

School Psychology Interview Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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 MTSS and how does it relate to the IEP process?**
 - A. MTSS is a tiered system for universal screening and interventions; the IEP process applies to students who qualify for special education as part of MTSS decision-making.**
 - B. MTSS is a disciplinary framework used for behavior offenses.**
 - C. MTSS replaces the IEP for all students.**
 - D. MTSS only concerns high schools.**

- 2. Which combination of strengths is highlighted as valuable for internship?**
 - A. Strong work ethic, cultural competency, openness to learning, and collaboration.**
 - B. Strong math skills and no interest in teamwork.**
 - C. Extensive clinical experience with no supervision.**
 - D. Excellent test-taking habits only.**

- 3. What program features were identified as important for student motivation and success in after-school contexts?**
 - A. A balance of structure and freedom, plus opportunities to succeed.**
 - B. Rigid, unchanging structure and no room for choice.**
 - C. No opportunities to demonstrate success.**
 - D. Exclusively virtual activities with no real-world tasks.**

- 4. Which statement best describes cultural sensitivity in collaboration?**
 - A. Understanding and respecting cultural differences**
 - B. Ignoring cultural differences**
 - C. Foregoing interpretation**
 - D. Housing the student**

- 5. What is the purpose of Present Levels of Academic Achievement and Functional Performance (PLAAFP) in an IEP?**
 - A. To outline disciplinary actions.**
 - B. To describe the student's current performance and baseline for goal setting.**
 - C. To describe school cafeteria options.**
 - D. To determine teacher certification requirements.**

- 6. In monitoring progress within RTI, which data type best informs progress over time?**
- A. A one-time standardized test score.**
 - B. Quantitative data from curriculum-based measurements collected repeatedly over time.**
 - C. Qualitative impressions from a single observer.**
 - D. Teacher opinion at end of term.**
- 7. How do you engage families from diverse backgrounds in the assessment and intervention planning process to ensure meaningful collaboration?**
- A. Respect values, provide clear explanations, translate materials, involve interpreters.**
 - B. Delay communications with families until the final report.**
 - C. Rely on school staff to relay all information with no interpreters.**
 - D. Respect values, provide clear explanations, translate materials, involve interpreters, honor scheduling, share results with actionable recommendations, and invite family input into planning.**
- 8. What is a primary reason the applicant chose to apply to Alliant's CSOE program?**
- A. Its prestigious reputation in educational psychology**
 - B. Its alignment with the applicant's values on cultural diversity**
 - C. Its focus on clinical practice rather than school settings**
 - D. Its location near the applicant's family**
- 9. Which policy governs disclosures of student information in ethical practice?**
- A. FERPA and IDEA guidelines and district policies.**
 - B. Local gossip and informal channels.**
 - C. Only school administrators can decide.**
 - D. Public access to all student records.**

10. How was the selected student identified during the activity?

- A. The student's name was called aloud**
- B. The student was randomly selected but the name was not disclosed**
- C. The group voted to select someone**
- D. The selected student announced themselves**

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Answers

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

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Explanations

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1. What is MTSS and how does it relate to the IEP process?

- A. MTSS is a tiered system for universal screening and interventions; the IEP process applies to students who qualify for special education as part of MTSS decision-making.
- B. MTSS is a disciplinary framework used for behavior offenses.
- C. MTSS replaces the IEP for all students.**
- D. MTSS only concerns high schools.

MTSS is a framework that provides supports to all students through a layered, data-driven approach. It uses universal screening to identify those who may need help, progress monitoring to track how students respond to interventions, and data-based decision-making to guide movement between tiers of support. The IEP process, on the other hand, is the formal plan for students who qualify for special education under IDEA, detailing specific goals, services, accommodations, and placement. The two fit together in a complementary way. MTSS helps schools deliver appropriate instruction and supports within the general education setting and highlights when a student may need a comprehensive evaluation for special education. If a student meets criteria for special education, an IEP is developed to provide specialized instruction and related services. MTSS does not replace the IEP and is applicable across all grade levels, integrating both academics and behavior supports as needed.

2. Which combination of strengths is highlighted as valuable for internship?

- A. Strong work ethic, cultural competency, openness to learning, and collaboration.**
- B. Strong math skills and no interest in teamwork.
- C. Extensive clinical experience with no supervision.
- D. Excellent test-taking habits only.

Internships in school settings rely on a blend of reliability, cultural awareness, a willingness to learn, and teamwork. A strong work ethic shows you're dependable—you'll follow through on assessments, data collection, and intervention planning, which are daily responsibilities in practice. Cultural competence matters because students come from diverse backgrounds, and respectful, clear communication with families and staff from different cultures helps ensure fair, effective supports and reduces bias. Openness to learning is essential because supervision, feedback, and new approaches are constant in internships. Being willing to adjust your methods and stay current with best practices drives growth and quality service. Collaboration is at the heart of school psychology work, where decisions about services involve teachers, administrators, parents, and other professionals. Being able to work well with others makes interventions feasible, coherent, and aligned with school goals. Other options fall short because they emphasize isolated skills or neglect essential professional aspects. Focusing only on math skills with no interest in teamwork misses the collaborative reality of school settings. Extensive clinical experience without supervision omits the guiding oversight that ensures safe, ethical practice. Relying solely on test-taking habits ignores the daily, interactive work of observation, interpretation, communication, and collaboration that interns must perform.

3. What program features were identified as important for student motivation and success in after-school contexts?

A. A balance of structure and freedom, plus opportunities to succeed.

B. Rigid, unchanging structure and no room for choice.

C. No opportunities to demonstrate success.

D. Exclusively virtual activities with no real-world tasks.

In after-school programs, motivation and success come from giving students a guiding structure while still letting them choose meaningful activities. When there is a clear framework and expectations, students feel safe and know what to do, which reduces confusion and supports consistent participation. At the same time, offering some freedom to select activities or set goals helps students feel autonomous and more invested in the work. Crucially, providing opportunities to demonstrate success—meaningful tasks where they can master skills, receive constructive feedback, and see real progress—boosts their sense of competence and motivation to keep trying. If the environment is too rigid with no room for choice, autonomy drops and engagement tends to suffer. If students have no chances to show improvement, their belief in their own abilities erodes. And if activities are all virtual with no real-world, tangible tasks, the program may fail to feel relevant or socially connected, which also dampens motivation.

4. Which statement best describes cultural sensitivity in collaboration?

A. Understanding and respecting cultural differences

B. Ignoring cultural differences

C. Foregoing interpretation

D. Housing the student

Understanding and respecting cultural differences guides how professionals collaborate with families and students. When teams acknowledge how culture shapes communication, values, and expectations, they can build trust, ensure accurate information is shared, and tailor supports to fit the student's context. This statement best describes cultural sensitivity in collaboration because it centers on actively recognizing and honoring diverse backgrounds in a way that informs interaction and decision-making. By valuing different cultural perspectives, a collaborative team can ask appropriate questions, listen deeply, and align goals with the family's priorities, leading to more effective and equitable outcomes. If you ignore cultural differences, collaboration suffers: misunderstandings arise, trust erodes, and supports may not fit the student's real needs or family values. Foregoing interpretation creates language barriers that prevent meaningful participation and informed consent. Housing the student is not about how a team works with families or accounts for cultural context, so it doesn't capture what it means to collaborate with cultural sensitivity.

5. What is the purpose of Present Levels of Academic Achievement and Functional Performance (PLAAFP) in an IEP?

- A. To outline disciplinary actions.**
- B. To describe the student's current performance and baseline for goal setting.**
- C. To describe school cafeteria options.**
- D. To determine teacher certification requirements.**

The main idea behind the Present Levels of Academic Achievement and Functional Performance (PLAAFP) is to describe exactly where a student stands now, both academically and in everyday functional skills, so that goals can be set based on real data. This section pulls together objective information from tests, classroom work, progress monitoring, and observations to map out the student's current performance level. It also highlights strengths and areas needing support, providing a clear baseline that will be used to plan measurable annual goals and determine what services, accommodations, or supports are needed. In practice, the PLAAFP guides what the IEP will aim to improve. By documenting current achievement and functional abilities, educators can craft goals that are specific, measurable, attainable, relevant, and time-bound, and they can decide which supports and services will help the student reach those goals. It's not about disciplinary actions, cafeteria options, or certification requirements—that information isn't part of the PLAAFP.

6. In monitoring progress within RTI, which data type best informs progress over time?

- A. A one-time standardized test score.**
- B. Quantitative data from curriculum-based measurements collected repeatedly over time.**
- C. Qualitative impressions from a single observer.**
- D. Teacher opinion at end of term.**

Progress monitoring in RTI relies on data that show how a student changes over time. The best type of data for this purpose is quantitative information from curriculum-based measurements collected repeatedly. These brief, standardized probes are tied to the student's current curriculum and are given regularly (for example, weekly). This approach yields a clear growth trend and level, helping educators judge whether instruction is effectively supporting the student and whether changes to interventions are needed. In contrast, a one-time standardized score only provides a single snapshot and can't reveal how performance is changing; qualitative impressions from a single observer are subjective and not reliable for tracking progress across time; and a teacher's end-of-term opinion isn't based on repeated, systematic data. Therefore, repeatedly collected CBMs give the most accurate picture of progress over time.

7. How do you engage families from diverse backgrounds in the assessment and intervention planning process to ensure meaningful collaboration?

A. Respect values, provide clear explanations, translate materials, involve interpreters.

B. Delay communications with families until the final report.

C. Rely on school staff to relay all information with no interpreters.

D. Respect values, provide clear explanations, translate materials, involve interpreters, honor scheduling, share results with actionable recommendations, and invite family input into planning.

Engaging families from diverse backgrounds effectively hinges on collaborative, accessible, and culturally responsive communication throughout assessment and planning. When you respect the family's values and provide clear explanations, you acknowledge their beliefs and help them understand what is happening, which builds trust and reduces confusion. Translating materials and involving interpreters remove language barriers, so families can participate meaningfully rather than feel excluded by inaccessible information. Honoring scheduling shows respect for each family's time and commitments, improving attendance and ongoing involvement. Sharing results in ways that are practical and actionable helps families see how findings translate into concrete steps for supporting their child, which sustains motivation and aligns expectations. Inviting family input into planning ensures decisions reflect the family's priorities, cultural context, and strengths, creating a truly collaborative process and increasing the likelihood that interventions will be feasible and effective at home and in the school. These elements together create genuine partnership and equitable engagement. The other options miss important pieces—one delays communication, another relies solely on staff with no language support, and another lacks scheduling flexibility and family input—so they fall short of meaningful collaboration.

8. What is a primary reason the applicant chose to apply to Alliant's CSOE program?

- A. Its prestigious reputation in educational psychology**
- B. Its alignment with the applicant's values on cultural diversity**
- C. Its focus on clinical practice rather than school settings**
- D. Its location near the applicant's family**

The main idea here is whether the plan to pursue this program reflects a strong alignment between the applicant's personal values and what the program emphasizes, especially around cultural diversity. In school psychology, working effectively with students from many backgrounds requires culturally responsive assessment and intervention, attention to equity, and a commitment to inclusive practices. When an applicant's stated values match those priorities, it signals that they're likely to engage deeply with the program's coursework, supervision, and field experiences, and to apply what they learn in ways that support diverse learners and families. That is why aligning with cultural diversity values stands out as the best reason. It speaks directly to the fit between the student's professional aims and the program's mission, suggesting they will benefit from and contribute to a curriculum focused on multicultural competence, social justice, and equitable education. Other potential factors, such as prestige, might be attractive but don't necessarily reflect a genuine fit with the program's goals or with preparing the student to work effectively in diverse school settings. A focus on clinical practice rather than school settings would misalign with the program's school-oriented training. Personal convenience, like being near family, can influence logistics but doesn't speak to preparedness for the specific demands of school psychology and the program's developmental pathways.

9. Which policy governs disclosures of student information in ethical practice?

- A. FERPA and IDEA guidelines and district policies.**
- B. Local gossip and informal channels.**
- C. Only school administrators can decide.**
- D. Public access to all student records.**

Disclosures of student information in ethical practice are governed by FERPA, IDEA guidelines, and district policies. FERPA protects the privacy of education records and gives rights to parents or eligible students, including access to records, the ability to request amendments, and restrictions on who may see the information without consent. IDEA strengthens confidentiality for students with disabilities, limiting disclosures to individuals directly involved in the student's education and requiring appropriate consent and procedures for handling special education records. District policies operationalize these laws, specifying who can access records, how consent is obtained, how information is shared securely, and how records are managed during transitions or when records are requested by outside entities. In practice, disclosures should be limited to those with a legitimate need to know, use secure channels, and follow documented procedures. They may occur with consent, to coordinate services, to protect safety, or as required by law, but not through informal channels or broad public access.

10. How was the selected student identified during the activity?

- A. The student's name was called aloud**
- B. The student was randomly selected but the name was not disclosed**
- C. The group voted to select someone**
- D. The selected student announced themselves**

Selecting a student at random and keeping the name undisclosed up front keeps the process fair and reduces social pressure. When the identity isn't revealed immediately, there's less risk of bias based on popularity, status, or who is more comfortable speaking aloud. It ensures every student has an equal chance to be chosen without anyone feeling singled out or judged before the activity begins. The other methods—calling a name aloud, having the group vote, or having the student announce themselves—can introduce bias, embarrassment, or pressure, which can affect participation and fairness in the activity.

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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!

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