

SCHOOL COUNSELING NATIONAL BOARD PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS



VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://schoolcounselingnatboard.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

SAMPLE

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

SAMPLE

- 1. What is FERPA and how does it relate to counselor records and disclosure?**
 - A. FERPA protects student records; disclosures require consent unless allowed to school officials with legitimate educational interest or other permitted purposes; records must be secure.
 - B. FERPA allows unrestricted sharing of records with all staff.
 - C. FERPA applies only to colleges.
 - D. FERPA requires destruction of records after one year.
- 2. Which of the following are Freud's three levels of awareness?**
 - A. Subconscious, unconscious, conscious
 - B. Conscious, subconscious, unconscious
 - C. Conscious, preconscious, unconscious
 - D. Conscious, preconscious, subconscious
- 3. Which of the following is NOT listed as a basic need in Glasser's Reality Therapy?**
 - A. Power
 - B. Survival
 - C. Creativity
 - D. Love and Belonging
- 4. Which factors are considered when designing transition programs for students with disabilities moving from middle to high school or high school to postsecondary?**
 - A. Delaying engagement with families until the last year.
 - B. Transition goals (postsecondary outcomes), early planning, collaboration with families and community agencies, self-determination instruction, skill-building, timely services.
 - C. Focusing solely on current grades.
 - D. Avoiding coordination with community agencies.
- 5. What is the final stage in Erikson's Psychosocial Theory, where individuals reflect on their life?**
 - A. Intimacy vs. Isolation
 - B. Identity vs. Role Diffusion
 - C. Generativity vs. Stagnation
 - D. Ego-integrity vs. Despair

- 6. Relaxation Therapy commonly includes practices such as mindfulness and meditation. Which option is commonly used in Relaxation Therapy?**
- A. Dream journaling
 - B. Exposure therapy
 - C. Systematic desensitization
 - D. Meditation
- 7. Which ASCA Deliver component includes Consultation, Collaboration, Referrals?**
- A. Deliver
 - B. Define
 - C. Manage
 - D. Assess
- 8. How does a school counselor promote college and career readiness during the high school years?**
- A. Limit guidance to test preparation only.
 - B. Encourage early college but provide no support.
 - C. Provide college admissions guidance, FAFSA support, scholarship information, career exploration, internships, resume and interview practice, and track progress.
 - D. Delay advising until graduation.
- 9. How should crisis risk communication with families be handled after an incident?**
- A. Delay providing information to families until a formal investigation is complete.
 - B. Disclose all internal conversations publicly.
 - C. Provide timely, accurate information; respect privacy; share resources; coordinate with school leadership; avoid sensationalism and stigma.
 - D. Provide information only to students, not families.
- 10. Which stage focuses on contributing to society and future generations?**
- A. Ego-integrity vs. Despair
 - B. Generativity vs. Stagnation
 - C. Identity vs. Role Diffusion
 - D. Intimacy vs. Isolation

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. What is FERPA and how does it relate to counselor records and disclosure?

- A. FERPA protects student records; disclosures require consent unless allowed to school officials with legitimate educational interest or other permitted purposes; records must be secure.**
- B. FERPA allows unrestricted sharing of records with all staff.
- C. FERPA applies only to colleges.
- D. FERPA requires destruction of records after one year.

FERPA controls who may access student education records and under what conditions. For school counseling records, these are education records, so disclosure is generally allowed only with written consent from the student (or parent for minors) or under one of the allowed exceptions. The most common exception is disclosure to school officials who have a legitimate educational interest—people like teachers, administrators, or other counselors who need the information to support the student's education, safety, or welfare. Other permitted purposes include disclosures to a different school the student is transferring to, to comply with a health or safety emergency, or to comply with a legal process, among others. Importantly, records must be kept secure and access should be limited to those with a legitimate need to know. This means the statement in the correct option is true: FERPA protects student records, requires consent for disclosures unless the disclosure meets one of the allowed exceptions (such as to school officials with legitimate educational interest or other permitted purposes), and records must be secured. The other options are inconsistent with FERPA's protections and exceptions: it does not allow unrestricted sharing with all staff, it applies to all educational institutions receiving federal funds (not just colleges), and it does not mandate destruction of records after a fixed period like one year.

2. Which of the following are Freud's three levels of awareness?

- A. Subconscious, unconscious, conscious
- B. Conscious, subconscious, unconscious
- C. Conscious, preconscious, unconscious**
- D. Conscious, preconscious, subconscious

Freud describes mental content as arranged in three levels: conscious, preconscious, and unconscious. The conscious level includes what you are aware of right now. The preconscious holds material you aren't thinking about at this moment but can bring into awareness easily, like a memory you can recall if prompted. The unconscious stores desires, traumas, and urges that are kept out of awareness, influencing behavior without you realizing it. You can see why this option is correct: it matches Freud's terminology exactly with conscious, preconscious, and unconscious. The term subconscious isn't part of the classical Freudian framework as a distinct level, so other options don't align with his model.

3. Which of the following is NOT listed as a basic need in Glasser's Reality Therapy?

- A. Power
- B. Survival
- C. Creativity**
- D. Love and Belonging

Reality Therapy rests on Choice Theory, which identifies five basic needs that drive behavior: Survival, Love and Belonging, Power, Freedom, and Fun. Creativity is not listed among these needs. So the option not listed as a basic need is Creativity, because the others fall directly into Glasser's five categories—Survival covers safety, Love and Belonging covers social connection, and Power covers influence and achievement (with Fun as the remaining need not shown in the choices).

4. Which factors are considered when designing transition programs for students with disabilities moving from middle to high school or high school to postsecondary?

A. Delaying engagement with families until the last year.

B. Transition goals (postsecondary outcomes), early planning, collaboration with families and community agencies, self-determination instruction, skill-building, timely services.

C. Focusing solely on current grades.

D. Avoiding coordination with community agencies.

Transition planning for students with disabilities moving between grade levels or toward postsecondary life hinges on early, collaborative, student-driven planning that targets concrete postsecondary outcomes. A solid program sets clear goals for education, employment, and independent living, starts planning early enough to build the necessary skills, and brings families and community agencies into the process as partners. It includes teaching self-determination so students can advocate for themselves, makes deliberate skill-building a priority, and ensures services are timely so supports are in place when they're needed. Delaying family engagement until the last year limits support and continuity; focusing only on current grades misses preparation for future success; avoiding coordination with community agencies removes essential resources. Each of these approaches undermines a comprehensive transition plan.

5. What is the final stage in Erikson's Psychosocial Theory, where individuals reflect on their life?

A. Intimacy vs. Isolation

B. Identity vs. Role Diffusion

C. Generativity vs. Stagnation

D. Ego-integrity vs. Despair

In Erikson's psychosocial theory, development unfolds through eight stages, each with a distinct crisis to resolve. The last stage appears in late adulthood and centers on looking back over one's life. The aim is to achieve ego integrity, a sense that life has been coherent and meaningful, and to accept the choices made along the way as well as the approach of death. When this resolution is achieved, people often feel a sense of satisfaction, wisdom, and peace. If they struggle to integrate their experiences, despair can arise, bringing regret and a feeling that life was wasted. The other stages—forming deep intimate relationships in adulthood, developing a clear sense of self in adolescence, and contributing to the next generation in middle adulthood—occur earlier. So the stage focused on reflecting on one's life is ego integrity vs. despair.

6. Relaxation Therapy commonly includes practices such as mindfulness and meditation. Which option is commonly used in Relaxation Therapy?

- A. Dream journaling
- B. Exposure therapy
- C. Systematic desensitization
- D. Meditation**

Relaxation Therapy focuses on reducing physiological arousal and stress through techniques that cultivate calm, such as mindfulness and breathing-based practices. Meditation fits this goal directly because it trains attention and awareness to calm the mind and body, often slowing the heart rate and decreasing perceived stress. This makes meditation a central, commonly used tool in Relaxation Therapy. Dream journaling, on the other hand, is more about analyzing dreams and exploring underlying thoughts, which aligns with other therapeutic approaches rather than relaxation techniques. Exposure therapy centers on facing feared situations to reduce avoidance, and systematic desensitization combines relaxation with gradual exposure; while the latter uses relaxation, it's primarily an exposure-based technique rather than a straightforward relaxation practice.

7. Which ASCA Deliver component includes Consultation, Collaboration, Referrals?

- A. Deliver**
- B. Define
- C. Manage
- D. Assess

In the ASCA National Model, the Delivery component is where the counselor actually puts the program into action through direct and indirect services. Consultation, collaboration, and referrals are classic indirect services that support students' learning and development by working with teachers, families, and community resources. They're about delivering help and connecting supports, not about defining the program's beliefs (Foundation), structuring or organizing how the program runs (Management), or measuring and reporting outcomes (Accountability). That's why these activities belong to the Delivery component.

8. How does a school counselor promote college and career readiness during the high school years?

- A. Limit guidance to test preparation only.
- B. Encourage early college but provide no support.
- C. Provide college admissions guidance, FAFSA support, scholarship information, career exploration, internships, resume and interview practice, and track progress.**
- D. Delay advising until graduation.

Promoting college and career readiness in high school requires a comprehensive, proactive counseling approach that weaves together college admissions planning, financial aid support, career exploration, and skill-building across the high school years. Providing concrete steps like college admissions guidance, FAFSA support, scholarship information, opportunities for career exploration, internships, resume and interview practice, and ongoing progress tracking gives students the structure and resources they need to take timely actions and measure growth. This holistic set of services helps address not only academic preparation but also funding, real-world experiences, and self-knowledge about interests and fit. Limiting guidance to test prep misses critical elements like admissions timelines and financing; encouraging early college without support leaves students without necessary guidance and resources; delaying advising until graduation forfeits the chance to build momentum and complete applications and experiences. Therefore, the comprehensive, ongoing support described is the most effective approach.

9. How should crisis risk communication with families be handled after an incident?

- A. Delay providing information to families until a formal investigation is complete.
- B. Disclose all internal conversations publicly.
- C. Provide timely, accurate information; respect privacy; share resources; coordinate with school leadership; avoid sensationalism and stigma.**
- D. Provide information only to students, not families.

When a crisis occurs, the goal of communicating with families is to inform and support, not to guess or sensationalize. The best approach is to share timely, accurate information, respect students' and staff's privacy, provide resources for coping and safety, coordinate messaging with school leadership, and keep tone free of sensationalism or stigma. Timely and accurate information helps families understand what happened, what is known for sure, and what is being done to keep everyone safe. It also reduces rumors and anxiety that can spread when details are unclear. Respecting privacy means sharing only what is appropriate to disclose about individuals and avoiding personal details that could cause embarrassment or harm, while still keeping families informed about safety and support measures. Providing resources—such as counseling services, crisis hotlines, and guidance for talking with children—gives families concrete ways to support their students. Coordination with school leadership ensures the information is consistent, aligned with the school's response plan, and delivered through official channels so families know whom to contact for updates. A calm, respectful tone helps prevent stigma around the incident and supports a sense of safety and trust within the school community. Disadvantages of delaying information until investigations finish include fostering rumors, eroding trust, and leaving families in the dark during a critical time. Publicly sharing internal conversations breaches privacy and can undermine ongoing response efforts. Limiting information to students excludes families, who are key partners in supporting a student's well-being and safety.

10. Which stage focuses on contributing to society and future generations?

- A. Ego-integrity vs. Despair
- B. Generativity vs. Stagnation**
- C. Identity vs. Role Diffusion
- D. Intimacy vs. Isolation

Generativity vs. Stagnation is the stage where adults focus on contributing to society and shaping future generations. In this stage, people seek to create, mentor, and guide others through parenting, teaching, work, and community involvement. Successfully navigating it brings a sense of usefulness and lasting impact; feeling stuck or unproductive leads to stagnation. This typically happens in middle adulthood as individuals consider the legacy of their actions. Examples include mentoring younger colleagues, volunteering, or raising children. Other stages emphasize forming identity, intimate relationships, or reflecting on life, rather than broad societal contribution.

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://schoolcounselingnatboard.examzify.com>

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

SAMPLE