

NASP ETHICS AND PRINCIPLES PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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 must an educator comply with regarding confidential information of students and personnel?**
 - A. State and federal laws
 - B. Local school policies only
 - C. Personal discretion
 - D. Parents' requests
- 2. What are sources of quality control in school psychology intended to protect?**
 - A. The rights of school psychologists
 - B. The quality of testing materials
 - C. The rights and wellbeing of students receiving services
 - D. The employment contracts of school psychologists
- 3. What is the relevance of professional advocacy as per NASP standards?**
 - A. It is not a priority for school psychologists
 - B. It is crucial for promoting beneficial policies for students
 - C. It distracts from student care
 - D. It is only necessary during meetings
- 4. What does a manifest determination review examine?**
 - A. The impact of high-stakes testing on school performance
 - B. The relationship between a child's disability and behavior leading to disciplinary action
 - C. The effectiveness of individual educational plans
 - D. The eligibility criteria for special education services
- 5. What action is required if an educator is aware of a violation of the Code of Ethics?**
 - A. Ignoring the violation
 - B. Reporting it within ninety days
 - C. Discussing it with colleagues
 - D. Reporting only if asked

- 6. In Newport-Mesa Unified School District v. State of California Department of Education (2005), what was the ruling regarding providing parents with a completed WISC-IV test protocol?**
- A. It was legally permissible within parental rights
 - B. It was legally permissible within the "fair use doctrine" of federal copyright law
 - C. It required a court order
 - D. It was deemed unethical
- 7. What is the significance of cultural competence in school psychology?**
- A. It helps in designing academic curriculums
 - B. It is important for understanding diverse cultural needs
 - C. It focuses on standardized testing outcomes
 - D. It is unnecessary in homogenous populations
- 8. Which statement about ethical referrals is correct?**
- A. A referral should be made without informing the client
 - B. The client should be left out of the referral process
 - C. All relevant parties should be notified about the referral
 - D. A referral is optional and not necessary
- 9. To be eligible for Section 504 protections, what is required?**
- A. A medical diagnosis
 - B. A signed consent form from parents
 - C. Evidence of academic failure
 - D. No medical diagnosis is required
- 10. True or False: Section 504 is legislation that ensures access to special education for students with various disabilities.**
- A. True
 - B. False
 - C. Only for intellectual disabilities
 - D. Only for autism spectrum disorder

Answers

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

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Explanations

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1. What must an educator comply with regarding confidential information of students and personnel?

- A. State and federal laws**
- B. Local school policies only
- C. Personal discretion
- D. Parents' requests

The requirement for educators to comply with state and federal laws regarding the confidentiality of students and personnel is fundamentally important for several reasons. First, these laws, such as the Family Educational Rights and Privacy Act (FERPA), establish the legal framework for protecting students' educational records and personal information. They set clear guidelines on who has access to that information and under what circumstances it can be disclosed. Compliance with these laws not only protects the students' rights but also shields educators and school personnel from legal repercussions. Infractions can lead to serious penalties, including lawsuits and loss of licensure. Therefore, adhering to these legal standards is imperative for maintaining the trust between educators and the families they serve. In addition to laws, while local school policies can also play a role in determining how confidential information is handled, they must align with overarching state and federal regulations. Personal discretion or following parents' requests could lead to violations of these legal standards, as confidentiality does not always yield to individual preferences or informal agreements. Thus, a firm commitment to comply with established laws ensures both ethical practice and legal protection within the educational environment.

2. What are sources of quality control in school psychology intended to protect?

- A. The rights of school psychologists
- B. The quality of testing materials
- C. The rights and wellbeing of students receiving services**
- D. The employment contracts of school psychologists

Quality control in school psychology primarily aims to safeguard the rights and wellbeing of students receiving services. This focus reflects the ethical obligation that school psychologists have towards the individuals they serve. Ensuring that students receive appropriate, effective, and respectful psychological services is essential for fostering their mental health and educational success. Quality control measures often include the implementation of ethical guidelines, data-driven interventions, and ongoing professional development, all of which are designed to protect students from potential harm that could arise from ineffective or unethical practices. By prioritizing student welfare, these measures help ensure that school psychologists maintain high standards of practice that contribute positively to student outcomes. In contrast, while the quality of testing materials, the employment contracts of school psychologists, and the rights of school psychologists are important aspects of the profession, they do not reflect the primary protective focus of quality control in this context. The overarching goal of such measures is to ensure that students are treated fairly and receive the appropriate support needed for their development.

3. What is the relevance of professional advocacy as per NASP standards?

- A. It is not a priority for school psychologists
- B. It is crucial for promoting beneficial policies for students**
- C. It distracts from student care
- D. It is only necessary during meetings

Professional advocacy is a fundamental aspect of the role of school psychologists as outlined by NASP standards. It emphasizes the responsibility of practitioners to actively promote policies and practices that positively impact students' educational experiences and overall well-being. This relevance stems from the idea that school psychologists are not only providers of direct services but also stakeholders who can influence systemic change within educational environments. Engaging in advocacy enables school psychologists to address issues such as mental health, educational equity, and inclusion, ensuring that all students receive the support they need to succeed. By advocating for beneficial policies, school psychologists help to create and sustain positive educational environments, which ultimately lead to better outcomes for students. Advocacy aligns with the ethical obligation to serve the best interests of students and to work collaboratively within the educational system to foster an atmosphere that supports student growth and development. The other options do not accurately reflect the importance of advocacy in the context of the NASP standards. Professional advocacy is integral to a school psychologist's role and cannot be seen as a distraction or a task needed only during specific meetings. Instead, it is an ongoing commitment to improving the educational landscape for all students.

4. What does a manifest determination review examine?

- A. The impact of high-stakes testing on school performance
- B. The relationship between a child's disability and behavior leading to disciplinary action**
- C. The effectiveness of individual educational plans
- D. The eligibility criteria for special education services

A manifest determination review is a process that focuses specifically on evaluating the relationship between a student's disability and their behavior that has led to disciplinary action. The primary purpose of this review is to determine whether the student's misbehavior was a manifestation of their disability, which is a critical aspect of ensuring that students with disabilities are treated fairly in disciplinary situations. This review can have a significant impact on whether the disciplinary action is upheld or overturned, as it ensures that the unique needs of the student are taken into account under the Individuals with Disabilities Education Act (IDEA). The analysis within a manifest determination review aims to protect students with disabilities from being unfairly penalized for behaviors that may be directly related to their impairments. In contrast to this option, the other choices pertain to broader educational considerations that are not the primary focus of a manifest determination review, such as high-stakes testing impacts, effectiveness of educational plans, and eligibility criteria, which, while important, do not directly relate to the specific context of discipline and behavior linked to a disability.

5. What action is required if an educator is aware of a violation of the Code of Ethics?

- A. Ignoring the violation
- B. Reporting it within ninety days**
- C. Discussing it with colleagues
- D. Reporting only if asked

When an educator becomes aware of a violation of the Code of Ethics, the appropriate action is to report the violation within ninety days. This is essential because the integrity of the educational environment relies on holding all professionals accountable for ethical standards. Reporting a violation not only helps to maintain trust in the educational system but also ensures that appropriate actions can be taken to address any unethical behavior. Timeliness is critical in these situations. Reporting within a set timeframe—such as ninety days—provides an opportunity for a thorough investigation and ensures that the issue is addressed while it's still relevant. This timeframe helps protect students and the wider school community from potential harm that could arise from continued unethical conduct. Addressing violations through formal reporting channels is a responsible action that reflects a commitment to ethical practice. It is important for educators to recognize their role in upholding the Code of Ethics, which ultimately serves to protect the interests of students and promotes a safe, respectful, and fair educational environment.

6. In Newport-Mesa Unified School District v. State of California Department of Education (2005), what was the ruling regarding providing parents with a completed WISC-IV test protocol?

- A. It was legally permissible within parental rights
- B. It was legally permissible within the "fair use doctrine" of federal copyright law**
- C. It required a court order
- D. It was deemed unethical

In Newport-Mesa Unified School District v. State of California Department of Education (2005), the ruling emphasized the complexities surrounding the sharing of completed psychological test protocols, particularly the WISC-IV. The court concluded that providing parents with a completed test protocol was legally permissible within the "fair use doctrine" of federal copyright law. This implies that while the test protocols are copyrighted materials, parents have certain rights to access their child's educational records, which includes test protocols that provide essential information about their child's abilities and needs. The "fair use doctrine" allows for certain limited uses of copyrighted material without permission from the copyright owner, especially when it serves a public interest or educational purpose. In the context of this case, the court recognized that it falls within reasonable expectations of parental access to information concerning their children's education. Such access is vital for parents to engage in informed discussions regarding appropriate educational interventions or services for their child. This ruling is significant in that it upholds parental rights while balancing the concerns of copyright protections, thus fostering collaboration between parents and educational institutions.

7. What is the significance of cultural competence in school psychology?

- A. It helps in designing academic curriculums
- B. It is important for understanding diverse cultural needs**
- C. It focuses on standardized testing outcomes
- D. It is unnecessary in homogenous populations

Cultural competence in school psychology is crucial because it enhances the professional's ability to understand and effectively address the diverse cultural needs of students. This competence allows school psychologists to appreciate the various backgrounds, values, beliefs, and experiences that shape the lives of students and their families. By being culturally competent, school psychologists can foster a more inclusive and supportive educational environment where all students feel valued and understood. Building a strong rapport with students from different cultural backgrounds can lead to better communication, trust, and collaboration, which are essential for effective assessment and intervention. Culturally competent practice also involves being aware of one's own biases and the influence these may have on interactions with students and families. By recognizing and embracing cultural differences, school psychologists can create programs and services that are more relevant and effective, ultimately improving student outcomes and well-being. In contrast, while designing academic curriculums and focusing on standardized testing outcomes may be important elements of education, they do not prioritize the individualized understanding of cultural diversity that is essential for meeting the specific needs of students. Furthermore, the notion that cultural competence is unnecessary in homogeneous populations overlooks the reality that even within such groups, individual differences exist that can affect educational experiences and needs.

8. Which statement about ethical referrals is correct?

- A. A referral should be made without informing the client
- B. The client should be left out of the referral process
- C. All relevant parties should be notified about the referral**
- D. A referral is optional and not necessary

The correct choice emphasizes the importance of communication among all relevant parties in the referral process. Ethical referrals involve not only the act of transferring a client to another professional but also ensuring that everyone involved is kept informed and on the same page. This practice is crucial for maintaining trust and transparency in the therapeutic relationship. Informing relevant parties about the referral helps coordinate care, supports continuity for the client, and can enhance treatment outcomes. It ensures that all professionals are aware of the client's situation and can provide cohesive support. Engaging clients in the referral process is also essential, as it empowers them and respects their autonomy, which aligns with ethical standards in practice. The other options do not align with ethical practices, as they suggest either neglecting the client's involvement or failing to inform other necessary parties, which could undermine the quality of care and the therapeutic relationship.

9. To be eligible for Section 504 protections, what is required?

- A. A medical diagnosis
- B. A signed consent form from parents
- C. Evidence of academic failure
- D. No medical diagnosis is required**

Section 504 of the Rehabilitation Act provides protections for individuals with disabilities, ensuring they have equal access to education. A key aspect of these protections is that a formal medical diagnosis is not necessary for a student to qualify. Instead, Section 504 defines a disability as a physical or mental impairment that substantially limits one or more major life activities. This means that eligibility is based on the impact of the impairment rather than a specific label or diagnosis. This is significant because it allows for a broader interpretation of disability, ensuring that students who may not have a medical diagnosis but still experience significant challenges or limitations can receive the accommodations they need. Consequently, the absence of a requirement for a medical diagnosis ensures that support can be provided based on observed needs rather than solely on formal medical evaluations. This inclusive approach promotes accessibility and equity in the educational environment.

10. True or False: Section 504 is legislation that ensures access to special education for students with various disabilities.

- A. True
- B. False**
- C. Only for intellectual disabilities
- D. Only for autism spectrum disorder

The statement that Section 504 is legislation that ensures access to special education for students with various disabilities is true. Section 504 of the Rehabilitation Act of 1973 is aimed at preventing discrimination against individuals with disabilities and ensuring they have equal access to education and other programs. This legislation applies broadly to students with a variety of disabilities, not limited to those with intellectual disabilities or autism spectrum disorder. The confusion might arise from how special education services are provided under IDEA (Individuals with Disabilities Education Act) versus accommodations provided under Section 504. While IDEA is specifically designed for children with certain categories of disabilities that require special education, Section 504 ensures that any child with a disability has access to a free appropriate public education (FAPE), which can include making accommodations in regular education settings. Thus, the answer indicates misinterpretation of the scope of Section 504 in relation to special education, as it does indeed support access for students with a wide range of disabilities.

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://naspethicsandprinciples.examzify.com>

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

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