

Professional School Counselor (0421)

Test at a Glance

Test Name	Professional School Counselor		
Test Code	0421		
Time	2 hours		
Number of Questions	120 multiple-choice questions		
Format	Multiple-choice		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Foundations II. Delivery of Services III. Management IV. Accountability	22 54 18 26	18% 45% 15% 22%

About This Test

The Professional School Counselor test measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice.

This test may contain some questions that will not count toward your score.

Topics Covered

I. Foundations

A. History and Role of the Professional School Counselor

- Knows how to use current research to advocate for the profession.
 - Knows how to access research resources.
 - Is able to interpret research.
 - Is able to use research to demonstrate professional impact on student learning.
- Knows the benefits of membership in professional organizations for professional school counselors (e.g., resources, networking, insurance).
 - Recognizes that there are different levels of professional organizations (e.g., national, state, local).
 - Describes the benefits of these organizations (e.g., advocacy, professional development, lobbying efforts, liability insurance, networking, accessibility to resources and current research, leadership development).
- Is familiar with the development of school guidance and counseling as a profession.
 - Names the major benchmarks in the development of the profession.
 - Describes how trends in educational systems impact the role of the professional school counselor (e.g., response to intervention, positive behavior support, professional learning communities).
- Understands the current American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs.
 - Identifies the components of the ASCA National Model[®]. *
 - Recognizes the importance of alignment between a school counseling program and the ASCA National Model.

- Understands the current American School Counselor Association (ASCA) National Standards for academic, career, and personal/social development of students.
 - Describes the domains of the ASCA Standards.
 - Utilizes the student competencies of the ASCA standards when planning counseling services.
- Understands the roles of counselor, leader, advocate, collaborator, consultant, and coordinator as they apply to school counseling-related duties.
 - Identifies the tasks related to the various roles of the professional school counselor.
- Knows similarities and differences in the professional school counselor's responsibilities at the elementary, middle, and high school levels.
 - Identifies and differentiates the responsibilities of the professional school counselor at the various grade levels.
- Understands the difference between counselor responsibilities and non-counselor tasks (e.g., disciplining, substitute teaching, and managing school functions).
 - Identifies and differentiates between counselor and non-counselor responsibilities.

B. Human Growth and Development

- Knows major theories regarding physical development throughout the human life span.
 - Describes the stages of physical development from early childhood through older adulthood.
- Knows how to use current research to promote holistic student development.
 - Applies current research (e.g., nutrition, socioeconomic status, family system) to promote holistic student development.
- Knows major theories regarding cognitive development throughout the human life span.
 - Describes and applies the components of major theories (e.g., Jean Piaget, Lev Vygotsky) to student development and behavior.

* ASCA National Model[®] is a registered trademark of the American School Counselors Association.

- Knows major theories regarding personality and emotional development throughout the human life span.
 - Describes and applies the components of major theories (e.g., Erik Erikson, B. F. Skinner, Carl Rogers) to student development and behavior.
- Knows major theories regarding social and character development throughout the human life span.
 - Describes and applies the components of major theories (e.g., Alfred Adler, Lawrence Kohlberg, Erich Fromm) to student development and behavior.
- Is familiar with major theories regarding family systems.
 - Recognizes the components of major theories (e.g., family systems theory, ecological theory) and how they relate to student development and behavior.

C. Ethics

- Knows current ethical guidelines of technology use for professionals and students.
 - Applies current ethical guidelines to computerized/online testing or evaluation and virtual schooling.
 - Recognizes the scope of responsibility in social networking and electronic communication (e.g., online bullying, dual relationships, email, texting) between the professional school counselor and stakeholders.
 - Recognizes the importance of protecting privacy and confidentiality when using electronic communications and student information systems/databases.
- Understands the need for self-awareness of personal biases and limitations that may affect the counseling relationship.
 - Recognizes the implications of counselor biases that affect the counseling relationship (e.g., religious, cultural, sexual orientation).
 - Recognizes personal limitations and the duty to refer.

- Possesses a working knowledge of the current American School Counselor Association (ASCA) Ethical Standards for School Counselors.
 - Applies the ASCA Ethical Standards for School Counselors (e.g., parents' rights and responsibilities, dual relationships, parent/guardians and confidentiality) to daily practice.
- Is familiar with the American Counseling Association (ACA) Code of Ethics.
 - Recognizes the sections of the ACA[®]** Code of Ethics that relate to the professional school counselor.
- Understands the need for ongoing professional development designed for professional school counselors.
 - Recognizes the current delivery modes (e.g., professional conferences, webinars) for professional development.
 - Recognizes professional development activities designed for professional school counselors that are role-appropriate and licensure-specific.
- Knows and utilizes ways to remain mentally healthy, stay motivated, and avoid burnout.
 - Identifies symptoms of stress.
 - Identifies healthy coping strategies.
 - Identifies the consequences of neglecting mental health maintenance and motivation.

D. Legal Issues

- Knows how changes in major public policy and laws affect student rights and professional school counselor responsibilities.
 - Applies current local, state, and federal laws as they affect professional school counselor activities.
- Understands the role of the professional school counselor in relation to the Americans with Disabilities Act (ADA, P.L. 101-336, 1990) in advocating for the legal rights of students with disabilities.
 - Describes a Section 504 plan as it might impact the professional school counselor.
 - Recognizes a student's need for and the potential benefits of a Section 504 plan.

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- Understands the role of the professional school counselor in relation to the Individuals with Disabilities Education Improvement Act (IDEA, P.L. 108-446, 2004) in advocating for students' legal rights.
 - Defines an Individualized Education Plan (IEP) and how it might impact the professional school counselor.
 - Recognizes a student's need for and the potential benefits of an IEP.
- Understands the Buckley Amendment and the Family Educational Rights and Privacy Act of 1974 (FERPA, P.L. 93-380) and its impact on student and parent rights.
 - Applies FERPA requirements to professional school counselors' responsibilities.
 - Identifies appropriate information to include in student records (e.g., cumulative folder, student information system).
- Is familiar with the appropriate constitutional rights as they apply to educational settings for students and parents (e.g., freedom of speech, citizenship).
 - Recognizes students' rights and limits to their rights (e.g., freedom of speech, right to privacy, equal protection) as they relate to the educational setting.
- Knows the relevance of Title IX of the Education Amendments of 1972 (P.L. 92-318) to education and school activities.
 - Describes Title IX as it relates to student rights.
- Is familiar with Title II of the Education Amendments of 1976 (P.L. 94-482) and the Carl D. Perkins Career and Technical Education Act (P.L. 109-270), and their relevance to equal opportunities in career counseling.
 - Recognizes the impact of Title II and the Perkins Act on equal opportunities in career counseling.
- Understands the detection of and mandated reporting requirements for child abuse and neglect.
 - Identifies various types of abuse (e.g., sexual, physical, emotional).
 - Recognizes the signs of suspected child abuse and neglect.
 - Describes situations in which reporting to appropriate social service agencies and/or law enforcement is mandated.

- Understands the concept of duty to warn and the difference between privileged communication and confidentiality.
 - Describes situations in which a professional school counselor has a duty to warn (e.g., threatened harm to self or others).
 - Recognizes privileged communication always belongs to the student or client.
 - Recognizes confidentiality has limits and may or may not be a legal issue.

II. Delivery of Service

A. Guidance and Counseling

- Is familiar with basic methods of analyzing student behavior.
 - Identifies procedures used to collect data to assess student behavior (e.g., behavior checklists, anecdotal reports).
- Knows how to appropriately use a variety of technological resources to deliver school guidance and counseling services.
 - Recognizes the importance of technology in the delivery of services in a comprehensive school counseling program.
 - Identifies benefits of technological resources (e.g., career interest inventories, college and scholarship search services).
- Understands the purposes and theories of individual counseling and applies them appropriately.
 - Describes basic counseling theories (e.g., brief solution-focused, behavioral, cognitive).
 - Applies counseling theories to case scenarios.
- Understands the purposes and theories of group counseling and applies them appropriately.
 - Describes basic group counseling theories (e.g., reality, cognitive-behavioral).
 - Describes group counseling processes and procedures (e.g., stages, group types, selection, facilitation).
 - Recognizes ethical issues as related to group counseling (e.g., confidentiality, biases).
 - Applies group counseling theories to case scenarios.

- Knows the purpose and can apply techniques of educational planning (e.g., grade-level transition, academic-intervention plans).
 - Applies age-appropriate strategies for educational planning (e.g., course selection, transitioning, kindergarten readiness).
 - Applies appropriate counseling skills to develop academic intervention plans.
- Understands the purposes and theories and can apply processes of career development and planning for students at each age level.
 - Describes basic career development theories (e.g., trait factor, developmental, psychological).
 - Applies career development theories to case scenarios.
 - Recognizes how to assist students making post-secondary and career plans at every stage of development.
- Is familiar with the purposes and theories and can apply techniques of large-group guidance (e.g., grade-level student meetings, group academic advising, school-wide assemblies).
 - Describes how to facilitate grade-level student meetings.
 - Describes the process of group academic advising.
 - Describes how to conduct school-wide assemblies.
- Understands the purpose and instructional theories and can apply techniques of classroom guidance and strategies of classroom management.
 - Recognizes the need for and benefits of classroom guidance.
 - Applies instructional and behavior management strategies to classroom situations.
- Understands the purposes and theories and can apply techniques of crisis intervention (e.g., school-level crises, individual crises).
 - Recognizes the importance of having procedures for multi-level school crises (school violence, natural disaster).
 - Recognizes the importance of having procedures for individual crises.
- Knows the purpose and can apply techniques of peer mediation and conflict resolution.
 - Describes the purpose and applies techniques of peer mediation.
 - Applies strategies of conflict resolution to case scenarios (e.g., relational aggression, in-school fighting, teacher-student conflicts).
- Understands methods for preventing and addressing common student concerns (e.g., stress, drug use, bullying).
 - Applies research and strategies to prevent or intervene in common student/teacher issues (e.g., alcohol/drug use, stress, bullying).
- Understands and can respond to the needs of students with various levels of ability (e.g., physical, emotional, cognitive).
 - Identifies the needs of students at various ability levels (e.g., physical, emotional, cognitive).
 - Describes and applies strategies to respond to various needs.
- Knows and responds to the needs of students from various backgrounds (e.g., socioeconomic, cultural, linguistic).
 - Describes the potential impact of socioeconomic, cultural, and linguistic differences on academic and social outcomes.
 - Applies interventions to meet the needs of a variety of students.
- Knows the needs of and responds to students with diverse issues (e.g., sexual orientation, family situations, alcoholism/drug use).
 - Describes the potential impact of diversity issues (e.g., sexual orientation, family situations, drug and alcohol abuse effects) on academic and social outcomes.
 - Applies interventions to meet the needs of a variety of students.

B. Consultation and Collaboration

- Knows the role of the professional school counselor in the support of the development and implementation of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans).
 - Describes the role of the professional school counselor in the development, implementation, and support of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans).
- Understands the basic characteristics of consultation.
- Is familiar with the purposes, theories, and techniques of consultation models as they apply to professional school counseling
 - Identifies the purpose and basic characteristics of consultation.
 - Recognizes the major methods of consultation as used in common school situations (e.g., parent conferences, teacher consultations).
- Is familiar with the differing needs of teachers, other professionals, administrators, parents, and community contacts for consultation and collaboration.
 - Recognizes the appropriate professional needs of stakeholders (e.g., classroom management, student support, programming).
- Understands the characteristics of effective collaborative relationships.
 - Describes the characteristics of effective collaborative relationships (e.g., the four Is of collaborative relationships).
 - Applies the appropriate techniques of effective collaborative relationships (e.g., solution-focused, leaderless collaboration).
- Is familiar with common pedagogical techniques used in the classroom to provide consultation services as they apply to academic support.
 - Identifies common pedagogical techniques used in the classroom to consult with teachers (e.g., lesson planning, behavior management, differentiated instruction).
- Knows interventions and accommodations available to students with various needs.
 - Describes interventions and accommodations (preferential seating, extended time) available to students.
 - Recognizes the needs of and support available to students with varying mental and physical disorders (e.g., eating disorders, hearing impaired, learning disorders).

III. Management

- Is familiar with how to use technology to manage and evaluate professional school counseling programs.
 - Identifies ways to use technology to manage and evaluate school counseling programs (e.g., spreadsheets, student information systems, electronic surveys).
- Knows the professional school counseling program as an integral part of the total educational process.
 - Describes how the school counseling program is an integral part of the total educational process (e.g., leadership roles, curriculum, committees).
- Understands how to design, develop, and implement a comprehensive professional school counseling program.
 - Describes how to use data to design and implement school counseling services.
- Is familiar with the design, staffing, and maintenance of programs for support of students at risk.
 - Recognizes the design, staffing, and maintenance of services for at-risk students (e.g., mentoring, parent education, community resources).
- Knows how to manage various types of referrals.
 - Differentiates between internal and external referrals (e.g., school nurse, social service agencies, pro bono services).
 - Recognizes the importance of developing procedures for management of various types of referrals.

IV. Accountability

- Knows the need for accountability in a professional school counseling program.
 - Defines accountability as it relates to a school counseling program.
 - Describes how to use counseling program data and research to advocate for school counseling programs.
- Knows the goals and methods of evaluating achievement, program effectiveness, and student outcomes.
 - Describes various methods of measuring accountability and effectiveness of the school counseling program (e.g., assessment results, surveys, research).
 - Describes various methods of measuring student outcomes (e.g., graduation rates, attendance records, disciplinary records).
- Knows how to apply data analysis results for program improvement (e.g., needs assessment, program evaluation).
 - Analyzes data and determines program improvements as necessary.
- Knows methods of gathering background data to assist in selecting appropriate assessments (e.g., interviewing, records review).
 - Identifies methods of gathering background data (e.g., records review, observation, student work samples) to assist in selecting appropriate assessments.
- Is familiar with the various types of assessments (criterion-referenced, aptitude, achievement).
 - Describes the differences among the various types of assessments (e.g., criterion-referenced, aptitude, achievement).
- Understands the appropriate use and limitations of standardized testing.
 - Describes the appropriate use and limitations of standardized testing
- Knows basic principles and interpretation of measurement (e.g., trends, stanine, percentile rank).
 - Defines basic principles of interpreting measurement (e.g., trends, stanine, percentile rank).

- Knows the concepts of validity and reliability as applied to assessment.
 - Defines and differentiates the concepts of validity and reliability as applied to assessment.
- Understands requirements for administration and interpretation of individual and group assessments.
 - Describes the requirements for administration of individual and group standardized assessments.
 - Describes the requirements for interpretation of individual and group standardized assessments.
- Knows how to interpret and appropriately use the results of personality, emotional, social, and behavioral assessments.
 - Describes how to interpret and appropriately use the results of personality, emotional, social, and behavioral assessments.
- Knows how to interpret and appropriately use the results of intelligence assessments.
 - Describes how to interpret and appropriately use the results of intelligence assessments.
- Knows how to interpret and appropriately use the results of achievement tests and measures of learning (e.g., standardized assessment, portfolio, formative/summative).
 - Defines and differentiates among achievement tests and measures of learning (e.g., standardized assessments, portfolios, formative/summative assessments).
 - Describes how to interpret and appropriately use the results of achievement tests and measures of learning.
- Knows the characteristics of and how to appropriately administer and interpret career assessments (e.g., interest inventories, aptitude/skills tests).
 - Defines and differentiates among career assessments (e.g., interest inventories, aptitude/skills tests, work values).
 - Describes how to administer, interpret, and appropriately use the results of career assessments.
- Knows how cultural, linguistic, and disability issues relate to student test performance, test accommodations, and test interpretation.
 - Recognizes student differences (e.g., cultural, linguistic, and disability issues) and their effects on student test performance and results.
 - Recognizes student differences when interpreting test results.
 - Identifies appropriate accommodations to address student differences.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

1. A school counseling program is to be established in a new public school that has just opened in an expanding school district. The first step in developing the program is to
 - (A) survey the guidance and counseling needs of the student body
 - (B) devise behavioral objectives for classroom management
 - (C) decide on minimum competency levels for student progression to higher grade levels
 - (D) gather appropriate counseling and guidance materials, such as tests and occupational information
2. Which of the following components is the LEAST important in a comprehensive professional school counseling program?
 - (A) Student outcomes and competencies
 - (B) Direct delivery of counseling on a demand basis
 - (C) Placement, follow-up, and follow-through activities
 - (D) Accurate counts of the frequency of student-initiated contact with the school's counselors
3. In consulting with a teacher about disciplinary problems in the teacher's classroom; a high school counselor demonstrates keen interest in the teacher's various concerns by listening and empathizing with her. By doing this the counselor is assuming the role of
 - (A) a supervisor
 - (B) an evaluator
 - (C) a collaborator
 - (D) a helper
4. A student and her family lost all their possessions in a recent tornado. The student reports difficulty sleeping, recurrent nightmares, and loss of appetite. The student is most likely suffering from
 - (A) schizophrenia
 - (B) obsessive-compulsive disorder
 - (C) oppositional defiant disorder
 - (D) posttraumatic stress disorder
5. The best way for a counselor to address the problem of a student who is monopolizing group counseling time is to
 - (A) tell the student that group participation will be terminated if the behavior does not change
 - (B) have the group examine the student's behavior in a productive and nonthreatening manner
 - (C) ask the student politely to allow the other group members to speak more frequently
 - (D) discuss the student's monopolizing behavior with the student outside of group time
6. All of the following are fundamental guidelines included in the Individuals with Disabilities Education Improvement Act (IDEA 2004) EXCEPT:
 - (A) Children with disabilities must be given the opportunity to receive a free, appropriate education
 - (B) Assessments must include the use of multiple evaluative procedures
 - (C) Parental consent is required before any assessment activities can take place
 - (D) Institutions are financially responsible for all testing that occurs
7. A local school district decides to implement an anti-bullying program. At the beginning of the school year, the district holds an assembly to talk about the new policies in place to prevent bullying from occurring on campus. The assembly represents which of the following types of intervention?
 - (A) Primary
 - (B) Secondary
 - (C) Tertiary
 - (D) Behavioral

8. When working with students who have disabilities, a professional school counselor should communicate with outside doctors and therapists to enhance school-based services. By doing so, the counselor is taking on the role of
- (A) investigator
 - (B) collaborator
 - (C) enabler
 - (D) coordinator
9. Ms. Reger has ten students from the same class referred to her anger-management group. She decides to use the opportunity to evaluate the effects of her favorite small-group anger-management program. She plans to use all ten students in her experiment. Given the information provided, her sampling method is best described as
- (A) cluster
 - (B) convenience
 - (C) quota
 - (D) simple random
10. Which of the following is NOT considered an example of a responsive service?
- (A) Student referrals
 - (B) Classroom guidance
 - (C) Remediation planning
 - (D) Crisis counseling
11. Ashley, a high school sophomore, tells the school counselor that she is depressed about her recent breakup with her boyfriend. During the conversation, Ashley says she wishes she “could go to sleep and never wake up.” In this situation, the counselor should
- (A) immediately call the local mental health facility for a psychiatric evaluation
 - (B) assess whether Ashley is suicidal and intervene if she is
 - (C) recognize that Ashley’s statement is only a cry for help and should not be taken seriously
 - (D) see if there is any chance of reconciliation for Ashley and her boyfriend
12. Behavioral consultation is an example of which of the following consultation models?
- (A) Triadic-dependent
 - (B) Triadic-independent
 - (C) Collaborative-dependent
 - (D) Collaborative-interdependent
13. Which of the following is NOT a distinguishing feature of a collaborative style of interaction?
- (A) It is voluntary
 - (B) It involves one party as an expert and the other party as a learner
 - (C) It includes sharing resources
 - (D) It is based on mutual goals
14. An elementary teacher shares a concern about one of the students in her class. She states that the student, normally a bright and active participant in class, has become more and more withdrawn over the past few weeks. After meeting with the student, the counselor suspects the student is being sexually abused by her mother’s new boyfriend. In this situation, a school counselor’s first responsibility is to contact
- (A) the student’s mother
 - (B) the school principal
 - (C) a local counseling center to make a referral
 - (D) the state child protective services
15. According to Carl Rogers, a congruent counselor is one
- (A) whose actions are not at odds with his or her feelings and thoughts
 - (B) whose expression reflects what the client is presenting
 - (C) whose choice of techniques and interventions remains constant throughout the counseling relationship
 - (D) who gets a client to do what the counselor thinks he or she should be doing

16. A high school counselor meets with a student who is having difficulty deciding what college to attend in the fall. The counselor discloses his own personal reflections on decisions he made relating to college choice and describes regrets. The counselor's comments are
- (A) appropriate because they help the student understand that he is not alone in his dilemma about choosing a college
 - (B) appropriate because they allow the student to feel close to his high school counselor
 - (C) inappropriate because the counselor does not understand contemporary issues related to choosing a college
 - (D) inappropriate because they focus more on the counselor's experience than on the student's current dilemma
17. Which of the following is a disadvantage of asking clients open-ended questions during counseling?
- (A) Clients will not be able to express their true feelings
 - (B) The therapeutic process may get off track if a client is verbose
 - (C) Clients will not feel comfortable during therapy
 - (D) Counselors will not be able to gather information on several issues
18. All of the following are important purposes of evaluation in a school counseling program EXCEPT
- (A) generating valid measures of how well the school counselor meets program goals and objectives
 - (B) helping other stakeholders clearly understand the unique role of the school counselor in the school
 - (C) gathering data for research that will advance the school counseling profession
 - (D) planning and developing accountability procedures even though the program cannot be changed at this time
19. Which of the following is the best example of a mentoring program?
- (A) A professional school counselor and a special education teacher cooperate in developing a plan to integrate students with disabilities into extracurricular activities.
 - (B) A professional school counselor arranges a large-group assembly in which community members share their work experiences with students.
 - (C) Students receive tutoring from and participate in recreational activities with adults from the community during free periods or after school.
 - (D) Students spend part of the day in a resource room getting individualized attention from a special education teacher.
20. Which of the following is a responsibility of a Guidance Advisory Committee (GAC)?
- (A) Reviewing counseling program data and activity outcomes to make recommendations to the counselor
 - (B) Evaluating the counselor's professional activities
 - (C) Reporting recommendations about the counseling plans to administrators
 - (D) Sharing the work of the committee with the local media
21. A counselor encounters inappropriate behavior by a student group member. The counselor should do which of the following to discourage the behavior?
- (A) Nod or smile at the student
 - (B) Address the student warmly
 - (C) Shift posture to lean toward the student
 - (D) Avoid responding or close the eyes

22. All of the following are acceptable uses of the *Wechsler Intelligence Scale for Children*[®]—*Fourth Edition* (WISC[®]-IV) EXCEPT
- (A) seeing how students' abilities compare with those of the general population
 - (B) identifying learning disabilities
 - (C) identifying gifted children
 - (D) determining whether students need to be retained at grade level
23. Which of the following is a management activity?
- (A) Delivering guidance programs
 - (B) Individual planning
 - (C) Offering responsive services
 - (D) Providing system support
24. When selecting an appropriate assessment, a counselor will most need key information about which of the following?
- (A) The purpose of the assessment
 - (B) The cost of the assessment
 - (C) The length of time needed to administer the assessment
 - (D) The type of scaling used to report the results

Answers

1. The best answer is (A). Survey approaches used to determine counseling needs in the school are valuable for the completeness of the data collected and the coverage provided. Surveys are probably the most frequently used appraisal method in the school. Survey approaches tend to emphasize the availability of activities, staff, facilities, and programs.

2. The best answer is (D). Major features of comprehensive professional school counseling programs include a focus on student outcomes or competencies. Student achievement of these outcomes is the responsibility of the program. Guidance activities designed to assist students in achieving these competencies are organized accordingly. In addition, comprehensive programs provide for placement, follow-up, and follow-through activities to assist students in their next steps. Direct delivery of counseling and other guidance activities on a demand basis is included because there may be a need for direct immediate services to students while they are still in the school building.

3. The best answer is (D). In the school, counselors are those specialists who are expected to assist in the management of social-emotional dimensions of problem situations. They help clients manage problems. Good helpers listen intelligently to clients and respond within the client's frame of reference.

4. The best answer is (D). The student was exposed to a traumatic event and exhibits sleep disturbance, distressing dreams, and diminished interest in a significant activity (eating). These are all symptoms of posttraumatic stress disorder but not of the other disorders listed.

5. The best answer is (B). The best way for the student and his or her peers to learn from the experience of the inappropriate interaction is for them to examine the behavior and its implications in a nonthreatening manner. The other choices either do not take advantage of the group setting to help all students involved or are offensive and nonproductive to the treatment of the student who is monopolizing group time.

6. The best answer is (D). Under IDEA, academic institutions are financially responsible only for testing that they request. Parent requests are evaluated on a case-by-case basis, and typically the financing is the parents' responsibility.

7. The best answer is (A). This is a primary intervention because it occurs at the beginning of the school year and is designed to stop a problem before it even begins. Secondary and tertiary prevention occurs after a problem has already developed.

8. The best answer is (B). Other professionals, school-based or not, can provide valuable tools and even key phrases that can help to develop treatment goals and plans to help students with disabilities succeed socially and emotionally.

9. The best answer is (B). Convenience sampling is when a sample is chosen based on availability or convenience. The students in this study were already referred, so they were an easy group to use.

10. The best answer is (B). Of the options presented, only (B) represents an activity that is proactive and focused on prevention. The other activities are in response to an event and are thus reactive and focused on intervention or remediation.

11. The correct answer is (B). The student's comment clearly indicates some suicidal ideation, but she needs to be assessed further to determine the level of suicide risk and the appropriate intervention. (A) is premature without a suicide risk assessment, and (C) and (D) inappropriately ignore the risk of suicide entirely.

12. The correct answer is (A). In the behavioral consultation approach, the school counselor actively obtains and evaluates student data, which is used to advise other staff members (such as teachers) how best to help the student. This approach is a triadic consultation (among counselor, teacher, and student), and it is considered dependent because the consultee (teacher) relies on the school counselor to collect and interpret the behavioral data.

13. The correct answer is (B). Collaborative models are mutual, shared, and reciprocal. (A), (C), and (D) all reflect those elements, while (B) does not, so (B) is the correct answer.

14. The correct answer is (D). Sexual abuse of a minor is by law a reportable event, so the first response is to notify the state child protective services, which will take further appropriate action.

15. The correct answer is (A). Carl Rogers defined "congruence" as an ability to be authentic and genuine when working with a client. When a counselor's thoughts, feelings, and behaviors are not at odds with each other, the counselor is better able to be with the client more fully, so (A) is the correct answer.

16. The correct answer is (D). Unless the counselor can identify a direct therapeutic connection between his own experiences and the client's current situation, self-disclosure focuses the session on the counselor and is, therefore, not appropriate, so (D) is the correct answer.

17. The correct answer is (B). An open-ended question allows the client to choose how to respond. This freedom may be positive if it allows the client to move on to topics that are a concern, but it may also allow the client to move away from the present focus of therapy, so (B) is the correct response.

18. The best answer is (D). Evaluation in a school counseling program serves the purposes of generating valid measures of how a program meets goals and objectives, helping others understand the role of the counselor, and gathering data for research purposes. It is not used to plan and develop procedures when the program is unable to change.

19. The best answer is (C). Mentor programs commonly include tutoring and recreational activities provided by adults in the community. The other choices are examples of consultation, collaboration, and teaching.

20. The best answer is (A). A Guidance Advisory Committee (GAC) is commonly charged with the task of reviewing program data and making recommendations based on their evaluations. GACs typically do not evaluate counselors' professional activities, report directly to administrators, or disclose counseling work to the media.

21. The best answer is (D). Avoiding a response or closing the eyes is a good way to extinguish or discourage inappropriate behavior in a group. The other options all positively reinforce the inappropriate behavior, making it more likely to occur.

22. The best answer is (D). Acceptable uses of the *Wechsler Intelligence Scale for Children*[®]—*Fourth Edition* (WISC[®]-IV) include comparing students' scores with those of the general population and identifying learning disabilities and giftedness. Grade retention decisions should be based on academic achievement, not intelligence test scores.

23. The best answer is (D). According to the American School Counselor Association's ASCA National Model[®], providing system support is an administration and management activity, whereas delivering guidance programs, individual planning, and offering responsive services are not.

24. The best answer is (A). The most important criterion for selecting an appropriate assessment tool is the purpose of the assessment. The professional school counselor needs to determine what information is needed from the assessment and how that information will be used. The cost of the administration, the length of time required, and the type of scaling used in reporting are issues that may be considered, but the decision should not be based on any of these without full consideration of the purpose.



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