School Psychology Interview Practice Test (Sample)

Study Guide

BY EXAMZIFY

Everything you need from our exam experts!

Table of Contents

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

1. Who discussed the plan and its implementation with authority?

   A. The supervisor

   B. The school board

   C. The parents

   D. The students

2. How does the applicant describe applying cultural competency in internship?

   A. Gained through experiences with minority and low-SES students in LA, with plans to apply in internship.

   B. Cultural competency is not needed in school psychology.

   C. Cultural competency comes naturally and doesn't require effort.

   D. Only theoretical knowledge, no real-world experience.

3. How did the educator extend the initiative beyond the initial group?

   A. By discontinuing the activity

   B. By teaching the activity and techniques to other program staff

   C. By keeping it a secret

   D. By using it only in individual tutoring

4. What approach helped you manage multiple assignments on time according to the material?

   A. Allot a specific amount of time and schedule tasks in weekly plans

   B. Procrastinate until deadlines

   C. Complete tasks randomly

   D. Only plan for the current day

5. What is one of the program goals mentioned for grad school?

   A. Knowledge of methods in research, assessment, data collection and analysis to develop effective interventions, identify strengths and needs, and measure progress

   B. Advanced Research in Astrophysics

   C. Culinary Arts Certification

   D. Training in Sports Coaching

6. Where does the applicant see themselves in five years?

   A. In an undeserved community elementary or middle school with BCBA support for early intervention

   B. In a suburban district with high-income families

   C. In a research-only university lab

   D. In a corporate setting

7. What has influenced the applicant's decision to pursue school psychology?

   A. Shadowing a School Psychologist and discussions with current and graduate school psychologists, reinforced by a supportive family background

   B. A Random Choice with No Influences

   C. Interest in a Different Field

   D. Curiosity About Education Policy

8. In workplace ethics, which stance is emphasized?

   A. Follow personal opinions over professional rules

   B. Focus on personal biases when making decisions

   C. Follow one's professional ethical code over personal code

   D. Avoid addressing ethics in professional interactions

9. In the camp counselor failure example, what discovery changed the support strategy for the camper?

   A. The camper's medication caused drowsiness

   B. The camper purposely defied rules

   C. The schedule was too early for activities

   D. The camp staff was unprepared

10. What is a key difference between a school psychologist and a school counselor?

    A. School psychologists focus on students at risk and disabilities with assessment and interventions, while counselors work with the whole school population on family and academic issues

    B. School psychologists focus on therapy for all students

    C. School counselors only perform administrative tasks

    D. School psychologists require no internship experience

Answers

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

Explanations

1. Who discussed the plan and its implementation with authority?

A. The supervisor

B. The school board

C. The parents

D. The students

Discussing a plan and its implementation with authority centers on who has formal power to authorize and oversee changes. The supervisor is the one in charge of day-to-day operations, coordinating staff, and allocating resources needed to carry the plan into action. They translate policy or ideas into actionable steps, monitor progress, adjust as needed, and communicate expectations to the team. The school board sets broader policy and approves directions, but the hands-on discussion about how to implement a plan happens with the supervisor who holds the operational authority. Parents and students can provide input, but they do not have the formal authority to direct implementation.

2. How does the applicant describe applying cultural competency in internship?

A. Gained through experiences with minority and low-SES students in LA, with plans to apply in internship.

B. Cultural competency is not needed in school psychology.

C. Cultural competency comes naturally and doesn't require effort.

D. Only theoretical knowledge, no real-world experience.

Understanding cultural competency in school psychology means showing how you've actually applied awareness of diverse backgrounds in real settings and planning to continue that work in internship. This description fits best because it highlights hands-on experience with minority and low-SES students in Los Angeles and explicitly plans to bring those lessons into internship practice. It shows you've engaged with communities different from your own, recognized how culture affects learning and access, and intend to adapt assessment and intervention approaches accordingly. This kind of evidence—real-world experience plus a concrete plan to apply it—demonstrates how cultural competency is put into action. Cultural competency isn't something you simply have or don't; it requires ongoing effort, reflection, and growth, not just natural ease. Statements that dismiss this need, or claim that only theory matters without real-world experience, don't reflect how internship work operates, where you must respond to students' lived experiences.

3. How did the educator extend the initiative beyond the initial group?

A. By discontinuing the activity

B. By teaching the activity and techniques to other program staff

C. By keeping it a secret

D. By using it only in individual tutoring

Extending an initiative means spreading it beyond the first group so more students can benefit and the approach becomes part of regular practice. Teaching the activity and its techniques to other program staff does exactly that: it builds capacity, preserves the method as it scales, and supports consistent implementation across different settings. When staff beyond the initial participants are trained, the initiative can reach more students and become sustainable over time. In contrast, discontinuing the activity stops growth, keeping it secret prevents others from using it, and using it only in individual tutoring keeps it isolated and hard to spread.

4. What approach helped you manage multiple assignments on time according to the material?

A. Allot a specific amount of time and schedule tasks in weekly plans

B. Procrastinate until deadlines

C. Complete tasks randomly

D. Only plan for the current day

Structured time management through allocating specific blocks of time and laying out tasks in a weekly plan is what helps you keep multiple assignments on track. When you decide in advance how much time each task should take and schedule those blocks across the week, you create a clear roadmap for your study sessions. This reduces last-minute scrambling, helps balance your workload across days, and makes it easier to see upcoming deadlines so you can prioritize effectively. It also builds in buffers for revisions or unexpected events, so you're less likely to fall behind. Procrastinating until deadlines tends to create stress and missed due dates, completing tasks in a random order wastes cognitive energy and lowers efficiency, and planning only for the current day can neglect longer-term priorities and the need to distribute effort across several assignments.

5. What is one of the program goals mentioned for grad school?

A. Knowledge of methods in research, assessment, data collection and analysis to develop effective interventions, identify strengths and needs, and measure progress

B. Advanced Research in Astrophysics

C. Culinary Arts Certification

D. Training in Sports Coaching

The main idea here is that graduate programs aim to equip students with the ability to use research and assessment methods, collect and analyze data, and apply what they learn to develop effective interventions, identify strengths and needs, and measure progress over time. This focus on data-driven practice and systematic measurement is what allows professionals to make informed decisions, tailor interventions to individuals, and track improvement as part of ongoing learning and accountability. The other options describe activities in fields like astrophysics, culinary arts, or sports coaching, which are not described as typical program goals in this context.

6. Where does the applicant see themselves in five years?

A. In an undeserved community elementary or middle school with BCBA support for early intervention

B. In a suburban district with high-income families

C. In a research-only university lab

D. In a corporate setting

This question tests alignment between your long-term goals and the practical, in-school role of a school psychologist who uses behavior-based supports. The best answer shows a clear commitment to delivering direct services in elementary or middle schools, especially in underserved communities, and to doing so with the support of BCBA collaboration for early intervention. That combination demonstrates a practical plan to improve student outcomes where it's often most needed, through evidence-based behavioral strategies integrated into school systems. It signals readiness to work within multi-tiered support frameworks, partner with teachers and families, and apply early intervention to set students on a positive trajectory. Choosing a suburban district with high-income families doesn't convey the same focus on equity or on applying BCBA-supported early intervention in settings with greater need. A research-only university lab centers on research rather than hands-on, in-school practice. A corporate setting reflects a different career path outside the typical scope of school psychology and public education. The first option stands out because it directly ties the role to impactful, systemic work in underserved schools with specialized collaboration.

7. What has influenced the applicant's decision to pursue school psychology?

A. Shadowing a School Psychologist and discussions with current and graduate school psychologists, reinforced by a supportive family background

B. A Random Choice with No Influences

C. Interest in a Different Field

D. Curiosity About Education Policy

Choosing school psychology is often shaped by hands-on experiences and supportive networks. Shadowing a school psychologist gives you a clear, real-world sense of what the work involves—assessments, collaboration with teachers, planning interventions, and supporting students and families—and helps you see how your interests and strengths fit that role. Conversations with current and graduate school psychologists offer mentorship, reveal what training and coursework are necessary, and demonstrate the day-to-day realities of the profession, which reinforces your commitment and helps you map a path forward. A supportive family background adds encouragement, resources, and stability, making it more feasible to pursue advanced training and persist through the challenges of graduate education. In contrast, a random choice with no influences lacks grounding in what the field actually entails; interest in a different field implies the fit isn't right, and curiosity about education policy, while related to schooling, doesn't capture the direct experiential and mentorship factors that typically steer someone toward pursuing school psychology.

8. In workplace ethics, which stance is emphasized?

A. Follow personal opinions over professional rules

B. Focus on personal biases when making decisions

C. Follow one's professional ethical code over personal code

D. Avoid addressing ethics in professional interactions

In workplace ethics, decisions are guided by the professional ethical code rather than personal beliefs. This code provides a shared standard that protects clients, supports fair and competent practice, and helps maintain trust across professionals and organizations. When you rely on personal opinions or biases, decisions can become inconsistent and biased, which can harm clients and erode confidence in the profession. Ignoring ethics in professional interactions would leave important questions unresolved and undermine integrity. So the stance emphasized is to follow one's professional ethical code over personal code.

9. In the camp counselor failure example, what discovery changed the support strategy for the camper?

A. The camper's medication caused drowsiness

B. The camper purposely defied rules

C. The schedule was too early for activities

D. The camp staff was unprepared

The main idea is that medical factors can directly influence how a camper behaves and participates, so the first step is to identify any medication side effects that could be affecting functioning. Discovering that the camper's medication caused drowsiness explains why the camper might seem slow, less attentive, or less engaged. With this understanding, the support plan shifts from using stricter routines or behavior-focused strategies to accommodating fatigue and safety: adjusting activity pacing, incorporating rest or quiet time, scheduling more demanding tasks for when alertness is higher, and coordinating with a healthcare provider to review or adjust the medication if needed. This approach targets the real underlying factor behind the observed challenges rather than treating the behavior in isolation. If it were due to defiance, the focus would be on behavior management and rules, not on medical adaptations. If the schedule were simply too early, the fix would be a timing adjustment rather than medical considerations. If staff were unprepared, the remedy would involve training and logistics rather than changing how the camper is medicated or supported. The discovery about medication provides a clear, actionable reason to tailor supports to the camper's current capacities.

10. What is a key difference between a school psychologist and a school counselor?

A. School psychologists focus on students at risk and disabilities with assessment and interventions, while counselors work with the whole school population on family and academic issues

B. School psychologists focus on therapy for all students

C. School counselors only perform administrative tasks

D. School psychologists require no internship experience

The main idea here is how the two roles differ in focus and responsibilities. School psychologists are trained to work with students who are at risk or have disabilities, using formal assessments to identify learning or emotional/behavioral needs and to design targeted interventions. They often conduct psychoeducational evaluations, determine eligibility for services, monitor progress, and collaborate with families and teachers to support students' specialized needs within the school system. School counselors, on the other hand, typically work with the broader student population on academic planning, career development, and social-emotional learning. They provide individual and group counseling, crisis support, and guidance curriculum that helps many students navigate everyday school challenges and family issues, rather than conducting specialized assessments for disability eligibility. So the best answer captures that distinction: one role centers on assessment and targeted supports for students at risk or with disabilities, while the other focuses on broad-based guidance and counseling for the whole school population. It's not accurate to say counselors only do administrative tasks, nor that school psychologists therapy all students, and internships are indeed a standard part of training for both roles.

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://schoolpsychinterview.examzify.com

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