

NBPTS SCHOOL COUNSELING PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

<https://nbptsschoolcounseling.examzify.com>



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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. Describe how you would implement a literacy-support collaboration with librarians and teachers, including assessment and progress checks.**
 - A. Work in isolation from literacy goals.
 - B. Align with literacy goals, integrate with RTI, use progress-monitoring tools, coordinate supports, and share progress with families.
 - C. Implement literacy supports without any assessment.
 - D. Share progress only with administrators.
- 2. Which type of research aims to understand a phenomenon?**
 - A. Descriptive
 - B. Correlational
 - C. Exploratory
 - D. Causal
- 3. Which stage is associated with being liked and wanting to gain approval?**
 - A. Good Boy, Nice Girl Orientation
 - B. Obedience-and-Punishment Orientation
 - C. Law-and-Order Orientation
 - D. Instrumental Purpose Orientation
- 4. Which form of resistance is characterized by passively experiencing the world, 'go with the flow'?**
 - A. Introjection
 - B. Projection
 - C. Confluence
 - D. Retroflection
- 5. In Piaget's stages of cognitive development, which stage is characterized by egocentrism and the use of symbolic thought?**
 - A. Sensorimotor
 - B. Pre-Operational
 - C. Concrete Operational
 - D. Formal Operational

- 6. When designing culturally inclusive guidance lessons, which practice best supports student access and engagement?**
- A. Co-plan with teachers, include diverse materials and perspectives, solicit feedback, and ensure accessibility.
 - B. Use a single cultural perspective for all guidance content.
 - C. Avoid student input.
 - D. Focus only on scheduling information.
- 7. In the 1960s, there was a focus on developmentally appropriate, evidence-based school counseling structure. Which of the following best describes that focus?**
- A. Developmentally appropriate, evidence-based school counseling structure
 - B. Standardized testing
 - C. Uniform curriculums
 - D. Increased homework
- 8. Define culturally sustaining counseling and provide an example of applying it in a school setting.**
- A. Ignores cultural factors in counseling.
 - B. Only uses one culturally neutral method for all students.
 - C. Focuses on assimilation to the dominant culture with standard interventions.
 - D. Centers on honoring and leveraging students' cultural identities as assets; example: adapt interventions to reflect students' languages and family contexts and involve families in planning.
- 9. Which PD is Cluster B; Grandiose behaviors that mask insecurity?**
- A. Schizoid PD
 - B. Narcissistic PD
 - C. Paranoid PD
 - D. Avoidant PD
- 10. Which theory attributes mental illness to psychological factors or the environment?**
- A. Somatogenic
 - B. Psychogenic
 - C. Cognitive
 - D. Behavioral

Answers

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

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Explanations

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1. Describe how you would implement a literacy-support collaboration with librarians and teachers, including assessment and progress checks.

- A. Work in isolation from literacy goals.
- B. Align with literacy goals, integrate with RTI, use progress-monitoring tools, coordinate supports, and share progress with families.**
- C. Implement literacy supports without any assessment.
- D. Share progress only with administrators.

Collaborative literacy support with librarians and teachers should be anchored in clear literacy goals and a structured MTSS/RTI approach. Aligning with those goals ensures everyone is working toward the same benchmarks; integrating with RTI provides the tiered system of supports so students receive the right level of help at the right time. Using progress-monitoring tools gives ongoing data on reading and writing growth, letting you adjust instruction promptly. Coordinating supports across classrooms and the library prevents duplication and creates a consistent, seamless experience for students. Sharing progress with families keeps them informed and involved, which strengthens learning and reinforces strategies at home. This approach stands out because it connects planning to measurable outcomes and active family engagement, rather than working in isolation, skipping assessment, or limiting communication to administrators.

2. Which type of research aims to understand a phenomenon?

- A. Descriptive
- B. Correlational
- C. Exploratory**
- D. Causal

Exploratory research aims to understand a phenomenon by uncovering patterns, generating hypotheses, and gaining initial insights when little is known. It's flexible and often qualitative, using methods like interviews, open-ended surveys, or observation to capture context and meaning. This approach helps you grasp how the phenomenon operates, what variables might be involved, and what questions to test in future studies. Descriptive research, by contrast, describes who or what exists and what characteristics they have—it's about painting a picture of the current situation without explaining why. Correlational research looks for associations between variables but doesn't explain why those relationships occur. Causal research focuses on whether one variable causes changes in another, which is about cause-and-effect rather than broad understanding. Therefore, when the goal is to understand a phenomenon, exploratory research is the best fit.

3. Which stage is associated with being liked and wanting to gain approval?

- A. Good Boy, Nice Girl Orientation**
- B. Obedience-and-Punishment Orientation
- C. Law-and-Order Orientation
- D. Instrumental Purpose Orientation

In Kohlberg's theory, the stage where being liked and wanting to gain approval drives decisions is the Good Boy–Nice Girl orientation. Here, moral judgments are guided by the desire to please others and to be seen as a good person by significant people such as teachers, family, or peers. Actions are chosen to maintain harmony and earn social approval, rather than to pursue abstract principles or personal gain. This stands in contrast to other stages where the motive is to avoid punishment, to follow rules for the sake of social order, or to act out of self-interest and reciprocal benefit. So the stage that best fits being liked and seeking approval is the Good Boy–Nice Girl orientation.

4. Which form of resistance is characterized by passively experiencing the world, 'go with the flow'?

A. Introjection

B. Projection

C. Confluence

D. Retroflection

Confluence is about losing a clear boundary between self and others and experiencing life as a seamless flow with the surrounding people and environment. In this pattern, the person tends to go along with whatever is happening, avoiding personal stance or conflict by merging their experience with what others want or expect. It's a passive mode of existing in the world—acting as if there's no distinct "me" directing the reaction, just the flow of events and relationships around them. This differs from introjection, where a person absorbs others' values and standards as if they were their own, but still maintains some sense of separateness and internal voice. Projection involves putting one's own unacceptable thoughts or feelings onto someone else, not merging with the world. Retroflection turns impulses inward, leading to self-criticism or self-control rather than outward fusion.

5. In Piaget's stages of cognitive development, which stage is characterized by egocentrism and the use of symbolic thought?

A. Sensorimotor

B. Pre-Operational

C. Concrete Operational

D. Formal Operational

The stage in Piaget's theory where egocentrism and symbolic thought are prominent is the preoperational stage. At about ages 2 to 7, children start using symbols to represent objects and events, which shows up in language, pretend play, and drawing. Yet their thinking is still centered on their own perspective; they have trouble seeing situations from others' viewpoints, a trait called egocentrism. This combination—using symbols while still having limited ability to adopt different perspectives—distinguishes preoperational thinking from the earlier sensorimotor stage (which is about direct interaction with the world, with little symbolic thought) and the later concrete operational stage (where children begin to think logically about concrete objects and can decenter). The formal operational stage, by contrast, brings abstract and hypothetical reasoning.

6. When designing culturally inclusive guidance lessons, which practice best supports student access and engagement?

A. Co-plan with teachers, include diverse materials and perspectives, solicit feedback, and ensure accessibility.

B. Use a single cultural perspective for all guidance content.

C. Avoid student input.

D. Focus only on scheduling information.

Designing culturally inclusive guidance lessons means making sure all students can access and engage with the content by collaborating with school staff, including materials and viewpoints from multiple cultures, inviting feedback, and ensuring materials are usable by everyone. Co-planning with teachers helps tailor the lessons to the specific school context and schedules, ensuring relevance and buy-in. Including diverse materials and perspectives prevents a single cultural lens from dominating the guidance, which helps students feel seen and respected and increases the likelihood they'll engage with the content. Soliciting feedback from students, families, and staff keeps the lessons responsive—pinpointing what works, what doesn't, and what barriers still exist. Ensuring accessibility addresses varied language needs, abilities, and formats so every student can participate meaningfully. The other options miss essential pieces: relying on a single cultural perspective narrows representation, excluding student input reduces relevance and ownership, and focusing only on scheduling information neglects the instructional and relational aspects that drive engagement.

7. In the 1960s, there was a focus on developmentally appropriate, evidence-based school counseling structure. Which of the following best describes that focus?

A. Developmentally appropriate, evidence-based school counseling structure

B. Standardized testing

C. Uniform curriculums

D. Increased homework

In the 1960s, the emphasis in school counseling was on building a planned, coherent program that matches students' developmental stages and is guided by research. This means creating a structure for guidance activities that spans grade levels and targets academic, career, and personal-social development, with practices supported by evidence and outcomes data. That focus—a developmentally appropriate, evidence-based school counseling structure—best captures what counselors were aiming for: a systematic, affective and academic support framework rather than ad hoc or purely testing-driven efforts. The other options don't fit because standardized testing, uniform curriculums, or more homework reflect different priorities, not the intended shift toward a developmental, research-based counseling program.

8. Define culturally sustaining counseling and provide an example of applying it in a school setting.

- A. Ignores cultural factors in counseling.
- B. Only uses one culturally neutral method for all students.
- C. Focuses on assimilation to the dominant culture with standard interventions.
- D. Centers on honoring and leveraging students' cultural identities as assets; example: adapt interventions to reflect students' languages and family contexts and involve families in planning.**

Culturally sustaining counseling centers on honoring and leveraging students' cultural identities as assets and weaving those identities into the counseling process. It means adapting assessments, interventions, and communication to reflect students' languages, values, family structures, and community contexts, and partnering with families in planning and goal setting. For example, in a school, a counselor may work with a student and family to choose goals that align with cultural values, use materials in the student's home language, and involve family members in planning meetings and school supports, all while connecting interventions to the student's cultural strengths and community resources. This approach treats culture as an asset and actively includes families, rather than ignoring cultural factors, applying a one-size-fits-all method, or aiming for assimilation through standard interventions.

9. Which PD is Cluster B; Grandiose behaviors that mask insecurity?

- A. Schizoid PD
- B. Narcissistic PD**
- C. Paranoid PD
- D. Avoidant PD

Grandiosity with an underlying insecurity points to Narcissistic Personality Disorder, which sits in Cluster B. People with this pattern often present as self-important, craving admiration, and feeling entitled or special. That outward show of superiority is a way to shore up a vulnerable self-view that's fragile underneath. They may exaggerate achievements, expect special treatment, and lack empathy, yet there's frequently a hypersensitivity to criticism or failure. When their self-image is challenged, the insecurity can show up as anger, dismissiveness, or devaluation of others. Other patterns don't match this combination. Schizoid personality disorder involves social detachment and limited emotional expression, not grandiose displays. Paranoid personality disorder centers on pervasive distrust and suspicion, again without the boastful, entitlement-driven behavior. Avoidant personality disorder features social inhibition and intense fear of rejection, not the need to outperform others to feel valid. In practice, recognizing that grandiosity can mask insecurity helps in talking with students about self-esteem and coping strategies that don't rely on external admiration, and in guiding them toward healthier, more resilient self-views.

10. Which theory attributes mental illness to psychological factors or the environment?

- A. Somatogenic
- B. Psychogenic**
- C. Cognitive
- D. Behavioral

This item tests how we classify the origin of mental illness—whether it comes from physical/biological factors or from psychological factors and the environment. The term that fits “mental illness caused by psychological factors or the environment” is psychogenic. It contrasts with somatogenic, which points to physical or biological causes for mental health problems. Cognitive and behavioral describe particular approaches to understanding how thinking patterns or learned actions relate to behavior, rather than naming the broader origin of illness itself. So psychogenic is the best fit because it specifically denotes psychological or environmental origins behind mental disorders.

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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://nbptsschoolcounseling.examzify.com>

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

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