

TEXAS LICENSED CHILD- PLACING AGENCY ADMINISTRATOR (LCPAA) SET 5 PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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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. Define trauma-informed care and its importance for LCPAA practice.**
 - A. A medical treatment program for trauma injuries.
 - B. A legal doctrine about trauma evidence.
 - C. A standardized curriculum for trauma education.
 - D. An approach that recognizes trauma's impact and avoids re-traumatization, guiding safety, interactions, and service delivery to support recovery.
- 2. Which statement about sharing information with third parties is correct?**
 - A. Information may be shared with third parties without consent if necessary for operations.
 - B. Information may be shared with third parties only with consent, except as required by law or agency policy.
 - C. Information may never be shared with third parties.
 - D. Information can be shared with any partner for joint programs without consent.
- 3. If I allow emergency behavior intervention, what curriculum component must be included in the pre-service training?**
 - A. At least 75 percent of the pre-service training for emergency behavior intervention must focus on early identification of potential problem behaviors and strategies and techniques for less restrictive interventions.
 - B. All content must be about emergency response procedures.
 - C. Exactly 25 percent must cover de-escalation techniques.
 - D. There is no specific content ratio requirement.
- 4. What should post-placement supervision include to support permanency planning?**
 - A. Regular visits, progress docs, and court updates.
 - B. Only financial statements.
 - C. No updates to court.
 - D. Only visits to the placement site.
- 5. In placement decisions, what does least restrictive environment imply?**
 - A. Place the child in the setting that requires the most restrictions for safety.
 - B. Place the child in a setting with the fewest services, regardless of safety.
 - C. Place the child in the setting that provides safety and services with the least restrictions necessary to meet needs.
 - D. Place the child in the birth family home only.

- 6. After the first year, how often must the intellectual disabilities service plan be reviewed?**
- A. Every 3 months
 - B. Annually
 - C. Every 6 months
 - D. Every 2 years
- 7. Who must have overall administrative responsibility when the child-placing agency administrator is absent on a frequent and/or extended basis?**
- A. An employee designated by the administrator who is licensed as a Licensed Child-Placing Agency Administrator
 - B. The chief financial officer
 - C. A supervising licensed professional engineer
 - D. An external contractor
- 8. How often must I review and update a service plan for child-care services?**
- A. Every 30 days
 - B. Every 365 days
 - C. At least 180 days from date of the last service plan
 - D. Never
- 9. Which household members are included in fingerprint-based background checks for foster homes?**
- A. No background checks for household members.
 - B. All household members aged 14 and older.
 - C. All household members regardless of age.
 - D. Only the primary caregiver aged 18 and older.

10. What are the qualifications an employee must have to perform child placement management activities?

- A. No license, Masters Degree & 9 hours in family/independent function OR bachelor's in social work & 9 hours - Two years of full-time experience in a child-placing agency
- B. A bachelor's degree + 9 credit hours & Three years of full-time experience in a child placing agency
- C. License, Masters Degree in social work and 9 credit hours in graduate course on family/individual function and One year of documented full-time experience in a child-placing agency
- D. All of the above

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Answers

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

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Explanations

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1. Define trauma-informed care and its importance for LCPAA practice.

- A. A medical treatment program for trauma injuries.
- B. A legal doctrine about trauma evidence.
- C. A standardized curriculum for trauma education.
- D. An approach that recognizes trauma's impact and avoids re-traumatization, guiding safety, interactions, and service delivery to support recovery.**

Trauma-informed care is an approach that recognizes that trauma affects many children and families, shaping how they think, feel, and behave. It centers safety, trust, choice, collaboration, and empowerment, with the goal of avoiding re-traumatization and supporting healing by making environments and interactions predictable, respectful, and responsive to trauma histories. In LCPAA practice, this means staff plan and interact with youth and caregivers through that lens—assessing needs with sensitivity, creating stable and predictable routines, giving people meaningful choices, and coordinating services in a way that reduces triggers and supports resilience. It guides how safety is maintained, how conversations and decisions are conducted, and how services are delivered across placement, visitation, and family engagement. This option best captures the comprehensive, practice-wide framework that informs every aspect of care and support, rather than describing a medical program, a legal doctrine, or a fixed curriculum.

2. Which statement about sharing information with third parties is correct?

- A. Information may be shared with third parties without consent if necessary for operations.
- B. Information may be shared with third parties only with consent, except as required by law or agency policy.**
- C. Information may never be shared with third parties.
- D. Information can be shared with any partner for joint programs without consent.

Protecting client information means you only share with third parties when you have consent, unless there's a legal or agency policy requirement to disclose. This keeps clients in control of their personal data while allowing needed collaboration to keep children safe and services coordinated. Consent is typically obtained via a release of information that names what will be shared, with whom, and for what purpose. There are important exceptions: laws requiring disclosure (such as mandated reporting of abuse or safety risks) or agency policies that authorize sharing with other professionals involved in a case. These rules ensure disclosures happen for legitimate reasons and with appropriate safeguards. Sharing information for ordinary operations without consent isn't appropriate, and partnering with others on joint programs without the proper consent or policy-based authorization would bypass necessary protections. That's why the correct statement is that information may be shared only with consent, except as required by law or agency policy.

3. If I allow emergency behavior intervention, what curriculum component must be included in the pre-service training?

- A. At least 75 percent of the pre-service training for emergency behavior intervention must focus on early identification of potential problem behaviors and strategies and techniques for less restrictive interventions.**
- B. All content must be about emergency response procedures.
- C. Exactly 25 percent must cover de-escalation techniques.
- D. There is no specific content ratio requirement.

This question tests how the curriculum for emergency behavior intervention is weighted. The requirement is that the pre-service training for emergency behavior intervention dedicates at least 75 percent of the content to early identification of potential problem behaviors and to strategies and techniques for less restrictive interventions. In other words, the emphasis is on prevention and de-escalation, not on just how to handle emergencies or on purely procedural responses. This helps staff recognize warning signs early and use nonrestrictive approaches whenever possible, reserving restrictive emergency measures only as a last resort. Other options don't fit because they either divert focus to only emergency response procedures, prescribe a fixed 25 percent for de-escalation, or state there's no ratio requirement, none of which align with the mandated emphasis on prevention and less restrictive strategies.

4. What should post-placement supervision include to support permanency planning?

- A. Regular visits, progress docs, and court updates.**
- B. Only financial statements.
- C. No updates to court.
- D. Only visits to the placement site.

Post-placement supervision for permanency planning relies on ongoing oversight, clear documentation, and coordination with the court. Regular visits let the supervisor observe the child's safety, well-being, and adjustment to the placement over time. Progress documentation creates a concrete record of the child's development, services received, and adherence to the case plan, which is essential for informing decisions about permanency options. Court updates ensure the legal process stays informed, enabling timely decisions, adjustments to orders, and appropriate support as plans move forward. Together, these elements provide a continuous, informed framework that supports achieving a stable, lasting placement. Choosing only financial statements misses the essential monitoring of safety and well-being and doesn't involve court coordination. No updates to court omit crucial legal oversight needed to guide permanency decisions. Limiting to visits without documentation or court communication fails to capture progress or inform the necessary court actions. Limiting to visits to the placement site also ignores the vital roles of record-keeping and legal updates that drive permanency planning.

5. In placement decisions, what does least restrictive environment imply?

- A. Place the child in the setting that requires the most restrictions for safety.
- B. Place the child in a setting with the fewest services, regardless of safety.
- C. Place the child in the setting that provides safety and services with the least restrictions necessary to meet needs.**
- D. Place the child in the birth family home only.

Least restrictive environment means placing the child in a setting where safety is ensured and the needed services are provided, but with the fewest possible restrictions. The idea is to avoid unnecessary limitations and keep the child as integrated as possible while still meeting their safety and support needs. So the best option describes providing safety and services with the least restrictions necessary to meet those needs. The other ideas push for more restrictions, fewer services, or defaulting to the birth family home regardless of fit, none of which align with the goal of balancing safety, support, and inclusion.

6. After the first year, how often must the intellectual disabilities service plan be reviewed?

- A. Every 3 months
- B. Annually**
- C. Every 6 months
- D. Every 2 years

The main idea is that ongoing service planning for someone with an intellectual disability follows an annual review after the first year. This cadence keeps goals and supports current without creating an excessive administrative burden, while still allowing for regular reassessment of needs and progress. After the initial year, a year-long cycle is generally sufficient to confirm continued eligibility, update objectives, and adjust services as circumstances change. If a client's situation changes significantly, earlier review can occur, but the default expectation is to revisit the plan once each year. More frequent reviews (every few months) are typically reserved for the initial period or when there are rapid changes, and a two-year interval would be too infrequent to ensure the plan stays aligned with current needs.

7. Who must have overall administrative responsibility when the child-placing agency administrator is absent on a frequent and/or extended basis?

- A. An employee designated by the administrator who is licensed as a Licensed Child-Placing Agency Administrator**
- B. The chief financial officer
- C. A supervising licensed professional engineer
- D. An external contractor

When a child-placing agency administrator is frequently or regularly absent, someone must step in with the authority to run the agency and meet licensing requirements. The person who takes on this role must be an employee designated by the administrator and must hold a license as a Licensed Child-Placing Agency Administrator. This ensures ongoing compliance, proper oversight of casework, staff supervision, and adherence to regulatory standards even in the administrator's absence. Other roles, like a chief financial officer, a licensed professional engineer, or an external contractor, do not carry the necessary licensure or authority to assume full administrative responsibility for a child-placing agency.

8. How often must I review and update a service plan for child-care services?

- A. Every 30 days
- B. Every 365 days
- C. At least 180 days from date of the last service plan**
- D. Never

Regular updates to a service plan are required at least every six months. The minimum interval of 180 days ensures the plan stays current with the child's needs and the services being provided, while still being practical to manage. Updates should occur more often if there are significant changes in the child's condition, placement, or services, but waiting longer than 180 days would risk the plan being out of date. The other options aren't suitable because 30 days would be unnecessarily frequent, 365 days would be too long between reviews, and never would ignore the need to adjust to changing circumstances.

9. Which household members are included in fingerprint-based background checks for foster homes?

- A. No background checks for household members.
- B. All household members aged 14 and older.**
- C. All household members regardless of age.
- D. Only the primary caregiver aged 18 and older.

Fingerprint-based background checks are used to screen anyone in the foster home who could have regular contact with a child. The correct answer reflects the rule that all household members aged 14 and older must undergo fingerprint checks. This ensures that anyone who could interact with a foster child is vetted, not just the primary caregiver. The other options don't fit because background checks are required, not optional; checks aren't typically required for all ages regardless of age, and focusing only on the primary caregiver would omit other older household members who may interact with the child.

10. What are the qualifications an employee must have to perform child placement management activities?

- A. No license, Masters Degree & 9 hours in family/independent function OR bachelor's in social work & 9 hours - Two years of full-time experience in a child-placing agency
- B. A bachelor's degree + 9 credit hours & Three years of full-time experience in a child placing agency
- C. License, Masters Degree in social work and 9 credit hours in graduate course on family/individual function and One year of documented full-time experience in a child-placing agency**
- D. All of the above

To perform child placement management activities, you must have a professional credential plus specific education and experience. The requirement is a license, or a Master of Social Work, paired with 9 credit hours of graduate study in a course focused on family/individual function, and one year of documented full-time experience in a child-placing agency. This combination ensures the person is legally authorized, has advanced social work knowledge, and has hands-on experience in the child-placing context. This is the best answer because it includes all the necessary elements in one coherent set: licensure (or an MSW), the exact coursework (9 credit hours in a relevant graduate course), and practical experience (one year in a child-placing agency). The other options fail because they either omit licensure, substitute the required degree with a less advanced one, use the wrong type or amount of coursework, or specify an incorrect amount of experience.

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://txlcpaaset5.examzify.com>

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

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