



Georgia Assessments for the Certification of Educators®



# **GACE® Study Companion**

## **School Psychology Assessment**

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## About the Assessment

Assessment Name	School Psychology
Grade Level	P–12
Test Code	Test I: 105 Test II: 106 Combined Test I and Test II: 605
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 <b><i>Guide to Taking a GACE Computer-delivered Test</i></b> .
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE School Psychology assessment is designed to measure the professional knowledge of prospective School Psychologists 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.

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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.

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## Test I Subareas

Subarea	Approx. Percentage of Test
I. Data-Based Decision Making and Accountability	60%
II. School and Systems Organization, Policy, and Practices	20%
III. Legal, Ethical, and Professional Practice	20%

## Test I Objectives

### Subarea I: Data-Based Decision Making and Accountability

*Objective 1: Understands fundamental models and methods of assessment and data collection*

The beginning School Psychologist:

- A. Knows models and methods of psychological and educational assessment and data collection as applied to student evaluation
- B. Knows models and methods of psychological and educational assessment and data collection as applied to program development and evaluation
- C. Understands the use of information technology sources and technology in data collection and evaluation

*Objective 2: Understands basic principles of research and program evaluation*

The beginning School Psychologist:

- A. Is familiar with basic principles of research design, statistics, measurement, and data collection and analysis
- B. Understands research reports and interprets data collected in the school setting
- C. Is familiar with basic principles of program evaluation and use of related technology resources, and knows how to translate such knowledge to practice at the individual, group, and system levels

### Subarea II: School and Systems Organization, Policy, and Practices

*Objective 1: Knows fundamental aspects of schools and systems, including tools and strategies for school-wide learning*

The beginning School Psychologist:

- A. Knows school and systems structure, organization, and theory
- B. Knows evidence-based general, special, and diverse (e.g., alternative, private, nontraditional) educational institutions and practices

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- C. Is familiar with common technological resources available for school staff and student use; e.g., scoring software, information management, research tools
  - D. Knows evidence-based strategies to maintain an effective and supportive school-wide learning environment

*Objective 2: Understands fundamentals of prevention and crisis intervention*

The beginning School Psychologist:

- A. Understands conditions in schools, families, and communities that lead to resilience and risk in students' learning and mental health
- B. Knows how to promote learning, mental health, safety, and physical well-being
- C. Knows evidence-based crisis prevention, response, and recovery strategies and how to collaborate with others to implement them

**Subarea III: Legal, Ethical, and Professional Practice**

*Objective 1: Knows fundamentals of professional practice for school psychologists*

The beginning School Psychologist:

- A. Knows the history of school psychology
- B. Knows models and methods of service delivery; e.g., public health, interdisciplinary, ecological systems, medical
- C. Is familiar with issues of professional identity and functioning, including respect for diversity and social justice, interpersonal and communication skills, responsibility, adaptability, initiative, and dependability, as well as the need for continuing education

*Objective 2: Knows fundamental legal and ethical issues in the field of school psychology*

The beginning School Psychologist:

- A. Knows the National Association of School Psychologists (NASP) Principles for Professional Ethics and the State of Georgia Code of Ethics for Educators and applies them to decision making, collaboration, delivery of services, and the use of technology
- B. Knows the common laws, regulations, and relevant cases and applies them to decision making, collaboration, and delivery of services

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## Test II Subareas

I. Consultation and Collaboration	34%
II. Social and Academic Development and Interventions	66%

## Test II Objectives

### Subarea I: Consultation and Collaboration

*Objective 1: Knows general models and applications in the field of school psychology*

The beginning School Psychologist:

- A. Knows models and methods of consultation, collaboration, and communication with individuals, families, groups, and systems
- B. Applies consultation, collaboration, and communication techniques to the design, implementation, and evaluation of services and programs at the individual, group, and systems levels

*Objective 2: Understands principles of home, school, and community collaboration*

The beginning School Psychologist:

- A. Knows principles and is familiar with research relating to family systems, with consideration of culture and context
- B. Understands the potential relation between family and community characteristics and learning, development, and behavior
- C. Uses evidence-based strategies to collaborate with families, communities, other schools, and outside agencies in promoting learning, socialization, and mental health
- D. Knows how, in collaboration with educators and community members, to design, implement, and evaluate services to promote family and school partnerships to enhance students' academic, social-emotional, and behavioral outcomes

### Subarea II: Social and Academic Development and Interventions

*Objective 1: Understands the development of cognitive and academic interventions and instructional support*

The beginning School Psychologist:

- A. Knows biological, cultural, and social influences on academic skills
- B. Knows theory and processes of cognitive development and applies them to implementation and evaluation of academic goals and services



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- C. Knows basic concepts of learning and applies them to implementation and evaluation of academic goals and services
  - D. Knows how to use evidence-based strategies to advise curriculum, and support instructional strategies, and enhance intervention fidelity

*Objective 2: Understands fundamentals of social and life skill development and mental health intervention*

The beginning School Psychologist:

- A. Knows biological, cultural, and social influences on the development of behavioral, affective, adaptive, and social goals and evaluation of mental health services
- B. Understands the role of developmental processes and applies principles of personality, motivation, and abnormal psychology to the implementation of appropriate behavioral, affective, adaptive, and social goals and evaluation of mental health services
- C. Knows basic concepts in the development, characteristics, and treatment of psychopathology and applies them to implementation and evaluation of services
- D. Knows how to use evidence-based data-collection procedures and strategies to promote social-emotional functioning and mental health

*Objective 3: Understands diversity in development and learning*

The beginning School Psychologist:

- A. Describes how a variety of factors contribute to learning, mental health, and development
- B. Applies evidence-based strategies to provide and enhance services that promote effective functioning for students, families, and schools with diverse characteristics
- C. Demonstrates respect for diversity in learning and development and knows how to advocate for social justice

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## 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.

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**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 **THREE** of the following must an assessment demonstrate in order to be used to make appropriate screening decisions?
  - A. Concurrent validity
  - B. Specificity
  - C. Treatment validity
  - D. Sensitivity
  - E. Ecological validity

***Answer and Rationale***

2. An elementary school teacher has decided to give a smiley face sticker to each child who plays cooperatively, raises his or her hand before speaking, or makes appropriate eye contact while speaking. The teacher will give the sticker after every third occurrence of the behavior. What type of reinforcement schedule is the teacher using?
  - A. Continuous
  - B. Variable interval
  - C. Fixed interval
  - D. Fixed ratio

***Answer and Rationale***

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3. According to Robert Selman’s neo-Piagetian theory, when children can “realize that other people evaluate their actions and that others may have legitimate views; can reflect on their own thoughts from another perspective, but cannot reflect on their own perspective and that of another at the same time,” they are at what level of perspective taking?
- A. Egocentric role taking
  - B. Social informational role taking
  - C. Self-reflective role taking
  - D. Mutual role taking

***Answer and Rationale***

4. Ms. Farber, an English teacher, has identified a student with some learning difficulties. After some initial problem solving, she has begun an intervention. She has modified her instructional approach and has involved the student’s parents by suggesting some changes they can make at home to support the changes in the classroom. Ms. Farber has also engaged in some informal problem solving with some colleagues.

Based on the information above, the school psychologist should conclude that Ms. Farber is at which level of the multilevel service-delivery system conceptual framework?

- A. Problem solving by support personnel
- B. Personal problem solving
- C. Group problem solving
- D. Individual consultation

***Answer and Rationale***

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5. The superintendent of a large school district asks the school psychologist to predict students' first year of high school grade point averages (GPAs). The school psychologist has included middle school achievement and aptitude scores as predictor variables for first-year high school GPA in a regression analysis and is considering whether to also administer a school interest inventory and include those scores. The major concern of the school psychologist when making this decision should be which of the following?
- A. The intercorrelations of the aptitude and achievement test scores
  - B. The degree to which the school interest inventory score improves predictions when it is included as a variable in the equation
  - C. The zero-order correlation of first-year GPA and the school interest inventory score
  - D. The difference in the correlations of the school interest inventory scores with first-year high school GPA and the aptitude or achievement test scores with first-year high school GPA

***Answer and Rationale***

6. A process that is voluntary, is based on goals that are agreed upon, requires equality among the various participants, and requires the sharing of responsibility, resources, and accountability can best be described as
- A. intervention.
  - B. consultation.
  - C. evaluation.
  - D. collaboration.

***Answer and Rationale***

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7. In test construction and evaluation, validity refers to the degree to which a test
- A. measures what it purports to measure.
  - B. yields consistent results on successive administrations.
  - C. has been piloted and statistically analyzed.
  - D. includes norms based on a representative sample of the general population.

***Answer and Rationale***

8. A school psychologist has recently started working in a school district that has a very limited budget. The equipment and resources the school has are dated, and the psychologist has been asked to use outdated instruments and older, obsolete versions of test materials for student testing. Which of the following is the best practice to follow in these circumstances?
- A. Continuing to use the older instruments until updated tests can be ordered
  - B. Explaining to the supervisor that it is not ethical to use these outdated materials and refusing to test students
  - C. Continuing to test students but making a note in the reports of the age of the instruments used
  - D. Filing a grievance with the state board of psychologists

***Answer and Rationale***

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9. Which of the following assessment practices is an important component of nondiscriminatory assessment?
- A. Use of culture-free tests
  - B. Administration of standardized tests with modified testing procedures
  - C. Use of authentic assessment as part of a collaborative assessment approach
  - D. Administration of tests in the student's native language only

***Answer and Rationale***

10. According to research on dropout rates, which of the following factors correlates better than test scores with noncompletion of high school?
- A. Having a large circle of friends
  - B. Being overage for grade
  - C. Having siblings who have dropped out
  - D. Participating in few extracurricular activities

***Answer and Rationale***

- 
11. The Family Educational Rights and Privacy Act (FERPA) defines “educational records” as records, files, documents, and other materials that
- A. include information and personal notes for administrative personnel.
  - B. contain information directly related to a student and that are kept by the student’s doctor and parent or guardian.
  - C. contain information directly related to a student and are maintained by an educational agency or institution or by a person acting for such an agency or institution.
  - D. are maintained and used by a supervisor for evaluating staff.

***Answer and Rationale***

12. Which type of assessment attempts to identify the most pressing behavioral problem and possible ways to alleviate it by investigating the relationship between aspects of an individual’s environment and behavior?
- A. Personality
  - B. Cognitive
  - C. Ecological
  - D. Curriculum-based

***Answer and Rationale***



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13. The concept of social justice most directly applies to helping students with
- A. average socioeconomic status and disciplinary problems acquire legal assistance.
  - B. low socioeconomic status and unstable housing acquire the tools and support to complete school assignments.
  - C. disabilities and Individualized Education Programs (IEP) to provide all students with inclusive classroom placements.
  - D. disabilities and IEPs to provide tutoring outside of the school setting.

***Answer and Rationale***

14. A student imagines a challenging situation while the school psychologist guides the student through a step-by-step process of successfully working through the problem. The student then practices the steps mentally. The student can later refer to the mental steps of working through the problem to solve it in a real-world situation. Which technique was used by the school psychologist in this scenario?
- A. Modeling
  - B. Journaling
  - C. Systematic desensitization
  - D. Cognitive rehearsal

***Answer and Rationale***

- 
15. Norm-referenced instruments used for assessing adaptive behavior (e.g., Vineland Adaptive Behavior Scales™, Third Edition [Vineland™-III], Adaptive Behavior Assessment System® — Third Edition [ABAS®-III]) usually rely on input from which of the following?
- I. Direct observations by the school psychologist
  - II. Parent or caregiver
  - III. Teacher
  - IV. Student self-reporting or student interviews
- A. I only
  - B. I and II only
  - C. I and IV only
  - D. II and III only

***Answer and Rationale***

16. A significant portion of students with math disabilities also have reading disabilities and vice versa. Research has shown that which of the following features is the most common to both disabilities?
- A. Inability to tell numbers from letters
  - B. Inability to retrieve information efficiently from long-term memory
  - C. Inability to use strategies in problem solving
  - D. Inability to grasp the concept of conservation

***Answer and Rationale***

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17. Which **TWO** of the following statements about dyslexia are best supported by research?

- A. Young children identified with dyslexia often display difficulty developing oral language skills, letter knowledge, and phonological awareness.
- B. Young children identified with dyslexia often display difficulty developing oral language skills, letter knowledge, and phonological awareness.
- C. Dyslexia is defined by an agreed-on set of characteristics and manifestations that are consistent among those having this disorder.
- D. Dyslexia occurs primarily in children and rarely in adults.

***Answer and Rationale***

18. A common criticism of labeling students as disabled is that individuals tend to perform in accordance with characteristics associated with a label. This performance phenomenon is known by which of the following names?

- A. The self-fulfilling prophecy
- B. The law of effect
- C. The primacy effect
- D. Social loafing

***Answer and Rationale***

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19. Which of the following substances have been implicated in the pathology of attention deficit/hyperactivity disorder (ADHD)?

- I. Insulin
- II. Dopamine
- III. Cortisol
- IV. Norepinephrine
- V. Acetylcholinesterase

- A. I and II only
- B. I and V only
- C. II and III only
- D. II and IV only

***Answer and Rationale***

20. Which of the following are considered proactive interventions for problem behaviors?

- I. Curriculum adjustment for the instructional level of the student
- II. Contingency management
- III. Class-wide peer tutoring (CWPT)
- IV. Computer-assisted instruction
- V. Directed note-taking activities

- A. I and II only
- B. III, IV, and V only
- C. I, II, III, and V
- D. I, III, IV, and V

***Answer and Rationale***

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21. Which of the following should the school psychologist do first?

- A. Determine the student's overall IQ score as an indication of potential abilities
- B. Reinterview the teacher to determine when the problem began
- C. Observe the student directly to determine the functions of the behavior
- D. Ask the parent to complete a behavior rating scale at home

***Answer and Rationale***

22. Which of the following sources of data would help the school psychologist develop a complete assessment?

- I. Student records
- II. Medical records
- III. Interviews with the student's previous teachers

- A. I only
- B. II and III only
- C. II and IV only
- D. I, II, and III

***Answer and Rationale***

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23. Mr. Thomas, a school psychologist, works with Ms. Riddle, a special education teacher, to meet the needs of Mark, a student with autism spectrum disorder. Mr. Thomas does not work with Mark directly; Ms. Riddle acts as his mediator. This collaboration is an example of which consultation model?
- A. Systems
  - B. Resource
  - C. Triadic
  - D. Adaptive learning environments

***Answer and Rationale***

24. Suresh disclosed to the school psychologist that he is depressed, has no will to live, and wants to end his life. Suresh's parents were informed, and a risk assessment was conducted. Suresh was ultimately discharged to his parents. Which of the following is the best recommendation for the school psychologist to make to Suresh's parents?
- A. Cook Suresh his favorite foods to provide feelings of love.
  - B. Continue to monitor Suresh and ensure he is not left alone.
  - C. Have a conversation with Suresh about making plans to visit a friend.
  - D. Reassure the parents that the school will take care of the situation.

***Answer and Rationale***

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25. Bullying by girls most often takes the form of

- A. physical attacks.
- B. name-calling.
- C. social isolation.
- D. peer-group initiations.

***Answer and Rationale***

26. A 7-year-old student arrived in the United States one year ago from a non-English-speaking country, where she achieved high scores in reading. Over the year, she has become fluent in social English. After a few months in a monolingual second grade, her teacher refers her for evaluation because she has great difficulty with the basal reader used in the class. Two English proficiency tests administered to the student show that she performs above the mean for monolingual English grade peers in speaking and listening, but well below their mean in reading and writing. She also performs well above the mean for grade peers on reading tests in her native language. Based on this information alone, which of the following is the most accurate interpretation?

- A. Continued use of the student's native language in her home environment is interfering with her development of English
- B. The student's reading difficulty is an early indicator that she will have increased academic problems as her coursework requires more reading
- C. The discrepancy between the student's English social language and reading skills is expected given the richer context in which social skills are acquired
- D. The discrepancy between the student's reading skills in her native language and English indicates she will not be able to transfer native language skills to English

***Answer and Rationale***

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27. A school psychologist is working with a family because the student, who has a disability, is failing to progress with the Individualized Education Program (IEP) that has been successful in the past. The psychologist believes that the student's lack of progress is secondary to parental discord and wishes to change parental communication patterns. The psychologist most likely subscribes to a family systems theory known as
- A. solution focused.
  - B. structural communications.
  - C. strategic.
  - D. parent education.

***Answer and Rationale***

28. 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 standard over a few days, the criterion is made more stringent. The procedure is repeated. Which of the following research designs is described above?
- A. Multiple baseline
  - B. Alternation or simultaneous treatment
  - C. Changing criterion
  - D. Reversal

***Answer and Rationale***



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29. In curriculum-based assessment, the primary goal of the direct assessment of academic skills is to determine how a student is performing as compared to
- A. a preintervention baseline.
  - B. classroom peers.
  - C. district curricular criteria.
  - D. state standards.

***Answer and Rationale***

30. Ms. Baker, a school psychologist, has decided to conduct a functional behavior analysis on Tom, a special education student who was referred by his teacher for behavior problems. After reviewing Tom's records, Ms. Baker notes that he is most often sent to the office during English and silent reading. Classroom observation shows that Tom jokes loudly during silent-reading time, spends only five minutes of the allotted 30 minutes reading, and does not answer any questions the teacher asks about the material. However, when the teacher reads a passage to the class, Tom listens intently and participates in the class discussion. The motive for Tom's disruptive behavior is most likely to
- A. seek attention.
  - B. escape or avoid a task.
  - C. receive sensory feedback.
  - D. work on his listening skills.

***Answer and Rationale***

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31. Which of the following orders the steps of problem identification according to John Bergan and Thomas Kratochwill's behavioral consultation model?
- I. Establish measures for performance objectives
  - II. Define the problem by establishing the discrepancy between current performance and the desired performance
  - III. Establish objectives
  - IV. Establish and implement data-collection procedures
  - V. Display the data
- A. I, II, IV, V, III
  - B. I, III, IV, II, V
  - C. I, V, III, IV, II
  - D. III, I, IV, V, II

***Answer and Rationale***

32. Which of the following theorists proposed that human intelligence can be divided into three dimensions: componential, experiential, and contextual?
- A. Howard Gardner
  - B. Charles Spearman
  - C. Robert Sternberg
  - D. Jean Piaget

***Answer and Rationale***

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## Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	B	<p>Option (B) is correct. Test specificity measures the proportion of people correctly identified as meeting the criteria of the assessment (e.g., the test correctly screens out those who have a specific learning disability while directly identifying those who do not).</p> <p><b><i>Back to Question</i></b></p>
2	D	<p>Option (D) is correct. A fixed-ratio reinforcement schedule requires that an unvarying number of responses be performed before a response is reinforced.</p> <p><b><i>Back to Question</i></b></p>
3	C	<p>Option (C) is correct. Self-reflective role taking occurs approximately between ages eight to 10 years. During this stage children realize that other people evaluate their actions and that others may have legitimate views. They can reflect on their own thoughts from another perspective, but they cannot reflect on their own perspective and that of another at the same time.</p> <p><b><i>Back to Question</i></b></p>

Question Number	Correct Answer	Rationale
4	B	<p>Option (B) is correct. Personal problem solving refers to the point at which teachers, without seeking help of other collaborators, attempt to intervene with student-related problem situations through their own problem-solving efforts. Teachers might modify instructional practices based on their own knowledge or expertise and may discuss concerns and involve parents in their efforts to address students' needs by making changes within the classroom and/or at home.</p> <p><b><i>Back to Question</i></b></p>
5	B	<p>Option (B) is correct. The purpose of adding an additional measure to the analysis is to add predictive value by raising the multiple correlation.</p> <p><b><i>Back to Question</i></b></p>
6	D	<p>Option (D) is correct. The characteristics listed in the question are all common to collaboration, but not to the other options.</p> <p><b><i>Back to Question</i></b></p>

Question Number	Correct Answer	Rationale
7	A	<p>Option (A) is correct. Validity is the extent to which a test measures what it claims to measure.</p> <p><b><i>Back to Question</i></b></p>
8	B	<p>Option (B) is correct. According to ethical and professional guidelines, psychologists should use the newest versions of assessment instruments, as the most recent standardization data will provide the most beneficial information.</p> <p><b><i>Back to Question</i></b></p>
9	C	<p>Option (C) is correct. Samuel Ortiz' framework for nondiscriminatory assessment includes the use of authentic assessment procedures, and he points out that collaborative assessment significantly improves the likelihood of success of nondiscriminatory efforts.</p> <p><b><i>Back to Question</i></b></p>

Question Number	Correct Answer	Rationale
10	B	<p>Option (B) is correct. Dropout rates and high school completion rates are vital indicators of the health of any educational system. Research has shown that being over-age for a grade is a better predictor of dropping out than is having below average test scores.</p> <p><b><i>Back to Question</i></b></p>
11	C	<p>Option (C) is correct. The definition is general enough to include all items that would be considered educational records under FERPA but does not contain extraneous items.</p> <p><b><i>Back to Question</i></b></p>
12	C	<p>Option (C) is correct. Ecological assessment involves a broad analysis of the environment within which the individual functions.</p> <p><b><i>Back to Question</i></b></p>
13	B	<p>Option (B) is correct. Social justice is a state in which economic, political, and social rights are provided to everyone and opportunities are equally available to all, regardless of social class, gender, or other demographic factors. This is consistent with providing assistance to students with financial and stability issues so they have similar educational opportunities as their peers.</p> <p><b><i>Back to Question</i></b></p>

Question Number	Correct Answer	Rationale
14	D	<p>Option (D) is correct. In cognitive rehearsal, individuals first imagine the situation that is causing temptation or difficulty and describe the thoughts and feelings that accompany the situation. They then practice making positive self-statements about the situation and imagine following the positive statements with a positive behavior. Finally, they are encouraged to imagine rewarding themselves for doing well in a difficult situation. The idea is to rehearse one's thoughts and behaviors prior to experiencing the potentially difficult situation.</p> <p><b><i>Back to Question</i></b></p>
15	D	<p>Option (D) is correct. Norm-referenced assessment instruments are rating scales used primarily with parents and teachers, who serve as informants about children's adaptive skills.</p> <p><b><i>Back to Question</i></b></p>
16	B	<p>Option (B) is correct. In a large-scale study of math disabilities, Badian (1983) reported that 43 percent of math disabled children were classified as reading disabled and that 56 percent of reading disabled children were similarly classified as math disabled. Both math and reading disabilities seem to share a common problem — the inability to retrieve information efficiently from long-term memory.</p> <p><b><i>Back to Question</i></b></p>

Question Number	Correct Answer	Rationale
17	A, B	<p>Options (A) and (B) are correct. Having difficulty developing oral language skills, letter knowledge, and phonological awareness is characteristic of dyslexia in young children. Additionally, children with dyslexia are likely to have at least one member in their biological families who have had reading problems.</p> <p><b><i>Back to Question</i></b></p>
18	A	<p>Option (A) is correct. The first sentence in the question contains the definition of self-fulfilling prophecy.</p> <p><b><i>Back to Question</i></b></p>
19	D	<p>Option (D) is correct. Imbalances of dopamine (II) and norepinephrine (IV) have been implicated in the pathology of ADHD.</p> <p><b><i>Back to Question</i></b></p>



Question Number	Correct Answer	Rationale
20	D	<p>Option (D) is correct. Proactive interventions that focus primarily on academic performance include adjusting curriculum to a student's instructional level (I), class-wide peer tutoring (CWPT) (III), computer-assisted instruction (IV), and directed note-taking activities (V).</p> <p><b><i>Back to Question</i></b></p>
21	C	<p>Option (C) is correct. Direct observation is an important source of data for the assessment of emotional disturbance/emotional behavioral disturbance (ED/EBD). It is also an essential data source for a functional behavioral assessment. After a child has been referred for evaluation, additional direct observations should be conducted, assuming that initial observations were conducted as part of the behavioral consultation with the teachers.</p> <p><b><i>Back to Question</i></b></p>
22	D	<p>Option (D) is correct. The components of a multidimensional assessment include a student's educational and medical records, as well as interviews with those who have worked with the child in the past.</p> <p><b><i>Back to Question</i></b></p>

Question Number	Correct Answer	Rationale
23	C	<p>Option (C) is correct. The triadic model includes three roles: consultant (school psychologist), mediator (special education teacher), and client (Mark). In this model, the consultant does not provide direct services but works through the mediator.</p> <p><b><i>Back to Question</i></b></p>
24	B	<p>Option (B) is correct. Even though a risk assessment was conducted and Suresh was sent home, he could pose a potential risk to himself.</p> <p><b><i>Back to Question</i></b></p>
25	C	<p>Option (C) is correct. Boys are more often involved in physical attacks, both as bullies and as victims, whereas girls more typically engage in relational forms of bullying, such as social isolation and rumor mongering.</p> <p><b><i>Back to Question</i></b></p>
26	C	<p>Option (C) is correct. Context-imbued second-language skills are acquired before context-reduced second-language skills.</p> <p><b><i>Back to Question</i></b></p>

Question Number	Correct Answer	Rationale
27	C	<p>Option (C) is correct. According to the strategic model of family systems theory, when a student presents with a problem, it is a result of parental disagreement on some issue. The parental disagreement takes attention from the student, and the student develops a problem to deflect the parents' attention from their problem to the student and the student's problem.</p> <p><b><i>Back to Question</i></b></p>
28	C	<p>Option (C) is correct. 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.</p> <p><b><i>Back to Question</i></b></p>
29	A	<p>Option (A) is correct. Within curriculum-based assessment (CBA), it is important to determine how a targeted student is performing as compared to a preintervention baseline so that changes in performance subsequent to an intervention can be observed.</p> <p><b><i>Back to Question</i></b></p>

Question Number	Correct Answer	Rationale
30	B	<p>Option (B) is correct. There are two main functions of challenging behavior: (1) to get something (positive reinforcement) and (2) to escape or avoid something (negative reinforcement). In this case, Tom chooses to avoid/escape the reading by acting out.</p> <p><b><i>Back to Question</i></b></p>
31	D	<p>Option (D) is correct. The problem-identification process involves a series of steps designed to lead to the specification of the presenting problem. The steps in the process are as follows: designate the goal(s) to be achieved through consultation; measure current behavior; determine the difference between current behavior and the desired behavior, as reflected in the data gathered.</p> <p><b><i>Back to Question</i></b></p>
32	C	<p>Option (C) is correct. Robert Sternberg divides human intelligence into three dimensions: componential, experiential, and contextual. As part of the experiential component, Sternberg's theory relates intelligence to both the external and the internal worlds of the individual, and it specifies the point at which intelligence is most critically involved in an individual's ability to cope with tasks or situations.</p> <p><b><i>Back to Question</i></b></p>

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## 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](http://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](http://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](http://www.gace.ets.org/prepare) for this free download.

### Journals

*Journal of Applied School Psychology.*

*Journal of School Psychology.*

*School Psychology Forum.*

*School Psychology Quarterly.*

*School Psychology Review.*

### Other Resources

Brock, Stephen E., Lazarus, Philip, J., and Jimerson, Shane R. (2002). *Best Practices in School Crisis Prevention and Intervention*, Bethesda, Md.: National Association of School Psychologists Press.

Cole, E., and Siegel, J. A. (2003). *Effective Consultation in School Psychology*, Second Edition. Hogrefe Publishing.

Frisby, C. (2013). *Meeting the Psychoeducational Needs of Minority Students: Evidence-Based Guidelines for School Psychologists and Other School Personnel*. Wiley.

Frisby, C., and Reynolds, C. (2005). *Comprehensive Handbook of Multicultural School Psychology*. Wiley.

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- Grimes, J., and Thomas, A. (2002). *Best Practices in School Psychology*, Fourth Edition. National Association of School Psychologists.
- Gutkin, T. B., and Reynolds, C. R. (2009). *The Handbook of School Psychology*, Fourth Edition, Wiley.
- Jacob, S., Decker, D., and Hartshorne, T. (2010). *Ethics and Law for School Psychologists*, Sixth Edition. Wiley.
- Merrell, K., Ervin, R., and Peacock, G. (2012). *School Psychology for the 21st Century, Foundations and Practices*, Second Edition. New York, N.Y.: The Guilford Press.
- Molina, D., Arbolino, L., and Lovett, B. (2008). *School Psychology: 21st Century Issues and Challenges*, Nova Science Pub. Inc.
- Peacock, G., Ervin, R., Daly, E., and Merrell, K. (2012). *Practical Handbook of School Psychology: Effective Practices for the 21st Century*, First Reprint Edition. New York, N.Y.: The Guilford Press.

## Online Resources

National Association of School Psychologists — **[www.nasponline.org](http://www.nasponline.org)**

- Professional Standards
- Ethical Standards

American Psychological Association, Division 16: School Psychology — **[www.apa.org/about/division/div16.aspx](http://www.apa.org/about/division/div16.aspx)**