

Praxis National Association of School Psychologists (NASP) Practice Exam (Sample)

Study Guide



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SAMPLE

Questions

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- 1. The Good Behavior Game is categorized as which type of intervention?**
 - A. Tier 1 intervention**
 - B. Tier 2 intervention**
 - C. Tier 3 intervention**
 - D. Cognitive-behavioral intervention**
- 2. Which behavior-modification technique is exemplified by exempting students from homework assignments for each book they read?**
 - A. Positive reinforcement**
 - B. Negative reinforcement**
 - C. Punishment**
 - D. Extinction**
- 3. In a research study comparing the effectiveness of two reading instruction methods, which statistical procedure should be used to analyze the differences?**
 - A. A chi-square test.**
 - B. A t test.**
 - C. A repeated measures ANOVA.**
 - D. A correlation analysis.**
- 4. Which intervention strategy is most appropriate for students at the highest risk of school dropout?**
 - A. Placement in a mainstream classroom**
 - B. An alternative school placement**
 - C. Individual tutoring sessions**
 - D. In-school suspension programs**
- 5. In the context of assessing students from diverse backgrounds, what is essential for fairness?**
 - A. Language proficiency testing**
 - B. Applicable cultural context**
 - C. Nondiscriminatory assessment**
 - D. Standardized testing methods**

- 6. What should be the first course of action for working with a student with multiple transitions and family turmoil?**
- A. Refer the student for special education evaluation**
 - B. Connect the student with a culture broker for support**
 - C. Provide additional academic tutoring**
 - D. Assess the student's academic skills**
- 7. According to family systems theory, as students become more differentiated from other family members, they become...**
- A. More vulnerable to family stress.**
 - B. Less vulnerable to stress from family and peer situations.**
 - C. More dependent on their peers.**
 - D. Less likely to communicate with their families.**
- 8. A student showing communication impairments and repetitive behaviors is likely displaying characteristics of which disability?**
- A. Attention-Deficit/Hyperactivity Disorder**
 - B. Autism Spectrum Disorder**
 - C. Learning Disability**
 - D. Emotional Disturbance**
- 9. Within a multimethod model of assessment, child interviews are primarily useful for what purpose?**
- A. Establishing rapport and understanding the child's perspective**
 - B. Gathering academic performance data**
 - C. Conducting behavioral observations**
 - D. Measuring cognitive abilities**
- 10. Which data type is most effective for evaluating academic interventions?**
- A. Standardized tests.**
 - B. Curriculum-based measurement (CBM).**
 - C. Behavioral assessments.**
 - D. Parent surveys.**

Answers

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

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Explanations

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1. The Good Behavior Game is categorized as which type of intervention?

- A. Tier 1 intervention**
- B. Tier 2 intervention**
- C. Tier 3 intervention**
- D. Cognitive-behavioral intervention**

The Good Behavior Game is recognized as a Tier 1 intervention due to its focus on promoting positive behavior in all students within a classroom setting. It is designed to establish a supportive and proactive classroom management strategy that benefits all participants, rather than targeting specific individuals. By implementing this game, teachers encourage students to follow behavioral expectations and work collaboratively, fostering a positive learning environment. Tier 1 interventions are universal strategies that aim to prevent behavioral issues and enhance the overall climate of the classroom. The Good Behavior Game fits this model perfectly, as it is not aimed at students with specific behavioral problems but rather seeks to engage and reinforce appropriate behavior among the entire class. This broad application differentiates it from Tier 2 and Tier 3 interventions, which are more focused and targeted towards individuals or small groups who require additional support. Additionally, while the Good Behavior Game may share elements with cognitive-behavioral strategies, its classification as a Tier 1 intervention emphasizes its preventive and inclusive nature in promoting good behavior across the classroom.

2. Which behavior-modification technique is exemplified by exempting students from homework assignments for each book they read?

- A. Positive reinforcement**
- B. Negative reinforcement**
- C. Punishment**
- D. Extinction**

The behavior-modification technique demonstrated by exempting students from homework assignments for each book they read aligns with the concept of negative reinforcement. Negative reinforcement involves the removal of an aversive stimulus to increase the likelihood of a behavior being repeated. In this scenario, the aversive stimulus is the homework assignments, which can be perceived as undesirable or burdensome by students. By allowing students to skip these assignments in exchange for reading books, they are motivated to engage in the behavior of reading more, thereby reinforcing it. This technique effectively encourages students to read by offering a tangible benefit—freedom from homework—as a reward for the desired behavior. The removal of the homework requirement makes the students more inclined to participate in the reading activity, illustrating how negative reinforcement can be utilized to promote positive behaviors in an educational setting.

3. In a research study comparing the effectiveness of two reading instruction methods, which statistical procedure should be used to analyze the differences?

A. A chi-square test.

B. A t test.

C. A repeated measures ANOVA.

D. A correlation analysis.

The t test is the appropriate statistical procedure to analyze the differences between two reading instruction methods because it is specifically designed to compare the means of two groups. In this context, the study is likely assessing how well each reading instruction method improves student performance, which typically involves measuring numerical outcomes, such as scores on a reading assessment. The t test evaluates whether the differences in means between the two groups are statistically significant. This helps determine if one method of instruction results in significantly better outcomes compared to the other. When researchers have two independent samples (in this case, the two different reading instruction methods), a t test is the most straightforward method for comparing those groups. While the other statistical methods mentioned serve different purposes, they are not suitable for this scenario. For instance, a chi-square test is used for categorical data to examine the association between variables, whereas correlation analysis measures the strength and direction of a relationship between two continuous variables without implying causation. Repeated measures ANOVA is suited for situations where the same subjects are measured multiple times under different conditions, which does not apply here if the study involves different groups for each instruction method. Thus, the t test is the best choice for this analysis.

4. Which intervention strategy is most appropriate for students at the highest risk of school dropout?

A. Placement in a mainstream classroom

B. An alternative school placement

C. Individual tutoring sessions

D. In-school suspension programs

An alternative school placement is particularly suitable for students at the highest risk of school dropout due to several key factors. These students often struggle in traditional educational environments due to a variety of challenges, such as behavioral issues, academic difficulties, or personal circumstances that may impede their learning. Alternative schools are designed to offer a different approach to education, which can cater to the specific needs of these students. They typically provide a smaller class size, individualized attention, and a curriculum that may be more flexible and tailored to engage students who have had negative experiences in mainstream settings. The goal is to create a supportive environment that helps students build skills, improve self-efficacy, and stay connected to their education, ultimately reducing the likelihood of dropout. In contrast, options like placement in a mainstream classroom or individual tutoring sessions might not address the specific barriers that these high-risk students face. While in-school suspension programs may offer a form of discipline, they do not contribute positively to a student's educational experience or address the underlying issues that could lead to dropout. Therefore, an alternative school placement provides the best chance for at-risk students to succeed and remain engaged in their education.

5. In the context of assessing students from diverse backgrounds, what is essential for fairness?

- A. Language proficiency testing**
- B. Applicable cultural context**
- C. Nondiscriminatory assessment**
- D. Standardized testing methods**

Nondiscriminatory assessment is essential for fairness when assessing students from diverse backgrounds because it ensures that the evaluation process does not favor any particular group over others. This approach involves using assessment tools and procedures that are free from bias and discrimination, allowing for an accurate understanding of a student's abilities, skills, and potential, regardless of their cultural or linguistic background. Nondiscriminatory assessment encompasses various practices such as using culturally relevant materials, being aware of language issues, and accommodating different learning styles. This ensures that students are assessed in a way that truly reflects their knowledge and skills rather than their cultural or linguistic differences. While language proficiency testing, applicable cultural context, and standardized testing methods are each important factors in the assessment of diverse students, they do not guarantee fairness on their own. For instance, language proficiency testing may inadvertently disadvantage students who are still developing their language skills, while standardized tests may reflect cultural biases. The focus on nondiscriminatory practices ensures that all aspects of assessment are designed to provide equitable opportunities for every student to demonstrate their abilities.

6. What should be the first course of action for working with a student with multiple transitions and family turmoil?

- A. Refer the student for special education evaluation**
- B. Connect the student with a culture broker for support**
- C. Provide additional academic tutoring**
- D. Assess the student's academic skills**

Connecting the student with a culture broker for support is an effective initial approach because it addresses the emotional and social needs of a student experiencing multiple transitions and family turmoil. Culture brokers are individuals who can help navigate and bridge cultural gaps, providing the student with a supportive presence who understands their background and unique circumstances. This support is crucial when dealing with the psychological impact of transitions and family issues, as it can foster resilience, improve well-being, and create a sense of stability for the student. Building a supportive relationship offers a safe space for the student to express their feelings and challenges, which is vital during turbulent times. Understanding their cultural context can lead to more tailored and effective interventions. Therefore, prioritizing emotional and social support through a culture broker addresses the immediate needs of the student before exploring additional academic interventions or evaluations, which may be warranted later but are not the first step in providing comprehensive support during crises.

7. According to family systems theory, as students become more differentiated from other family members, they become...

A. More vulnerable to family stress.

B. Less vulnerable to stress from family and peer situations.

C. More dependent on their peers.

D. Less likely to communicate with their families.

In family systems theory, differentiation refers to the process by which individuals develop a sense of self that is distinct from their family members while still being connected to them. As students become more differentiated, they gain the ability to navigate their own thoughts and feelings more independently, which enhances their emotional resilience. When students achieve a higher level of differentiation, they are better equipped to handle stressors from both family dynamics and peer interactions. This is because they can separate their own needs and emotions from those of their family members, allowing them to respond to challenges in a more balanced and self-aware manner. This enhanced emotional stability contributes to better coping strategies in various social situations, leading to a decreased vulnerability to stress from family and peer interactions. Consequently, as students differentiate themselves within the family system, they often experience benefits in their overall emotional and psychological well-being, leading to the conclusion that they become less vulnerable to stress from family and peer situations.

8. A student showing communication impairments and repetitive behaviors is likely displaying characteristics of which disability?

A. Attention-Deficit/Hyperactivity Disorder

B. Autism Spectrum Disorder

C. Learning Disability

D. Emotional Disturbance

The characteristics of communication impairments and repetitive behaviors are hallmark indicators of Autism Spectrum Disorder (ASD). Students with ASD often engage in repetitive behaviors, such as hand-flapping, rocking, or insistence on sameness, and may struggle with effective communication, whether verbal or nonverbal. These traits are integral to the diagnostic criteria for ASD as outlined in the DSM-5, where difficulties in social communication and interaction are also emphasized. In contrast, Attention-Deficit/Hyperactivity Disorder (ADHD) primarily focuses on issues related to attention regulation and impulsivity rather than specific communication deficits or stereotypical behaviors. Learning Disabilities pertain more to difficulties in acquiring specific academic skills, often impacting functions such as reading, writing, or math, without necessarily involving communication impairments or repetitive behaviors. Emotional Disturbance encompasses a range of emotional or behavioral issues but does not specifically include the patterns of communication and repetitive behaviors typical of Autism Spectrum Disorder. Thus, the alignment of communication impairments and repetitive behaviors distinctly points to Autism Spectrum Disorder as the most fitting diagnosis.

9. Within a multimethod model of assessment, child interviews are primarily useful for what purpose?

- A. Establishing rapport and understanding the child's perspective**
- B. Gathering academic performance data**
- C. Conducting behavioral observations**
- D. Measuring cognitive abilities**

Child interviews within a multimethod model of assessment primarily serve the purpose of establishing rapport and understanding the child's perspective. This approach emphasizes the importance of engaging with the child directly to gain insights into their feelings, thoughts, and experiences. Through interviews, the school psychologist can create an environment that fosters trust and comfort, enabling the child to express themselves more freely. Building rapport is crucial in assessments, as it helps the child feel safe and understood, which can lead to more accurate and meaningful information about their psychological and emotional well-being. Understanding the child's perspective can also inform the psychologist about how the child perceives their environment, relationships, and challenges they are facing, providing valuable context that can guide interventions and strategies. While gathering academic performance data, conducting behavioral observations, and measuring cognitive abilities are vital components of a comprehensive assessment, these tasks typically involve different methods and tools. Child interviews focus specifically on subjective experiences, which can significantly influence other areas of assessment.

10. Which data type is most effective for evaluating academic interventions?

- A. Standardized tests.**
- B. Curriculum-based measurement (CBM).**
- C. Behavioral assessments.**
- D. Parent surveys.**

Curriculum-based measurement (CBM) is considered the most effective data type for evaluating academic interventions because it directly assesses a student's academic performance in real-time and in relation to the curriculum being taught. CBM involves frequent, standardized assessments that track student progress in specific academic areas, such as reading or math, over time. This allows educators to identify trends and make data-driven decisions regarding the effectiveness of interventions. The strength of CBM lies in its ability to provide immediate feedback on how well students are responding to targeted interventions, which is crucial for timely adjustments in instructional strategies. Since CBM is tied to the core curriculum, it ensures that the measurements are relevant and meaningful to the learning objectives being pursued. In contrast, standardized tests typically assess a broader range of knowledge and skills but are generally administered less frequently. They may not reflect a student's current academic performance or the immediate effects of specific interventions. Behavioral assessments focus on student behaviors rather than academic skills, which may be important for certain contexts but do not directly measure academic progress. Parent surveys can provide valuable insights into a child's learning environment and social-emotional factors but are less focused on academic outcomes. Thus, while all these data types have their place, CBM stands out for its targeted and ongoing assessment