

School Psychologist (0400)

Test at a Glance

| | | | |
|---------------------|--|---------------------------------|---------------------------------------|
| Test Name | School Psychologist | | |
| Test Code | 0400 | | |
| Time | 2 hours | | |
| Number of Questions | 120 | | |
| Format | Multiple-choice questions | | |
| | Content Categories | Approximate Number of Questions | Approximate Percentage of Examination |
| | I. Diagnosis and Fact Finding | 30 | 25% |
| | II. Prevention and Intervention | 30 | 25% |
| | III. Applied Psychological Foundations | 24 | 20% |
| | IV. Applied Educational Foundations | 14 | 12% |
| | V. Ethical and Legal Considerations | 22 | 18% |

About this test

The School Psychologist test is designed for 60-hour master's- and specialist's-degree-level candidates wishing to serve as school psychologists in educational settings. The test assumes that candidates have had some form of supervised practicum or internship experience.

The 120 multiple-choice test questions focus on both content and process issues that are relevant to the school setting. It should be noted that certain areas relevant to the practice of a school psychologist are not assessed in this examination because they do not lend themselves readily to multiple-choice assessment. It is assumed that candidates' competence in these other areas will have been evaluated using other methodologies during the course of academic training.

The main content areas of the test include diagnosis & fact finding, prevention & intervention, psychological foundations, educational foundations, and ethical & legal issues.

In measuring the five content areas, a variety of contexts are used as settings: consultation, assessment, intervention, research, professional standards, and in-service.

• School Psychologist (0400)

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Diagnosis and Fact-Finding

- Initial Fact Gathering
 - Interviewing and observational techniques, student and medical records and reports
- Assessment
 - Tests of intellectual functioning (e.g., Wechsler Scales, Binet, DAS, CAS, KAIT, etc.), diagnostic tests (e.g., reading, math, listening), tests of educational achievement, measures of social maturity/development/adaptive behavior, personality inventories and behavior rating scales, measures of self-concept, functional behavioral assessment, performance based assessment (e.g., work samples, portfolios), curriculum-based assessment

- Assessment of Special Needs and Problematic Behavior
 - Methods for assessing educational needs of special populations (e.g., sensorily or physically disabled, chronically ill, psychiatric disorders, autism, ESL), procedures for assessing problem behaviors (e.g., inattention, anxiety, lack of motivation)

II. Prevention and Intervention

- Cognitive and Behavioral Prevention and Intervention
 - Cognitive and behavioral techniques of prevention and intervention (e.g., behavior modification, applied behavioral analysis, cognitive behavioral strategies), major research studies related to the outcomes of cognitive/behavioral intervention
- Interventions with Special Populations
 - Intervention with cognitively or medically disabled students, students at-risk for learning or adjustment problems, and students and families from diverse populations

- Academic Intervention and Prevention
 - Curriculum accommodations and modifications; major research findings related to the prevention of academic failure and educational practices (e.g., retention, social promotion); knowledge of effective discipline strategies, including their application with diverse populations; classroom management techniques (e.g., humanistic, behavioral); research-based academic remediation techniques
- Crisis Intervention and Prevention
 - Crisis prevention/intervention techniques, planning of school/district-wide crisis management responses
- Other Counseling Skills/Techniques
 - Developmentally appropriate intervention techniques for ages 0-21 years, personal-social adjustment techniques and social skills training, knowledge of time management techniques, data management and record-keeping, knowledge of

computer applications relevant to school psychology, consultation methods, knowledge of when to recommend special and adjunctive therapies (e.g., occupational therapy, physical therapy, speech-language therapy), stress management techniques (e.g., managing test anxiety, anger), conflict resolution techniques, decision-making and problem-solving strategies, communication skills and techniques (oral and written), group facilitation and leadership skills

span development and learning as they relate to education; motivation; cognition; theories of intelligence; language development

- Knowledge of Testing Theory and Principles
 - Types of test scores and norms, strengths and limitations of various types of assessment procedures (e.g., multiple-choice tests, interviews, self-report inventories); reliability and validity in measurement; personal, social, cultural, and environmental factors that may influence test performance; test fairness concepts

(e.g., NASP, APA), professional standards in the practice of school psychology as set forth in the NASP professional conduct manual, standards for educational and psychological tests (APA, AERA, NCME)

- Legal issues related to the practice of school psychology
 - Laws, codes, and regulations governing the practice of school psychology, including court cases that affect practice; rights of students (e.g., informed consent, least restrictive environment, aversive procedures, discipline); government laws, regulations, and guidelines dealing with education of students with disabilities (e.g., Individuals with Disabilities Education Act [IDEA], ADA); legal liability of school psychologists (e.g., malpractice, negligence, supervision of assistants); legislation dealing with freedom of information and rights of access to student records

III. Applied Psychological Foundations

- Knowledge of General Psychological Principles
 - Biological bases of behavior; effects of commonly prescribed medications; signs and symptoms of substance abuse in the schools; principles, theories, and major research findings in abnormal, human learning, personality and social psychology; life

IV. Applied Educational Foundations

- Principles of learning and teaching, academic needs of exceptional students

V. Ethical and Legal Considerations

- Ethical Principles and Standards for Practice
 - Ethical principles in the practice of school psychology

3. According to Caplan's model of consultee-centered case consultation, the consultant is primarily interested in
- (A) identifying the causes and solutions of the client's presenting problems
 - (B) identifying and eliminating the causes of the consultee's difficulties in handling a problem
 - (C) establishing a hierarchy of authority to enable effective decision-making
 - (D) presenting a single well-defined and unambiguous course of action for the consultant to overcome skills deficits
 - (E) identifying practices in the administration of school programs that are inconsistent with stated instructional goals
4. A major advantage of standardized norm-referenced assessment, as compared to curriculum-based assessment, is that standardized norm-referenced tests
- (A) are more sensitive to short-term student growth
 - (B) are more tailored to the specific curriculum
 - (C) provide a greater capacity to evaluate students in terms of large groups of grade-level peers
 - (D) yield more information on whether students have mastered units that are prerequisites for future work
 - (E) provide more information on the interplay between the students' learning environment and skills
5. During assigned seatwork time, Mary, a first-grade student, sometimes leaves her seat and attempts to play with a block collection. When she leaves her seat, she fails to complete her seatwork. Which of the following behavioral intervention strategies could the teacher implement to most effectively increase the long-term likelihood that Mary will complete her seatwork?
- (A) Allow Mary to read from a book the teacher selects for a specific time before beginning her seatwork.
 - (B) Allow Mary to play with the blocks afterwards if she remains in her seat throughout the seatwork time.
 - (C) Explain to Mary the value of completing seatwork in terms of the objectives of the lesson.
 - (D) Remove the blocks from the classroom during the assigned seatwork time.
 - (E) Ask Mary to remain in her seat until her assigned seatwork is complete, even if the seatwork takes longer than the allotted time.

11. A sixth-grade teacher is concerned because Kerry, a student in his class, has been hostile to classmates. Which of the following teacher strategies is most likely to encourage Kerry to be more cooperative with classmates?
- (A) Preventing Kerry from participating in play or recess activities as a consequence of hostile behavior
 - (B) Having Kerry memorize rules of behavior and write examples of how they would apply in the classroom
 - (C) Withholding attention or approval from Kerry in response to hostile behavior
 - (D) Implementing social skills training to teach Kerry the appropriate replacement behaviors for hostile behaviors
 - (E) Explaining to Kerry why a teacher must control the behavior of a class to support learning
12. The superintendent of a large school district asks the school psychologist to predict students' first year of high school grade point averages (GPAs). The psychologist has included achievement and aptitude scores as predictor variables for first-year high school GPA in a regression analysis and is considering whether to also administer a school interest inventory and include those scores. The major concern of the school psychologist when making this decision should be which of the following?
- (A) The intercorrelations of the aptitude and achievement test scores
 - (B) The degree to which the school interest inventory score raises the multiple correlation when it is included as a predictor variable of first-year high school GPA
 - (C) The zero-order correlation of first-year GPA and the school interest inventory score
 - (D) The difference in the correlations of the school interest inventory scores with first-year high school GPA and the aptitude or achievement test scores with first-year high school GPA
 - (E) The multiple correlation of the first-year high school GPA and the aptitude and achievement scores with the school interest inventory scores.
13. Which of the following interventions is most effective at facilitating the education of gifted students?
- (A) Use of heterogeneous grouping to allow gifted students to strengthen social skills as well as to grow academically
 - (B) Assignment of independent research projects within the framework of the curriculum
 - (C) Implementation of cooperative learning to encourage gifted students to work up to their ability
 - (D) Provision of acceleration for gifted students, especially within the area of their interests and skills
 - (E) Provision of multisensory instructional input to capitalize on the divergent thinking of gifted students
14. Which of the following conditions best characterizes the focus of a behavioral model of school intervention?
- (A) Underlying psychological processes
 - (B) Relationships among children
 - (C) Events during the child's infancy
 - (D) Observable events
 - (E) Language enrichment
15. According to the National Association of School Psychologists' (NASP's) *Standards for the Provision of School Psychological Services*, which of the following is most accurate concerning supervising school psychologists of a school district?
- (A) They should be elected by the school psychologists of the school district.
 - (B) They are eligible to supervise school psychologists after they have completed one year of successful supervised experience as school psychologists.
 - (C) They need not themselves be credentialed school psychologists, but must demonstrate knowledge of the role and functions of school psychologists.
 - (D) Although there may be some variation, in most cases one supervising school psychologist should be employed for every ten school psychologists to be supervised.
 - (E) Supervising school psychologists may supervise up to ten school psychology interns at any given time.

.....
:
:
:
: **Sample Test Questions** **School Psychologist (0400)**

16. A teacher attempts to encourage reading by exempting students from some homework assignments for each book they read. Which of the following terms best describes the behavior modification technique applied by the teacher?
- (A) Extinction
 - (B) Variable-ratio reinforcement
 - (C) Fixed-ratio reinforcement
 - (D) Negative reinforcement
 - (E) Overcorrection
17. Arnold Gesell is significant to the history of school psychology because he
- (A) identified four major periods of cognitive development
 - (B) established the ethical standards of the National Association of School Psychologists
 - (C) developed a version of the Thematic Apperception Test appropriate for use with children
 - (D) devised a prototypical normative assessment of infants and young children
 - (E) developed a test of general intelligence that is still in widespread use
18. Susan is a first-grade student referred to the school psychologist because she will not remain seated at her desk. Her teacher reports that Susan is “always getting up and walking around the room.” What observation data would be LEAST relevant to this referral concern?
- (A) Frequency
 - (B) Duration
 - (C) Intensity
 - (D) Peer comparison
 - (E) Teacher response
19. In test construction and evaluation, validity refers to the degree to which a test
- (A) measures what it purports to measure
 - (B) yields consistent results on successive administrations
 - (C) has been piloted and statistically analyzed
 - (D) includes norms based on a representative sample of the general population
 - (E) receives wide acceptance in the field
20. The decisions in *Tarasoff v. Board of Regents of California* (1974, 1976) establishes which of the following principles regarding confidentiality in counseling relationships?
- (A) Duty to warn and protect
 - (B) Responsibility to maintain privacy
 - (C) Need to obtain informed consent
 - (D) Need to maintain accurate records
 - (E) Duty to limit access to student records

Answers

1. The best answer is C. NASP's *Principles for Professional Ethics IVb2* requires that "[s]chool psychologists insist on collecting relevant data for an evaluation that includes the use of valid and reliable instruments and techniques that are applicable and appropriate for the student." Choice A is inappropriate because the agreement between the old form and current curriculum is unknown. Choice B would be inappropriate for all students who took the old form if it turned out that the forms measured different constructs. Choice D would not address the school district's assessment needs, and choice E violates the NASP principle.

2. The best answer is C. Context-imbued second-language skills are acquired before context-reduced second-language skills. According to bilingual theory, the development of a common underlying proficiency through the development of first-language skills should help the child's English acquisition, eliminating choices A and D. The changing nature of the student's proficiencies eliminates both choice B and choice E.

3. The best answer is B. In consultee-centered case consultation, the consultant is primarily interested in the problems that prevent the consultee from solving a problem and not in the solutions to the client's problems (eliminating choice A). This relationship is coordinate rather than hierarchical (which eliminates choices C and D). Choice E would be more consistent with consultee-centered administrative consultation.

4. The best answer is C. Curriculum-based assessment models and other criterion-referenced models are generally designed to assess specific curricula (choices B and D). The generally standardized nature of norm-referenced instruments limits their use in examining the impact of particular learning environments (choice E) and usually require that the tests be administered on the dates when they were normed (choice A).

5. The best answer is B. It is important to note that remaining in her seat throughout the seatwork time is already in Mary's repertoire and need not be shaped. Because playing with the blocks is a high-probability behavior, it can be used to reinforce the lower probability of remaining in the seat, according to Premack's principle. None of the other choices involve contingent reinforcement.

6. The best answer is C. Generally, students get the best results when they use a variety of study strategies. Therefore, option A which emphasizes teaching one study skill, is not the best answer. Often students Anthony's age need help developing study skills. The fact that Anthony is not performing well on tests indicates that he needs help developing study skills, therefore B is incorrect. Having Anthony practice collaborative problem solving skills (option D) might not help Anthony study for tests.

7. The best answer is A. The first sentence in the question contains the definition of self-fulfilling prophecy. The law of effect (B) states that individuals learn responses that have a rewarding effect and responses that result in punishing consequences are weakened or not learned. The primacy effect (C) is the tendency for the first information we receive to carry more effect than later information on our overall impression. Social loafing (D) is a phenomenon in which individuals take less responsibility for working when in the presence of others. The Premack principle (E) states that a high frequency (preferred behavior) can be an effective reinforcer for a low frequency behavior (less preferred behavior).

8. The best answer is C. Fluency in English should be no more an issue for this student than for any other student who scores well on the English fluency test, eliminating choices A and B. Without knowing which services the child might be referred for, the intelligence test (choice D) might not be appropriate. Classroom observations (choice E) are also not likely to be sensitive to variables related to achievement deficits. On the other hand, the low scores might reflect motivational factors or other intervening factors related to cultural differences, and the adaptive measures and sociocultural assessment might provide a more balanced perspective of the student.

9. The best answer is B. Any change proposed for the child's placement requires written notice to the parents but not necessarily parental consent.

10. The best answer is C. The numbers of times the letter sounds the children were taught are repeated in the sentences are (at most): A=6, B=4, C=8, D=4, and E=3. When children are introduced to letter sounds, they should be given the opportunity to use these sounds in sentences.

