

ILTS School Psychologist (237) Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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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

- 1. Students encountering prejudice in school are at risk for which of the following outcomes?**
 - A. High likelihood of rejecting their culture**
 - B. Reduced ability to adjust to routine changes**
 - C. Low academic achievement and expectations for personal success**
 - D. Excessive anxiety in testing situations**
- 2. Why is it important for school psychologists to pursue professional development focused on diversity?**
 - A. It is a requirement for maintaining credentials**
 - B. To provide better services to diverse populations**
 - C. To adopt a broad worldview**
 - D. To train teachers on student diversity**
- 3. What is the role of a school psychologist in the assessment of giftedness?**
 - A. To conduct assessments that evaluate cognitive abilities and potential for advanced learning**
 - B. To provide emotional support to all students**
 - C. To design extracurricular activities**
 - D. To evaluate teacher performance**
- 4. Which data collection method is foundational for supporting changes in educational programs?**
 - A. Standardized testing**
 - B. Qualitative interviews**
 - C. Formative assessments**
 - D. Analyzing behavioral data**
- 5. How do school psychologists contribute to preventing bullying in schools?**
 - A. By promoting a zero-tolerance policy only**
 - B. By conducting regular assessments and evaluations**
 - C. By implementing programs that promote social-emotional learning and by fostering a positive school climate**
 - D. By focusing solely on disciplinary actions**

- 6. How do school psychologists assist in transition planning for students with disabilities?**
- A. By developing plans that outline recreational activities**
 - B. By providing continuous assessments throughout school life**
 - C. By developing plans that outline steps for post-secondary education, employment, and independent living**
 - D. By managing classroom behavior during the transition**
- 7. What recommendation is most appropriate for a student with Autism Spectrum Disorder who is progressing in reducing self-injurious behaviors?**
- A. Developing a Section 504 Plan**
 - B. Providing extended school year services**
 - C. Enrolling in a summer program**
 - D. Implementing home monitoring visits**
- 8. What should the school psychologist and teacher focus on for best supporting a student with ADHD in class?**
- A. Creating an incentive program to encourage work**
 - B. Developing a behavior plan for the student**
 - C. Reviewing seating arrangements and organizing work**
 - D. Identifying peers to assist the student**
- 9. What is the significance of professional development for school psychologists?**
- A. It allows psychologists to take time off for self-care**
 - B. It ensures school psychologists stay updated with the latest research and practices in the field**
 - C. It is primarily a requirement for obtaining certification**
 - D. It focuses on improving physical health and wellness**
- 10. What concept is best illustrated by a student who believes they will fail and thus refuses to try challenging schoolwork?**
- A. Social/emotional objectives must be integrated into instruction**
 - B. Students' motivation increases with a sense of control over learning**
 - C. Influence of social/emotional development on cognitive performance**
 - D. Varying achievement of developmental milestones**

Answers

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

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Explanations

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1. Students encountering prejudice in school are at risk for which of the following outcomes?

- A. High likelihood of rejecting their culture**
- B. Reduced ability to adjust to routine changes**
- C. Low academic achievement and expectations for personal success**
- D. Excessive anxiety in testing situations**

Students encountering prejudice in school often experience low academic achievement and diminished expectations for personal success. This outcome is rooted in the negative impact that prejudice can have on a student's self-esteem and motivation. When students face discrimination, it can lead to feelings of exclusion and a belief that they are not valued or capable, which may cause them to disengage from academic pursuits and lower their performance. Over time, these experiences can shape their expectations for their own success, leading them to set lower goals for themselves or to become disillusioned with the educational process. In contrast, the other options present scenarios that, while potentially relevant in different contexts, do not directly capture the pervasive impact of prejudice on academic outcomes and personal aspirations. For instance, the rejection of culture may not always be a direct consequence of prejudice, as some students might embrace their identity despite facing discrimination. Similarly, reduced ability to adjust to routine changes and excessive anxiety in testing situations could be related to a variety of factors that are not solely linked to experiences of prejudice. Overall, the correlation between experiencing prejudice and its detrimental effects on academic performance and personal outlook makes the answer compelling.

2. Why is it important for school psychologists to pursue professional development focused on diversity?

- A. It is a requirement for maintaining credentials**
- B. To provide better services to diverse populations**
- C. To adopt a broad worldview**
- D. To train teachers on student diversity**

Pursuing professional development focused on diversity is crucial for school psychologists because it enhances their ability to deliver effective and culturally responsive services to a diverse student population. As schools become increasingly multicultural, understanding the varying backgrounds, needs, and challenges of students is essential for accurate assessment and intervention. This training enables school psychologists to recognize and mitigate biases in their practice, foster inclusive environments, and ensure that all students receive equitable support. By being well-versed in diversity, school psychologists can better advocate for and tailor their approaches to cater to the unique needs of each student, ultimately improving educational outcomes and mental health support within diverse communities.

3. What is the role of a school psychologist in the assessment of giftedness?

- A. To conduct assessments that evaluate cognitive abilities and potential for advanced learning**
- B. To provide emotional support to all students**
- C. To design extracurricular activities**
- D. To evaluate teacher performance**

The role of a school psychologist in the assessment of giftedness primarily involves conducting assessments that evaluate cognitive abilities and potential for advanced learning. This responsibility is crucial because identifying gifted students requires a comprehensive understanding of various cognitive domains, including verbal skills, quantitative reasoning, and problem-solving abilities. School psychologists use a variety of assessment tools and techniques to measure these cognitive abilities. They analyze students' test scores, academic performance, and behavioral observations to determine their eligibility for gifted programs. In addition to standardized tests, they may also consider qualitative data such as teacher recommendations and parent input to capture a full picture of the student's capabilities. By focusing on cognitive assessment, school psychologists play a vital role in ensuring that gifted students receive appropriate educational services and challenges that can further their academic and personal development. This function is essential within the school system as it helps in recognizing and nurturing the potential of students who may excel beyond their peers.

4. Which data collection method is foundational for supporting changes in educational programs?

- A. Standardized testing**
- B. Qualitative interviews**
- C. Formative assessments**
- D. Analyzing behavioral data**

The foundational data collection method for supporting changes in educational programs is formative assessments. These assessments are designed to monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. They help identify student strengths and weaknesses, allowing educators to make informed decisions about curriculum adjustments and instructional strategies. By using formative assessments, educators can continually evaluate the effectiveness of educational programs and make necessary modifications in real-time, rather than waiting for end-of-term evaluations. This proactive approach ensures that educational practices are responsive to student needs and learning outcomes. Formative assessments can encompass a variety of tools and methods, including quizzes, observations, and informal assessments, which all contribute to an understanding of how students are progressing and which areas require attention. This method contrasts with other data collection approaches, such as standardized testing, which mainly provides a snapshot of student performance at a single point in time and often lacks the immediate applicability to program improvement. Qualitative interviews provide valuable insights but may not be as systematic in assessing educational programs. Analyzing behavioral data focuses on specific behaviors rather than overall learning outcomes and program effectiveness. Therefore, formative assessments serve as a dynamic tool for educators, supporting ongoing enhancements in instructional practice and curriculum design.

5. How do school psychologists contribute to preventing bullying in schools?

- A. By promoting a zero-tolerance policy only**
- B. By conducting regular assessments and evaluations**
- C. By implementing programs that promote social-emotional learning and by fostering a positive school climate**
- D. By focusing solely on disciplinary actions**

School psychologists play a vital role in preventing bullying in schools by implementing programs that promote social-emotional learning and fostering a positive school climate. This approach addresses the root causes of bullying by helping students develop important social skills, empathy, and emotional regulation. Programs focusing on social-emotional learning teach students how to understand and manage their emotions, as well as how to interact positively with others, which can significantly reduce instances of bullying. Additionally, by fostering a positive school climate, school psychologists create an environment where all students feel safe and respected. This proactive strategy encourages healthy relationships among students and helps to cultivate an inclusive atmosphere that discourages negative behaviors like bullying. In contrast, focusing solely on disciplinary actions or promoting only a zero-tolerance policy does not address the underlying issues or promote understanding among students. While regular assessments and evaluations are important for understanding the school environment and identifying areas for improvement, they are not the primary means by which psychologists contribute to bullying prevention. Instead, the emphasis on creating a supportive and positive culture through proactive educational programs is key in effectively reducing bullying behaviors.

6. How do school psychologists assist in transition planning for students with disabilities?

- A. By developing plans that outline recreational activities**
- B. By providing continuous assessments throughout school life**
- C. By developing plans that outline steps for post-secondary education, employment, and independent living**
- D. By managing classroom behavior during the transition**

School psychologists play a crucial role in assisting students with disabilities during transition planning, particularly by developing comprehensive plans that detail the necessary steps for post-secondary education, employment, and independent living. This focus aligns with the Individuals with Disabilities Education Act (IDEA), which emphasizes the importance of preparing students for life after high school. When developing these transition plans, school psychologists collaborate with educators, parents, and students to ensure that the goals are tailored to each individual's strengths, interests, and needs. They assess the necessary skills and provide resources or interventions that equip students to navigate the challenges they may face after graduation. Transition planning also involves teaching self-advocacy and life skills, which are essential for successful integration into post-secondary environments or the workforce. In contrast, options that emphasize recreational activities, continuous assessments throughout a student's school life, or managing classroom behavior don't specifically address the overarching goal of transition planning. While these areas may be important aspects of an individual education plan (IEP), they do not encapsulate the critical focus on preparing students for life beyond high school, which is essential in transition planning.

7. What recommendation is most appropriate for a student with Autism Spectrum Disorder who is progressing in reducing self-injurious behaviors?

- A. Developing a Section 504 Plan**
- B. Providing extended school year services**
- C. Enrolling in a summer program**
- D. Implementing home monitoring visits**

In this context, providing extended school year services is particularly beneficial for a student with Autism Spectrum Disorder who is making progress in reducing self-injurious behaviors. Extended school year services are designed to prevent regression of skills during breaks from school. This continuity of support can be crucial for students, especially those with developmental differences, as it helps maintain momentum in their learning and behavioral development. For a student progressing in reducing self-injurious behaviors, maintaining a structured environment and consistent support throughout the summer can reinforce the skills being developed and prevent any regression of positive behaviors. This approach ensures that the student can continue to practice coping strategies and behavioral interventions, which might be more challenging to maintain during an extended absence from school. Other options may not adequately address the unique needs of the student in this situation. For example, a Section 504 Plan is important for ensuring accommodations in the classroom but may not be sufficient for supporting a student who benefits from continuous services. Enrolling in a summer program could be beneficial, but without the specific design to target self-injurious behaviors, it might not be as effective. Home monitoring visits could provide valuable insights into behavior but would lack the structured educational environment that extended school year services would provide. Therefore, extending services directly aligns with the

8. What should the school psychologist and teacher focus on for best supporting a student with ADHD in class?

- A. Creating an incentive program to encourage work**
- B. Developing a behavior plan for the student**
- C. Reviewing seating arrangements and organizing work**
- D. Identifying peers to assist the student**

Focusing on reviewing seating arrangements and organizing work is crucial for best supporting a student with ADHD in class because the physical environment can significantly impact the student's ability to concentrate and engage in learning activities. An appropriate seating arrangement can minimize distractions, allowing the student to focus better on tasks. For example, placing the student closer to the teacher or away from windows and other distractions can help maintain attention and reduce impulsive behaviors. Additionally, organizing work involves breaking down tasks into manageable parts and ensuring that materials are readily accessible, which can help mitigate feelings of being overwhelmed. This structured approach provides a clear pathway for the student, making it easier to follow directions and complete assignments effectively. While creating an incentive program, developing a behavior plan, and identifying peers to assist can be beneficial strategies, they often depend on the foundational support that proper seating and organization provide. Establishing a conducive learning environment is essential, as it lays the groundwork for implementing other strategies more effectively and enhances overall learning outcomes for the student with ADHD.

9. What is the significance of professional development for school psychologists?

- A. It allows psychologists to take time off for self-care**
- B. It ensures school psychologists stay updated with the latest research and practices in the field**
- C. It is primarily a requirement for obtaining certification**
- D. It focuses on improving physical health and wellness**

The significance of professional development for school psychologists lies primarily in its role in keeping practitioners informed about the latest research and effective practices within their field. Continuous advancements in psychology, education, and mental health necessitate that school psychologists engage in ongoing learning. This commitment enables them to apply new insights and techniques that benefit their students effectively. Staying updated with current methodologies not only enhances their skills and knowledge but also supports their ability to address diverse student needs, adapt to changing educational environments, and implement evidence-based interventions. Therefore, professional development plays a critical role in promoting effective and informed practice in school psychology, ultimately contributing to better outcomes for students.

10. What concept is best illustrated by a student who believes they will fail and thus refuses to try challenging schoolwork?

- A. Social/emotional objectives must be integrated into instruction**
- B. Students' motivation increases with a sense of control over learning**
- C. Influence of social/emotional development on cognitive performance**
- D. Varying achievement of developmental milestones**

The situation described emphasizes how a student's beliefs and emotional state can significantly impact their academic performance and willingness to engage with challenging tasks. The student's expectation of failure reflects a lack of confidence and potentially low self-efficacy, which can operate within the realm of social and emotional development. When students perceive themselves negatively, their cognitive performance often suffers as a result of anxiety, disengagement, or lack of motivation. The interplay between social and emotional factors—like one's self-belief or fear of failure—and cognitive abilities is crucial for understanding how learners approach their education. In this case, the student's refusal to attempt challenging schoolwork stems from their emotional state, showcasing how social/emotional development fundamentally influences cognitive performance. Recognizing this connection is pivotal for educators when designing interventions and support systems aimed at enhancing both emotional resilience and academic engagement in students.

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://iltsschoolpsychologist237.examzify.com>

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