Preventing for the Praxis™ School Psychologist Exam

NASP 2021 Convention,

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PASS: Preparing, Assisting, Surviving and Succeeding
PREPARING
High Stakes Testing:
Praxis® School Psychologist (5402)

• Program graduation requirement
• State certification

• Nationally Certified School Psychologist (NCSP)

• Praxis® subject assessments measure knowledge of specific subjects
Rowan University School Psychology Internship

- History
- Requirements
- How do we prepare?
PREPARING

• Exam Preparation
  • Guest speakers
  • Content of exam
  • Practice questions
  • Review areas covered on exam
  • Develop study guide materials and
  • Share
Guest Speakers

• Recent graduates of program
• What was it like?
  • Timing
  • Conditions for testing
  • Computer-delivered format
  • General reaction?
• How did I prepare?
• How would I recommend preparing?
About the test . . .

School Psychologist (5402)

- 140 questions
- 140 minutes
- **Selected-response questions** (traditional multiple-choice questions as well as innovative items such as multiple-selection multiple-choice)
- Computer-delivered
- Designed for MA and Specialist’s level candidates seeking licensure as school psychologists
- Assumes candidates have had supervised practicum and internship
- ETS: Test will contain some questions that will not count toward score
6 Organizational Principles

Create the systems necessary to support effective service delivery.

10 Domains of Practice

Define school psychologists’ training, skills, and knowledge.
School Psychologist (5402): Content Categories

I. Professional Practices: Practices that Permeate All Aspects of Service and Delivery (30%)

II. Direct and Indirect Services for Children, Families and Schools (Student-Level Services) (23%)

III. Systems-Level Services (15%)

IV. Foundations of School Psychological Service Delivery (23%)
Content of Exam

I. Data-Based Decision Making and Accountability
II. Consultation and Collaboration
III. Interventions and Mental Health Services to Develop Social and Life Skills
IV. Systems-Level Services
V. Foundations of School Psychological Service Delivery

For more information see TAAG for School Psychologist on ets.org
I. Professional Practices, Practices that Permeate All Aspects of Service and Delivery (30%)

A. Data-Based Decision Making

1. Problem Identification (interview strategies; observational strategies; review of records, use of screening measures, etc.)

2. Assessment/Problem Analysis (measures of intelligence/cognitive function; educational achievement; processing; development and adaptive behaviors, affective/social/emotional functioning and behavior; functional behavioral assessment; performance-based assessment; CBM/cba; ecological assessment, use of technology to enhance data; data collection to assess quality and effectiveness of services, etc.)
I. Professional Practices, Practices that Permeate All Aspects of Service and Delivery (30%) (cont.)

A. Data-Based Decision Making (cont.)

3. **Knowledge of measurement theory and principles** (problem-solving framework as basis for all professional activities; types of test scores and norms; strengths and limitations of types of assessment; principles of reliability and validity; familiar with personal, social, linguistic, environmental; racial and cultural factors that influence assessment; test fairness concepts)

4. **Assessment of special populations** (infant and early childhood/preschool assessment; ESL; low incidence exceptionalities (chronic health, physical disabilities, ASD; sensory impairments, screening for gifted and talented)
I. Professional Practices, Practices that Permeate All Aspects of Service and Delivery (30%) (cont.)

B. Consultation and Collaboration

1. Models and methods of consultation (use of problem-solving framework; knows various models of consultation; knows importance of facilitating communication and collaboration)

2. Home/school/community collaboration @student-level (strategies for working with families; community agencies/providers to facilitate success)
II. Direct and Indirect Services for Children, Families and Schools (Student-Level Services) (23%)

A. Interventions and Instructional Support to Develop Academic Skills

1. Effective instruction at the individual and group level (various instructional strategies, common curricular accommodations and modifications; methods for helping students become self-regulated learners, etc.)

2. Issues related to academic success/failure (use evidence-based strategies; factors related to academic progress, etc.)
II. Direct and Indirect Services for Children, Families and Schools (Student-Level Services) (23%)

B. Interventions and Mental Health Services to Develop Social and Life Skills

1. Primary, secondary and tertiary prevention strategies (classroom organization and management techniques, individual and small group programs [e.g., social skills training, conflict resolution]; familiar with risk factors associated with severe learning and mental health issues)

2. School-based intervention skills/techniques (counseling techniques, developmentally-appropriate interventions, ABA)
II. Direct and Indirect Services for Children, Families and Schools (Student-Level Services) (23%) cont.

B. Interventions and Mental Health Services to Develop Social and Life Skills (cont.)

3. Child and adolescent psychopathology
   (familiar with common symptoms of mental health and educational disabilities; impact mental health on educational outcomes; basic knowledge of psychopharmacology)
III. Systems-Level Services (16%)

A. School-wide Practices to Promote Learning
   1. Familiar with school-based organization and systems theory
   2. Systems level resource-mapping
   3. Common educational policies/practices
   4. Importance of research-outcomes when designing intervention plans
   5. School improvement plans
III. Systems-Level Services (16%) (cont.)

B. Preventive and Responsive Services
   1. Common school/system-wide prevention programs (e.g., PBS, etc.)
   2. Risk and protective factors
   3. Crisis prevention and intervention techniques

C. Family-School Collaboration Services
   1. Advocate for family involvement
   2. Interagency collaboration
IV. Foundations of School Psychological Service Delivery (31%)

A. Diversity in Development and Learning
   1. Culture, background and individual learning, characteristics (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, race, ethnicity, disability, etc)
   2. Working with cultural brokers or community liaisons
   3. Recognizes personal biases that influence decision-making
   4. Fairness and social justice
IV. Foundations of School Psychological Service Delivery (31%) (cont.)

B. Research and Program Evaluation

1. How to evaluate research and translate research into practice
2. Understand research design and statistics
3. Understand program evaluation
4. Knows how to provide assistance in schools to interpret and use empirical practices
C. Legal, Ethical and Professional Practice

1. Ethical principals related to school psych (NASP PPE; familiar with standards for educational and psych tests [APA, AERA, NCME]; ethical practice in use of technology.

2. Legal issues related to school psych (IDEA; Section 504; ADA; ESEA; FERPA; knows relevant case law; rights of students; liability of school psychologists)

3. Professional foundations (advocating for children; history of SP; lifelong learning and professional growth; supervision and mentoring)
Develop Your Own Study Materials

- Using test specifications as guide, (custom School Psychologist Study Plan)
- Each of the content areas are covered
- Students gather review materials
- Share with classmates
Feedback from students

• Which aspects of PREPARE most helpful?
  – Guest speakers
  – Topical study guides
  – PASS book and other resources
Assisting

Study and Testing-taking Skills
Study and Test-taking Skills

• Organization, Procrastination & Study Hygiene

• Study Techniques & Memory Techniques

• Test-Taking Techniques

• Test Anxiety & Stress Management
Overcoming Procrastination

- Honest self-assessment
- Set realistic goals
- Do your actions match your ideals, plans for the future?
- Use time wisely - prioritize
- Dwell on your successes not failures
- Think about consequences of procrastination
- Motivate each other – study groups/partners
- Modify poor study strategies and your environment
Study Hygiene

• 25-30 minutes is the time of optimal concentration
• Get up, take a break for 5 minutes
  – Consolidation of difficult material
• Reward yourself
• Before sleeping:
  – Don’t study new material, review learned material
Effective test-taking

• Read carefully
• Pace yourself
  – Build up stamina with practice tests
• Don’t second guess yourself
• Check for silly errors
Test Anxiety

• Inventory
  – Know your sources of anxiety
    • Concerns about how others view you, future security, beliefs about failure etc.

• Be prepared: mind & body
  – Study, review, sleep, rest & eat
Test Anxiety

– Cognitive
  – Self-talk: “Opportunity to show what I know” vs. “They’re trying to trick me”
  – Use imagery

– Physiological
  – Practice relaxation skills before
  – Breathe
  – Muscle relaxation stretches during test
ASSISTING

• Group Effort
  • Study groups
  • Large group sharing
SURVIVING

• Study plan

• Personal plan

SUCCEEDING
References

References

• School Psychology Exam Lite
  http://iphone-apps-search.com/iphone_ipad_apps/58059/School+Psychology+Exam+Lite+%28Free+Questions%29/  FREE

• School Psychology Exam Pro App
  $12.99
Preparing for the *Praxis®* School Psychologist Test

Nick Bellack,
ETS Client Relations Director
Topics

• Using the *Praxis* website to prepare for your test
• Reviewing the *Praxis* School Psychologist Study Companion
• Developing an effective study plan
• Test preparation materials
• Test dates and score reporting
Why Is It Important to Prepare?

• 26% of Praxis test takers said they received a lower score than they expected.*

• Test takers tend to overestimate their preparedness.

• Success on Praxis tests is directly linked to preparation.

• Advice for repeat test takers.
  • Do not retake the test without preparation!

• 19% of Praxis test takers do not take advantage of the free test prep available*

*2011 Praxis Test Taker Survey
Using the Praxis Website www.ets.org/praxis

Important Updates
Delayed Score Reporting for New Praxis® Core Tests

The Praxis® Tests
The Praxis® tests measure the academic skills and subject-specific content knowledge needed for teaching. The Praxis® tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations.

Khan Academy® Official Praxis® Core Prep
Build the reading, writing and mathematics skills you need to succeed on the Praxis® Core tests and prepare for the classroom. Get started by creating a free online account today.

Quick Links
- About the Tests
- Register for a Test
- Test Dates and Centers
- Prepare for a Test
- On Test Day
- Scores
- Accommodations for Test Takers

State Testing Requirements
Find out which tests are required for teacher licensure in your state, territory or organization.

State Testing Requirements

PPAT® Assessment
ParaPro Assessment

Explore official Praxis® test prep
Find interactive practice tests, free study companions and more to help you prepare for a Praxis® test.
Navigating to the NASP Page

Important Updates
Delayed Score Reporting for New Praxis® Core Tests

The Praxis® Tests

The Praxis® tests measure the academic skills and subject matter knowledge needed for teaching. The Praxis tests are taken by individuals entering the teaching profession in many states and professional licensing organizations.

Choose NASP from bottom of drop down box.
NASP Certification

The Praxis® test helps school psychology candidates demonstrate their knowledge of content relevant to professional practice. This test is an important component of NASP's certification process and part of:

- Praxis® Subject Assessments — tests that measure general and subject-specific content knowledge that you need for beginning teaching or professional practice.

Learn more about NASP credentialing standards.

Overview

Test Requirements

Make sure you’re taking the right tests for each area of certification you seek.

What are my requirements?

The Praxis® Tests Information Bulletin

Familiarize yourself with the registration process, test day procedures, score reporting and more.

Download the bulletin

Ready to Take a Praxis Test?

Find out how you can register online, by mail or by phone.

Registration

Links to School Psychologist test requirements, test prep materials, NASP certification requirements and NASP website
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Learn About the Praxis Tests
About the Tests
Test Centers and Dates
Disability Accommodations
Test Day
Scores
Frequently Asked Questions
Praxis NASP Contacts

Preparation Resources
Find Available Prep Materials by Test
Khan Academy® Official Praxis Core Prep
Praxis Testing Demonstration (Video) | View transcript
What to Expect on the Day of Your Test (Video)
Preparing to Take a Praxis Test Webinar (Video)
National Association of School Psychologists (NASP) Test Requirements

To learn more about NASP certification, click the test title below. Find out how to register for Praxis® tests and read the Praxis test retake policy. In general, unless it is specifically stated that a calculator is permitted or required for a particular test, calculators may not be used on any Praxis tests (see Calculator Use).

<table>
<thead>
<tr>
<th>Receive:</th>
<th>You Need to Take:</th>
<th>Test Code</th>
<th>Qualifying Score</th>
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</thead>
<tbody>
<tr>
<td>National Certification</td>
<td>School Psychologist</td>
<td>5402</td>
<td>147</td>
</tr>
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This page is a supplement to The Praxis® Information Bulletin (PDF).
Praxis Website Links to NASP Website

The Nationally Certified School Psychologist (NCSP) credential recognizes school psychologists who meet rigorous national standards for graduate preparation and continuing professional development. Many states and school districts accept or align their credentialing requirements with the NCSP, and some offer additional employment benefits for achieving highly qualified professional status. The NCSP is administered by the National School Psychology Certification Board (NSPCB, established by NASP) and is open to NASP members as well as to nonmembers.

Get Certified

To qualify for national certification, a school psychologist must meet NASP’s established credentialing standards. Graduates of NASP-approved graduate programs benefit from a streamlined application process. Applicants will complete the appropriate application based on the NCSP-approved status of their programs at the time of graduation.

Maintain Your Certification

Maintaining the NCSP demonstrates continued professional excellence through continuing professional development (CPD). NCSPs must obtain 75 hours of CPD every three years, with 10 hours coming from NASP- or APA-approved providers, and with 3 hours in the category of ethics or legal regulation in school psychology. NASP offers both Inactive (e.g., medical or maternity leave) and Retired NCSP categories for those who are eligible.

Check your expiration date and print your certificate in My Account.
# State Boards of Education and Boards of Psychology Requirements

**Praxis Passing Scores By Test**

### 5402 School Psychologist

<table>
<thead>
<tr>
<th>State</th>
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<tr>
<td>Alabama (AL)</td>
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<td>Arkansas (AR)</td>
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<td>Northern Mariana Islands (MP)</td>
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<td>West Virginia (WV)</td>
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Preparing for the Praxis School Psychologist Test
Available Test Prep from the Test Developer

## Preparation Materials

### School Psychologist (5402)
- Study Companion (PDF)
- Study Plan (Word)

### Other Free Test Preparation
- Computer-Delivered Testing Demonstration (Flash)
- What to Expect on the Day of Your Computer-Delivered Test (Flash)

### Priced Test Preparation

**Interactive Practice Test**

School Psychologist, Interactive Practice Test

Use this interactive practice test to prepare for the School Psychologist test (5402). This full-length practice test lets you practice answering **one set** of authentic test questions in an environment that simulates the computer-delivered test. The practice test is timed just like the real test and allows you to...
Study Companion for School Psychologist

- Provides test blueprint (TAAG)
- Sample questions with answers and rationales
- Study topics with discussion questions
- General information and study tips
- Study plan document
### 1. Learn About Your Test

**Learn about the specific test you will be taking**

**School Psychologist (5402)**

<table>
<thead>
<tr>
<th>Test at a Glance</th>
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## Study Companion

### TEST AT A GLANCE (TAAG)

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Study Companion Includes Test Blueprint

Topics Covered

Representative descriptions of topics covered in each category are provided:

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

A. Data-Based Decision Making and Accountability

1. Problem Identification
   a. Knows various interview strategies
   b. Knows various observational strategies
   c. Understands appropriate use of background information (e.g., student records, medical records and reports, review of previous interventions, development history)
   d. 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

Categories of topics

j. Knows basic principles of data management and technology and is able to design and interpret data collection and decision making

k. Understands the use of ongoing data collection to systematically assess the effectiveness of academic, social, or behavioral supports and strategies (e.g., instructional, system-level services design and implementation, progress monitoring, social and behavioral supports)

Subtopics with details of what will be covered

3. Knowledge of measurement theory and principles
   a. Knows to use a problem-solving framework as the basis for all professional activities
   b. Understands different types of test scores and norms
   c. Knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews)
   d. Is familiar with the principles of reliability and validity
   e. Is familiar with personal, social, linguistic
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

4. A major advantage of standardized norm-referenced assessment, as compared with curriculum-based assessment, is that standardized norm-referenced tests
   (A) are more tailored to the specific curriculum
   (B) provide a greater capacity to evaluate students in terms of large groups of grade-level peers
   (C) yield more information on whether students have mastered units that are prerequisites for future work
   (D) provide more information on the interplay between the students’ learning environment and skills

5. During assigned seat-work 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 seat work. Which of the following behavioral intervention strategies will most effectively increase the long-term likelihood that Mary will complete her seat work?
   (A) Allowing Mary to read from a teacher-selected book for a specific period of time before beginning her seat work
   (B) Allowing Mary to play with the blocks afterward if she remains in her seat throughout the assigned seat-work time
   (C) Explaining to Mary the value of completing seat work in terms of the objectives of the lesson
   (D) Removing the blocks from the classroom during the assigned seat-work time
Study Companion: Sample Questions

• Know the content behind the questions!
• Go beyond just answering the question, conduct an analysis of the question
  • What is the question asking?
  • What content knowledge do I need to answer the question?
  • What category and topic is being addressed by the question?
  • Reflect on the rationales and compare to your selection

Reviewing More Sample Questions is NOT the Key to Passing the Test!
1. The best answer is (C). NASP’s *Principles for Professional Ethics* standard II.3.2 requires that “school psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.” (A) is inappropriate because the agreement between the old form and current curriculum is unknown. (B) would be inappropriate for all students who took the old form if it turned out that the forms measured different constructs, and (D) would not address the school district’s assessment needs.

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 first-language skills should help the student’s English acquisition, thereby eliminating (A) and (D). The changing nature of the student’s proficiencies eliminates (B).

3. The best answer is (B). In consultee-centered case consultation, the consultant is primarily interested in the issues that prevent the consultee from solving a problem and not in the solutions to the client’s problem, which eliminates (A). This relationship is coordinate rather than hierarchical, which eliminates (C) and (D).

7. The best answer is (A). The first sentence in the question contains the definition of a 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 received to carry more weight than later information on a person’s overall impression. Social loafing, (D), is a phenomenon in which individuals take less responsibility for work in the presence of others.

8. The best answer is (C). Fluency in English should no more an issue for the student than for any other student who scores well on the English fluency test, thereby eliminating (A) and (B). Without knowing services the child might be referred for, the intelligence test, (D), might not be appropriate.

9. The best answer is (B). Any change proposed student’s placement requires written notice to the parents but not necessarily parental consent, thereby eliminating (B). Neither a trial period, (A), nor school board approval, (C), is required.

10. The best answer is (C). The number of times a letter sounds the students were taught are repeated...
Use the Study Topics Included in School Psychologist Study Companion

• Study Topics - Chapter 6 in free Study Companion

• Deeper view on content subareas on test

• Discussion areas, presented as open-ended questions or statements
  • Helps test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the real world
Developing Your Study Plan

Preparation Materials

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- What to Expect on the Day of Your Computer-Delivered Test (Flash)

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<table>
<thead>
<tr>
<th>Test Content Categories</th>
<th>How well do I know the content? (scale 1–5)</th>
<th>What resources do I have/need for this content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study this content</th>
<th>Date completed</th>
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<tr>
<td>1. Problem identification</td>
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<td>a. Knows various interview strategies</td>
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<td>b. Knows various observational strategies</td>
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<tr>
<td>c. Understands appropriate use of background information (e.g., student records, medical records and reports, review of previous interventions, development history)</td>
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<tr>
<td>d. Understands appropriate use and interpretation of screening measures and methods</td>
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<tr>
<td>2. Assessment and problem analysis</td>
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Additional Test Preparation Materials: Videos, Webinars and Interactive Practice Test
“What to Expect on Testing Day” Video

www.ets.org/praxis/testday

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Praxis II Candidate Webinars

• Future Dates:
https://www.ets.org/praxis/prepare/webinars/

• All start at 1 p.m. ET
• Prerecorded webinar also available
Practice Test Navigation with Praxis Computer-Delivered Testing Demonstration
Six-year old Sara lives with her mother, who has a relaxed schedule. Ms. Mercer, Sara’s teacher, notes that Sara is often tired and inattentive after arriving late. Sara says she frequently stays up past midnight if others are up. Ms. Mercer, a second-year teacher, has asked her mentor to observe Sara and suggest ways to help Sara achieve Ms. Mercer’s purposes.

Ms. Mercer is concerned that Sara is often tired and inattentive after arriving late to school.

- Identify TWO specific actions Ms. Mercer might take to connect school and Sara’s home environment for the benefit of Sara’s learning.

- For each action, explain how that action will benefit Sara’s learning. Base your response on principles of fostering positive relationships with family to support student learning and well-being.
Testing Tools Information

Below is an overview of the tools and buttons available to you during the test. These buttons and tools will help you navigate through your test.

After you answer a question, click on Next. You may still change the answer after clicking on Next.

Clicking on Back will take you to the previous screen or question.

Clicking on Help will bring you to Help. From Help you can get information on different topics by clicking on one of the tabs at the top of the screen.

Clicking on Mark will place a check mark next to the questions you may want to look at on the Review screen. Clicking on Mark again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

Clicking on Review will display the Review screen. The Review screen lists all of the questions in the test and their status. The Status column shows if a question has been answered, not answered, or not yet seen. The Mark column shows all questions you have marked for review. The question you were looking at last is highlighted when you enter the Review screen.
## Test Review Screen Assists Time Management

<table>
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<td>54</td>
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[ETSP Professional Educator Programs](https://www.ets.org/professional/educator-programs)
Interactive Practice Tests

• Detailed explanations for correct answers to the practice questions
• Content category scores indicating the number of questions answered correctly in each content category to help you understand your performance level
• Real test directions and questions similar to those you will see on test day
• A timer that to simulate the actual test experience
• $19.95 for 10 uses or 90 days

Interactive Practice Tests

Score Summary

This screen provides an overview of your performance by Content Category. The next screen allows you to review individual questions. To print your scores, you must use the Print function on your Internet browser. The practice test does not save your scores. Once you exit the practice test, you can no longer view your scores.

Correct answers: 0
Incorrect answers: 0
Unanswered questions: 56

Performance by Category

<table>
<thead>
<tr>
<th>Category</th>
<th># Questions</th>
<th># Correct</th>
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<tbody>
<tr>
<td>I. Key Ideas and Details</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>II. Craft, Structure, and Language Skills</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>III. Integration of Knowledge and Ideas</td>
<td>18</td>
<td>0</td>
</tr>
</tbody>
</table>

Answers

Exit
Praxis Test Dates and Score Reporting
When Can You Take the Test?

- The School Psychologist (5402) is offered continuously at testing centers.
- You may visit the following site to see when your score will be reported based on the day you take your test.
  - [https://www.ets.org/praxis/register/dates_centers/](https://www.ets.org/praxis/register/dates_centers/)
Registration and Scores

• Register through your Praxis account
• Test fee is $120
• Four free score reports
  • Most state education departments are automatic score recipients (http://www.ets.org/praxis/institutions/scores/receiving/)
  • Your program will want your scores to be sent to them.
• You will see an unofficial score on your computer screen at the conclusion of testing
### Your Most Recent Test Results

**Test Date:** June 28, 2017

<table>
<thead>
<tr>
<th>Test Name and Code</th>
<th>Your Score</th>
<th>Score Recipient and Passing Information*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY ED: CONTENT KNOWLEDGE (5018)</td>
<td>185</td>
<td>ABC UNIVERSITY. (0000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>XYZ STATE DEPT OF EDUCATION (1111)</td>
</tr>
</tbody>
</table>

* The passing information in Section I pertains only to your most recent test results for any score recipients selected with your registration. If you have taken one of these tests previously, check Your Highest Scores and Overall Passing Status in Section II for your highest score. If no passing information is displayed, you did not select a score recipient.

** Average Performance Range** - The range of scaled scores earned by the middle 50 percent of the test takers taking the test. It provides an indication of the difficulty of the test. Average Performance Range is not computed when fewer than 30 test takers take this form of the test.

† Score automatically reported to state licensing agency.
(?) - Information not provided or incorrectly grided.

---

### Your Highest Scores and Overall Passing Status

To see your highest scores and overall passing status (for any score recipients selected for your most recent tests), go to **SECTION II**.

---

### Details on Your Most Recent Results

To see category scores for your most recent tests, go to **SECTION III**.

---

ETS will retain your score for 10 years for reporting purposes. For more information on interpreting your scores, refer to "Understanding Your Praxis® Scores" available at [www.ets.org/praxis](http://www.ets.org/praxis). Further information on state requirements is also available online.
Your Highest Scores and Overall Passing Status

Below are your highest test scores from the past 10 years and the overall passing status (for any score recipients selected for your most recent tests). Passing status is based on the passing score in effect on the test date or on the date reported. Scores are not reported if test is not required by the score recipient. Score recipients reserve the right to accept the reporting of scores but not necessarily the Passed/Not Passed status. Passed/Not Passed information is not provided if more than one qualifying score is used for a test, if qualifying score is not available, or if test taken is not used by the score recipient.

### ABC UNIVERSITY (0000)

<table>
<thead>
<tr>
<th>Test Name and Code</th>
<th>Your Highest Score</th>
<th>Required Minimum Score</th>
<th>Qualifying Score</th>
<th>Score Reported</th>
<th>Overall Passed / Not Passed Status</th>
<th>Test Date</th>
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<tbody>
<tr>
<td>ELEMENTARY ED: CONTENT KNOWLEDGE (5018)</td>
<td>185</td>
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<td>163</td>
<td>YES</td>
<td>✔ Passed</td>
<td>June 28, 2017</td>
</tr>
<tr>
<td>ELEMENTARY ED: CURRICULUM, INSTRUCTION, AND ASSESSMENT (5017)</td>
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<td></td>
<td>161</td>
<td>YES</td>
<td>✔ Passed</td>
<td>March 6, 2017</td>
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</table>

### XYZ STATE DEPT OF EDUCATION (1111)

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<th>Required Minimum Score</th>
<th>Qualifying Score</th>
<th>Score Reported</th>
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### Details on Your Most Recent Test Results

**Test Date:** June 28, 2017

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<th>Average Performance Range **</th>
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<tr>
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<tr>
<td>I. ENGLISH LANGUAGE ARTS</td>
<td>35 out of 42</td>
<td>25–32</td>
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<tr>
<td>II. MATHEMATICS</td>
<td>32 out of 36</td>
<td>19–27</td>
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<tr>
<td>III. SOCIAL STUDIES</td>
<td>15 out of 20</td>
<td>9–13</td>
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<tr>
<td>IV. SCIENCE</td>
<td>16 out of 21</td>
<td>11–16</td>
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</table>

<table>
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<th>Test / Test Category *</th>
<th>Your Raw Points Earned</th>
<th>Average Performance Range **</th>
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<tr>
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<tr>
<td>I. READING AND LANGUAGE ARTS</td>
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<td>23–29</td>
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<td>II. MATHEMATICS</td>
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<td>III. SCIENCE</td>
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<td>IV. SOCIAL STUDIES</td>
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<td>IV. ART, MUSIC, AND PHYSICAL EDUCATION</td>
<td>13 out of 15</td>
<td>8–12</td>
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</tbody>
</table>

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* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small
Reviewing Category Performance on Your Praxis Score Report

• If you passed, CONGRATULATIONS!
• If you will be retaking the test:
  • Consult with your advisor
  • Focus your studies on areas where you can gain the most additional points with improvement
  • Gather resources/materials in these topic areas
  • Do not retake the test without further preparation!
Change of Name Reminder

• Due to security reasons, you cannot change your name online.

• If the name shown on your primary identification does not match the name on your registration record, you will not be permitted to test.

• Name Changes – more clarifying language in the personal information section of your Praxis account:
  • “If your name has changed for any reason, including marriage or divorce, you must create a new online Praxis account providing your name exactly as it appears on the primary identification you will present on test day....
Test Your Knowledge with Our Sample Questions
According to the United States Census Bureau, which minority group will be the largest among school-age students in 2050?
Choice of answers to 1

A. African Americans

B. Native Americans

C. Asians and Pacific Islanders

D. Hispanics
Correct Answer to Question 1

Correct Answer: D

While the growth rate in the Asian and Pacific Islander population is expected to be the greatest, Hispanics will be, by far, the largest minority group among school-age students, comprising almost 30 percent of that population.
The school psychologist is attending a meeting for Miguel, a kindergarten student who has been refusing to come to school. The teacher reports that when Miguel does come to school he frequently complains of not feeling well and asks to go home. Of the following options, which should be explored first and would likely result in the most favorable outcome for Miguel?
Possible Answers or 2

A. Contacting Miguel’s parents to discuss the problem and develop interventions

• B. Initiating a report to the Division of Family and Children Services

• C. Conducting a functional behavior assessment

• D. Observing Miguel in the classroom
Correct Answer for Question 2

• Correct Answer: A

• Research shows that the more schools reach out and engage parents, the more students experience increased attendance. Contacting the parents and discussing the situation may provide insight as to why the child is avoiding school, and will involve the parents as important members of the team. Also, by including the parents, a relationship may develop so the parents feel comfortable sharing important information with the team about the child’s home life.
Sample Question 3

Which of the following is an example of observer drift?

A. A school psychologist is more careful about the observations he makes when being watched by a supervisor.

B. A school psychologist unintentionally changes the standards being used to code a behavior over time.

C. A school psychologist unintentionally cues a child nonverbally, which inadvertently changes the behaviors being observed.

D. A school psychologist fails to note that the device she is using to record observation data has malfunctioned.
Correct Answer for Question 3

Correct Answer: B

Observer drift occurs when, over a period of time, there is an unintentional, systematic change in the operative definition of the behaviors that are being observed.
Sample Question 4

All of the following types of thinking are considered specific problem-solving skills that relate to a child’s ability to adjust in everyday social situations EXCEPT

A. alternative-solutions
B. means-end
C. inconsequential
D. causal
Correct Answer for Question 4

Correct Answer: C

Problem-solving skills that relate to adjustment include alternative-solutions thinking, or the ability to come up with unrelated solutions to a problem; means-end thinking, or awareness of the intermediate steps required to achieve a particular goal; consequential thinking, or the ability to identify what may happen as a direct result of acting in a particular way or choosing a particular solution; and causal thinking, or the ability to relate one event to another over time and to understand why one event led to a particular action. Inconsequential thinking does not contribute to everyday adjustment.
Dr. Jones, a school psychologist, is reviewing data on the number of hours that school psychologists in his school district spent in direct service over the past five years. He notes that the time spent in one-on-one contact with students nearly doubled over that time period. Which of the following are plausible explanations for the change in direct-contact hours?
Sample Question 5

Select all that apply.

A. Teachers are making more referrals because their familiarity with the school psychologists is increasing.

B. Symptoms are being identified more frequently because of training and experience among staff members.

C. Students are more likely to seek advice from their school counselor.

D. The school psychologists prefer doing one-on-one work with the students, so they are doing more of it.
Correct Answer for Question 5

Correct Answer: A, B, D

The school psychologists in Dr. Jones’ school may be experiencing a greater amount of one-on-one time with students because of a greater number of teacher referrals, because increased training means that staff are recognizing symptoms earlier, or because the school psychologists enjoy meeting the students and encourage them to come in.
A particular behavior modification program begins with a baseline period of observation. Then the experimental contingency is introduced so that a certain level of performance is required to earn reinforcement. When performance consistently meets or surpasses that criterion over a few days, the criterion is made more stringent. This procedure is repeated.
Choice of Answers for Question 6

Which of the following research designs is described above?

A. Multiple baseline
B. Alternation or simultaneous treatment
C. Changing criterion
D. Reversal
Correct Answer: C

The changing-criterion design begins with a baseline period of observation. After baseline, the experimental contingency is introduced so that a certain level of performance is required to earn reinforcement. For example, the behavior may have to be performed a certain number of times per day to earn the reinforcer. When performance consistently meets or surpasses that criterion over a few days, the criterion is made more stringent. The criterion is repeatedly changed until the goal is achieved.
Sample Question 7

According to John Salvia and James Ysseldyke, which of the following is a matter of experiential background rather than a matter of gender, skin color, race, or ethnic background?

A. Cultural competence
B. Cultural awareness
C. Acculturation
D. Immersion
Correct Answer: C

According to Salvia and Ysseldyke, differences in experiential background affect acculturation, the process of adopting another culture’s behaviors and beliefs.
Ms. Peterson, a special education teacher, teaches English for students with intellectual disabilities who cannot keep up with the regular education class. She observes that many of her students have problems with handwriting, so she considers taking her class to the school’s computer lab to show them how to use a simple word-processing program for English writing assignments. When she contacts the teacher responsible for scheduling the lab, she is told that “in accordance with school policy, special education classes are not allowed to use the computer lab because the students are too likely to damage the expensive equipment.” This conduct is a direct policy violation of which of the following?
Choice of Answers for Question 8

A. Individuals with Disabilities Education Improvement Act (IDEA, 2004)
B. Family Educational Rights and Privacy Act of 1974 (FERPA)
C. The students’ Individualized Education Programs (IEP)
D. Section 504 of the Rehabilitation Act of 1973
Section 504 of the Rehabilitation Act specifically prohibits schools from discriminating on the basis of disability in providing any aid, benefit, or service, either directly or through contractual arrangements. Schools must afford students with disability equal opportunity to obtain the same results, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the students’ needs. The school’s policy of barring special education classes from the school’s computer lab is clearly a violation of Section 504.
Sample Question 9

A school psychologist using problem-solving consultation should first do which of the following to help a teacher decrease the number of times a child refuses to follow instructions?

A. Encourage the teacher to establish a relationship with the student
B. Develop a relationship with the student
C. Develop a relationship with the teacher
D. Collect data on the target behavior
Correct Answer: C

The relationship between the school psychologist (consultant) and teacher (consultee) plays a major role in the effectiveness of consultation services. Consultations should begin with the development of this relationship. Development of a good working relationship with the consultee helps ensure the success of the planned interventions.
Sample Question 10

Andrew, a fifth-grade student, is often late for school. He typically falls asleep during morning classes, and he is failing reading and math. The school psychologist believes that the best way to help him is to foster home-school collaboration. What activity could the school psychologist perform at the family level to address Andrew’s problems in school?
Possible Answers for Question 10

A. Providing in-services to school personnel on partnering with families

B. Participating on a team for promoting and implementing home-school collaboration

C. Writing a school mission statement that reflects attitudes of partnering and building relationships with families

D. Working with community resources to coordinate services for the family
Correct Answer: D

Working with community resources is the only option that is performed at the family level.
What’s your next step?

Write one concrete next step you will take to begin preparing for taking the Praxis School Psychology test:

___________________

___________________

___________________

<table>
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<tr>
<th>Test Content Categories</th>
<th>How well do I know the content? (scale 1-5)</th>
<th>What resources do I have/need for this content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study this content</th>
<th>Date completed</th>
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<td>I. Professional Practices, Practices that Permeate All Aspects of Service Delivery (30%)</td>
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<tr>
<td>A. Data-Based Decision Making and Accountability</td>
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<tr>
<td>1. Problem identification</td>
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<tr>
<td>a. Knows various interview strategies</td>
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<td>c. Understands appropriate use of background information (e.g., student records, medical records and reports, review of previous interventions, development history)</td>
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<td>d. Understands appropriate use and interpretation of screening measures and methods</td>
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<td>3. Assessment and problem analysis</td>
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