

PRAXIS MY SCHOOL PSYCHOLOGY PRACTICE EXAM (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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

<https://praxismyschoolpsych.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. What is a critical aspect to assess when conducting a suicide assessment?**
 - A. Thoughts about financial issues
 - B. A plan to hurt themselves
 - C. Proven coping strategies
 - D. Support from family
- 2. What are the common emotional outcomes associated with learned helplessness?**
 - A. High self-esteem and motivation
 - B. Depression and low achievement
 - C. Optimistic perspectives and independence
 - D. Resilience and adaptability
- 3. How should consequences be delivered to be effectively reinforcing?**
 - A. After a delay to provide context
 - B. Immediately after the behavior
 - C. At the end of the day
 - D. Within a couple of hours
- 4. Which of the following is NOT typically a confounding factor in test results?**
 - A. Family dynamics
 - B. Socioeconomic status
 - C. Standardized test format
 - D. Language proficiency
- 5. What is the purpose of conducting curriculum-based measurements (CBMs) in schools?**
 - A. To assess students only once at the end of the year
 - B. To identify students in need of additional support
 - C. To evaluate teacher performance exclusively
 - D. To determine school funding allocations

- 6. Which strategy is characterized by monitoring student mastery through small groups?**
- A. Flexible Grouping
 - B. Cooperative Learning
 - C. Small-Group Instruction
 - D. Metacognition
- 7. Who is considered the father of psychology due to establishing the first psychology lab?**
- A. Lightner Witmer
 - B. William Wundt
 - C. Arnold Gessell
 - D. Francis Galton
- 8. What provision does Lau v Nicholes ensure for ESL students?**
- A. Testing accommodations
 - B. Equal funding
 - C. Language support through accommodations
 - D. Removal from mainstream classes
- 9. In the prevalence of depression, which group shows higher rates of diagnosis?**
- A. Men
 - B. Women
 - C. Children
 - D. Teenagers
- 10. What aspect of language does syntax prescribe?**
- A. The meaning of words
 - B. How words can be combined into phrases, clauses, and sentences
 - C. The context in which language is used
 - D. Speech production mechanisms

Answers

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

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Explanations

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1. What is a critical aspect to assess when conducting a suicide assessment?

- A. Thoughts about financial issues
- B. A plan to hurt themselves**
- C. Proven coping strategies
- D. Support from family

When conducting a suicide assessment, an essential aspect to assess is whether the individual has a plan to hurt themselves. This is vital because the presence of a specific plan indicates a higher risk of suicidal behavior. Understanding the details of the plan, such as the method, means, and timing, helps evaluate the immediacy and lethality of the risk. It allows mental health professionals to gauge the level of intervention needed and to implement appropriate safety measures. A well-defined plan often signals a greater urgency in providing support and resources, making it a critical focus during assessments. In contrast, while thoughts about financial issues, proven coping strategies, and family support are relevant factors to explore, they do not directly indicate the immediate danger of self-harm as clearly as the existence of a specific plan does. Assessing thoughts about financial issues might reveal stressors contributing to the individual's emotional state, but it doesn't provide a direct measure of suicide risk. Similarly, understanding coping strategies and family support can inform treatment plans, but they are not as immediately critical for assessing the potential for harm as the existence of a concrete plan to hurt oneself.

2. What are the common emotional outcomes associated with learned helplessness?

- A. High self-esteem and motivation
- B. Depression and low achievement**
- C. Optimistic perspectives and independence
- D. Resilience and adaptability

Learned helplessness is a psychological condition that develops when individuals perceive that they have no control over the outcomes of their lives, often due to repeated exposure to stressful situations where they feel powerless. As a result of this perception, common emotional outcomes associated with learned helplessness include feelings of depression and low achievement. Individuals exhibiting learned helplessness may experience a significant decrease in motivation, often believing that their efforts will not lead to change or improvement. This can lead to a pervasive sense of worthlessness and helplessness, contributing to low self-esteem. Additionally, as these individuals disengage from tasks and challenges, their performance may decline, resulting in low achievement in academic or personal endeavors. The emotional state linked with learned helplessness contrasts sharply with other outcomes such as high self-esteem, optimism, resilience, or adaptability, all of which involve a sense of agency and control over one's circumstances. In essence, the emotional ramifications of learned helplessness paint a bleak picture where individuals feel trapped rather than empowered.

3. How should consequences be delivered to be effectively reinforcing?

- A. After a delay to provide context
- B. Immediately after the behavior**
- C. At the end of the day
- D. Within a couple of hours

Consequences should be delivered immediately after the behavior to be effectively reinforcing. This immediate feedback helps the individual make a clear connection between their actions and the consequence. When reinforcement follows a behavior closely in time, it strengthens the likelihood that the behavior will be repeated in the future. This principle is rooted in behavioral psychology, where timing plays a crucial role in learning and motivation. For instance, if a student completes their homework on time and receives praise right after, they are more likely to repeat that behavior compared to if the praise is given later in the day. This immediacy solidifies the association and enhances the reinforcing effect of the consequence.

4. Which of the following is NOT typically a confounding factor in test results?

- A. Family dynamics
- B. Socioeconomic status
- C. Standardized test format**
- D. Language proficiency

Standardized test format is generally not considered a confounding factor in test results because it refers specifically to the structure and delivery of the test itself, which is intended to be uniform across all test-takers. This consistency is essential for ensuring that the test measures what it is supposed to, allowing for fair comparisons among individuals. In contrast, family dynamics, socioeconomic status, and language proficiency can introduce variability that may affect test performance in ways that are unrelated to the skills or knowledge the test is intended to measure. For instance, family dynamics can impact a child's emotional support and stability, socioeconomic status can provide or limit access to educational resources, and language proficiency can affect a student's comprehension of test questions. These factors can influence outcomes significantly, whereas the standardized test format aims to minimize such unintended influences on the results.

5. What is the purpose of conducting curriculum-based measurements (CBMs) in schools?

- A. To assess students only once at the end of the year
- B. To identify students in need of additional support**
- C. To evaluate teacher performance exclusively
- D. To determine school funding allocations

The purpose of conducting curriculum-based measurements (CBMs) in schools is primarily to identify students in need of additional support. CBMs are specific assessment tools used to monitor students' academic progress and performance on essential skills within the curriculum. By administering these assessments frequently and consistently throughout the academic year, educators can gather data that reflects students' learning trajectories, enabling them to pinpoint students who may be struggling. This ongoing assessment process allows for early identification of learning difficulties and ensures that interventions can be provided in a timely manner. Additionally, CBMs help in tracking the effectiveness of instruction and adjusting teaching strategies to meet individual student needs. Thus, the use of CBMs is fundamentally centered around student support and enhancing educational outcomes by identifying those who require further assistance or specialized interventions.

6. Which strategy is characterized by monitoring student mastery through small groups?

- A. Flexible Grouping
- B. Cooperative Learning
- C. Small-Group Instruction**
- D. Metacognition

Small-Group Instruction is characterized by monitoring student mastery through small groups as it focuses on providing targeted, personalized support to students based on their individual learning needs. This instructional strategy involves grouping students based on their current understanding or mastery of specific content, allowing educators to closely observe and assess each student's progress. In small-group settings, teachers can engage directly with students, facilitate discussions, and tailor activities to enhance learning outcomes. By closely monitoring each student's performance and adjusting instruction as needed, educators can ensure that all students are making progress toward mastery of the subject matter. Flexible Grouping refers to varying group compositions based on different learning objectives or activities, while Cooperative Learning emphasizes collaborative tasks among students. Metacognition involves students being aware of their own learning processes and strategies but does not specifically address the structured monitoring of mastery through group dynamics in the same way small-group instruction does.

7. Who is considered the father of psychology due to establishing the first psychology lab?

- A. Lightner Witmer
- B. William Wundt**
- C. Arnold Gessell
- D. Francis Galton

William Wundt is recognized as the father of psychology because he founded the first formal laboratory dedicated to psychological research in 1879 at the University of Leipzig in Germany. This establishment marked a significant turning point in the field, as it provided a setting for scientists to conduct experiments and study human consciousness through empirical methods. Wundt's focus on introspection and systematic observation laid the groundwork for psychology as a scientific discipline, distinguishing it from philosophy and physiology. His approach emphasized the importance of using experimental methods to explore mental processes, setting a precedent that would influence future research in psychology. Wundt's work brought psychology into the realm of academic study and experimentation, making it possible for the field to develop various branches and methodologies based on scientific inquiry. Thus, his contribution fundamentally shaped psychology's evolution and is why he is celebrated as the founding figure in the discipline.

8. What provision does Lau v Nicholes ensure for ESL students?

- A. Testing accommodations
- B. Equal funding
- C. Language support through accommodations**
- D. Removal from mainstream classes

Lau v. Nichols established a significant precedent in ensuring that English as a Second Language (ESL) students receive appropriate language support through accommodations to facilitate their learning. The Supreme Court ruled that simply providing education in English, without additional support, does not meet the needs of students who are not proficient in English. This decision emphasizes the necessity for schools to implement specialized programs that assist these students in overcoming language barriers, thus ensuring they have equal access to the curriculum. The ruling mandates that schools must take affirmative steps to provide meaningful language assistance, enabling ESL students to participate fully in educational opportunities. This support can include bilingual education programs, specialized ESL classes, or various instructional accommodations tailored to help these students succeed academically while they develop their English language skills.

9. In the prevalence of depression, which group shows higher rates of diagnosis?

- A. Men
- B. Women**
- C. Children
- D. Teenagers

The choice of women as the group that shows higher rates of diagnosis for depression is supported by extensive research in psychology and epidemiology. Studies consistently indicate that women are diagnosed with depression at significantly higher rates than men. This difference has been attributed to a number of factors, including biological factors such as hormonal fluctuations and societal expectations that can contribute to greater stress and emotional challenges. Moreover, women's higher rates of depression may also be influenced by factors such as greater likelihood to seek help and communicate their feelings compared to men, who might be less inclined to report emotional distress due to societal norms around masculinity. In contrast, while children and teenagers can experience depression, the prevalence rates in these age groups do not exceed those of women. Men, although they can experience depressive disorders, typically have lower diagnosed rates of depression compared to women, often due to underreporting or differing expressions of depressive symptoms.

10. What aspect of language does syntax prescribe?

- A. The meaning of words
- B. How words can be combined into phrases, clauses, and sentences**
- C. The context in which language is used
- D. Speech production mechanisms

Syntax is fundamentally concerned with the structure of language, specifically how words can be organized into phrases, clauses, and sentences. It prescribes the rules and patterns that dictate the grammatical arrangement of words to create meaningful and coherent expressions. This means that syntax provides the framework that allows individuals to communicate complex ideas by adding modifiers, coordinating elements, and organizing thoughts in a way that is understood by others. In contrast, the first option focuses on semantics, which deals with the meanings of words themselves. The third option pertains to pragmatics, the study of how context influences the interpretation of language. The fourth option relates to the physical aspects of speaking and language production, which involve physiological and neurological mechanisms. Overall, understanding syntax is crucial for grasping how language is constructed and for analyzing the grammatical relationships between words.

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://praxismyschoolpsych.examzify.com>

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

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