



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TEXES

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TASC/TASC-ASL

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

School Counselor (152)



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About The Test

Test Name	School Counselor
Test Code	152
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES School Counselor (152) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the School Counselor test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Understanding Students	30%	School Counselor I–V
II.	Planning and Implementing the Developmental Guidance and Counseling Program	40%	School Counselor I–V
III.	Collaboration, Consultation and Professionalism	30%	School Counselor I–VI

The Standards

School Counselor Standard I

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

School Counselor Standard II

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

School Counselor Standard III

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

School Counselor Standard IV

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

School Counselor Standard V

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

School Counselor Standard VI

Learner-Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession and to model professional ethics and personal integrity.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Understanding Students

Competency 001 (Human Development): *The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.*

The beginning school counselor:

- A. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language and cognitive domains in children and adolescents.
- B. Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence).
- C. Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students' behaviors (e.g., how affective characteristics may affect academic performance).
- D. Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students' developmental characteristics and differences.
- E. Understands students' developmental characteristics and needs in relation to educational and career awareness, planning and decision making.

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Competency 002 (Student Diversity): *The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.*

The beginning school counselor:

- A. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
- B. Knows and applies strategies for positive, effective communication with all students and their families.
- C. Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style) and knows how to provide a developmental guidance and counseling program that meets the needs of all students.
- D. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).
- E. Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive and purposeful learning environment.
- F. Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
- G. Advocates for a school environment in which diversity is acknowledged and respected.

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Competency 003 (Factors Affecting Students): *The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.*

The beginning school counselor:

- A. Understands environmental, social and cultural factors that may affect students' development and learning and recognizes the relevance of these factors for school counseling.
- B. Knows how factors in the school (e.g., peer relationships, teacher-student interactions, school climate) may affect students' ability to succeed in school and collaborates with school personnel to promote a school environment in which all students may achieve success.
- C. Demonstrates knowledge of factors in the home and community that may affect students' school performance (e.g., feelings of safety and security, level of family support, impact of critical incidents) and recognizes the effects such factors may have on students' achievement.
- D. Understands how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.
- E. Understands how to promote students' ability to cope with negative factors and build on positive factors and influences in their lives.

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Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 004 (Program Management): *The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success.*

The beginning school counselor:

- A. Demonstrates knowledge of the components of a developmental guidance and counseling program.
- B. Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that is proactive and reflects student needs.
- C. Demonstrates knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program's effectiveness and modifying the program as necessary to meet the needs of all students.
- D. Knows how to implement strategies for effective internal and external communication.
- E. Understands the roles and responsibilities of the school counselor, counseling staff and other professionals in the school with regard to the guidance and counseling program.
- F. Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.
- G. Knows how to implement effective referral procedures to facilitate the use of special programs and services.
- H. Knows how to organize personnel, resources and activities to meet defined needs and objectives.
- I. Knows how to apply research-based practice to improve the school guidance and counseling program.

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Competency 005 (Developmental Guidance Program): *The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.*

The beginning school counselor:

- A. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness and responsible behavior.
- B. Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results and evaluative criteria).
- C. Knows how to design, implement and evaluate developmentally appropriate guidance instruction for students at different grade levels.
- D. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
- E. Demonstrates an understanding of theories, models, principles and practices of career development.
- F. Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
- G. Knows how to facilitate students' ability to achieve their potential by helping them set and attain challenging educational, career and personal/social goals.
- H. Demonstrates knowledge of how to teach small and large groups by actively engaging students in the learning process.

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Competency 006 (Counseling): *The school counselor understands how to provide effective counseling services to individuals and small groups.*

The beginning school counselor:

- A. Applies knowledge of counseling and consultation theories, principles and practices in a school community.
- B. Understands the scope of the school counselor’s job and recognizes when and how to make referrals to professionals outside the school.
- C. Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.
- D. Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.
- E. Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.
- F. Knows how to use counseling-related research techniques and practices to address student needs.
- G. Applies knowledge of how to coordinate resources for students within the school and the community.
- H. Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

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Competency 007 (Assessment): *The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress and engage in planning to promote school success.*

The beginning school counselor:

- A. Demonstrates knowledge of assessment principles and procedures, including the appropriate use of tests and test results.
- B. Understands the characteristics, uses, advantages and limitations of various types of informal and formal assessments.
- C. Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
- D. Knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs.
- E. Understands principles of testing and measurement that underlie group standardized testing programs.
- F. Knows how to collaborate in the planning and evaluation of a group standardized testing program.
- G. Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.
- H. Knows how to communicate assessment results to school personnel, students and students' families.

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Domain III – Collaboration, Consultation and Professionalism

Competency 008 (Collaboration with Families): *The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.*

The beginning school counselor:

- A. Applies strategies for using oral, written, electronic and nonverbal means of communication to interact effectively with families in various contexts.
- B. Knows how to establish partnerships of trust and mutual respect between homes and the school community.
- C. Demonstrates knowledge of procedures for working with parents/guardians to enhance the counselor’s interaction with students and to facilitate student learning.
- D. Knows how to use effective communication with families to support responsive interventions.
- E. Applies knowledge of strategies for promoting the involvement of parents/guardians in their children’s education.
- F. Works effectively as a team member with families and other professionals to promote positive change for students.
- G. Knows how to provide support for families, including use of effective referral procedures.

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Competency 009 (Collaboration with Others in the School and Community):
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

The beginning school counselor:

- A. Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.
- B. Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students' development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
- C. Demonstrates knowledge of procedures for consulting with teachers, administrators and others to provide professional expertise and enhance their work with students.
- D. Knows how to work and communicate effectively with teachers, administrators and other professionals to promote positive change for individuals, groups and the school community.
- E. Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
- F. Applies procedures for coordinating resources for students within the school and community.

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Competency 010 (Professionalism): *The school counselor understands and complies with ethical, legal and professional standards relevant to the profession.*

The beginning school counselor:

- A. Demonstrates an understanding of legal and ethical standards, guidelines, practices and issues relevant to the role of the school counselor (e.g., confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).
- B. Knows how to apply legal and ethical standards in various situations involving students and others.
- C. Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.
- D. Uses reflection, self-assessment, interactions with colleagues and continuing education to promote personal professional development.
- E. Knows how to use research, technology and other resources to facilitate continual professional growth and improve the school guidance and counseling program.
- F. Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the School Counselor test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a school counselor.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer or more than one answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The School Counselor test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

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Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a description of student activities or a scenario depicting school counselor interactions and tasks. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of School Counselor Competency 006: *The school counselor understands how to provide effective counseling services to individuals and small groups.*

Example

A school counselor has selected several students for a group counseling session and all the selected students have agreed to participate in the session. Which of the following should be the counselor's first step at the group's initial session?

- A. Guiding group members to establish peer agreement about issues of group confidentiality
- B. Discussing the counselor's goals and expected outcomes for the group
- C. Establishing rules of order and etiquette to be used during the group sessions
- D. Explaining the sequence and purposes of activities the counselor has chosen for the group

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

In this situation, a school counselor is about to begin counseling sessions with a small group of students. The counselor must decide on the most appropriate first step to take at the initial meeting of the group.

Option A suggests that the counselor's first step should be to address issues of confidentiality and to obtain agreement by all members with regard to group confidentiality. The nature of group discussions inevitably involves the sharing of students' personal thoughts and feelings. Therefore, a commitment to the principle of confidentiality must be mutually agreed upon by the group, not only to establish a foundation for trustful and open expression, but also to ensure that no student is put in the position of sharing personal information before privacy is guaranteed. Option A answers the question correctly and appropriately.

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Option B suggests that the first step should be to discuss the counselor's goals and expected outcomes for the group. These are issues that the counselor may well want to address at the beginning of and throughout the counseling process to help focus the group's interactions. However, they are not as critical to students' personal well-being as the issue of confidentiality. Option B may therefore be eliminated as the best response to this question.

Option C suggests that establishing rules of order and etiquette should be the counselor's first step. This would be an important early step, as it would help ensure, for example, that the group's discussions are sensitive to participants' feelings and that everyone is given an equal chance for involvement. However, developing procedural rules to ensure group discussions run smoothly is of secondary importance to establishing the basic principle of confidentiality and trust. Option C is therefore not the best response.

Option D suggests that the counselor's initial step at the first meeting should be to explain the sequence and purposes of the activities the counselor has planned. It may be that the counselor has goals in mind for the series of counseling sessions as a whole and that he or she will want to share these goals with the group early on. However, the sequence and purposes of specific activities are likely to depend largely on issues that arise during the sessions. Option D may thus be eliminated.

In this way, analysis of the four options should lead you to select **option A as the best response**.

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Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus can be examples of student work, descriptions of classroom situations or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

Strategy 2 Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

Strategy 3 Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified school counselor’s frame of mind and use that counselor’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions in terms of only the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

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Example

First read the stimulus (a sample of a student self-referral form developed by a school counselor).

Use the information below to answer the questions that follow.

Mr. Clements, an elementary school counselor, has developed the form shown below for students to use to make self-referrals.

Dear Mr. Clements, I would like to talk to you about ____ my class ____ my school work ____ a friend ____ my family ____ myself ____ something private My name is _____ My teacher is _____
--

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures School Counselor Competency 004: *The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success.*

1. Of the following, what is the major benefit of the way this form is designed?
 - A. It reassures individual children that they are not the only ones who have such concerns
 - B. It organizes information in a way that makes it easy to assign individual children to a specific group
 - C. It offers children a simple method for requesting assistance from the counselor
 - D. It facilitates the identification of the types of problems that are currently most prevalent among students

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Suggested Approach

Consider carefully the self-referral form presented in the stimulus. Then read the first question, which asks you to identify, out of the four options presented, the major benefit of the way the form is designed. Reflect on a counselor's primary purpose for creating such a form and consider how the form's design would serve that purpose. Then look at the response options.

Option A suggests that the major benefit of the form is to reassure children that other students have concerns similar to theirs. However, elementary school children who feel the need to speak with the counselor are primarily focused on their own feelings rather than on the potentially similar feelings of hypothetical peers. Option A is not the best response to this question.

Option B suggests that the major benefit of the form's design would be to facilitate the organizational task of placing students in counseling groups. However, many students' concerns do not call for group involvement. Furthermore, the wording of the form is not specific enough to make informed grouping decisions. Even if it were, the nature of a student's concerns would be only one factor in determining the membership of a particular counseling group. Option B may therefore be eliminated.

Option C suggests that the major benefit of the form's design is ease of student use. The form is simple and clear, and it provides students with a selection of likely topics that may be indicated with a minimum of effort or confusion. One of a school counselor's primary goals is to help create an educational environment that promotes students' well-being and ability to learn. Developing procedures that facilitate children's ability to ask for help when they need it is an essential means of attaining this goal. Option C answers the question correctly and appropriately.

Option D suggests that the major benefit of the form's design is that it would facilitate identification of the problems most prevalent among students. The categories listed on the form, however, are too general to provide useful information in this regard. The counselor would need to use a variety of other evaluation procedures to obtain such information. Option D thus does not describe a major benefit of the way the form has been designed.

In this way, analysis of the four options should lead you to select **option C as the best response**.

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Now you are ready to answer the next question. The second question measures School Counselor Competency 004: *The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success.*

2. The counselor could best promote children's use of this form by having it printed in students' home languages and
 - A. mailing several copies of the form to every family at the beginning of the school year.
 - B. giving teachers copies of the form to hand out to their classes.
 - C. making copies of the form available in a variety of locations throughout the school.
 - D. distributing copies of the form at school assemblies.

Suggested Approach

Consider carefully the information presented in the stimulus. Then read and reflect on the second question, which asks which other action the counselor should take, in addition to having the form printed in the children's home languages, to best promote children's use of the form.

Option A suggests that the best strategy would be to mail several copies of the form to every family at the beginning of the school year. Forms sent through the mail, however, would generally be addressed to the student's parents or guardians rather than to the student. Furthermore, forms arriving by mail are easily discarded or misplaced. Option A is therefore not the best response to this question.

Option B suggests that the best strategy would be to provide teachers with copies of the form to distribute to their classes. However, students of elementary age would be unlikely to recognize the value of saving their copies unless they felt an immediate need for a counselor's assistance. Option B would thus not be the best strategy for promoting children's use of the form.

Option C suggests that the best strategy would be to make the forms available in a variety of locations throughout the school. This option, unlike the other responses, does not limit the distribution of the form to a specific time, place and/or event. When children feel in need of help from a counselor, the form will be readily available in a number of locations in the school. Option C is thus a good response to this question.

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Option D suggests that the best strategy would be to distribute the form at school assemblies. This strategy would severely limit the form's availability. Students who did not feel an immediate need for help would be unlikely to save the form for future use and students who wanted to request help at other times would not have easy access to the form when they needed it. Option D may be eliminated.

In this way, analysis of the four options should lead you to select **option C as the best response**.

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Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

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COMPETENCY 009

1. Stephanie is a high school junior who was formally diagnosed with dysthymic disorder at age 12 and placed on an antidepressant. Her mother has contacted the school counselor expressing concern about Stephanie's recent declining grades and excessive sleeping. She also requests that the counselor meet with her daughter on an individual basis, since she cannot afford a private therapist. Which of the following would be the most ethical action for the counselor to take?
 - A. Assisting the parent in making an appointment with a mental health facility that bases charges on income
 - B. Agreeing to see Stephanie on a weekly basis due to the counselor's interest in depression in adolescents
 - C. Locating a peer tutor to help Stephanie several times a week with her academic assignments
 - D. Referring Stephanie for psychological assessment to determine eligibility for special education services

Answer and Rationale

COMPETENCY 009

2. The eighth graders at the Little Creek Middle School are scheduled to take the state assessment test. The mathematics teacher is concerned about her section I class due to poorer performance on the practice tests when compared to sections II and III of the same course. Class grades are similar in all three sections. In order to assist the teacher and students, the counselor could offer to
 - A. present a unit on test-taking strategies and anxiety-reduction techniques to section I.
 - B. begin referrals to special education services for students with the lowest practice test scores.
 - C. offer to provide academic tutoring to the students with the lowest practice test scores.
 - D. call the parents of students in section I and encourage them to help their students with mathematics homework.

Answer and Rationale

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COMPETENCY 010

3. An eleventh-grade student informs the school counselor that he was asked by the local public health department to take a blood test to rule out HIV and he is awaiting the results. A former girlfriend, who had tested positive, had given the department his name as one of the individuals with whom she had sex. The student indicates that his parents are aware that he took the blood test. What is the counselor's ethical responsibility at this point?
- A. Inform a campus administrator that the student may test positive for HIV
 - B. Notify the student's current girlfriend's parents
 - C. Send the student to the nurse to discuss alternative treatments
 - D. Await the results of the test

Answer and Rationale

COMPETENCY 002

4. The parents of a first grader consult the school counselor about their daughter, Kathryn. Although Kathryn exhibits no significant delays in language or cognitive development, she shows marked impairment in the use of facial expressions and body posture. She does not enjoy interacting with members of her peer group and is often preoccupied with the faces of dolls. In addition, her parents have noticed that Kathryn seems to enjoy repetitive movements, such as spinning. The observations about Katherine are consistent with which of the following?
- A. Down syndrome
 - B. Childhood disintegrative disorder
 - C. Rett's disorder
 - D. Asperger's disorder

Answer and Rationale

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COMPETENCY 008

5. A parent tells a high school counselor that her freshman daughter's grandmother is terminally ill and that the student is struggling to deal with the situation. The student has been irritable and short-tempered at home, and the parent is concerned about her daughter's performance in two classes. In response to the parent's concern, the counselor agrees to speak with the student and the two teachers, as well as refer the student to a community grief-support group for teens. The counselor's activity is best described as
- A. individual counseling.
 - B. group counseling.
 - C. consultation.
 - D. accountability.

Answer and Rationale

COMPETENCY 009

6. Upper elementary school counselors often attend teacher grade-level meetings to share, learn about the campus and stay apprised of specific issues. For the past few months, the school counselor has been hearing reports from the fifth-grade teachers about cliques being formed among the fifth-grade girls and put-downs occurring between girls in the classrooms. In light of the information, the school counselor should begin by
- A. reporting to the assistant principal and requesting disciplinary action.
 - B. phoning parents and requesting conferences.
 - C. conducting classroom guidance on friendship issues and small group sessions on communication, bullying and decision making.
 - D. asking teachers to document specific instances and provide concrete data.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

An elementary counselor is the only counselor at the only elementary school in her rural district. She has networked with three adjacent districts and has scheduled monthly conference calls to brainstorm, consult and share ideas and materials. The counselor plans to participate in video conferences between school districts. She has also joined her state counseling association.

COMPETENCY 009

7. The goal of the school counselor's actions is which of the following?
- A. The hiring of additional school counselors
 - B. A reduction in the school counselor's workload
 - C. A reduction in the number of complaints filed about the program
 - D. Enhanced professional development opportunities

Answer and Rationale

COMPETENCY 010

8. The actions of this counselor best provide evidence of an attempt to
- A. use technology and other resources to facilitate professional growth.
 - B. maintain maximum direct service contact.
 - C. share responsibility for the guidance program.
 - D. mitigate the counselor to student ratio.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

9. According to Erik Erikson, the developmental stage that occurs immediately before adolescence is
- A. initiative versus guilt.
 - B. industry versus inferiority.
 - C. identity versus role confusion.
 - D. intimacy versus isolation.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

Several kindergarten teachers tell the school counselor that their students are having behavior issues, including refusing to share, pushing and shoving and arguing with each other and the teacher. The school counselor decides to implement classroom guidance lessons focusing on teaching social skills to all kindergartners.

COMPETENCY 005

10. Which of the following is the best way for the school counselor to find appropriate curriculum for the classroom guidance lessons?
- A. Searching for guidance lessons other counselors have posted online
 - B. Asking other counselors in the district to share their curriculum
 - C. Seeking research-based resources in journals and other professional materials
 - D. Implementing the curriculum that has been used in the past, since teachers are already familiar with the material

Answer and Rationale

COMPETENCY 006

11. After the teacher provides classroom guidance for the kindergartners, what type of secondary intervention would be most effective?
- A. Individual counseling with students who are experiencing behavior problems
 - B. Psychoeducational groups
 - C. Parent meetings
 - D. Small-group counseling

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

12. Which of the following types of assessments could provide qualitative data to help determine the effectiveness of a school counseling program?
- A. Parent surveys
 - B. Career assessment outcomes
 - C. State assessment exam results
 - D. Disciplinary reports

Answer and Rationale

COMPETENCY 007

13. An academic team and the school counselor want to use the data collected from the eighth-grade state assessment exam to identify students who need tutoring. Which of the following is the most helpful way to use the data?
- A. Tallying the total number of questions that each student missed
 - B. Partitioning the data for each subject
 - C. Isolating each classroom's aggregated data
 - D. Aggregating the data from the entire eighth grade

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

14. Which of the following actions is most likely to encourage parents to become actively engaged in their child's education?
- A. Assigning them to classrooms as parent volunteers
 - B. Assigning them to the library as aides
 - C. Asking them to select from a list of areas in which the school needs help
 - D. Asking them to help design a unit of study for students

Answer and Rationale

COMPETENCY 005

15. The most effective method of ensuring that the goals for the developmental guidance curriculum are met is to
- A. provide teachers with activities to conduct in their classrooms.
 - B. purchase a school-wide curriculum that addresses the goals of the school's guidance program.
 - C. collaborate with teachers to determine opportunities to integrate the guidance curriculum into the academic curriculum.
 - D. establish a regular schedule for guidance lessons.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

16. According to Sigmund Freud's theory of psychosexual development, which of the following stages defines sexual maturity?
- A. Phallic
 - B. Genital
 - C. Latency
 - D. Oral

Answer and Rationale

COMPETENCY 002

17. Of the following, which is most widely believed to be a characteristic of a gifted child?
- A. A large vocabulary and strong reading skills
 - B. A high level of ability and a strong motivation to focus in a specific area
 - C. A tendency to learn one piece of information well before moving on to the next
 - D. A preference for concrete thinking over abstract thinking

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

18. Mr. Contreras is a new counselor at South High School who wants his classroom lessons to have an impact on student behavior during the academic year. He hopes to address issues that will carry over from the classroom into the students' personal lives. Which of the following is the most effective way for Mr. Contreras to gather the data he needs to provide student-focused and relevant lessons?
- A. Polling the teachers and administrators on behavioral issues occurring regularly in the school
 - B. Talking with parents regarding concerns they have about student behavior
 - C. Asking community members for ways to increase student involvement in civic affairs
 - D. Holding meetings with students and involving them in creating the lessons

Answer and Rationale

COMPETENCY 007

19. Which of the following methods for enlisting student participation will result in the greatest student participation?
- A. Asking students to complete a survey mailed to their homes
 - B. Asking students to stay after school to complete a survey
 - C. Providing tables in the hallways during lunch so that students can complete a written survey
 - D. Bringing students into the computer center during class time to complete an online survey

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

20. Which of the following aspects of a school counseling program can demonstrate alignment with both the American School Counselor Association (ASCA) and the Texas School Counselor Association (TSCA) models?
- A. Use of data
 - B. Support from the learning community
 - C. Faculty and staff knowledge of counselor responsibilities
 - D. Monetary contributions from the community

Answer and Rationale

COMPETENCY 004

21. Ms. Frances began a series of lessons on college readiness. She based her topic on the district's vision and mission statements. As she worked with her tenth-grade class, she introduced the topic and told students that they would be looking up colleges or universities that she had selected as examples. In groups of three per computer, students spent the class period browsing campus sites.

Which of the following components of a developmental guidance program was the school counselor providing?

- A. Guidance curriculum
- B. Responsive services
- C. Individual planning
- D. System support

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

22. A fifth-grade boy is referred to the school counselor because he has received behavioral referrals every week for the past month due to minor altercations with classmates on the playground. The student tells the counselor that he would like the other students to be his friends, but he is having difficulty getting their attention without "making them angry." The counselor asks the student to imagine that, while he is sleeping, a magic wand sweeps over his head and in the morning he awakens and his behaviors that make the students angry are gone. She asks the student what would be the first change that his mother would observe as he joined her for breakfast. This magic-wand technique is an important part of which of the following therapies?
- A. Reality
 - B. Rational-emotive behavioral
 - C. Systems
 - D. Solution-focused brief

Answer and Rationale

COMPETENCY 006

23. According to rational-emotive behavior therapy, "I must pass this exam, or I will be a total failure" is an example of
- A. wishful thinking.
 - B. an irrational belief.
 - C. disputation.
 - D. awfulizing.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

The counselor at an elementary school has just received the state assessment test results for fifth graders. Scores indicate that a subpopulation of primarily Limited English Proficient (LEP) students did not pass the reading section of the test.

COMPETENCY 002

24. The school counselor disaggregates the test data and notices that the students who failed needed only two or three more correct answers to receive a passing grade. Based on the data, the school counselor's first response is to
- A. place all students in an after-school tutoring program.
 - B. allow the teachers to address the high rate of test failures and ensure that the LEP students perform better in reading.
 - C. work with classroom teachers to plan a curriculum specifically designed to meet the students' needs.
 - D. provide each student who failed with a peer tutor.

Answer and Rationale

COMPETENCY 002

25. To ensure that the school's developmental guidance and counseling program is responsive to all students and to ensure that the LEP students do better on the reading section of the exam in the future, the school counselor should
- A. ask the principal to meet with the teachers of failing students to discuss ineffective teaching methods.
 - B. provide a guidance unit for all fourth and fifth graders on test-taking strategies.
 - C. ask the school librarian to visit the classrooms more often.
 - D. provide in-service training to all teachers on how to work with diverse student populations with regard to school success.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

26. To promote positive systematic changes for the LEP students who did not pass the reading section, the school counselor should
- A. send notes home to inform parents whose students failed the test.
 - B. call parents whose students failed the test to notify them of the results.
 - C. provide classes to teach the parents at-home tutoring methods.
 - D. invite the parents to join the planning team for intervention services.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

27. Which of the following will best help a counselor establish and maintain a comprehensive guidance counseling program?
- A. Daily update meetings with the administrative team
 - B. Daily emails summarizing the day's events
 - C. Monthly progress reports summarizing guidance lessons and students/groups counseled
 - D. A yearly calendar with critical deadlines and trainings highlighted, with updates as necessary

Answer and Rationale

COMPETENCY 001

28. What primary difference among students should the school counselor keep in mind when preparing a lesson on bullying for third graders and a similar lesson on bullying for eighth graders?
- A. Physical development
 - B. Cognitive and language development
 - C. Family of origin
 - D. Bullying incidences in the classroom

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

29. Corina, a tenth-grade student, comes to the guidance counselor in distress. She reveals that the previous evening, she attended a party where she was given something to drink. Afterward, she was disoriented, then remembers nothing until she woke up in bed, undressed, with a young man she met at the party. The next morning, she found blood on her sheets and experienced pain and bruising on her body. She is terrified to tell her parents. What is the best first action for the counselor to take?
- A. Send Corina back to class
 - B. Find a lawyer for Corina
 - C. Notify Corina's teacher
 - D. Contact Corina's parents

Answer and Rationale

COMPETENCY 002

30. Joel, a high school senior, missed a final exam; as a result, he failed mathematics, which he needed to graduate. Joel tells the school counselor that he celebrated a religious holiday on the day of the exam, that he notified his teachers ahead of time and that all the teachers except the mathematics teacher made arrangements for him to take final exams on other days. Joel is concerned that his parents are going to claim that he was discriminated against because of his religion. He is afraid of the consequences if he has to retake mathematics with the same teacher. Which of the following is the best course of action for the counselor to take?
- A. Enroll Joel in night school to resolve the conflict
 - B. Talk to the principal, teacher and Joel's parents to try to resolve the conflict
 - C. Report to the principal that the mathematics teacher has practiced religious discrimination
 - D. Support the mathematics teacher because teachers have the right to set firm exam times

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

31. The school counselor is concerned that a very competent senior is not pursuing college. Her English teacher has complained that she would not write a college admissions essay for a class lesson. The student tells the counselor that her father has been deported and she is working to help support the family; she no longer sees the point of going to college. What can the counselor do to help the student?
- A. Place the student in a group to raise her self-esteem
 - B. Explain to the teacher that this is an example of learned helplessness
 - C. Call an immigration attorney to help the student's father
 - D. Discuss with the student how going to college might help her family in the long run

Answer and Rationale

COMPETENCY 003

32. The friends of John, a high school student, complain to the school counselor that his girlfriend is abusing him. They say she punches him and frequently shows up at their houses looking for him. They also report that every time he says he is going to break up with her, she tells him she is pregnant. The counselor says she will talk to John, but his friends say he would never admit to the situation. Which of the following actions should the counselor take?
- A. Tell the friends that they need to bring John in or the counselor will be forced to report the abuse
 - B. Ask the friends if they have ever been abused because minimizing the importance of abuse is a sign they have experienced abuse themselves
 - C. Tell the friends that due to societal norms people often are embarrassed to say anything about abuse, but getting professional help is important
 - D. Tell the friends to have the girlfriend come to see the counselor if she thinks she is pregnant

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	009	A	<p>Option A is correct because making an appointment to ensure that Stephanie receives appropriate mental health care is most important. Option B is incorrect because Stephanie’s mental health issues are beyond the role of a school counselor. Options C and D are incorrect because Stephanie’s need for mental health services is not addressed by getting a tutor or by being assessed for special education services. Addressing the mental health issues may resolve the academic problems.</p> <p>Back to Question</p>
2	009	A	<p>Option A is correct because the counselor can help improve the students’ scores by improving test-taking skills. Option B is incorrect because the decision to place students in special education should not be made based on a practice test. Options C and D are incorrect because the students perform well in mathematics class.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	010	D	<p>Option D is correct because it is best to wait for the results of the test before taking action. Options A and B are incorrect because notifying other people violates the student’s right to confidentiality. Option C is incorrect because decisions regarding treatment should be made by the student’s doctor if and when such decisions are necessary.</p> <p>Back to Question</p>
4	002	D	<p>Option D is correct because the symptoms identified in the scenario, including impairment in social interactions, body movements and facial expressions, along with self-stimulating behaviors and normal language development are typical of Asperger’s disorder. Option A is incorrect because children diagnosed with Down syndrome have language delays or delays in cognitive development. Option B is incorrect because children with childhood disintegrative disorder begin showing signs of regression before first grade and typically exhibit symptoms similar to those of mental retardation. Option C is incorrect because children with Rett’s disorder typically develop severe cognitive limitations in infancy or toddlerhood and are nonverbal.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	008	C	<p>Option C is correct because the counselor is speaking with the mother and the teachers for the benefit of the student. Options A and B are incorrect because in the scenario the counselor is not providing direct services to the student and options A and B are both examples of direct services. Option D is incorrect because in the scenario the counselor is not collecting data about or assessing the guidance program.</p> <p>Back to Question</p>
6	009	C	<p>Option C is correct because it is best to design an intervention for the students where the problems are occurring. Options A and B are incorrect because they do not directly address the students' behavior. Option D is incorrect because a number of teachers were reporting the same behaviors so it is not necessary to collect additional data.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	009	D	<p>Option D is correct because the goal of the school counselor is to learn from professional development activities. Option A is incorrect because there is no evidence the counselor wants to encourage the administration to hire additional counselors. Option B is incorrect because the school counselor is not acting to reduce the workload; instead, the counselor is trying to prevent burnout and to learn new things. Option C is incorrect because there is no indication that there have been complaints filed, and professional development time may not reduce complaints.</p> <p>Back to Question</p>
8	010	A	<p>Option A is correct because networking with school counselors in neighboring schools and joining a professional organization are professional development activities, and the counselor is using technology to facilitate these activities. Option B is incorrect because participation in professional development activities would reduce direct service time. Option C is incorrect because the school counselor is attempting to network and share ideas with other school counselors, not eliminate responsibilities. Option D is incorrect because participating in professional activities does not affect the counselor to student ratio.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	001	B	<p>Option B is correct because industry versus inferiority occurs in late childhood or in the preteen years, just prior to adolescence. Option A is incorrect because initiative versus guilt occurs during the preschool or toddler years. Option C is incorrect because identity versus role confusion occurs in adolescence. Option D is incorrect because intimacy versus isolation occurs in early adulthood.</p> <p>Back to Question</p>
10	005	C	<p>Option C is correct because research-based programs are often more effective and the school counselor can determine, based on the information provided, which program is a good fit for the campus. Options A, B and D are incorrect because they do not provide strong evidence that the curriculum is effective.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	006	D	<p>Option D is correct because small-group counseling allows the school counselor to work on social skills, since other students are present during the counseling. Option A is incorrect because individual counseling is less effective than group counseling. Peers are not present for the student to interact with; additionally, the counselor will not be able to meet with as many students. Options B and C are incorrect because they are not as effective as small group counseling: the negative behavior is already present and therefore more direct intervention is needed.</p> <p>Back to Question</p>
12	007	A	<p>Option A is correct because a survey that is completed by parents can include descriptive data, which is qualitative. Options B and C are incorrect because career assessments and state exam results are quantitative and numbers oriented, rather than descriptive. Option D is incorrect because disciplinary reports are more quantitative and are not direct measures of the effectiveness of a counseling program.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	007	B	<p>Option B is correct because partitioning data allows the counselor to identify specific areas in which individual students need tutoring. Option A is incorrect because knowing the total number of missed questions provides some idea of who needs tutoring, but does not indicate the specific subject areas in which they need tutoring. Options C and D are incorrect because using aggregate data does not allow the counselor to identify individual students who need tutoring.</p> <p>Back to Question</p>
14	008	C	<p>Option C is correct because parents are more likely to get involved when they are given a choice of what to do. Options A and B are incorrect because parents would rather choose than be assigned a volunteer task. Option D is incorrect because most parents are not qualified to design a unit of study for students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	005	C	<p>Option C is correct because the guidance curriculum is most effective when it is integrated into the academic curriculum. Option A is incorrect because it is better for the school counselor and the teacher to collaborate so that they can share their expertise. Option B is incorrect because it is difficult to find a packaged curriculum that matches the school's academic curriculum. Option D is incorrect because it is better to schedule guidance lessons so that they coincide with the academic curriculum rather than have the lessons adhere to a regular schedule.</p> <p>Back to Question</p>
16	001	B	<p>Option B is correct because Sigmund Freud identifies the genital stage, which typically occurs in adolescence, as the period in which people reach sexual maturity. Options A, C and D are incorrect. Each is a stage of Freud's theory, but not the stage of sexual maturity.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	002	A	<p>Option A is correct because most gifted children have strong vocabulary and reading skills. Option B is incorrect because many gifted children have a variety of interests. Option C is incorrect because most gifted children can learn about different topics simultaneously. Option D is incorrect because gifted children are often more interested in abstract rather than concrete information.</p> <p>Back to Question</p>
18	005	D	<p>Option D is correct because the best way to understand the needs of the students and create a curriculum that meets those needs is to talk with students. Options B, C and D are incorrect because they are indirect ways to identify students' needs and are not as effective as talking directly to the students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
19	007	D	<p>Option D is correct because students will be more likely to complete a survey during class time and on the computer. Options A, B and C are incorrect because students are not likely to read the mail, are unlikely to stay after school and are unlikely to want other students to see them filling out a survey in the hall.</p> <p>Back to Question</p>
20	004	A	<p>Option A is correct because the components of a comprehensive school counseling program can be measured by data analysis and compared to the guidelines of the ASCA and TSCA. Options B, C and D are incorrect because support from the learning community, faculty knowledge of counselor responsibilities and monetary contributions are helpful, but will not demonstrate alignment with the ASCA or TSCA models.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	004	A	<p>Option A is correct because the lessons help students develop skills in using a computer for an academic search. Option B is incorrect because responsive services focus on an immediate need of the student. Option C is incorrect because the lessons are geared toward developing skills rather than planning for an individual student’s future. Option D is incorrect because system support refers to management activities, such as consultation, collaboration and supervision.</p> <p>Back to Question</p>
22	006	D	<p>Option D is correct because the use of a magic wand or pill to rid the student of symptoms is often part of solution-focused brief therapy. Option A is incorrect because reality therapy focuses on the here and now, goal setting and determining whether current behavior will get the student closer to the goal. Option B is incorrect because rational-emotive behavior therapy focuses on confronting irrational beliefs that underlie negative behavior. Option C is incorrect because systems theory focuses on how negative behavior is part of the family system.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	006	B	<p>Option B is correct because someone who fails an exam is not a total failure; that is an irrational belief. Option A is incorrect because no one would wish that they were a total failure. Option C is incorrect because disputation is when the counselor uses direct questioning to dispute a fact. Option D is incorrect because awfulizing is when someone keeps telling themselves how awful the situation is.</p> <p>Back to Question</p>
24	002	C	<p>Option C is correct because, by working together, the teachers and counselors will have the expertise to develop a curriculum to help the LEP students perform better. Options A and D are incorrect because providing tutoring is treating each case individually rather than correcting a system-wide problem. Option B is incorrect because the teachers should not have sole responsibility for designing a curriculum for the LEP students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	002	D	<p>Option D is correct because collaborating with teachers to provide better instruction to students with diverse needs will give the LEP students the best opportunity to perform better. Option A is not correct because pointing out faults without providing solutions will not help the LEP students. Option B is not correct because it is important for the students to be able to read better, not just take tests well. Option C is not correct because increasing contact with the librarian does not ensure an increase in actual reading time or performance.</p> <p>Back to Question</p>
26	008	D	<p>Option D is correct because collaboration between the parents and the school will provide the best opportunity for the LEP students to be successful. Options A and B are incorrect because there is no attempt to provide a solution to help the LEP students improve. Option C is incorrect because, while parent tutoring may be helpful in some cases, it cannot be expected to be as successful as a professional intervention implemented in the school setting.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	004	D	<p>Option D is correct because a yearly calendar will allow for planning. Option A is incorrect because daily meetings are time consuming and are not the most efficient way of sharing information. Options B and C are incorrect because they are methods of summarizing what has already happened and do not help with planning.</p> <p>Back to Question</p>
28	001	B	<p>Option B is correct because the third graders and eighth graders will have different language and cognitive skills so the lesson would need to be presented at a different cognitive level for the two grades. Option A is incorrect because the students will not be doing physical activities during the presentation. Option C is incorrect because the families of origin should be similar in third and sixth grade. Option D is incorrect because bullying incidents in the classroom may affect the topics covered in the lesson, but they do not constitute a primary difference between the two grades: both grades can have bullying.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	010	D	<p>Option D is correct because Corina is a minor and her parents need to be aware of the situation. Option A is incorrect because Corina requires immediate intervention due to the seriousness of the situation. Option B is incorrect because this does not address the immediate need, and legal issues are outside the counselor’s expertise. Option C is incorrect because this does not meet the immediate need, and telling the teacher would be a violation of confidentiality.</p> <p>Back to Question</p>
30	002	B	<p>Option B is correct because the best way to resolve conflict is to meet with all parties who are involved in order to fully understand what happened. Option A is incorrect because enrolling Joel in a night course would be avoiding the conflict rather than resolving it. Taking a night course would be an inconvenience for Joel, and his parents would probably still be angry. Options C and D are incorrect because reporting the teacher or supporting the teacher would increase the conflict rather than resolve it.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	003	D	<p>Option D is correct because the student wants to help her family and realistically increasing her earning potential will help her family in the long run. Option A is incorrect because the issue is not the student’s self esteem. Option B is incorrect because, while the student may be experiencing learned helplessness, telling the teacher will not help the problem and is a breach of confidentiality. Option C is incorrect because it is outside of the counselor’s area of competence.</p> <p>Back to Question</p>
32	003	C	<p>Option C is correct because John needs to get professional help even if he finds it embarrassing. Option A is incorrect because the friends cannot be held responsible for John, and the counselor should not use threats to gain compliance. Options B and D are incorrect because they don’t deal directly with helping John.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES test 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 to obtain information on specific topics for study and review.

JOURNALS

Elementary School Guidance and Counseling, American School Counselor Association.

Professional School Counseling, American School Counselor Association.

TACD Journal, Texas Association for Counseling and Development.

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.

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- 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

- Texas State University — San Marcos Professional Counseling Program Student Handbook — www.txstate.edu/clas/Professional-Counseling/Official-Student-Handbook/Test-Handbook
- The School Counselor's Website — www.schoolcounselor.com/resources/counselor-website-faq.htm