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38	A	B	C	D	E
39	A	B	C	D	E

PRACTICE QUESTIONS

ADD CD

PSSCLA

School Psychology (Arabic)

EDITION

Demo

QUESTIONS

9

FORMAT

Limited Edition PDF

Before you begin

What this is

9 practice questions for ADDCD PSSCLA , each with its answer key and an explanation.
Answer a question before you read its key — the explanation is worth more once you have committed.

If something looks wrong

Send us three things and we will check it:

- the exam code, PSSCLA
- the question number
- the email address on your order

Write to **support@mometrix.net**. We reply within one business day.

QUESTION 1 SINGLE CHOICE

Which document is considered the foundational ethical standard for school psychologists in the United States, outlining principles such as respect for dignity, competence, and professional responsibility?

- ☐ A The Individuals with Disabilities Education Act (IDEA)
- ☒ B The Ethical Principles of School Psychologists published by NASP
- ☐ C The Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
- ☐ D The American Psychological Association Ethics Code

ANSWER B

WHY The Ethical Principles of School Psychologists (published by the National Association of School Psychologists, NASP) is the foundational professional ethics document specifically for the field of school psychology. IDEA is a federal law, DSM-5 is a classification system, and the APA Ethics Code applies to all psychologists but is not the specialized standard for school psychologists.

QUESTION 2 SINGLE CHOICE

A school psychologist administers a Wechsler Intelligence Scale for Children (WISC-V) to a 9-year-old student as part of a comprehensive evaluation. The primary purpose of this instrument is to measure:

- ☐ A Adaptive behavior and daily living skills
- ☐ B Personality traits and emotional functioning
- ☒ C General cognitive ability across multiple domains
- ☐ D Academic achievement in reading and mathematics

ANSWER C

WHY The WISC-V is a standardized cognitive ability (intelligence) test for school-age children that yields a Full Scale IQ and index scores across domains such as Verbal Comprehension, Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed. Adaptive behavior is measured by instruments such as the Vineland; personality by tools such as the MMPI or projective tests; and academic achievement by tests such as the WJ-IV Achievement or WIAT-III.

QUESTION 3 SINGLE CHOICE

A teacher completes a Conners 4 Rating Scale for a 7-year-old student who has difficulty sustaining attention in class. Which type of data does this instrument primarily collect?

- ☐ A Self-report data from the student about his own behavior
- ☐ B Direct observation data coded by the school psychologist
- ☒ C Observer (rater) data about the student's behavior in specific contexts
- ☐ D Performance-based data on tasks of executive functioning

ANSWER C

WHY The Conners 4 is a multi-informant rating scale completed by parents, teachers, and (for the adolescent version) self-report. In this scenario, the teacher serves as an observer/rater providing ratings of the student's behavior in the school setting. It is not a self-report (the student did not complete it), not a direct observation coding system, and not a performance-based executive functioning battery.

QUESTION 4 SINGLE CHOICE

Under the Individuals with Disabilities Education Act (IDEA), a student who is found to have a specific learning disability must meet two prongs of eligibility. Which combination correctly reflects those prongs?

- ☒ A A discrepancy between ability and achievement, and a need for specially designed instruction
- ☐ B A documented vision or hearing impairment, and a need for related services
- ☐ C An emotional disturbance documented over at least six months, and poor grades
- ☐ D A medical diagnosis of autism, and deficits in adaptive functioning

ANSWER A

WHY IDEA requires that, to qualify under Specific Learning Disability (SLD), the team must determine (1) the presence of a learning disability, often demonstrated through an ability–achievement discrepancy and/or a pattern of strengths and weaknesses combined with response to intervention data, and (2) that the student needs specially designed instruction in order to access the general curriculum. The other options incorrectly describe different eligibility categories or criteria.

QUESTION 5 SINGLE CHOICE

In a Multi-Tiered System of Supports (MTSS) framework, Tier 2 interventions are best described as:

- ☐ A Universal, core instruction provided to all students in the general education classroom
- ☒ B Standard protocol interventions of moderate intensity provided to small groups of students at risk
- ☐ C Intensive, individualized interventions typically provided one-on-one
- ☐ D Special education services delivered under an Individualized Education Program (IEP)

ANSWER B

WHY MTSS is organized into three tiers: Tier 1 = universal, high-quality core instruction for all students; Tier 2 = targeted, standard-protocol interventions of moderate intensity delivered to small groups of students identified as at risk; and Tier 3 = intensive, individualized interventions often delivered one-on-one. Special education/IEP services are a separate, parallel system, though they may be informed by Tier 3 data.

QUESTION 6 SINGLE CHOICE

A school psychologist meets with a teacher who is concerned about a student's off-task behavior during independent seatwork. The psychologist helps the teacher identify triggers, develop a behavior plan, and evaluate its effectiveness. This is an example of:

- ☐ A Direct counseling services with the identified client
- ☒ B Behavioral consultation using a problem-solving process
- ☐ C Psychoeducational assessment for special education eligibility
- ☐ D Functional behavioral assessment mandated under IDEA

ANSWER B

WHY The school psychologist is engaging in indirect service delivery by consulting with the teacher (the consultee) about a problem the teacher has with a student. The collaborative, problem-solving nature and the focus on helping the teacher implement and evaluate an intervention are hallmarks of behavioral/mental health consultation models such as Caplan's or Bergan's.

QUESTION 7

SINGLE CHOICE

When interpreting assessment results for a student who recently immigrated and is still acquiring English proficiency, the school psychologist should primarily:

- ☐ A Use verbal IQ and achievement scores only, because they are most predictive of school performance
- ☒ B Interpret findings cautiously and consider linguistic, cultural, and socioeconomic factors that may affect performance
- ☐ C Convert all standard scores into percentiles to remove cultural bias from interpretation
- ☐ D Compare the student only to local classroom peers rather than the normative sample

ANSWER B

WHY Best practice in culturally and linguistically responsive assessment requires that practitioners interpret results cautiously, recognize that standard scores are not culture-free, and systematically consider linguistic background, acculturation, opportunity to learn, and socioeconomic factors. Using only verbal scores (A) underestimates ability; converting to percentiles (C) does not remove bias; and comparing to local peers (D) does not address test fairness concerns.

QUESTION 8

SINGLE CHOICE

A Functional Behavior Assessment (FBA) typically includes all of the following components EXCEPT:

- ☐ A Operational definition of the target behavior
- ☐ B Identification of antecedents and consequences maintaining the behavior
- ☐ C A hypothesis about the function of the behavior
- ☒ D A formal diagnosis based on DSM-5 criteria

ANSWER D

WHY An FBA includes an operational definition, data collection (often through interviews, record reviews, and direct observation), identification of antecedents and consequences, and a hypothesis about the function (e.g., escape, attention, access to tangibles, sensory). It is not designed to produce a DSM-5 diagnosis; rather, it informs behavior support planning and may also inform eligibility decisions (such as Emotional Disturbance under IDEA).

QUESTION 9

SINGLE CHOICE

Under the Individuals with Disabilities Education Act (IDEA), within how many school days must a public school complete the initial evaluation and eligibility determination after receiving parental consent for evaluation?

- ☐ A 30 school days
- ☐ B 45 school days
- ☒ C 60 school days
- ☐ D 90 school days

ANSWER C

WHY IDEA regulations require that the initial evaluation and eligibility determination be completed within 60 school days of receiving parental consent for evaluation. The 30- and 45-day options are common distractors but do not reflect the federal IDEA timeline. 90 days exceeds the federal requirement.