

# Praxis My School Psychology Practice Exam (Sample)

## Study Guide



**Everything you need from our exam experts!**

**This is a sample study guide. To access the full version with hundreds of 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. Don't worry about getting everything right, 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, and take breaks to retain information better.**

## 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.**

## 7. Use Other Tools

**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!**

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## **Questions**

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- 1. What is the goal of evaluating assessment results in an FBA?**
  - A. To determine whether to continue the assessment**
  - B. To find patterns in behavior**
  - C. To standardize the testing process**
  - D. To develop sole interventions**
  
- 2. Which type of processing is represented by the term 'Gv'?**
  - A. A range of visual processes**
  - B. Auditory processing ability**
  - C. Short-term memory**
  - D. Crystallized verbal ability**
  
- 3. What characterizes the formal operational stage of Piaget's cognitive development?**
  - A. Development of sensory-motor coordination**
  - B. Ability to think logically about concrete events**
  - C. Emergence of abstract thought and deductive reasoning**
  - D. Utilization of symbolic thinking**
  
- 4. What does latency recording track?**
  - A. The frequency of a behavior**
  - B. The duration of a behavior**
  - C. The time between stimulus onset and behavior initiation**
  - D. The total interval of behavior recording**
  
- 5. Criterion measurement is not based on what statistical model?**
  - A. Normal distribution or bell curve**
  - B. Standard deviations from the mean**
  - C. Relative comparisons to the population**
  - D. Average score calculations**

**6. Which of the following is a benefit of service learning?**

- A. Reduces the need for standardized testing**
- B. Connects lessons to real and relevant community contexts**
- C. Increases competition among students**
- D. Focuses solely on academic achievements**

**7. What does task analysis involve in educational practice?**

- A. Assessing a student's overall performance**
- B. Evaluating group dynamics**
- C. Breaking complex tasks into smaller steps**
- D. Designing standardized testing methods**

**8. What is a significant outcome of the "Industry vs Inferiority" stage?**

- A. Development of self-identity**
- B. Understanding of self-control in play**
- C. Self-efficacy based on school success or failure**
- D. Formation of intimate relationships**

**9. Which legal case emphasizes the need for appropriate educational accommodations for non-native English speakers?**

- A. Lau v Nicholes**
- B. Rowley v Board of Education**
- C. Marshall v Georgia**
- D. Tarasoff**

**10. What significant organizational development took place in 1960-1969 for school psychologists?**

- A. Formation of training programs**
- B. Formation of NASP**
- C. First special education laws**
- D. Strict regulations**



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

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## **Explanations**

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## 1. What is the goal of evaluating assessment results in an FBA?

- A. To determine whether to continue the assessment**
- B. To find patterns in behavior**
- C. To standardize the testing process**
- D. To develop sole interventions**

The goal of evaluating assessment results in a Functional Behavior Assessment (FBA) is primarily to find patterns in behavior. Understanding these patterns is crucial for identifying the contexts in which specific behaviors occur, the triggers that lead to them, and the consequences that maintain those behaviors. Analyzing this information helps practitioners to discern the function or purpose behind a student's behavior, which is essential for developing effective intervention strategies. This focus on behavioral patterns allows the school psychologist to tailor interventions that address the underlying causes of challenging behaviors rather than just the symptoms, ultimately promoting better outcomes for the student. Recognizing behavior patterns also aids in ensuring that interventions are proactive rather than reactive, addressing issues before they escalate. In this context, choices that involve ongoing assessment, standardization, and sole interventions do not encapsulate the primary objective of evaluating assessment results in an FBA, which centers on understanding behavior patterns for more comprehensive and effective support.

## 2. Which type of processing is represented by the term 'Gv'?

- A. A range of visual processes**
- B. Auditory processing ability**
- C. Short-term memory**
- D. Crystallized verbal ability**

The term 'Gv' refers to visual-spatial processing, which encompasses a range of visual processes related to perceptual organization, visualization, and the ability to manipulate and understand visual information. This type of processing is crucial in numerous contexts, such as problem-solving, navigating spatial environments, and interpreting visual data. Visual processing involves interpreting visual stimuli from the environment, integrating and organizing this information, and using it to guide behavior and thought. This capability is essential for tasks that require understanding diagrams, maps, or other graphical representations of information. The other options refer to different cognitive abilities. Auditory processing relates to the perception and interpretation of sounds, while short-term memory involves the capacity to hold and process information temporarily. Crystallized verbal ability pertains to knowledge and skills acquired through experience and education, typically associated with verbal comprehension rather than visual processing. Thus, the choice of 'A' accurately reflects the concept represented by 'Gv'.

### 3. What characterizes the formal operational stage of Piaget's cognitive development?

- A. Development of sensory-motor coordination**
- B. Ability to think logically about concrete events**
- C. Emergence of abstract thought and deductive reasoning**
- D. Utilization of symbolic thinking**

The formal operational stage, as defined by Piaget, is characterized by the emergence of abstract thought and deductive reasoning. At this stage, typically beginning around the ages of 11 to 16, individuals are no longer limited to concrete experiences and can think hypothetically. They can engage in advanced reasoning, allowing them to formulate and test hypotheses, think systematically about potential outcomes, and solve problems in a more logical and structured manner. This stage signifies a shift where adolescents can contemplate concepts that are not immediately present or tangible, such as justice, love, and hypothetical scenarios. Consequently, they can consider multiple perspectives and engage in philosophical discussions, which illustrates the maturation of cognitive processes beyond the concrete experiences seen in earlier stages. In contrast, the other stages mentioned, such as sensory-motor coordination and logical thinking about concrete events, refer to earlier developmental phases where thinking remains tied to tangible experiences or specific, observable phenomena. Symbolic thinking is also a hallmark of earlier stages of development, particularly in the pre-operational stage, where children begin to use symbols to represent objects before they reach the capacity for formal operational reasoning.

### 4. What does latency recording track?

- A. The frequency of a behavior**
- B. The duration of a behavior**
- C. The time between stimulus onset and behavior initiation**
- D. The total interval of behavior recording**

Latency recording specifically tracks the time between the onset of a stimulus and the initiation of the behavior in question. This measurement is crucial in behavioral assessments as it provides insight into how quickly an individual responds to prompts or events. For example, if a teacher asks a student to raise their hand and latency recording is used, the focus will be on how much time lapses from the moment the instruction is given until the student actually raises their hand. This information can be especially valuable in understanding the efficiency and responsiveness of a student's behavior in a classroom setting or therapeutic context. The measurement of latency can help professionals identify delays in response, which could be indicative of issues such as anxiety, processing speed, or other developmental factors. Other recording methods are focused on different aspects of behavior; for instance, frequency recording counts how often a behavior occurs, duration recording measures how long a behavior lasts, and total interval recording looks at whether a behavior occurs within specified intervals. Each of these methods provides valuable data, but they focus on different dimensions of behavior compared to latency recording.

**5. Criterion measurement is not based on what statistical model?**

- A. Normal distribution or bell curve**
- B. Standard deviations from the mean**
- C. Relative comparisons to the population**
- D. Average score calculations**

The concept of criterion measurement focuses on evaluating outcomes or behaviors against a predefined standard or criterion rather than relying on a statistical model like the normal distribution. In criterion measurement, the assessment is not concerned with how a score compares to a broader population represented by a bell curve. Instead, it emphasizes whether an individual meets a specific benchmark or criterion that has been established as indicative of successful performance or understanding. This approach is more about meeting specific goals and less about distributional properties or population norms. While other choices, such as standard deviations from the mean, relative comparisons to the population, and average score calculations, often rely on statistical models like the normal distribution for their interpretations and applications, criterion measurement is fundamentally different as it measures against a clear standard, independent of the population's distribution. This distinction reinforces that criterion measurement assesses whether specific performance standards are achieved rather than fitting into a normative framework.

**6. Which of the following is a benefit of service learning?**

- A. Reduces the need for standardized testing**
- B. Connects lessons to real and relevant community contexts**
- C. Increases competition among students**
- D. Focuses solely on academic achievements**

Service learning is an educational approach that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The benefit of connecting lessons to real and relevant community contexts is significant because it allows students to engage with their communities in a practical way, making the learning process more dynamic and accessible. This real-world application fosters deeper understanding and retention of academic concepts, as students can see the direct impact of their learning on their surroundings. This connection also enhances students' ability to apply theoretical knowledge to practical situations, encouraging critical thinking and problem-solving skills. By participating in service learning, where coursework is directly related to community needs, students find relevance in their education, which can increase motivation and engagement. The other options reflect different themes that don't align with the principles of service learning. For example, reducing the need for standardized testing is not a primary objective of service learning. Similarly, increasing competition among students and focusing solely on academic achievements do not capture the collaborative and experiential essence that service learning promotes.

## 7. What does task analysis involve in educational practice?

- A. Assessing a student's overall performance**
- B. Evaluating group dynamics**
- C. Breaking complex tasks into smaller steps**
- D. Designing standardized testing methods**

Task analysis in educational practice is a method used to dissect complex tasks into smaller, more manageable steps. This approach is particularly useful in the context of teaching and learning, as it enables educators to identify specific skills, sub-skills, and the sequential steps required to complete a task successfully. By breaking down tasks, educators can tailor instruction to meet the needs of individual students, facilitate skill acquisition, and provide clearer guidance on how to achieve specific learning outcomes. For example, when teaching a student how to write an essay, an educator using task analysis might break the process down into smaller components such as brainstorming, creating an outline, drafting, revising, and editing. This structure not only makes the overall task less daunting for students but also allows teachers to assess progress and understanding at each stage. While other options focus on different aspects of educational assessment, they do not encompass the systematic approach to skill acquisition that task analysis represents. Assessing a student's overall performance involves evaluating their achievements holistically rather than through smaller incremental steps. Evaluating group dynamics pertains to understanding interactions and relationships within a classroom setting, which is distinct from analyzing tasks. Lastly, designing standardized testing methods refers to creating assessments that measure student learning uniformly, rather than breaking down learning processes into their constituent parts.

## 8. What is a significant outcome of the "Industry vs Inferiority" stage?

- A. Development of self-identity**
- B. Understanding of self-control in play**
- C. Self-efficacy based on school success or failure**
- D. Formation of intimate relationships**

The "Industry vs. Inferiority" stage is a critical period in Erik Erikson's psychosocial development theory, which typically occurs during childhood, around ages 6 to 12. At this stage, children are focused on mastering tasks and developing skills that contribute to their self-esteem and competence. The significant outcome of this stage is self-efficacy, which refers to an individual's belief in their ability to succeed in specific situations or accomplish a task. Children who successfully navigate this stage believe they can achieve their goals, especially in academic and social contexts. Their experiences in school, where they face challenges and receive feedback, contribute significantly to their sense of industry or mastery. Successes foster a sense of competence and confidence, while failures can lead to feelings of inferiority and a diminished sense of self-worth. Building self-efficacy during this stage sets the foundation for future stages of development, as children carry these beliefs into adolescence and adulthood, influencing their overall motivation and approach to challenges in various aspects of life.

**9. Which legal case emphasizes the need for appropriate educational accommodations for non-native English speakers?**

- A. Lau v Nicholes**
- B. Rowley v Board of Education**
- C. Marshall v Georgia**
- D. Tarasoff**

The case that underscores the necessity for appropriate educational accommodations for non-native English speakers is Lau v. Nichols. In this landmark decision, the U.S. Supreme Court addressed the issue of equal educational opportunities for students who do not primarily speak English. The court ruled that the San Francisco school district's failure to provide bilingual education or English language instruction to non-English-speaking students amounted to discrimination. This case established a clear precedent, emphasizing that school districts have a legal obligation to take effective steps to ensure that language barriers do not impede the educational progress of non-native English speakers. In contrast, Rowley v. Board of Education primarily dealt with the rights of students with disabilities under the Individuals with Disabilities Education Act (IDEA) and how schools must provide a free appropriate public education. Marshall v. Georgia does not specifically pertain to language accommodations, and Tarasoff is related to the duty of care in mental health, which is outside the context of educational accommodations for language barriers. Therefore, Lau v. Nichols stands out as the key case focused on educational access for non-native English speakers.

**10. What significant organizational development took place in 1960-1969 for school psychologists?**

- A. Formation of training programs**
- B. Formation of NASP**
- C. First special education laws**
- D. Strict regulations**

The formation of the National Association of School Psychologists (NASP) in the 1960s marked a crucial development in the field of school psychology. Established in 1969, NASP was created to address the growing need for a professional organization to support the interests of school psychologists, promote best practices in the field, and advocate for the education and mental health of children and youth. This development underscored the recognition of school psychology as a distinct profession, providing a platform for professional identity, networking, and collaboration among practitioners. While the other options refer to significant developments within the broader context of education and special education, they do not specifically address the professional establishment and unification of school psychologists that NASP provided. The establishment of NASP contributed significantly to advancing standards in training, ethics, and practice, which shaped the future direction of school psychology as a profession.

# 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](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://praxismyschoolpsych.examzify.com>**

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

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