



The *PRAXIS*<sup>®</sup> Study Companion

# School Psychologist (5403)



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## School Psychologist (5403)

### Test at a Glance

The *Praxis*® School Psychologist test is based on the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (2020) and is designed for candidates seeking licensure or certification as school psychologists in educational settings. The test assumes that candidates have had some form of supervised practicum or internship experience.

<b>Test Name</b>	School Psychologist		
<b>Test Code</b>	5403		
<b>Time</b>	2 hours 5 minutes		
<b>Number of Questions</b>	125 selected-response questions		
<b>Format</b>	The test consists of a variety of selected-response questions, where you select one or more answer choices, and other types of questions. You can review the possible question types in Understanding Question Types.		
<b>Test Delivery</b>	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Professional Practices that Permeate All Aspects of Service Delivery	40	32%
	II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)	28	23%
	III. Direct and Indirect Services for Children, Families, and Schools (Systems-Level Services)	25	20%
	IV. Foundations of School Psychological Service Delivery	32	25%

## About The Test

The 125 selected-response questions in the School Psychologist test focus on both content and process issues that are relevant to the school setting. The test content measures a candidate's knowledge and skills spanning the areas of (I) practices that permeate all aspects of service delivery: data-based decision making (Domain 1), and consultation and collaboration (Domain 2); (II) services for children, families, and schools at the student level: academic interventions and instructional support (Domain 3), mental and behavioral health services and interventions (Domain 4); (III) services for children, families, and schools at a systems level: schoolwide practices to promote learning (Domain 5), services to promote safe and supportive schools (Domain 6), and family-school collaboration (Domain 7); and (IV) foundations of school psychological service delivery: equitable practices for diverse student populations (Domain 8), research and evidence-based practice (Domain 9), and legal, ethical, and professional practice (Domain 10).

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

## Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

## Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

### I. Professional Practices that Permeate All Aspects of Service Delivery

#### A. Data-based Decision-Making

1. Problem identification
  - a. Understands various methods of information gathering (e.g., record review, interview strategies, observations, and testing [RIOT])
  - b. Understands appropriate use of background information (e.g., student records, medical records and reports, reviews of previous interventions, developmental history)
  - c. Understands appropriate use and interpretation of screening measures and methods
2. Assessment and problem analysis
  - a. Understands theories of intelligence and the appropriate use and interpretation of measures of intellectual/cognitive functioning
  - b. Understands appropriate use and interpretation of measures of educational achievement
  - c. Knows appropriate use and interpretation of diagnostic/processing measures (e.g., memory, executive functioning, phonemic awareness)
  - d. Understands appropriate use and interpretation of measures of affective/social/emotional functioning and behavior
  - e. Knows appropriate use and interpretation of a functional behavioral assessment
  - f. Understands appropriate use and interpretation of performance-based assessment (e.g., work samples, portfolios)
  - g. Understands appropriate use and interpretation of curriculum-based assessment/curriculum-based measures

- h. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics)
  - i. Knows how to use information and technology resources to enhance data collection and decision making
  - j. Understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health, and system-level services (e.g., intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes)
3. Knowledge of measurement theory and principles
- a. Knows how to use a problem-solving framework as the basis for all professional activities (e.g., Multitiered System of Supports, Response to Intervention)
  - b. Understands the use and interpretation of different types of test scores and norms (e.g., grade- and age-referenced)
  - c. Knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews)
  - d. Knows the principles of reliability and validity
  - e. Knows personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures
  - f. Knows about test fairness and equity concepts (e.g., implicit bias, explicit bias)
4. Assessment of special populations
- a. Understands appropriate use and interpretation of measures of developmental and adaptive functioning across all age groups
  - b. Knows appropriate use and interpretation of assessment procedures for English as second language/English-language learners (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment)
  - c. Is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, sensory impairments)
- B. Consultation and Collaboration**
1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services
- a. Knows strategies for consultation (e.g., goal setting, record keeping, evaluating progress) and how to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services
  - b. Knows the principles and strategies associated with varied models of consultation

- c. Knows how to facilitate communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals)
2. Home/school/community collaboration (student level)
- a. Knows strategies for working with diverse families (e.g., building relationships, collaborating on intervention plans, promoting positive habits)
  - b. Knows strategies for working with diverse community agencies/providers to support a student's success

**Discussion Questions: Professional Practices That Permeate All Aspects of Service Delivery**

- What are the components of an effective interview?
- What types of background information are necessary when evaluating a new student?
- How do intelligence tests and achievement tests differ in purpose?
- What are the components of curriculum-based measurement (CBM), and how is it used in the problem-solving model?
- When is it appropriate to use self-report measures with students?
- What are some components of culturally informed practice and evaluation?
- How would a school psychologist determine English-language proficiency when evaluating a student for a specific learning

disability, and why is it important to do so?

- Describe similarities and differences among different models of consultation.
- Compare two different ways of evaluating the effectiveness of a school-based bullying prevention program.
- What are some common accommodations used in cognitive evaluations, and for which disabilities are they appropriate?
- What are the differences between the concepts of reliability and validity?

**II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)**

**A. Academic Interventions and Instructional Support**

1. Effective instruction at the individual and group level
  - a. Is familiar with various instructional strategies (e.g., cooperative learning, differentiated instruction, engagement time, scaffolding, study skills)
  - b. Knows common curricular accommodations and modifications (e.g., information and assistive technology, specially designed instruction, test format)
  - c. Knows methods for setting and achieving individual instructional goals, assessing outcomes to see whether goals were attained, and helping students become self-regulated learners

2. Issues related to academic success/failure
    - a. Knows how to identify and use evidence-based strategies when planning interventions and instructional strategies
    - b. Knows factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, socioeconomic and environmental factors, language competency, programming for ELLs)
    - c. Understands the biological, cultural, developmental, and social influences on academic skills
- B. Mental and Behavioral Health Services and Interventions**
1. Primary, secondary, and tertiary preventive strategies
    - a. Is familiar with common classroom organization and management techniques (e.g., time management, classroom rules, physical environment)
    - b. Knows how to conduct individual and small-group interventions and programs (e.g., social skills training, conflict resolution)
    - c. Is familiar with risk and protective factors associated with learning and mental and behavioral health issues; designs appropriate intervention plans to address those issues
    - d. Knows the impact of trauma on social, emotional, behavioral, and academic functioning; practices to reduce the effects of trauma on learning and behavior
  2. School-based intervention skills/techniques
    - a. Understands fundamental counseling methods (e.g., individual, group) and techniques (e.g., active listening, unconditional positive regard, empathy)
    - b. Knows about appropriate intervention techniques for various developmental levels
    - c. Is familiar with various theoretical models and approaches to counseling (e.g., cognitive-behavioral, solution-focused)
    - d. Understands applied behavioral analysis and intervention methods
    - e. Knows culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities
    - f. Knows how to use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups
  3. Child and adolescent psychopathology
    - a. Is familiar with common characteristics of mental health problems and related educational disabilities
    - b. Understands the impact mental health has on the educational outcomes of children and adolescents
    - c. Understands the biological, cultural, developmental, and social influences on mental and behavioral health

### **Discussion Questions: Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)**

- How might a school psychologist intervene in a fifth-grade classroom in which students are frequently off-task?
- How might a school respond to a student suicide?
- How might a school district prepare for and respond to a natural disaster?
- Describe typical academic, psychological, and pharmacological interventions used with attention-deficit/hyperactivity disorder.
- What are some warning signs of depression in adolescents?
- Compare cognitive behavioral therapy and solution-focused therapy.
- Unconditional positive regard is a central tenet of which therapeutic techniques?

### **III. Direct and Indirect Services for Children, Families, and Schools (Systems-Level Services)**

#### **A. Schoolwide Practices to Promote Learning**

1. Is familiar with the importance of using data to inform systems-level decision making, such as needs assessment, universal screening, and resource mapping
2. Is familiar with the effectiveness of the practices in the context of common educational policies/practices (e.g., social promotion, high-stakes testing,

benchmarking, retention, tracking, discipline)

3. Recognizes the importance of using evidence-based practices
4. Understands the application of effective Multitiered Systems of Support

#### **B. Services to Promote Safe and Supportive Schools**

1. Knows common school/system-wide prevention practices (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health)
2. Knows risk and protective factors as they relate to a variety of issues such as school failure, truancy, dropout, bullying, youth suicide, school violence
3. Knows interventions appropriate for the various levels of crisis and threat assessment associated with suicide and violence assessment
4. Is familiar with factors and issues that should be addressed in crisis prevention, intervention, response, and recovery at the system level
5. Is familiar with effective methods to measure and evaluate school safety and school climate (e.g., attendance; office discipline referrals; academic growth; universal screening of students, staff, and families; mental health referrals)

#### **C. Family-School Collaboration**

1. Understands principles and research related to family systems, strengths, needs, and cultures

2. Is familiar with the importance of advocating for the involvement of families in schoolwide activities
3. Is familiar with the importance of interagency collaboration in developing effective schoolwide interventions and policies
4. Is familiar with strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development

**Discussion Questions: Direct and Indirect Services for Children, Families, and Schools (Systems-Level Services)**

- Describe best practices in evaluating an intervention.
- Describe the elements and appropriate use of wraparound services.
- How might a school psychologist work with parents and teachers to improve the academic performance of a student with limited English proficiency?
- What are some ways to involve parents in schoolwide activities?
- What might interagency collaboration look like for a student with disabilities who is transitioning out of high school?
- Describe the components of an effective crisis-response plan.
- What is the purpose of a threat assessment and how is one conducted?

## IV. Foundations of School Psychological Service Delivery

### A. Equitable Practices for Diverse Student Populations

1. Recognizes the importance and influence of culture, background, and individual learning characteristics (e.g., age, gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes
2. Knows the importance of working with community liaisons to understand the needs of diverse learners
3. Knows the impact of personal beliefs as well as implicit and explicit bias that influence decision making, instruction, behavior, and long-term outcomes for students
4. Recognizes the importance of promoting fairness and social justice in educational programs and services
5. Knows about special education and related services; knows how to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities

### B. Research and Evidence-Based Practice

1. Knows how to evaluate research quality and interpret outcomes
2. Knows how to determine the relevance of research and apply research into practice

3. Is familiar with types of research designs and basic statistics
4. Is familiar with the process involved in implementing individual- and system-level change, including planning and evaluating activities, monitoring fidelity, and addressing barriers to change
5. Knows how to incorporate data collection, measurement, analysis, accountability, and use of technology resources into program evaluation
6. Knows how to analyze, interpret, and use research-based and evidence-based practices at the individual, group, and/or systems levels

**C. Legal, Ethical, and Professional Practice**

1. Ethical principles related to the practice of school psychology
  - a. Understands the NASP Principles for Professional Ethics
  - b. Knows how to apply an ethical problem-solving model to address ethical dilemmas
2. Legal issues related to the practice of school psychology
  - a. Knows the major federal laws and regulations governing the practice of school psychology (e.g., FERPA, Section 504, ESSA, IDEA and its eligibility categories)
  - b. Knows relevant case law that affects practice (e.g., *Larry P. v. Riles*, *Hendrick Hudson Board of Education v. Rowley*, *Andrew F. v. Douglas County School District*)

- c. Knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint)
- d. Knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest)

3. Professional foundations

- a. Understands the ethical and legal responsibilities of advocating for children and their families (i.e., issues such as disproportionality, poverty, access, and equity)
- b. Recognizes the importance of lifelong learning and professional growth
- c. Is familiar with the importance and value of supervision and mentoring

**Discussion Questions: Foundations of School Psychological Service Delivery**

- How should a school psychologist respond if they notice a school administrator behaving unethically?
- What are recommended practices and safeguards for working with confidential electronic data?
- What are the differences between Section 504 and the Americans with Disabilities Act (ADA)?
- How does the Health Insurance Portability and Accountability Act (HIPAA) affect the practice of school psychology?
- What is the purpose of a manifestation determination meeting?

- Describe the school psychologist's role as a mandated reporter.
- What limitations does FERPA impose on sharing student information?
- What are the major eligibility categories under IDEA?
- Describe the steps of an ethical problem-solving model

## School Psychologist (5403) Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on 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.

**Directions:** Each of the questions or incomplete statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. A school psychologist has been asked to evaluate a third-grade student for a possible learning disability. The student's family reports that the native language at home is Portuguese and that the student is in the process of acquiring English. Best practice dictates that the minimum standard for classification is a discrepancy between general intellectual functioning and full-scale achievement found via assessment
  - (A) in the student's native language only
  - (B) in English only
  - (C) in both the student's native language and in English
  - (D) using standardized nonverbal tests
  
2. Which of the following is a Tier 1 preventive strategy?
  - (A) Behaviorally focused parent-management training
  - (B) Environmentally designed crime deterrence
  - (C) Conflict de-escalation
  - (D) Student check-in/check-out meetings
  
3. Which of the following best describes how a school psychologist can measure interfering behaviors during a functional behavioral assessment?
  - (A) The school psychologist receives documentation of the number of discipline referrals and in-school suspensions a student received.
  - (B) The school psychologist assumes that variables that are present during the observation of a problem behavior were also present during previous instances of the behavior.
  - (C) The school psychologist observes a student committing a problem behavior during reading instruction and assumes that reading instruction triggers the behavior.
  - (D) The school psychologist converts the number of physical fights recorded over a two-month period to the average number of fights per week.

4. In which **TWO** of the following situations is a school psychologist's request to obtain a student's medical record with parent authorization most appropriate?
- (A) The student reports fatigue and irritability that is not clearly related to a health condition.
  - (B) The student is newly enrolled in the school after moving to the district from out of state.
  - (C) The student's classroom teacher notes that the student goes to the school clinic for medication twice during the school day.
  - (D) The school psychologist has a personal interest in studying the etiology of autism spectrum disorder (ASD) and is examining the records of students who are receiving services for ASD.
5. Lenny is a fifth-grade student who receives individual counseling as a related service to address poor frustration tolerance for challenging academic tasks and verbal and physical aggression when he is upset. His primary counseling goal is to identify and apply anger management strategies that are more appropriate and effective. Using a cognitive-behavioral approach, the school psychologist is most likely to do which of the following?
- (A) Determine effective reinforcers to reward Lenny when he engages in alternatives to the target behaviors.
  - (B) Discuss the choices Lenny is making with him and help him to identify what he can do differently to get what he wants.
  - (C) Help Lenny identify the distortions in thinking that affect how he responds to challenging academic tasks.
  - (D) Describe Lenny's behaviors and reflect his feelings while he plays with toys or other available materials of his choosing.
6. According to NASP, which of the following is an evidence-based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being?
- (A) Positive behavioral interventions and supports (PBIS)
  - (B) Multitiered system of support (MTSS)
  - (C) Individuals with Disabilities Education Act (IDEA)
  - (D) Bully proofing your school (BPYS)

7. Viraag, a third-grade student, was referred by his teacher to the school psychologist due to concerns about his ability to perform expected grade-level math tasks. Which of the following statements best reflects the school psychologist's first step in addressing the concern?
- (A) The school psychologist identifies a high-achieving student in the class who can serve as a peer tutor for Viraag.
  - (B) The school psychologist asks the teacher to identify the typical math performance of a different student in the class who performs at grade level.
  - (C) The school psychologist obtains permission to assess Viraag with an individually administered math diagnostic achievement test.
  - (D) The school psychologist selects a math-skills worksheet that can be administered to the entire class and that represents skills that the average student should successfully complete.
8. Which of the following is the most accurate definition of primary intervention?
- (A) Primary intervention is designed to meet the needs of most students within the school and is applied across all settings.
  - (B) Primary intervention addresses the needs of students who require additional assistance to prevent academic or social difficulties.
  - (C) Primary intervention is essential for students who present with significant risk factors and may require more specialized forms of assistance beyond the support provided in general education.
  - (D) Primary intervention is individualized to best meet the needs of students who require more specialized forms of assistance beyond the support provided in general education.
9. Which of the following best describes how a school psychologist might assess social influences on a student's development of a mental health issue?
- (A) Meeting with the parents to discuss the family's history of diagnosed mental health issues
  - (B) Asking the parents for the student's medical history
  - (C) Interviewing the teacher and parents about the student's peer relationships and reactions to success and failure
  - (D) Completing a social history to determine whether the student met all developmental milestones, within normal limits

10. Which federal law specifically allows parents to choose to receive procedural safeguards electronically?
- (A) Family Educational Rights and Privacy Act (FERPA)
  - (B) Protection of Pupil Rights Amendment (PPRA)
  - (C) Individuals with Disabilities Education Act (IDEA)
  - (D) Health Insurance Portability and Accountability Act (HIPAA)
11. Which **TWO** of the following best describe secondary-level interventions when utilizing a positive behavior support model?
- (A) The inclusion of counseling in a student's IEP to address defiant behaviors
  - (B) Classroom lessons on positive character development
  - (C) Schoolwide assemblies promoting good behavior and celebrating schoolwide success at following rules
  - (D) A classwide behavior plan where all students can earn prizes for their behavior
  - (E) A behavior plan developed by the district's behaviorist for a student's behavioral concerns
12. A school psychologist notices that Yusuf, a tenth-grade student, has stopped eating lunch, quit the soccer team, and is increasingly irritable with his friends. He has also become more withdrawn. Which of the following mental health concerns is Yusuf most likely experiencing?
- (A) Anxiety
  - (B) Depression
  - (C) Bipolar disorder
  - (D) Conduct disorder

13. A school psychologist implements a new aggression-reduction program with several second-grade students and plans to monitor the students for the next three years. The school psychologist finds that relative to the start of the program, aggression in the group of students who received the intervention is down 35 percent.

Based on these results, which of the following threats to internal validity has the school psychologist most likely failed to account for?

- (A) Instrumentation
- (B) Maturation
- (C) Attrition
- (D) History

14. Mr. Suzuki, a school psychologist, is asked to administer an assessment with which he has no experience. Before using the assessment with students, Mr. Suzuki completes a continuing education module on the assessment and asks for supervision and consultation from another school psychologist in the district who has used the assessment before.

Mr. Suzuki is acting in accordance with of the following NASP Principles for Professional Ethics?

- (A) Autonomy and self-determination
- (B) Competence
- (C) Fairness, equity, and justice
- (D) Honesty and integrity in professional relationships

15. In which of the following scenarios would it be appropriate for a school psychologist to break confidentiality?

- (A) A high school student informs the school psychologist that they are sexually active with a same-age partner.
- (B) A student tells the school psychologist that they intend to harm another student.
- (C) A student tells the school psychologist that there are firearms in their home.
- (D) A student tells the school psychologist that they cheated on an exam.

16. While selecting a test to use in school, a school psychologist discovered that a particular test was not very consistent or stable over time. In other words, some test takers' scores varied each time they took it. The school psychologist can most likely conclude which of the following?

- (A) The test is biased.
- (B) The test has poor evidence of validity.
- (C) The test makers did not use an appropriate norming sample.
- (D) The test is not reliable.

17. Claire is a second-grade student who experiences difficulty following her parents' directions at home. When her parents meet with the school psychologist, they ask for advice on how to improve Claire's behaviors at home. Claire's parents shared that they have used consequences in the past such as taking away privileges, giving Claire additional chores to complete, and implementing an early bedtime.

Which of the following should the school psychologist suggest Claire's parents try instead?

- (A) Focusing on using one type of punishment procedure instead of several different approaches
- (B) Increasing the duration of the consequences, such as taking away privileges for three days instead of one
- (C) Removing consequences for rule-breaking behavior
- (D) Clearly stating the house rules Claire is expected to follow and using positive reinforcement for her compliance with the rules

18. Ms. Trainor is frustrated with her student, Hamilton. Hamilton has an Individualized Education Program (IEP), but he has multiple severe disabilities, and he makes very little progress in school because of the severity of his disabilities. Ms. Trainor tells the school psychologist that she does not believe that Hamilton is benefiting from attending school. The school psychologist politely tells Ms. Trainor that Hamilton has a right to an education, no matter how severe his disabilities.

The school psychologist's response best illustrates which of the following?

- (A) Zero-reject principle
- (B) Child Find
- (C) Least restrictive environment
- (D) Nondiscriminatory evaluation

19. A school psychologist would like to evaluate the effectiveness of a school's Positive Behavioral Interventions and Supports (PBIS) initiative. E-mailing teachers to remind them about certain classroom expectations can serve as a means of
- (A) treatment fidelity
  - (B) progress monitoring
  - (C) intervention development
  - (D) universal screening
20. A student's score on a reading comprehension test is in the 80th percentile. Which of the following best explains the student's score?
- (A) The student scored higher than 20 percent of all the students who took the test.
  - (B) The student earned 80 percent correct on the test.
  - (C) The student scored 80 out of 100 questions correct on the test.
  - (D) The student scored higher than 80 percent of all the students who took the test.
21. A school psychologist in an elementary school reads a study about a counseling technique that helps with behavior management. The study took place in a summer-camp setting and indicated this technique was associated with reduced aggression. The school psychologist is interested in using the technique at the school but is concerned about whether that summer-camp setting would generalize to an elementary school classroom.
- The school psychologist is primarily concerned about which of the following?
- (A) Test-retest reliability
  - (B) Internal validity
  - (C) Content validity
  - (D) Ecological validity

22. Which **TWO** of the following accurately describe a school psychologist's legal and ethical responsibility as an advocate for children and their families?

- (A) Identifying and working to change school practices that may unintentionally discriminate against or result in harm to transgender students
- (B) Clearly indicating when they are giving their opinion as a private citizen versus as a public employee during a public meeting regarding a controversial school policy
- (C) Demonstrating respect for diversity by adopting a color-blind perspective toward students of color
- (D) Incorporating their personal and religious beliefs in advice given to students if these beliefs do not conflict with the law

23. A classroom teacher wants to refer a student for evaluation for a learning disability. The student emigrated to the United States two and a half years ago, quickly learned English, and can communicate fluently with all the children in the classroom. However, the student continues to have difficulty with schoolwork, frequently asks for directions to be repeated, and demonstrates poor comprehension based on written work.

To help the teacher understand the student's difficulty, it is most important that the school psychologist explain which of the following?

- (A) The difference between acculturation and assimilation
- (B) The difference between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP)
- (C) The Culture-Language Interpretive Matrix (C-LIM)
- (D) The cultural and linguistic biases that are present in testing

24. Evidence-based practice (EBP) is a movement that has gained much attention in the field of school psychology. Some EBPs have been found to have empirical support in addressing the problems associated with common mental health and social-emotional needs of students.

Which of the following is a supported EBP?

- (A) Student suspension to address conduct problems
- (B) Cognitive behavioral therapy for the treatment of internalizing problems
- (C) Student retention to address immaturity
- (D) Diet modifications for the treatment of autism spectrum disorders

25. A test has a mean score of 100 and a standard deviation of 15. A student receives a standard score of 85. The student's z score would be
- (A) 1.00
  - (B) 2.00
  - (C) -1.00
  - (D) -2.00
26. A school psychologist evaluates a child's ability to attend to information, hold information in immediate awareness, concentrate, and perform a mental operation. Which of the following is the school psychologist measuring?
- (A) Verbal comprehension
  - (B) Working memory
  - (C) Processing speed
  - (D) Fluid reasoning
27. Joel is a fourth-grade student who has been referred for a special education evaluation. The results of the evaluation show that he is functioning below grade level in reading comprehension. Additionally, Joel's teacher and parent report that he has significant difficulty coping with setbacks and often has emotional outbursts when overwhelmed. The student support team recommends that Joel be classified under the category of Specific Learning Disability.
- Based on this information, which **TWO** of the following will most likely appear in Joel's IEP?
- (A) Small-group counseling
  - (B) Social work services
  - (C) Modification of reading assignments
  - (D) Individual instruction in reading
  - (E) Provision of extra time for reading assignments

28. A high school sophomore asks to meet with the school psychologist for counseling but only under the condition that the school psychologist does not inform the student's parents. Which of the following is the best course of action for the school psychologist to take?
- (A) Informing the student's parents of this request in order to gain parental consent despite the student's wishes
  - (B) Ensuring that the student is not in danger and informing the student that parental consent is required for ongoing counseling
  - (C) Providing counseling to the student without parental consent since the student is in high school
  - (D) Informing the student that counseling cannot be provided without parental consent and sending the student back to class
29. Interagency collaboration for students with disabilities is most useful for doing which of the following tasks?
- (A) Developing IEPs
  - (B) Implementing disciplinary programs
  - (C) Increasing high school enrollment
  - (D) Planning for postsecondary transitions
30. Ms. Carey is a school psychologist at a middle school. Within the first six weeks of the school year, there has been a notable increase in behaviors related to fighting, name-calling, and general student disagreements. Each time a student is referred to the office for a disciplinary problem, the office contacts Ms. Carey to provide counseling services. Which of the following might Ms. Carey suggest in a meeting with school staff as the next best response to this increase in general need?
- (A) Providing intensive behavioral interventions and supports for each student referred for disciplinary problems
  - (B) Implementing schoolwide positive behavioral intervention and supports (SWPBIS) and social-emotional learning
  - (C) Allowing other school staff to assist in meeting with students with problem behaviors
  - (D) Providing more small-group instruction in conflict resolution and general social skills to all students

## School Psychologist (5403) Answers

1. **Option (C) is correct.** A learning disability must not be explained by contextual or other environmental factors. A lack of language acquisition would be just such an alternative hypothesis. Therefore, any hypothesized learning or language disability should be verified in both the student's primary language and the language of the school setting.

2. **Option (B) is correct.** Environmentally designed crime deterrence is a universal intervention that focuses on the school environment to reduce opportunities for violence and is implemented at the school level. Therefore, it qualifies as a Tier 1 intervention.

3. **Option (D) is correct.** Converting the number of physical fights to a weekly average allows the school psychologist to quantitatively measure the interfering behavior.

4. **Options (A) and (C) are correct.** Reviewing a record of the student's medical history could, in both cases, shed light on physical or health issues that may affect the student's learning and behavior.

5. **Option (C) is correct.** Identifying cognitive distortions that affect how Lenny responds to challenging academic tasks describes a common technique employed in a cognitive-behavioral approach.

6. **Option (B) is correct.** MTSS is the only option that integrates multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being.

7. **Option (D) is correct.** Administering a worksheet to the whole class is relatively unobtrusive and will allow the school psychologist to assess how students in this class are performing to ensure there is no deficit in teaching.

8. **Option (A) is correct.** Primary, or Tier 1, interventions are implemented in the general education setting or at the whole-school level and should meet the needs of the majority of students.

9. **Option (C) is correct.** Social influences include the student's relationships with peers and reactions to successes or failures in life. Understanding a student's peer connections is important, since social relationships serve as a protective factor against mental health disorders. Resiliency, or the lack of, in response to failures is predictive of present and future mental health as well.

10. **Option (C) is correct.** Of the options available, IDEA is the only law that specifies provisions and regulations for electronic communication.

11. **Options (B) and (D) are correct.** Secondary-level interventions occur in the classroom. Classwide behavior interventions to reinforce positive behavior as well as lessons on character development fit within this level of intervention.

12. **Option (B) is correct.** Withdrawal, irritability, and loss of pleasure in previously enjoyed activities are all symptoms of depression.

13. **Option (B) is correct.** It is possible that aggression is down because the students have matured and are handling situations less aggressively as a function of aging.

14. **Option (B) is correct.** School psychologists must practice within the bounds of their competence. Mr. Suzuki is seeking to increase his competence by completing additional training and obtaining supervision.

15. **Option (B) is correct.** School psychologists have a duty to warn and to protect potential victims of violence.

16. **Option (D) is correct.** The test is not reliable. Reliability refers to an instrument's consistency or stability in measurement.

17. **Option (D) is correct.** A clear statement of the house rules along with positive reinforcement for following the house rules will increase Claire's compliance.

18. **Option (A) is correct.** The zero-reject principle states that no child can be denied a free appropriate public education (FAPE) on the basis of disability.

19. **Option (A) is correct.** By sending a reminder to implement components of the program to serve as a prompt for teachers, the school psychologist is helping to ensure that the treatment in the school's Positive Behavioral Interventions and Supports (PBIS) initiative is conducted consistently and reliably.

20. **Option (D) is correct.** The percentile rank of a score is the percentage of scores in its frequency distribution that are equal to or lower than it.

21. **Option (D) is correct.** Ecological validity examines whether the results of a study can be generalized to a real-life setting.

22. **Options (A) and (B) are correct.** NASP's *Principles for Professional Ethics* stipulate that school psychologists should work to change school practices that discriminate against specified groups, especially those who are marginalized and minority populations. Additionally, they require school psychologists to distinguish statements made as a professional school employee from those made as a private citizen.

23. **Option (B) is correct.** Basic interpersonal communication skills (BICS) are developed before cognitive language academic proficiency (CALP). It typically takes learners from six months to two years to develop BICS, while CALP can take five to seven years to develop.

24. **Option (B) is correct.** Cognitive-behavioral therapy for the treatment of internalizing problems is a well-established EBP for depression and anxiety.

25. **Option (C) is correct.** The z-score (which is the location on the normal curve identifying how far from the mean the score lies) can be calculated by subtracting the mean score from the obtained score and dividing that number by the standard deviation.

26. **Option (B) is correct.** Working memory refers to the ability to attend to information, hold the information in immediate awareness, and work with the information in some way.

27. **Options (A) and (B) are correct.** Small-group counseling will allow Joel to work to develop coping strategies for when he feels overwhelmed. Individual instruction in reading is a common Tier 3 intervention for specific learning disability as it provides more opportunities for students to practice and respond.

28. **Option (B) is correct.** The school psychologist should first determine that the student is safe, but should not proceed with ongoing counseling unless parental consent is provided.

29. **Option (D) is correct.** Interagency collaboration is most important in planning for life beyond high school and provides connections to employment opportunities as well as opportunities for postsecondary education.

30. **Option (B) is correct.** It is appropriate for school staff to examine Tier 1 interventions, such as positive behavioral support initiatives and schoolwide social-emotional learning opportunities to provide all students with ongoing supports and monitoring for possible Tier 2 interventions.

## Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

## Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

- A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
    - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
    - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
  - *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*
    - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

## General Assistance For The Test

### **Praxis® Interactive Practice Test**

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

You can learn more and purchase the practice test [here](#).

### **Doing Your Best**

#### Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a Praxis Test](#).

#### Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

### **Helpful Links**

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources  
that meet your specific needs, visit:

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