COUNSELOR EDUCATION COMPREHENSIVE EXAM (CECE) PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. **Who developed Reality therapy based on choice theory?**

   A. Fritz Perls

   B. Aaron Beck

   C. Albert Ellis

   D. William Glasser

2. **The Stanford-Binet 5, WAIS-IV, WISC-IV, WPPIS-IV, and Kaufman Assessment Battery for Children are all examples of what type of tests?**

   A. achievement tests

   B. aptitude tests

   C. intelligence tests

   D. objective tests

3. **A statement that involves the expected relationship between two or more variables is called a:**

   A. null hypothesis

   B. alternative hypothesis

   C. variable hypothesis

   D. research hypothesis

4. **Which ethical principle is being followed by maintaining confidentiality in test results?**

   A. Informed consent

   B. Autonomy

   C. Non-maleficence

   D. Beneficence

5. **Which of the following is NOT a public law concerning testing practices?**

   A. No Child Left Behind (NCLB) Act of 2001

   B. Family Educational Rights and Privacy Act of 1974 (FERPA)

   C. Health Insurance Portability and Accountability Act (HIPAA)

   D. Child Abuse Prevention and Treatment Act (CAPTA)

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6. Which of the following statements about prejudice is NOT TRUE?

A. Involves making assumptions about an individual

B. It can have either positive or negative feelings attached to it, but negative prejudice is the most common type

C. It is closely related to oppression

D. It does not affect individuals of various genders, races, financial situation, and religions

7. T scores, z-scores, stanines, and deviation IQ are examples of what?

A. Percentile rankings

B. Scales of measurement

C. Standard scores

D. None of the above

8. What does a standard deviation measure in a set of scores?

A. the average score

B. the range of scores

C. the variability of scores

D. the maximum score

9. During which stage is group cohesion generally at its peak?

A. Forming/orienting stage

B. Transition stage

C. Working stage

D. Termination stage

10. Which of the following is NOT an aspect of white privilege?

A. seeing one's race represented in media

B. being discriminated against for being in the majority

C. obtaining work easily

D. being free from oppression based on race

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Answers

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1. D
2. C
3. D
4. A
5. D
6. D
7. C
8. C
9. C
10. B

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Explanations

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1. Who developed Reality therapy based on choice theory?

A. Fritz Perls

B. Aaron Beck

C. Albert Ellis

D. William Glasser

William Glasser developed Reality Therapy, which is grounded in his broader framework of Choice Theory. Choice Theory posits that individuals have the power to make choices that influence their behaviors and emotions, and that fulfilling basic psychological needs is fundamental to mental health. Reality Therapy focuses on helping clients take control of their lives by making responsible choices that lead to fulfilling their needs. Glasser's approach emphasizes personal accountability and the importance of building strong relationships with others to achieve these needs. His work highlights the idea that individuals can change their behavior by examining their current choices and considering alternatives that can lead to more satisfying outcomes. This foundational understanding of the interplay between choice and reality is what distinguishes Glasser's work in counseling, making him a pivotal figure in this area of therapeutic practice.

2. The Stanford-Binet 5, WAIS-IV, WISC-IV, WPPIS-IV, and Kaufman Assessment Battery for Children are all examples of what type of tests?

A. achievement tests

B. aptitude tests

C. intelligence tests

D. objective tests

The selection of intelligence tests as the correct answer is based on the nature and purpose of the assessments listed. Each of these tests is specifically designed to measure cognitive abilities, including reasoning skills, problem-solving capabilities, and overall intellectual functioning. The Stanford-Binet 5, for example, aims to quantify intelligence through a variety of tasks that assess different cognitive areas. Similarly, the WAIS-IV (Wechsler Adult Intelligence Scale) and the WISC-IV (Wechsler Intelligence Scale for Children) are tailored to evaluate the intelligence of adults and children respectively, focusing on both verbal and non-verbal capabilities. The Kaufman Assessment Battery for Children further assesses a range of cognitive skills, ensuring a comprehensive understanding of a child's intellectual profile. The WPPIS-IV (Wechsler Preschool and Primary Scale of Intelligence) serves a similar function for younger children. These tests stand apart from achievement tests, which assess knowledge and skills that an individual has learned, and from aptitude tests, which predict an individual's ability to learn or acquire new skills. Objective tests, on the other hand, typically involve straightforward questions with fixed responses and are not necessarily focused on measuring intelligence. Therefore, selecting intelligence tests correctly identifies the common denominator among these assessments, reflecting their shared purpose of

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3. A statement that involves the expected relationship between two or more variables is called a:

A. null hypothesis

B. alternative hypothesis

C. variable hypothesis

D. research hypothesis

The concept of a research hypothesis is fundamental in the field of research, particularly in the social sciences and counselor education. A research hypothesis posits a specific relationship between two or more variables that the research intends to test. This hypothesis provides a clear, testable statement about what the researcher expects to find. In a research context, the hypothesis guides the design of the study and informs the selection of methods for data collection and analysis. It often stems from theoretical frameworks or previous research findings, suggesting a specific pattern or correlation that the researcher will investigate. In contrast to a research hypothesis, the null hypothesis serves as a default position that assumes no relationship or effect between the variables. An alternative hypothesis represents a competing claim that indicates a relationship exists. The term "variable hypothesis" is less commonly used in research literature and may not accurately capture the expected relationships like the research hypothesis does. Therefore, the research hypothesis stands out as the most appropriate term associated with a statement that articulates the anticipated connection between variables, making it the correct choice in this case.

4. Which ethical principle is being followed by maintaining confidentiality in test results?

A. Informed consent

B. Autonomy

C. Non-maleficence

D. Beneficence

Maintaining confidentiality in test results aligns with the ethical principle of informed consent because it involves ensuring that clients are fully aware of how their information will be used and shared. Informed consent is a fundamental concept in counseling, where clients have the right to be informed about the processes and implications of psychological testing, including the handling of their results. By upholding confidentiality, counselors respect the clients' autonomy over their personal information, allowing clients to make informed decisions without fear of their data being disclosed without consent. This principle is essential for building trust between the client and the counselor, as clients are more likely to engage openly in the assessment process when they know that their privacy will be protected. Confidentiality fosters a safe environment for clients to share sensitive information, ultimately leading to more accurate assessments and effective therapy. Other options relate to important ethical considerations as well but do not specifically address the issue of confidentiality in test results. For instance, autonomy focuses on the client's right to make their own choices, while non-maleficence emphasizes avoiding harm. Beneficence speaks to the duty of helping clients and promoting their well-being. While these principles are interconnected and relevant to ethical practice in counseling, the specific act of maintaining confidentiality most directly reflects the principle of informed consent.

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5. Which of the following is NOT a public law concerning testing practices?

A. No Child Left Behind (NCLB) Act of 2001

B. Family Educational Rights and Privacy Act of 1974 (FERPA)

C. Health Insurance Portability and Accountability Act (HIPAA)

D. Child Abuse Prevention and Treatment Act (CAPTA)

The Child Abuse Prevention and Treatment Act (CAPTA) primarily focuses on providing financial assistance to states for the development of programs designed to address child abuse and neglect. While it certainly plays a crucial role in the welfare of children, it does not specifically address testing practices in the education or mental health domains. In contrast, the No Child Left Behind Act relates directly to educational testing and accountability measures in public schools to ensure all students achieve proficiency. The Family Educational Rights and Privacy Act protects the privacy of student education records, thereby influencing how testing information is managed and shared. The Health Insurance Portability and Accountability Act addresses privacy and security of health information, including certain mental health records, which can also intersect with testing practices in the healthcare and counseling sectors. Thus, CAPTA does not pertain to public laws regarding testing practices, making it the correct response to the question posed.

6. Which of the following statements about prejudice is NOT TRUE?

A. Involves making assumptions about an individual

B. It can have either positive or negative feelings attached to it, but negative prejudice is the most common type

C. It is closely related to oppression

D. It does not affect individuals of various genders, races, financial situation, and religions

The statement indicating that prejudice can have either positive or negative feelings attached to it is true, as some individuals may hold favorable biases toward certain groups while still embodying negative attitudes toward others. However, while it is acknowledged that positive prejudice exists, it is indeed much more common for prejudice to manifest in negative forms, typically characterized by stereotyping and discrimination. The assertion that prejudice does not affect individuals across various genders, races, financial situations, and religions is a misconception. Prejudice can, in fact, impact individuals from all backgrounds, demonstrating its pervasive nature in society. Additionally, the relationship between prejudice and oppression highlights the systemic issues resulting from these biases. The statement that involves making assumptions about individuals accurately captures the essence of prejudice, as it fundamentally revolves around preconceived notions based on group identity. In summary, the chosen answer is deemed correct as it conflates the existence of positive prejudice with a generalization that sidelines the more prevalent negative forms and neglects to acknowledge the wide-reaching impacts of prejudice across diverse demographics.

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7. T scores, z-scores, stanines, and deviation IQ are examples of what?

A. Percentile rankings

B. Scales of measurement

C. Standard scores

D. None of the above

T scores, z-scores, stanines, and deviation IQ are all examples of standard scores. Standard scores are used in psychological testing and educational assessments to compare an individual's performance to a normative sample. They allow for meaningful interpretation of scores by placing them on a common scale, which helps to understand an individual's standing relative to others. For instance, a z-score indicates how many standard deviations a particular score is from the mean of the distribution, while a T score has a mean of 50 and a standard deviation of 10. Stanines divide the distribution into nine equal parts, and deviation IQ provides a score based on the standard deviation of mental performance relative to age peers. All these measures serve the purpose of standardizing results to facilitate comparisons and interpretations, making them central to the concept of standard scores within psychological assessment.

8. What does a standard deviation measure in a set of scores?

A. the average score

B. the range of scores

C. the variability of scores

D. the maximum score

The standard deviation is a statistical measure that quantifies the amount of variation or dispersion in a set of scores. Specifically, it indicates how much individual scores in a dataset tend to differ from the mean (average) of that dataset. A low standard deviation means that the scores tend to be close to the mean, whereas a high standard deviation indicates that the scores are spread out over a wider range. In research and data analysis, understanding the variability of scores is crucial. It provides insight into the consistency of the data and can inform decisions based on how much individual scores deviate from the mean. This is particularly important in counseling and educational settings, where understanding the spread of scores can help professionals assess client needs or evaluate educational programs. Other options do not accurately reflect what standard deviation measures. The average score, range of scores, and maximum score each pertain to different aspects of data analysis that do not capture the variability. Thus, recognizing that standard deviation specifically measures variability allows for a deeper understanding of data in a statistical context.

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9. During which stage is group cohesion generally at its peak?

A. Forming/orienting stage

B. Transition stage

C. Working stage

D. Termination stage

Group cohesion is typically at its peak during the working stage of group development. At this phase, group members have established trust, developed rapport, and worked through initial conflicts or tensions that may have surfaced in earlier stages. The working stage is characterized by increased collaboration, a commitment to group goals, and productive interactions among members, all of which foster a sense of belonging and unity. During this stage, group members are actively engaged in discussions, problem-solving, and decision-making processes. They often share a common purpose and exhibit mutual support, which creates a strong bond and enhances overall group performance. The high level of cohesion observed in this stage allows for open communication and the effective management of group dynamics, enabling members to work together towards achieving their objectives. In contrast, the forming stage is primarily focused on orientation and initial acquaintance, where members are usually polite and cautious rather than fully engaged. The transition stage involves navigating through conflicts and establishing roles, which may temporarily impact cohesion. The termination stage, while significant for reflecting on the group experience, tends to be more about closure and less about active collaboration, resulting in a decrease in cohesive ties as members prepare to separate.

10. Which of the following is NOT an aspect of white privilege?

A. seeing one's race represented in media

B. being discriminated against for being in the majority

C. obtaining work easily

D. being free from oppression based on race

The choice of being discriminated against for being in the majority is not an aspect of white privilege because white privilege is rooted in the systemic advantages that individuals who are identified as white experience in societies where they constitute the majority group. White privilege encompasses benefits that come simply from being part of the racial majority, such as the likelihood of seeing one's race represented in media, obtaining work more easily without the added barriers that people of color often face, and living free from racial oppression or discrimination based on one's race. Discrimination against the majority is a different phenomenon and does not align with the concept of privilege. Instead, it reflects a scenario where a group feels threatened or marginalized in contexts that are typically dominated by its own members. Thus, when evaluating the correct answer, the focus should be on the foundational understanding of white privilege and how it operates.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://cece.examzify.com

We wish you the very best on your exam journey. You've got this!

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