



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

School Counseling Assessment

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About the Assessment

Assessment Name	School Counseling
Grade Level	P–12
Test Code	Test I: 103 Test II: 104 Combined Test I and Test II: 603
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE School Counseling assessment is designed to measure the professional knowledge of prospective School Counselors in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Foundations	80%
II. Management	20%

Test I Objectives

Subarea I: Foundations

Objective 1: Understands the history and role of the professional school counselor

The beginning School Counselor:

- A. Knows how to use current research to advocate for the school counselor identity and program
- B. Knows the benefits of membership in professional organizations and appropriate credentialing for school counselors; e.g., resources, networking, insurance
- C. Is familiar with the history, philosophy, and trends in school counseling as a profession
- D. Understands the current American School Counselor Association (ASCA) National Model[®]: A Framework for School Counseling Programs and its relationship to the total educational program
- E. Understands the current American School Counselor Association (ASCA) National Standards for Students including the domains of academic, career, and personal/social development of students
- F. Understands the role of the counselor at multiple levels — as a leader, advocate, collaborator, consultant, and coordinator — as they apply to school-counseling-related duties
- G. Knows similarities and differences in the school counselor's responsibilities at the elementary, middle, and high school levels in a multicultural context
- H. Understands the difference between counselor responsibilities and non-counselor tasks (e.g., disciplining, substitute teaching, and managing school functions) and advocates for appropriate use of counselors as human resources
- I. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning
- J. Understands the structure of the United States educational system and the cultural, political, and social factors that influence educational practices
- K. Understands that a comprehensive school counseling program's philosophy, vision, and mission are aligned with the school, district, and state missions and visions

Objective 2: Demonstrates understanding of fundamental theories of human growth and development

The beginning School Counselor:

- A. Knows major theories of physical development throughout the human life span
- B. Knows major theories of cognitive development throughout the human life span
- C. Knows major theories of personality and emotional development throughout the human life span
- D. Knows major theories of social and character development throughout the human life span
- E. Recognizes how atypical growth, health and wellness, language, ability level, multicultural issues, and resiliency affect learning and development.

Objective 3: Understands fundamental principles of ethics and their applications in the field of counseling

The beginning School Counselor:

- A. Knows current ethical guidelines regarding technology use (e.g., email, databases, social networks, blogs) for professionals and students
- B. Understands the need for self-awareness of personal biases and limitations that may affect the counseling relationship
- C. Is familiar with the American School Counselor Association (ASCA) Ethical Standards for School Counselors and the State of Georgia Ethic Standards for Educators
- D. Understands the need for ongoing professional development designed for school counselors
- E. Understands the appropriateness of relationships between professionals and students; e.g., dual relationships
- F. Understands the school counselor's responsibility to ensure equitable access for school counseling services for all students

Objective 4: Understands major laws and policies affecting students and school counselors

The beginning School Counselor:

- A. Knows how changes in major public policy and laws affect student rights and school counselor responsibility
 - Understands the role of the school counselor in relation to the Americans with Disabilities Act of 1990 (ADA, PL 101-336) in advocating for the legal rights of students with disabilities
 - Understands the role of the school counselor in relation to Section 504 of the Rehabilitation Act of 1973

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- Understands the role of the school counselor in relation to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, PL 108-446) in advocating for students' legal rights
 - Understands the Family Educational Rights and Privacy Act of 1974 (FERPA, PL 93-380; also known as the Buckley Amendments) and its impact on student and parent rights
 - Is familiar with constitutional rights as they apply to educational settings for students and parents; e.g., freedom of speech, citizenship
 - Knows the relevance of Title IX of the Education Amendments of 1972 (PL 92-318) to education and school activities
 - Is familiar with Title II of the Education Amendments of 1976 (PL 94-482) the BRIDGE Act (Georgia HB 400), Georgia HB 186, and Georgia HB 713 and their relevance to equal opportunities in career counseling
 - Is familiar with the McKinney-Vento Homeless Assistance Act (PL100-77) and the counselor's responsibilities to homeless and/or displaced students
 - Is familiar with Georgia's Compulsory School Attendance Law (HB 1190, section 10)

B. Understands the mandated reporting requirements for child abuse and neglect

Subarea II: Management

Objective 1: Understands fundamentals of program management

The beginning School Counselor:

- A. Integrates technology to manage and evaluate school counseling programs
- B. Knows the role of the school counseling program as an integral part of the total educational process, including the concept of fair share and the negotiation and development of annual agreements
- C. Understands how to design, develop, and implement a comprehensive school counseling program in a multicultural context
- D. Is familiar with the design, staffing, and maintenance of programs for support of at-risk students
- E. Knows how to manage various types of referrals
- F. Understands and defines a school counselor's leadership role in a comprehensive counseling program
- G. Acts as a change agent

Test II Subareas

Subarea	Approx. Percentage of Test
I. Delivery of Service	80%
II. Accountability	20%

Test II Objectives

Subarea I: Delivery of Service

Objective 1: Understands fundamental theories and principles of guidance and counseling

The beginning School Counselor:

- A. Knows how to appropriately use a variety of technological resources and research to deliver a data-driven school counseling program
- B. Understands the purposes and theories of individual counseling and applies them appropriately in a multicultural society
- C. Understands the purposes and theories of group counseling and applies them appropriately in a multicultural society
- D. Knows the purpose and can apply techniques of educational advisement and planning; e.g., grade-level transition, academic-intervention plans
- E. Understands the purposes and theories and can apply processes of career development and planning for students at each age level
- F. Is familiar with the purposes and theories and can apply techniques of large-group guidance; e.g., grade-level student meetings, group academic advising, school-wide assemblies
- G. Understands the purpose and instructional theories and can apply techniques of classroom guidance and strategies of classroom management
- H. Promotes students' understanding of the benefits of educational achievement
- I. Promotes students' awareness of the relationship between work and learning for both college and career readiness
- J. Understands the purposes and theories and can apply techniques of crisis intervention; e.g., school-level crises, individual crises
- K. Knows the purpose and can apply techniques of peer mediation and conflict resolution
- L. Understands methods for preventing and addressing common student concerns; e.g., stress, drug use, bullying

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- M. Understands and can respond to the needs of students with various levels of ability; e.g., physical, emotional, cognitive
 - N. Knows and responds to the needs of students from various backgrounds; e.g., socioeconomic, cultural, linguistic
 - O. Knows the needs of and responds to students with diverse issues; e.g., sexual orientation, family situations, alcoholism/drug use
 - P. Promotes character development, employability skills, and positive decision-making skills in students
 - Q. Participates in system support activities such as conducting in-service training for other stakeholders

Objective 2: Understands the role and importance of consultation and collaboration

The beginning School Counselor:

- A. Knows the role of the school counselor in supporting the development and implementation of student service plans; e.g., Individualized Education Program (IEP) meetings, Section 504 plans, transition planning, response to intervention
- B. Describes and differentiates the characteristics of consultation, collaboration, and conflict resolution
- C. Is familiar with the purposes, theories, and techniques of consultation models as they apply to school guidance and counseling
- D. Is familiar with the differing needs of teachers, other education professionals, administrators, parents, and community agencies and organizations for consultation and collaboration
- E. Understands and applies the characteristics of effective collaborative relationships
- F. Is familiar with common pedagogical techniques used in the classroom to provide consultation services as they apply to academic support
- G. Collaborates with stakeholders to create environments that promote equity and success for all students

Subarea II: Accountability

Objective 1: Understands fundamentals of program evaluation and data-driven accountability

The beginning School Counselor:

- A. Knows the goals and methods of evaluating achievement, program effectiveness, student outcomes, and systemic change
- B. Knows how to apply data analysis results to identify strengths and areas for program improvement; e.g., needs assessment, program evaluation
- C. Knows methods of gathering background data (e.g., observation, interviews, records review) to assist in selecting appropriate interventions

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- D. Is familiar with various types of assessments and their uses; e.g., criterion-referenced, aptitude, achievement, formative
 - E. Knows how to interpret and appropriately use the results of intelligence, achievement, career, and behavioral assessments

Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

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

1. Which of the following most clearly distinguishes empathy responses from interpretation responses?
 - A. Interpretation goes beyond a client's statement and offers new views, whereas empathy reflects what the client is already experiencing
 - B. Interpretation is directive, whereas empathy is not
 - C. Interpretation works ahead of the client, whereas empathy does not
 - D. Empathy responses are less likely to be accepted by the client than interpretation responses

Answer and Rationale

2. Which statement most clearly demonstrates a reflection of feeling?
 - A. I'm feeling angry as I listen to you talk about this.
 - B. I wonder if you've ever felt this way before.
 - C. You felt sad that she decided not to go with you; is that what you felt?
 - D. What did that make you feel like doing?

Answer and Rationale

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3. Mary's mother meets with the school counselor at Mary's middle school. Mary's mother immediately says, "I'm very concerned about the girls that Mary is spending so much time with. They are just not a good influence on her. I want you to make sure she doesn't spend time with them here at school."

Which of the following would be the most effective initial response for the counselor to make?

- A. "I'm pretty sure that those other girls won't make Mary do anything you wouldn't want her to do."
- B. "I can tell that you're very concerned about Mary. What else can you tell me about the problem as you see it?"
- C. "Does Mary know you are here talking to me about this?"
- D. "If you'll tell me their names, I'll do what I can to help Mary decide not to spend so much time with them."

Answer and Rationale

4. Which of the following is a limitation of Adlerian counseling?
- A. The therapy is based solely on cognitive interventions.
 - B. The therapy only uses Socratic dialogue to help develop beneficial attitudes.
 - C. Clients only discuss surface feelings.
 - D. Clients find the process too lengthy.

Answer and Rationale

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5. A middle school counselor meets with a team of English teachers and a literacy coach to discuss which students did not pass the state literacy exam. Which of the following is the initial role that the middle school counselor should take in the meeting?
- A. Adviser
 - B. Collaborator
 - C. Mentor
 - D. Supervisor

Answer and Rationale

6. Which of the following descriptions best illustrates Albert Bandura's social cognitive theory?
- A. A mother takes away Joey's video game after he hits his sister, so he hits his sister less often
 - B. A father stops nagging his daughter to clean up her room after she finally cleans it, so the daughter cleans her room more often to prevent her father's nagging
 - C. A teacher gives a student a star each time she raises her hand before speaking out, so the student raises her hand more often
 - D. A woman uses tools to assemble a wooden bench and later finds her son hitting the bench with a hammer

Answer and Rationale

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7. A school counselor facilitates a counseling group of adolescent students in high school. The students have just begun to trust one another and share their true feelings in a respectful way. This group is most likely in which stage of the group-counseling process?
- A. Adjourning
 - B. Storming
 - C. Performing
 - D. Forming

Answer and Rationale

8. “Don't you think it might be time to try something different when he starts yelling and screaming?”

What is most inappropriate about the counselor's statement above?

- A. It contains multiple questions
- B. It is a bombarding question
- C. It is a culturally insensitive question
- D. It uses judgmental pressure

Answer and Rationale

-
9. Mary, an 18-year-old high school senior, informs the school counselor that she plans to marry her 19-year-old boyfriend the day after graduation. Legally, the school counselor is obligated to
- A. call the student's parents and tell them of the situation.
 - B. report the information to the Department of Education.
 - C. call the student's boyfriend and ask him not to marry her.
 - D. do nothing since the student is of legal age to get married.

Answer and Rationale

10. According to John Holland's career typology model, which term describes students who do not have a clear sense of which career type suits them and report enjoying activities of all kinds?
- A. Undecided
 - B. Undifferentiated
 - C. Incongruent
 - D. Inconclusive

Answer and Rationale

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11. Which of the following school counselor strategies would be most appropriate and effective in assisting students belonging to a cultural minority who are being affected by other students' prejudicial opinions and behaviors?
- A. Facilitating cultural-identity groups for students in the cultural minority
 - B. Requiring all students to watch videos about prejudice
 - C. Working individually with students whose behavior is offensive to those in the cultural minority
 - D. Sending home materials and asking parents to talk with their children about prejudice

Answer and Rationale

12. The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires a school counselor to be involved in which of the following activities?
- A. Participating in Individualized Education Program (IEP) meetings and processes
 - B. Conducting formal testing of students with disabilities
 - C. Referring students with disabilities for special education services
 - D. Educating parents about how to manage the challenges of having a child with a disability

Answer and Rationale

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13. Mr. Ling administers a new math achievement test to all students in several math classes in his high school. Six weeks later, he readministers the same achievement test to evaluate its reliability. He finds that the reliability coefficient between the two administrations of the test, r , is $-.88$. Which statement is most accurate about the result?
- A. The test demonstrates adequate test-retest reliability.
 - B. The test demonstrates adequate internal-consistency reliability.
 - C. The test demonstrates adequate interrater reliability.
 - D. There was a computation error, because reliability coefficients cannot be negative.

Answer and Rationale

14. The school counselor informs Luis' parents that his achievement test scores place him at the 83rd percentile for students in the district. Which of the following statements about Luis' performance is most accurate?
- A. Luis answered 83% of the test questions correctly.
 - B. Eighty-three percent of the students in the district scored the same as or lower than Luis did.
 - C. Luis' score was lower than that of 83% of the students in the district.
 - D. Luis' score was below average for the district.

Answer and Rationale

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15. Mr. Lincoln is a counselor in an urban middle school in which African American and Hispanic students account for more than 60 percent of the student body. When considering which of several career development instruments to use in helping his students plan for high school and beyond, which of the following test features is most important?
- A. The range of content covered on the test
 - B. The ethnic distribution of the norm groups on which the interpretations are based
 - C. The mean score of the test
 - D. The socioeconomic levels represented by the careers to which the test compares student responses

Answer and Rationale

16. Vinod, a fourth grader, has just moved into the district, and his parents are concerned that he will not make friends because the school year is well under way. Which of the following actions by the counselor is most appropriate?
- A. Having Vinod come in for some brief sessions with the counselor to talk about how to make new friends
 - B. Inviting Vinod to join a group that has been meeting weekly in which the students talk about their families
 - C. Asking some of the other students in Vinod's grade to eat lunch and play with him during recess
 - D. Reassuring Vinod's parents that he will adjust easily and that they should not worry

Answer and Rationale

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17. Following a discussion about a student with the school counselor, Ms. Johannsen, a teacher, begins talking about her struggles balancing the demands of her teaching job with her family and social life. She then discloses that she and her husband are having marital problems. What is the most appropriate way for the school counselor to respond?
- A. Offering to do several brief counseling sessions with Ms. Johannsen after regular school hours
 - B. Offering to see Ms. Johannsen for private counseling after school hours in the school counselor's home
 - C. Acknowledging her concerns and then providing Ms. Johannsen with a referral list of several possible mental health providers in the area
 - D. Suggesting that Ms. Johannsen and her husband seek marital counseling

Answer and Rationale

18. Which of the following best describes the use of classroom guidance activities in comprehensive guidance programs?
- A. They are an integral part of the school curriculum, with identified student competencies and learning outcomes.
 - B. They may be offered at the request of a classroom teacher for topics the teacher feels unprepared to teach.
 - C. They are secondary to the individual and small-group counseling services that are the main focus of school counseling programs.
 - D. They are collaborations between the school counselor and the classroom teacher, with the teacher delivering the content developed by the counselor.

Answer and Rationale

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19. A middle school counselor would like to develop a new approach to help students make the decision to avoid drugs and alcohol. Which of the following approaches is most likely to be effective?
- A. Having students watch a movie that shows the harmful effects of drugs and alcohol
 - B. Having students listen to a lecture and view a presentation on the risks of using drugs and alcohol
 - C. Identifying the students in the demographic groups most at risk to abuse drugs and alcohol and having them join a process group
 - D. Recruiting some older students from the high school, including some who have used drugs and alcohol but now do not, to come and talk with the middle school classes

Answer and Rationale

20. Needs assessments are important to the development of a comprehensive guidance program because they do which of the following?
- A. Assure that the counselor will not overestimate the actual needs of students in the school
 - B. Provide empirical data from which to establish goals and objectives for the program
 - C. Prevent unnecessary use of time and resources on nonessential services
 - D. Keep all school staff aware of the value of the counseling program

Answer and Rationale

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21. Which of the following resources would likely be the most valuable for a school counselor to use to develop the counseling program and provide effective services?
- A. A chat room for students to use to talk with each other about their concerns
 - B. An online discussion group for teachers to use to share concerns and exchange ideas
 - C. A Web page for students and parents that provides information about the guidance program and links recommended by the counselor
 - D. An online counseling program for students to use to interact with counselors during off-school hours

Answer and Rationale

22. Which of the following summarizes most accurately the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment?
- A. Parents of students and students older than 18 have the right to view all official school records related to the student, while others have limited access to the records
 - B. Families of children with disabilities have the right to keep records concerning their child's disability completely private
 - C. Parents of students and students older than 18 must be given the opportunity to periodically review the student's official records
 - D. School personnel are required to notify parents immediately whenever an entry is made in the student's official school record

Answer and Rationale

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23. According to the American School Counselor Association (ASCA) Ethical Standards for School Counselors, a counselor who is made aware of a possible ethical breach by another school counselor should take which of the following steps first?
- A. Contacting the state department responsible for certification of school counselors to file a complaint
 - B. Encouraging the person who shared the information with the counselor to submit an ethics complaint against the other counselor
 - C. Contacting the national ASCA ethics office for guidance
 - D. Consulting confidentially with another professional colleague to discuss the situation and jointly determine if there was a violation

Answer and Rationale

24. Which of the following is the most effective way for counselors to maintain their professional growth, develop new skills, and prevent burnout?
- A. Keeping current in their reading of professional journals on school counseling
 - B. Consulting with other, more experienced counselors
 - C. Attending workshops, seminars, conferences, and other professional development activities
 - D. Buying and reading new books about topics that appear relevant to the counselors' work

Answer and Rationale

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25. Ms. Anderson, the middle school counselor, has been increasingly concerned about the health of her elderly mother. She has been providing for her care after work and on weekends. She has also been required to leave work in the middle of the school day to provide care. As Ms. Anderson works with students, she notices that she has less energy and concentration. She is also behind in her paperwork. Which of the following is the best first step for Ms. Anderson to take to reduce her level of stress?
- A. Informing her colleagues and administrators of her situation and concerns and seek a temporary reduction in responsibility
 - B. Taking a leave of absence to deal with her mother's health needs
 - C. Asking a colleague to be on call for last-minute coverage if she needs to leave the office
 - D. Hiring a caregiver to take care of her mother's needs

Answer and Rationale

26. A school counseling program is to be established in a public school that has just opened in an expanding school district. The first step in developing the program is to
- A. survey the guidance and counseling needs of the student body.
 - B. devise behavioral objectives for classroom management.
 - C. decide on minimum competency levels for student progression to higher grade levels.
 - D. gather appropriate counseling and guidance materials, such as tests and occupational information.

Answer and Rationale

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27. A school counselor serves on a committee of school staff who collaborate to determine the classroom accommodations necessary for a student with type 1 diabetes. The applicable provision of a law that would guide the actions taken in this scenario is
- A. Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332)
 - B. the Family Educational Rights and Privacy Act of 1974 (FERPA P.L. 93-380)
 - C. an Individualized Education Plan (IEP)
 - D. a Section 504 plan

Answer and Rationale

28. Ms. Reger has 10 students from the same class referred to her anger-management group. She decides to evaluate the effects of a certain small-group anger-management program, and she plans to use all 10 students in the experiment. Which of the following is the type of sampling method that she uses?
- A. Cluster
 - B. Convenience
 - C. Quota
 - D. Simple random

Answer and Rationale

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29. Ashley, a high school sophomore, tells the school counselor that she is depressed about her recent breakup with her boyfriend. During the conversation, Ashley says she wishes she “could go to sleep and never wake up.” In this situation, the counselor should
- A. immediately call the local mental health facility for a psychiatric evaluation.
 - B. assess whether Ashley is suicidal and intervene if she is.
 - C. recognize that Ashley’s statement is only a cry for help and should not be taken seriously.
 - D. see if there is any chance of reconciliation for Ashley and her boyfriend.

Answer and Rationale

30. Nolan High School has experienced two student suicide deaths in the past six months. Which of the following statements best describes an appropriate response to the situation?
- A. The school counselors provide a pamphlet to all parents to increase awareness of suicidal tendencies in teenagers.
 - B. The school counselors assist the administrative team in calling parents of grieving students.
 - C. The school counselors, along with the leadership team and outside community agencies, collaborate to hold an informational suicide prevention forum for parents, students, faculty, and community members.
 - D. The school counselors implement a crisis intervention plan, which includes providing grief counseling, communicating with parents and local agencies, and helping to restore a sense of normalcy to the school environment through open-discussion informational forums, group and individual counseling sessions, and staff support groups.

Answer and Rationale

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31. While working with a student individually, a school counselor noticed that the student frequently describes objects such as cars and trees as having feelings and other lifelike properties. Which of the following of Jean Piaget's concepts is best illustrated by this behavior?
- A. Animism
 - B. Centration
 - C. Object permanence
 - D. Equilibration

Answer and Rationale

32. During classroom guidance lessons, an elementary school counselor assists students based on each student's needs. Providing such assistance is consistent with Lev Vygotsky's concept of
- A. guided participation.
 - B. private speech.
 - C. scaffolding.
 - D. intersubjectivity.

Answer and Rationale

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	A	<p>Option (A) is correct. This question asks for the distinction between different types of counselor responses. In this instance, it concerns the difference between interpretive and empathy responses. Interpretations are generated within the counselor, so they are new to the client. Empathy responses always reflect something the client is experiencing and would recognize.</p> <p><i>Back to Question</i></p>
2	C	<p>Option (C) is correct. This question requires recognizing a particular type of counselor response, a reflection of feeling. A reflection of feeling must include a feeling or affective word and must be something that the client, not the counselor, is feeling.</p> <p><i>Back to Question</i></p>
3	B	<p>Option (B) is correct. Since this is the mother's opening statement in the initial session, it would be most effective to reply in a way that is empathetic and acknowledges the mother's concern without agreeing to do what she asked and then to invite her to talk more about her perception of the problem with a probing question.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
4	D	<p>Option (D) is correct. The large amount of family and lifestyle information that needs to be collected, difficulty interpreting received data, excessive length of time needed to learn the approach, as well as the lack of medical diagnoses are all limitations of Adlerian counseling.</p> <p><i>Back to Question</i></p>
5	B	<p>Option (B) is correct. It is essential that the school counselor develop a collaborative relationship with the English teachers and literacy coach to work together on a mutual goal of increasing student success rates on the state literacy exams. In this role, the school counselor can best achieve trust, active listening, and clear communication with the other stakeholders.</p> <p><i>Back to Question</i></p>
6	D	<p>Option (D) is correct. Bandura's social cognitive theory focuses on the fact that people can learn without being directly reinforced (vicarious learning). They can learn by watching someone perform an action.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
7	C	<p>Option (C) is correct. During the performing stage, group members feel accepted and have a sense of belonging. This results in high group morale, loyalty, and productivity.</p> <p><i>Back to Question</i></p>
8	D	<p>Option (D) is correct. This question requires recognition of a particular misuse of questioning during the counseling process. The counselor's response is framed grammatically as a question, but is actually an expression of the counselor's judgment, opinion, or advice about what the client should do. It is also stated in a way that puts pressure on the client to agree.</p> <p><i>Back to Question</i></p>
9	D	<p>Option (D) is correct. The student is of legal age to marry; therefore, a counselor does not have legal rights to contact her parents.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
10	B	<p>Option (B) is correct. This question tests understanding of Holland’s theory of career development and the matching of personality types to similar types of occupational environments. His concept of undifferentiation refers to someone who does not have distinct preferences among the six types of activities but is interested in most or all of them.</p> <p><i>Back to Question</i></p>
11	A	<p>Option (A) is correct. Cultural identity groups are therapeutic for children experiencing prejudice, strengthening their resilience and coping in response to prejudicial attitudes and behaviors, as well as promoting more positive self-identity within their culture.</p> <p><i>Back to Question</i></p>
12	A	<p>Option (A) is correct. This question tests knowledge about a specific item of federal legislation related to the education of students with disabilities, widely known as IDEA. This law includes the requirement that school counselors participate in IEP planning processes and meetings.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
13	D	<p>Option (D) is correct. This question tests understanding of the properties of reliability coefficients. While correlation coefficients may range from -1.00 to $+1.00$, reliability coefficients can range only from 0.00 to $+1.00$. Because the reported coefficient in this example is negative, it must have been miscalculated.</p> <p><i>Back to Question</i></p>
14	B	<p>Option (B) is correct. This question tests understanding of percentile rank as a means of reporting test performance. A person's percentile rank represents the percentage of test takers who scored the same as or lower on the test than that person. Therefore, in the example, a score at the 83rd percentile means that 83 percent of those taking the test scored the same as or lower than the student receiving that score.</p> <p><i>Back to Question</i></p>
15	B	<p>Option (B) is correct. This question tests understanding of the cultural issues involved in test selection. Test norms used to interpret examinees' scores should be based on norming samples that include and are representative of the population of examinees with which they will be used. In this instance, it is essential that the test selected use norms that include substantial numbers of African American and Hispanic examinees. Otherwise, the interpretation of results will be invalid.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
16	C	<p>Option (C) is correct. This question tests understanding of school transitions, how these affect students, and how to facilitate successful transitions. In the example used, Vinod is entering the school system on his own and at a different time of year than all of the other students. Individual and group social relationships have already been developed by the time he arrives. The most effective means to facilitate his transition into positive relationships with other children is to proactively encourage them to spend time with Vinod as peer mentors.</p> <p><i>Back to Question</i></p>
17	C	<p>Option (C) is correct. This question addresses consulting with other school staff. In particular, it is concerned with the ethical issues involved when other school staff seek, directly or indirectly, personal counseling from the school counselor. Providing counseling to another staff member would create a dual relationship, which may then have negative effects for the staff member, the counselor, and the school staff as a whole. For these reasons, it is best to avoid entering into a personal counseling relationship with a colleague. From a consulting perspective, though, it is appropriate, and recommended, that the school counselor be a resource for other staff. Offering a referral to potential care providers that the teacher might seek out for counseling is the best approach</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
18	A	<p>Option (A) is correct. This question tests knowledge about the role and value of classroom guidance in models of comprehensive guidance programs. Within comprehensive models, classroom guidance is considered to be an integral part of the overall school curriculum, with identified competencies and learning outcomes for all students.</p> <p><i>Back to Question</i></p>
19	D	<p>Option (D) is correct. This question tests understanding of effective strategies for disseminating information that will help students learn about healthy choices regarding lifestyle. In this example, the lifestyle choices involve avoiding drug and alcohol abuse. Research has shown that when this information comes from peers or slightly older individuals, it has more source credibility for adolescents than the same information coming from adults. Recruiting older students who have already made their health decision and are active in that regard is likely to be an effective strategy for the school counselor.</p> <p><i>Back to Question</i></p>
20	B	<p>Option (B) is correct. This question addresses understanding of the value and use of needs assessment in developing a comprehensive guidance program for a school. The primary value of needs assessment is providing the counselor with an empirical basis for establishing goals and objectives.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
21	C	<p>Option (C) is correct. This use of the Internet is the best and most accessible means for offering information and resources to a wide range of users at minimal cost. Previewing links helps to keep students away from sites with information that may not be valid or accurate. At little cost, booklists, video library lists, as well as many complete documents can be provided on the website and then accessed by students and their parents at home.</p> <p><i>Back to Question</i></p>
22	A	<p>Option (A) is correct. This question tests knowledge of federal legislation related to access to student records. The FERPA law stipulates that students over 18 and parents of the students have the right to view all of their official records at any time. It also stipulates that access by others be limited to those in an official capacity requiring access to the information for the benefit of the student.</p> <p><i>Back to Question</i></p>
23	D	<p>Option (D) is correct. This question tests your understanding of the ethical standards for the practice of school counseling, as provided by ASCA. In this example, when the counselor is made aware of a possible ethical violation by another counselor, the standards direct that the first step should be to consult with another professional counselor to discuss the information and determine whether it qualifies as a possible violation. This would be followed by efforts to resolve the situation directly with the counselor who committed the violation. If this fails, then counselors should follow school board, state, and professional organizational guidelines for filing an ethics complaint.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
24	C	<p>Option (C) is correct. This question tests understanding of strategies that school counselors can use to maintain professional growth, renewal, and development of new skills. Attending workshops, seminars, and conferences is the most effective means for doing so.</p> <p><i>Back to Question</i></p>
25	A	<p>Option (A) is correct. This question tests understanding of the professional issue of dealing with one’s own stresses and struggles as they affect the school counselor’s capacity to function effectively. When Ms. Anderson realizes that her work capabilities are impaired by personal concerns and stressors, the appropriate ethical response is to 1) inform her colleagues and administrators about the situation, and 2) seek ways to reduce her level of responsibility and tasks to a level that she can manage effectively.</p> <p><i>Back to Question</i></p>
26	A	<p>Option (A) is correct. Survey approaches used to determine counseling needs in the school are valuable for the completeness of the data collected and the coverage provided. Surveys are probably the most frequently used appraisal method in the school. Survey approaches tend to emphasize the availability of activities, staff, facilities, and programs.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
27	D	<p>Option (D) is correct. A Section 504 plan is intended to provide academic support for students with medical conditions that may inhibit their ability to perform in school.</p> <p><i>Back to Question</i></p>
28	B	<p>Option (B) is correct. Convenience sampling refers to choosing a sample based on availability or convenience. The students in this study had already been referred, so they were an easy group to use.</p> <p><i>Back to Question</i></p>
29	B	<p>Option (B) is correct. The student’s comment clearly indicates some suicidal ideation, but she needs to be assessed further to determine the level of suicide risk and the appropriate intervention.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
30	D	<p>Option (D) is correct. The intervention described in option D is a full crisis intervention plan with follow-up for all stakeholders.</p> <p><i>Back to Question</i></p>
31	A	<p>Option (A) is correct. According to Piaget’s cognitive developmental theory, animism refers to situations in which a child attributes lifelike properties to inanimate objects.</p> <p><i>Back to Question</i></p>
32	C	<p>Option (C) is correct. Scaffolding, according to Vygotsky, is a strategy in which someone gauges the amount of assistance needed by a student and then matches the need.</p> <p><i>Back to Question</i></p>

Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Journals

Elementary School Guidance and Counseling, American School Counselor Association

Professional School Counseling, American School Counselor Association

The School Counselor, American School Counselor Association

Other Resources

Baruth, Leroy G., and Manning, M. Lee (2003). *Multicultural Counseling and Psychotherapy: A Lifespan Perspective*, Third Edition. Upper Saddle River, N.J.: Merrill/Prentice-Hall Publishing Company.

Carkhuff, Robert R. (2002). *The Art of Helping in the 21st Century*, Eighth Edition. Amherst, Mass.: Human Resource Development Press.

DeVoss, J. A., and Andrews, M. F. (2006). *School Counselors as Educational Leaders*. Boston, Mass.: Houghton-Mifflin.

Hatch, T., and Bowers, J. (2005). *The ASCA National Model: A Framework for School Counseling Programs*, Second Edition. Alexandria, Va.: American School Counselor Association.

Holcomb-McCoy, C. (2007). *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success*. Thousand Oaks, Calif.: Corwin Press.

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- Marshak, L. E., Dandeneau, C. J., Prezant, F. P., and L'Amoreaux, N. A. (2009). *The School Counselor's Guide to Helping Students with Disabilities*. San Francisco, Calif.: Jossey-Bass.
- Parsons, Richard D., and Kahn, Wallace J. (2004). *The Counselor as Consultant: An Integrated Model for School-based Consultation*. Belmont, Calif.: Brooks/Cole.
- Perusse, R., and Goodnough, G. E., (Eds.) (2004). *Leadership, Advocacy, and Direct Service Strategies for Professional School Counselors*. Belmont, Calif.: Brooks/Cole/Cengage.
- Schmidt, John J. (2010). *The Elementary/Middle School Counselor Survival Guide*, Third Edition. San Francisco, Calif.: Wiley and Sons.
- Shelton, Carla, and James, Edward L. (2005). *Best Practices for Effective Secondary School Counselors*. Thousand Oaks, Calif.: Corwin Press.
- Stone, C. B., and Dahir, C. A. (2011). *School Counselor Accountability: A Measure of Student Success*, Third Edition. Boston, Mass.: Pearson.
- Studer, J. R. (2005). *The Professional School Counselor: An Advocate for Students*. Belmont, Calif.: Wadsworth.
- The College Board (2010). *The College Counseling Sourcebook: Advice and Strategies from Experienced School Counselors*, Seventh Edition. Washington, District of Columbia: The College Board.
- Trolley, B. C., Haas, H. S., and Patti, D. C. (2009). *The School Counselor's Guide to Special Education*. Thousand Oaks, Calif.: Corwin Press.
- Young, A., and Kaffenberger, C. (2009). *Making Data Work*, Second Edition. Alexandria, Va.: American School Counselor Association.
- Zunker, Vernon G. (2002). *Career Counseling: Applied Concepts of Life Planning*, Sixth Edition. Pacific Grove, Calif.: Brooks/Cole-Thomson Learning Publishing Company.

Online Resources

- The School Counselor's website — www.schoolcounselor.com
- Georgia Department of Education — www.doe.k12.ga.us