 - A. The Stanford-Binet Intelligence Test**
 - B. The Wechsler Intelligence Scale for Children (WISC)**
 - C. The Woodcock-Johnson Tests of Cognitive Abilities**
 - D. The Kaufman Assessment Battery for Children**
- 5. How do supportive environments contribute to student success?**
 - A. They create barriers to communication**
 - B. They make students less motivated**
 - C. They provide resources and emotional support that enhance learning**
 - D. They focus solely on curricular achievements**

- 6. What is a required provision for an Individualized Family Service Plan (IFSP) for children under three?**
- A. Weekly evaluations of the child's development**
 - B. A designee to monitor services**
 - C. A request must come from parents for service changes**
 - D. Services provided in the child's natural environment**
- 7. Which situation exemplifies using logical consequences in student behavior management?**
- A. A student misses an assembly for disruptive behavior.**
 - B. A student is referred to the office for talking out of turn.**
 - C. A student writes a paragraph about distracting classmates.**
 - D. A student loses the privilege to use scissors after waving them around.**
- 8. Which factor is most likely to contribute to the over-identification of students for special education services?**
- A. Underutilization of school support staff**
 - B. Failure to maximize intervention strategies in general education**
 - C. Overemphasis on standardized assessments**
 - D. Lack of effective school-home communication**
- 9. Vygotsky's belief about private speech can best be summarized as:**
- A. A method for social interaction**
 - B. An essential factor for intellectual adaptation**
 - C. A strategy only for younger children**
 - D. A tool primarily for external communication**
- 10. What is the most important outcome of a transition fair for students with disabilities?**
- A. Increasing awareness of transition processes among educators**
 - B. Providing opportunities to learn about community resources**
 - C. Sharing educational responsibilities with professionals**
 - D. Reinforcing personal experiences of parents in transition**

Answers

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

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Explanations

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1. When evaluating school psychology services, which question is most critical for the psychologist to consider first?

A. Should services be expanded in the future?

B. Are families aware of accessing services?

C. What evidence exists of responsiveness to diverse groups?

D. How have services evolved over the year?

In the context of evaluating school psychology services, the most critical initial consideration is understanding how services have evolved over time. This provides essential insight into the effectiveness and adaptability of current practice. By examining the evolution of services, psychologists can identify trends, assess previous successes and challenges, and make informed decisions about necessary adjustments or future directions. Understanding service evolution encompasses evaluating past data and feedback which can highlight long-standing issues or improvement areas. This foundational knowledge is crucial before contemplating expansion or addressing family awareness since it situates those considerations within a framework of historical performance and effectiveness. It sets the stage for future planning and demonstrates a commitment to evidence-based practice, ensuring that any future changes or expansions are grounded in a thorough understanding of prior outcomes and experiences.

2. What right do parents/guardians have if they disagree with a school's placement recommendation after IEP meetings?

A. To present their case to the school board

B. To request mediation by a third party

C. To place a letter of disagreement in records

D. To obtain legal representation from the school

Parents and guardians have the right to request mediation by a third party if they disagree with a school's placement recommendation following IEP meetings. Mediation is a voluntary process that involves an impartial mediator who helps both parties discuss and resolve the disagreement. This option is particularly valuable as it provides a structured environment for dialogue, allowing parents and school officials to explore solutions collaboratively without pursuing more adversarial avenues. Mediation is often seen as a proactive approach to dispute resolution that can maintain relationships and encourage cooperation between families and schools. It is a formalized process under the Individuals with Disabilities Education Act (IDEA), ensuring that parents can seek assistance without resorting to litigation, which can be more adversarial and time-consuming. The other options, although they may seem viable, do not specifically align with the processes mandated by IDEA. Presenting a case to the school board or placing a letter of disagreement in records does not provide the same level of dialogue and collaboration as mediation. Furthermore, while obtaining legal representation may sometimes be necessary in contentious situations, it is not a right that directly addresses the immediate concerns of placement recommendations and does not facilitate the collaborative resolution process intended through mediation.

3. How does the collaboration of different agencies benefit student wellness programs?

- A. It leads to more funding opportunities.**
- B. It enhances the knowledge and resources available to students.**
- C. It provides more stringent regulations and policies regarding student behavior.**
- D. It minimizes the need for evaluations and assessments.**

The collaboration of different agencies significantly enhances the knowledge and resources available to students, which is crucial for effective student wellness programs. When various agencies, such as schools, health organizations, community services, and mental health providers work together, they create a comprehensive support system that addresses multiple aspects of a student's life. This collaboration allows for the sharing of expertise and resources, bringing in professionals who can provide specialized knowledge about mental health, nutrition, physical health, and other critical areas affecting student wellness. As a result, students gain access to a wider range of services and support mechanisms, leading to more holistic and effective interventions tailored to their unique needs. Additionally, this multidisciplinary approach helps to identify and address issues that might otherwise go unrecognized when agencies operate in silos, thereby promoting better overall outcomes for student wellness. The integration of various viewpoints and practices encourages more innovative solutions to complex problems, ultimately fostering a healthier school environment.

4. Which assessment tool is commonly used to measure cognitive abilities in children?

- A. The Stanford-Binet Intelligence Test**
- B. The Wechsler Intelligence Scale for Children (WISC)**
- C. The Woodcock-Johnson Tests of Cognitive Abilities**
- D. The Kaufman Assessment Battery for Children**

The Wechsler Intelligence Scale for Children (WISC) is a widely recognized assessment tool specifically designed to measure cognitive abilities in children aged 6 to 16. It assesses various domains of intelligence, including verbal comprehension, perceptual reasoning, working memory, and processing speed. The WISC has been widely used in both clinical and educational settings to identify learning disabilities, intellectual disabilities, and giftedness, making it a key instrument in the field of school psychology. Its comprehensive nature allows for the examination of a child's cognitive profile, helping psychologists and educators tailor interventions and supports to meet individual needs. The WISC's established reliability and validity contribute to its reputation as a leading assessment tool in cognitive evaluation, enabling school psychologists to make informed decisions based on a child's cognitive abilities.

5. How do supportive environments contribute to student success?

- A. They create barriers to communication**
- B. They make students less motivated**
- C. They provide resources and emotional support that enhance learning**
- D. They focus solely on curricular achievements**

Supportive environments play a crucial role in fostering student success by providing the necessary resources and emotional support that can significantly enhance the learning experience. When students have access to a supportive environment, they are more likely to feel safe, respected, and valued, which leads to increased engagement, motivation, and academic achievement. Such environments often include strong relationships with teachers and peers, access to counseling and mental health resources, as well as extracurricular opportunities that nurture students' interests and strengths. Emotional support is particularly important as it can help students navigate challenges, build resilience, and maintain a positive attitude towards learning. Additionally, supportive environments often promote collaboration and communication, creating a culture where students can express their thoughts and feelings. This supportive network encourages risk-taking in learning, whether that's participating in class discussions or seeking help when needed, which directly contributes to their academic success. In contrast, environments that create barriers to communication can hinder student engagement, and those that focus solely on curricular achievements may neglect the emotional and social aspects of learning that are essential for holistic development. Therefore, the supportive aspect is foundational for fostering an atmosphere conducive to student success.

6. What is a required provision for an Individualized Family Service Plan (IFSP) for children under three?

- A. Weekly evaluations of the child's development**
- B. A designee to monitor services**
- C. A request must come from parents for service changes**
- D. Services provided in the child's natural environment**

The required provision for an Individualized Family Service Plan (IFSP) for children under three is that services must be provided in the child's natural environment. This means that interventions and supports should occur where the child lives, learns, and plays, such as in their home or community settings. This approach is based on the understanding that children learn and develop best in familiar and comfortable contexts, which allows for more meaningful engagement and support for both the child and their family. Providing services in a natural environment fosters positive interactions with peers and family members while also promoting real-life learning opportunities. This principle is rooted in the belief that early intervention services should be integrated into the daily routines of families, allowing the child to use their skills in contexts where they will actually be applied. Other options involve elements that are not mandated for the IFSP process. For instance, while monitoring and evaluations are certainly important components of early intervention, the specific requirement is focused on the delivery of services in natural settings rather than the frequency of evaluations or monitoring by a designee. Similarly, while parent requests for changes in services may occur, this is not a required provision of the IFSP itself. Thus, the most crucial and defining feature of the IFSP is ensuring that services are delivered in the

- 7. Which situation exemplifies using logical consequences in student behavior management?**
- A. A student misses an assembly for disruptive behavior.**
 - B. A student is referred to the office for talking out of turn.**
 - C. A student writes a paragraph about distracting classmates.**
 - D. A student loses the privilege to use scissors after waving them around.**

Using logical consequences in student behavior management involves creating a direct connection between a student's behavior and the result of that behavior, allowing the student to understand the impact of their actions. The chosen example accurately illustrates this principle. When a student misuses scissors by waving them around, it poses a safety risk and disrupts the learning environment. Consequently, losing the privilege to use scissors is a logical consequence of this behavior. The consequence is directly related to the action; the student misbehaved with an item, and therefore the appropriate outcome is the loss of access to that item. This helps students learn responsibility and the importance of adhering to safety guidelines, highlighting how specific behaviors can lead to specific outcomes. In contrast, the other scenarios do not establish a clear link between the behavior and a consequence that reasonably follows from it. For example, missing an assembly or being referred to the office may not directly relate to the behavior itself, thereby failing to provide the same meaningful learning opportunity regarding the impact of the student's actions. Writing a paragraph about distracting classmates, while possibly reflective, doesn't enforce a consequence that connects directly to the behavior in a way that encourages better decision-making in the future.

- 8. Which factor is most likely to contribute to the over-identification of students for special education services?**
- A. Underutilization of school support staff**
 - B. Failure to maximize intervention strategies in general education**
 - C. Overemphasis on standardized assessments**
 - D. Lack of effective school-home communication**

The factor that most likely contributes to the over-identification of students for special education services is the failure to maximize intervention strategies in general education. When schools do not implement effective or sufficient intervention strategies, students who may have mild learning difficulties or behavioral issues may not receive the support they need within the general education setting. As a result, these students might be prematurely referred for special education evaluation, as educators are seeking more intensive resources than what general education can provide. By not effectively utilizing intervention strategies, such as differentiated instruction, targeted small-group interventions, or Response to Intervention (RTI) models, educators may fail to address the needs of these students in a timely and appropriate manner. Consequently, this may lead to a higher number of referrals to special education, as the inability to meet students' needs in the regular education setting may be interpreted as a sign that special education services are necessary. Maximizing intervention strategies in general education can help to ensure that students are provided with the support they need before considering more restrictive placements in special education, thereby reducing the likelihood of over-identification.

9. Vygotsky's belief about private speech can best be summarized as:

- A. A method for social interaction**
- B. An essential factor for intellectual adaptation**
- C. A strategy only for younger children**
- D. A tool primarily for external communication**

Vygotsky believed that private speech plays a crucial role in intellectual development and adaptation. He viewed it as a cognitive tool that children use to guide their own thinking and behavior, reflecting their inner dialogue as they work through problems. This self-directed speech not only aids in problem-solving but also helps with self-regulation and the internalization of knowledge. According to Vygotsky, private speech is particularly significant in the context of learning and development, as it allows individuals to verbalize their thought processes, manage tasks, and navigate complex situations. This underscores the idea that private speech is integral to developing higher mental functions and is essential for intellectual adaptation throughout the learning process. In contrast, the other perspectives presented do not capture the depth of Vygotsky's belief. While private speech can facilitate social interactions, its primary role extends beyond mere social communication. Although private speech is observed in younger children, it is not limited to them; even older children and adults use self-directed speech during problem-solving. Lastly, while private speech is a verbal strategy, its focus is on internal dialogue rather than just external communication.

10. What is the most important outcome of a transition fair for students with disabilities?

- A. Increasing awareness of transition processes among educators**
- B. Providing opportunities to learn about community resources**
- C. Sharing educational responsibilities with professionals**
- D. Reinforcing personal experiences of parents in transition**

The correct answer emphasizes the significance of providing opportunities for students with disabilities to learn about community resources during a transition fair. Transition fairs are designed to support students as they move from school to adulthood, which includes exploring options for post-secondary education, vocational training, employment, and social services. By learning about community resources, students can identify the supports and services that are available to them, which are crucial for their successful transition. Understanding the resources available in their communities helps empower students and their families to make informed decisions about their future. This knowledge can significantly impact their ability to navigate life after school, ensuring they have the necessary tools and support to thrive. The other options focus on aspects that, while important, do not capture the primary objective of a transition fair as effectively. For instance, increasing awareness of transition processes among educators can improve support strategies but does not directly benefit the students unless accompanied by practical information about resources. Sharing educational responsibilities with professionals may foster collaboration but does not directly address students' immediate needs for information. Lastly, reinforcing personal experiences of parents offers valuable insights but does not connect students with the practical resources they require for their transitions.