

# TEXAS LICENSED CHILD- PLACING AGENCY ADMINISTRATOR (LCPAA) SET 2 PRACTICE EXAM (SAMPLE)

STUDY GUIDE



## SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. Who should oversee the agency's policies and procedures to ensure compliance with licensing rules?**
  - A. The agency administrator and governing body
  - B. The agency administrator
  - C. The licensing supervisor
  - D. The board of education
- 2. Which item is essential in progress reports related to permanency planning?**
  - A. Details of staff salaries.
  - B. A comprehensive description of the family's medical history.
  - C. Safety indicators, progress toward goals, and any obstacles or changes.
  - D. A copy of unrelated regulatory forms.
- 3. By when must the caregiver hold a discussion with the child after an Emergency Behavior Intervention, and in what setting?**
  - A. Within 24 hours, in a group setting
  - B. No later than 48 hours, in private
  - C. Within 72 hours, in a private setting
  - D. After 1 week, with a parent present
- 4. How should an LCPAA implement a formal internal audit and quality-improvement cycle?**
  - A. Annual review with no corrective actions.
  - B. External audits only.
  - C. Through regular performance reviews, corrective-action plans, monitoring of improvements, and ongoing staff training to address identified gaps.
  - D. No formal audit; rely on informal feedback.
- 5. Which statement best describes the primary goals of a suicide risk assessment?**
  - A. Confirm suspected risk, estimate immediate danger, and decide on a treatment plan.
  - B. Diagnose mental illness with a single test.
  - C. Determine school placement and scheduling.
  - D. Identify family history of non-suicidal self-harm only.

- 6. If one agency verifies for foster care and another approves for adoption, what must remain true?**
- A. The foster care verification remains with the original agency; adoption is handled by the second agency
  - B. Both agencies must verify for foster care
  - C. The second agency can override the first for foster care
  - D. The home cannot be adopted
- 7. The transitional hold duration requirement states:**
- A. It may last longer than one minute
  - B. It must not last longer than one minute
  - C. It must last exactly one minute
  - D. It should last no more than five minutes
- 8. Which statement best describes confidentiality when communicating case information with birth families and external parties?**
- A. Limit information to authorized individuals, use secure channels, and obtain consent where required to share information.
  - B. Share with all external parties without consent.
  - C. Do not share any information with birth families.
  - D. Post case details in a public bulletin.
- 9. What privacy protections apply to education records and how should information be shared with schools and guardians?**
- A. Comply with HIPAA for education records; obtain releases.
  - B. Share education records with schools automatically.
  - C. Apply FERPA only to adults; schools may ignore.
  - D. Comply with FERPA for education records; obtain appropriate releases; share necessary information while safeguarding privacy.
- 10. Licensing has the authority to inspect or monitor foster homes at what times?**
- A. At any time
  - B. Only during business hours
  - C. Only with written notice
  - D. Only for serious violations

## **Answers**

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

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## **Explanations**

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**1. Who should oversee the agency's policies and procedures to ensure compliance with licensing rules?**

- A. The agency administrator and governing body**
- B. The agency administrator
- C. The licensing supervisor
- D. The board of education

*Overseeing how the agency's policies and procedures meet licensing rules requires both operational leadership and governance. The agency administrator handles developing and enforcing procedures to align with licensing standards and to ensure day-to-day compliance. The governing body provides policy direction, approves these procedures, and continuously monitors performance and accountability to make sure the agency stays in compliance. This joint responsibility ensures that rules are not only written but actually implemented and evaluated. A licensing supervisor focuses on licensing-specific tasks rather than the full spectrum of policies, and the board of education governs schools, not a child-placing agency, so those options don't fit.*

**2. Which item is essential in progress reports related to permanency planning?**

- A. Details of staff salaries.
- B. A comprehensive description of the family's medical history.
- C. Safety indicators, progress toward goals, and any obstacles or changes.**
- D. A copy of unrelated regulatory forms.

*In permanency planning progress reports, the focus is on the child's safety, progress toward the permanent outcome, and any obstacles or changes that affect the plan. This combination provides a clear, actionable picture for decision-makers, showing whether the child remains safe, what steps are being completed toward reunification or another permanent arrangement, and what new issues might require adjusting services or the plan itself. Details like staff salaries aren't about the child's safety or progress, medical history is not routinely part of progress reporting unless it directly impacts safety or care needs, and unrelated regulatory forms don't inform the permanency decision.*

**3. By when must the caregiver hold a discussion with the child after an Emergency Behavior Intervention, and in what setting?**

- A. Within 24 hours, in a group setting
- B. No later than 48 hours, in private**
- C. Within 72 hours, in a private setting
- D. After 1 week, with a parent present

*After an Emergency Behavior Intervention, the important practice is to hold a follow-up discussion with the child within a short, defined timeframe and in a private setting. The requirement is to have that conversation no later than 48 hours after the incident and to do it in private. This timing keeps the incident fresh enough to review what happened, identify triggers, and agree on steps to support the child moving forward. Conducting the discussion privately protects the child's dignity, helps the child speak openly without fear of peers overhearing, and keeps the focus on the individual supports and coping strategies the child can use next. Options that suggest a group setting undermine privacy and can feel embarrassing to the child, while times like 24 hours in a group or 72 hours or a week with a parent present delay or dilute the opportunity for timely, individualized reflection and planning. The 48-hour private follow-up balances timeliness with confidentiality and relevance to the child's ongoing safety and well-being.*

#### 4. How should an LCPAA implement a formal internal audit and quality-improvement cycle?

- A. Annual review with no corrective actions.
- B. External audits only.
- C. Through regular performance reviews, corrective-action plans, monitoring of improvements, and ongoing staff training to address identified gaps.**
- D. No formal audit; rely on informal feedback.

*A formal internal audit and quality-improvement cycle is built on a structured, continuous loop of evaluating performance, planning actions, implementing changes, and verifying results. Regular performance reviews identify where practice, policies, or compliance fall short. Based on those findings, corrective-action plans specify what must be done, who is responsible, and by when. Monitoring of improvements tracks whether those actions actually close the gaps and lead to better outcomes, while ongoing staff training reinforces the new practices and prevents recurrence. This sequence creates a repeatable, data-driven process that continuously elevates quality and safety for children and families served. Why this approach fits best: it moves beyond one-off checks or passive feedback by establishing a repeatable cycle with clear actions, accountability, and measurable progress. Relying on an annual review with no corrective actions leaves gaps unaddressed. Relying on external audits alone provides outside validation but not the day-to-day, continuous improvement a formal internal cycle requires. Relying on informal feedback lacks structure, documentation, and measurable outcomes, making it hard to ensure consistent quality over time.*

#### 5. Which statement best describes the primary goals of a suicide risk assessment?

- A. Confirm suspected risk, estimate immediate danger, and decide on a treatment plan.**
- B. Diagnose mental illness with a single test.
- C. Determine school placement and scheduling.
- D. Identify family history of non-suicidal self-harm only.

*The main goal of a suicide risk assessment is to determine how real the risk is and what needs to happen next to keep the person safe. It starts with confirming whether there are suicidal thoughts or behaviors and gathering details about intent, any plan, access to means, past attempts, and protective factors. Next, it's about estimating immediacy—how soon the person might act, whether there is a concrete plan, and whether safety barriers or urgent interventions are needed. Based on that risk level, a concrete treatment and safety plan is created, which may include crisis intervention, safety planning with caregivers, removing or restricting access to means, and referrals for mental health services or possible hospitalization. In child welfare settings, this assessment guides decisions about supervision, placement, and ongoing monitoring to protect the youth. Other options don't fit because a suicide risk assessment is not a single-test diagnosis of mental illness, not a tool for determining school placement or scheduling, and not solely about identifying family history of self-harm.*

**6. If one agency verifies for foster care and another approves for adoption, what must remain true?**

- A. The foster care verification remains with the original agency; adoption is handled by the second agency**
- B. Both agencies must verify for foster care
- C. The second agency can override the first for foster care
- D. The home cannot be adopted

*The situation tests how responsibilities are split between agencies for foster care verification and adoption approval. If one agency handles the foster care verification and a different agency handles the adoption approval, the foster care verification stays with the original agency that did the initial assessment, while the second agency takes responsibility for approving the adoption. This separation keeps accountability clear and avoids duplicating the same verification across agencies. The home can still be adopted once the second agency approves, independent of the foster care verification performed by the first agency.*

**7. The transitional hold duration requirement states:**

- A. It may last longer than one minute
- B. It must not last longer than one minute**
- C. It must last exactly one minute
- D. It should last no more than five minutes

*During transitions, the hold is meant to be a very brief, safety-focused action. The policy sets a hard cap of one minute, so the hold should end as soon as safety is achieved and not extend beyond that limit. This ensures interventions are time-limited, reducing risk and distress for the child. It isn't required to last exactly one minute, and a maximum of five minutes would exceed the allowed duration.*

**8. Which statement best describes confidentiality when communicating case information with birth families and external parties?**

- A. Limit information to authorized individuals, use secure channels, and obtain consent where required to share information.**
- B. Share with all external parties without consent.
- C. Do not share any information with birth families.
- D. Post case details in a public bulletin.

*Confidentiality means sharing only what's allowed with the people who are authorized to see it, using secure channels, and obtaining consent when required before sharing. This approach protects the privacy rights of birth families and children, supports trust, and meets legal and professional obligations. It's not about withholding all information from birth families or broadcasting case details publicly; rather, information is shared on a need-to-know basis, with proper consent or when legally required, and through secure methods such as password-protected portals or encrypted communications. Sharing with all external parties without consent breaches privacy, and posting case details publicly also violates confidentiality.*

**9. What privacy protections apply to education records and how should information be shared with schools and guardians?**

- A. Comply with HIPAA for education records; obtain releases.
- B. Share education records with schools automatically.
- C. Apply FERPA only to adults; schools may ignore.
- D. Comply with FERPA for education records; obtain appropriate releases; share necessary information while safeguarding privacy.**

*Education records are protected by FERPA, which controls how information about students can be shared with schools and guardians. The right approach is to comply with FERPA for education records, obtain appropriate releases when required, and share only the information that is necessary for the educational purpose while safeguarding privacy. HIPAA is not the default framework for typical school education records, and FERPA rights apply to parents or eligible students regardless of age; disclosures aren't automatic and must be limited to authorized recipients or situations. A student's or parent's right to opt out of releasing certain directory information also guides what can be shared, and schools should provide annual FERPA notices to inform families of their rights.*

**10. Licensing has the authority to inspect or monitor foster homes at what times?**

- A. At any time**
- B. Only during business hours
- C. Only with written notice
- D. Only for serious violations

*Licensing has the authority to conduct inspections or monitor foster homes at any time. This unannounced access ensures children's safety and compliance with standards aren't dependent on a scheduled visit or a formal notice. By being able to inspect at unexpected times, the agency can verify that the living environment, staffing, safety measures, records, and overall care consistently meet requirements, not just when someone is preparing for an announced check. The other options would allow gaps in oversight or missed violations that only appear during specific hours or after notice, which could put children at risk.*

## 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](mailto:hello@examzify.com).

Or visit your dedicated course page for more study tools and resources:

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

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