NBCOT OCCUPATIONAL THERAPY CERTIFICATION 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. **An elderly individual who ambulates with a walker prefers to take showers but fears falling. What should the therapist do first?**

   A. Suggest bathtub bathing instead of showering

   B. Encourage the client to purchase a shower chair

   C. Demonstrate how using a shower chair improves safety

   D. Explain that therapy will boost his confidence level when showering

2. **A client with upper extremity edema after a stroke is seeking management options. What would an OT most likely suggest?**

   A. Manual edema mobilization

   B. Hot pack applications

   C. Paraffin treatments

   D. Sensory reeducation

3. **If an OT suspects a child has somatodyspraxia, what area should the OT focus on during evaluation?**

   A. Ability to print or write

   B. Reading competency

   C. Math calculations

   D. New motor task planning

4. **What should an occupational therapist recommend for someone about to be discharged after rehabilitation for a hand injury?**

   A. A home exercise program

   B. Home health OT

   C. Work hardening

   D. No further OT services

5. **What should an OT include in the evaluation process for a preschool child with autism spectrum disorder?**

   A. One-to-one interview with the child

   B. Observation of the child in social and motor tasks

   C. The Peabody Developmental Motor Scales-2

   D. Assessment of the child's performance skills while outside

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6. How would an OT best describe the behavior of a client with schizophrenia who leaves a baking group when overstimulated?

A. Low registration

B. Sensory avoiding

C. Sensation seeking

D. A hearing impairment

7. What approach is likely best for improving playground skills in a child with autism spectrum disorder?

A. OT facilitates play among a group of children

B. OT works with the child when the playground is empty

C. Recommend extracurricular ballet lessons

D. Ask the PE teacher to include her in small groups

8. What intervention is likely to best help a parent with mild intellectual disability develop positive parenting skills during feeding?

A. Provide handouts that picture the sequence of steps for feeding

B. Encourage problem-solving about fussy behavior during feeding

C. Consult with the service coordinator for caretaking supports

D. Practice preparing formula and washing clothes with repetition

9. When developing a measurement plan for social participation of students with autism, which measurement strategy is MOST likely used?

A. School Function Assessment

B. Documentation in narrative progress notes

C. Photographs taken during recess

D. Goal Attainment Scaling

10. What is the most appropriate first recommendation for a 7-year-old child with limited pincer grasp who wants to zip his pants independently?

A. Large key ring

B. Oversized fasteners

C. Colored zippers

D. Hook and loop fasteners

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Answers

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

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Explanations

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1. An elderly individual who ambulates with a walker prefers to take showers but fears falling. What should the therapist do first?

A. Suggest bathtub bathing instead of showering

B. Encourage the client to purchase a shower chair

C. Demonstrate how using a shower chair improves safety

D. Explain that therapy will boost his confidence level when showering

The most appropriate initial action for the therapist in this scenario is to demonstrate how using a shower chair improves safety. This approach directly addresses the client's existing fear of falling while showering, which is a critical concern for individuals with mobility challenges. A demonstration allows the client to visualize how a shower chair can provide stability and support, making the process of showering safer and more manageable. By utilizing an interactive method, the therapist can effectively engage the client, alleviate anxiety by showing the practical application of a shower chair, and instill trust in the equipment. This method not only fosters understanding of the chair's benefits but also empowers the client by equipping them with a practical solution to their fear, potentially alleviating risks of falls. While other options may also contribute to the client's safety or comfort, they do not directly offer the immediate solution that a demonstration entails. For example, suggesting bathtub bathing could limit the client's preferences and doesn't address the immediate concern. Encouraging the purchase of a shower chair, while beneficial, does not provide the same level of reassurance that a practical demonstration can offer, as it lacks the experiential aspect. Lastly, discussing boosting confidence does not resolve the tangible safety concerns during showering.

2. A client with upper extremity edema after a stroke is seeking management options. What would an OT most likely suggest?

A. Manual edema mobilization

B. Hot pack applications

C. Paraffin treatments

D. Sensory reeducation

Manual edema mobilization is often recommended for clients experiencing upper extremity edema, particularly following a stroke. This technique involves the use of gentle hand movements to facilitate lymphatic drainage and improve circulation, which can effectively reduce excess fluid accumulation in the affected limb. The approach is based on the principle of utilizing the body's own mechanisms to aid in fluid redistribution, thus improving mobility and function in the affected upper extremity. In contrast, hot pack applications, while they can provide pain relief and promote relaxation, might not be the most effective treatment for edema as heat can sometimes exacerbate swelling. Similarly, paraffin treatments are typically used for conditions affecting joint stiffness and improving soft tissue pliability rather than specifically targeting edema reduction. Sensory reeducation, although beneficial for sensory deficits post-stroke, does not directly address the issue of edema management, making it less relevant for this scenario. Overall, the choice of manual edema mobilization is grounded in the specific goal of reducing swelling and promoting functional recovery in individuals who have experienced upper extremity edema following a stroke.

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3. If an OT suspects a child has somatodyspraxia, what area should the OT focus on during evaluation?

A. Ability to print or write

B. Reading competency

C. Math calculations

D. New motor task planning

When evaluating a child suspected of having somatodyspraxia, the focus should be on new motor task planning. Somatodyspraxia is characterized by difficulties in planning and executing new motor tasks. Children with this condition often struggle with coordinating movements in response to novel activities, which severely impacts their ability to engage in play, participation in physical activities, and even daily routines. Focusing on new motor task planning allows the occupational therapist to assess how the child approaches and performs unfamiliar tasks, which is central to understanding their motor planning difficulties. This evaluation may include observing the child as they attempt activities that require problem-solving, sequencing movements, and adapting their skills to new contexts. By targeting this area, the OT can gather valuable insights into the specific challenges the child faces, which can guide intervention strategies to enhance their motor skill development and overall functioning.

4. What should an occupational therapist recommend for someone about to be discharged after rehabilitation for a hand injury?

A. A home exercise program

B. Home health OT

C. Work hardening

D. No further OT services

In the context of someone who is about to be discharged after rehabilitation for a hand injury, recommending a focus on work hardening can be crucial for a successful transition back to daily activities and work. Work hardening is a structured program that focuses on returning individuals to their jobs or daily roles after an injury. It typically includes physical conditioning, skill development, and education on strategies to manage tasks in a work environment. This option emphasizes not only the physical rehabilitation and strengthening of skills acquired during rehabilitation but also prepares the individual mentally and practically for the rigors of returning to workplace duties. This approach can help mitigate the risk of re-injury and foster confidence in the ability to perform occupational tasks, thus facilitating a smoother reintegration into the work environment. Other options, although they may have merits, do not directly address the prioritization of work readiness and transition back into the workforce which is critical for someone recovering from a hand injury. A home exercise program might assist in maintenance of strength but lacks the comprehensive focus on real-world application that work hardening provides. Home health OT could offer valuable support but may not specifically tailor to the needs of work-readiness or comprehensive job-related rehabilitation. Suggesting no further OT services would likely overlook the ongoing support and guidance a

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5. What should an OT include in the evaluation process for a preschool child with autism spectrum disorder?

A. One-to-one interview with the child

B. Observation of the child in social and motor tasks

C. The Peabody Developmental Motor Scales-2

D. Assessment of the child's performance skills while outside

The inclusion of observation of the child in social and motor tasks during the evaluation process for a preschool child with autism spectrum disorder is crucial for several reasons. Observational methods provide direct insight into the child's natural behaviors and interactions, allowing the occupational therapist to assess functional skills in real-life contexts. In the case of preschool children, structured environments often do not reflect true capabilities, while observation in more naturalistic settings reveals how the child engages with peers, responds to social cues, and performs motor tasks that are relevant to daily life. This approach aligns well with best practices in evaluating children with autism, as it highlights challenges in social communication and sensorimotor performance that might not be evident through standardized assessments or interview methods alone. Additionally, through observation, the therapist can gather qualitative data on the child's play patterns, emotional responses, and interaction styles, which are essential for tailoring interventions to meet specific needs. This comprehensive understanding helps in developing effective, individualized treatment plans aimed at improving the child's overall participation in daily activities and social contexts.

6. How would an OT best describe the behavior of a client with schizophrenia who leaves a baking group when overstimulated?

A. Low registration

B. Sensory avoiding

C. Sensation seeking

D. A hearing impairment

The behavior of a client with schizophrenia who leaves a baking group when overstimulated can best be described as sensory avoiding. This term refers to individuals who actively try to avoid sensory input that is overwhelming or distressing. In situations where a client disengages from a sensory-rich environment, such as a baking group that may involve various smells, sounds, and social interactions, it demonstrates a clear need to escape from sensory overload. Sensory avoiding behaviors are common among individuals who are sensitive to stimuli and can lead them to withdraw or remove themselves from overwhelming situations to regain a sense of calm. This reaction is a natural coping mechanism for managing sensory input that feels unmanageable. The other options describe different sensory processing styles. Low registration refers to a tendency to be less aware of sensory input, sensation seeking involves actively pursuing sensory experiences, and a hearing impairment would relate to an inability to process auditory information, which does not directly explain the behavior of leaving due to overstimulation. Therefore, identifying the behavior as sensory avoiding accurately characterizes the client's response to overwhelming sensory experiences.

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7. What approach is likely best for improving playground skills in a child with autism spectrum disorder?

A. OT facilitates play among a group of children

B. OT works with the child when the playground is empty

C. Recommend extracurricular ballet lessons

D. Ask the PE teacher to include her in small groups

Facilitating play among a group of children is particularly effective for improving playground skills in a child with autism spectrum disorder. This approach emphasizes social interaction, which is a key area where children with autism may need support. Engaging in play with peers allows the child to observe and learn from others, promoting the development of vital social skills such as turn-taking, sharing, and communication. Additionally, playing in a group setting can help the child practice and generalize these skills in a natural environment where peer interactions occur frequently, thereby increasing their comfort and competence in social situations. Incorporating this social aspect into therapy aligns with the goal of fostering inclusion and enhancing the child's overall experience during playtime. In contrast, working with the child in an empty playground may limit opportunities for social engagement, and recommending extracurricular activities like ballet may not directly target the specific skills needed for playground interactions. Asking the PE teacher to include the child in small groups might help, but it doesn't necessarily focus on the play skills in the context of a playground setting, which is crucial for the developmental goals associated with playground interactions.

8. What intervention is likely to best help a parent with mild intellectual disability develop positive parenting skills during feeding?

A. Provide handouts that picture the sequence of steps for feeding

B. Encourage problem-solving about fussy behavior during feeding

C. Consult with the service coordinator for caretaking supports

D. Practice preparing formula and washing clothes with repetition

Encouraging problem-solving about fussy behavior during feeding is the most effective intervention for a parent with mild intellectual disability to develop positive parenting skills. This approach fosters critical thinking and adaptive reasoning, which are essential components of effective parenting. By engaging the parent in problem-solving discussions, it empowers them to think about the causes of fussy behavior, explore different strategies to handle such situations, and identify solutions that work for their individual child. This interactive approach enhances the parent's confidence and competence in their parenting role, allowing them to learn through experience. It also helps them to develop communication skills and to understand their child's needs better. The other options, while potentially helpful in certain contexts, do not directly engage the parent in a way that builds their ability to respond adaptively to their child's behavior. Handouts may provide useful information, but do not promote the critical thinking skills necessary to adjust parenting techniques in real-time. Consulting with a coordinator for caretaking supports might assist in obtaining resources but does not specifically focus on skill development in the feeding scenario. Practicing tasks through repetition can build familiarity, but it lacks the interactive component that encourages problem-solving and adaptive parenting strategies in response to specific challenges like fussy behavior during feeding.

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9. When developing a measurement plan for social participation of students with autism, which measurement strategy is MOST likely used?

A. School Function Assessment

B. Documentation in narrative progress notes

C. Photographs taken during recess

D. Goal Attainment Scaling

Goal Attainment Scaling is particularly effective for measuring social participation in students with autism because it involves setting individualized goals that are tailored to each student's specific needs and abilities. This method allows for the measurement of progress in a structured and quantifiable way, focusing on the student's personal objectives and the achievement of those goals. It provides a flexible framework that enables occupational therapists to evaluate meaningful outcomes in social participation by establishing baseline levels and then measuring progress toward achieving those goals over time. This method is especially beneficial in a school setting, where social interactions can vary widely among students with autism. By utilizing Goal Attainment Scaling, therapists can capture the nuances of each student's experiences and challenges in social settings, making it a targeted and relevant strategy for evaluating social participation. Furthermore, this approach aligns well with best practices in occupational therapy, which emphasize client-centered care and the importance of setting relevant, individualized goals that matter to the student.

10. What is the most appropriate first recommendation for a 7-year-old child with limited pincer grasp who wants to zip his pants independently?

A. Large key ring

B. Oversized fasteners

C. Colored zippers

D. Hook and loop fasteners

The best first recommendation for a 7-year-old child with limited pincer grasp who is aiming for independence in zipping his pants involves introducing an adaptive tool that is easy to manipulate. A large key ring serves this purpose effectively, as it provides a larger surface area for the child to grasp. This can help the child work on the necessary finger strength, dexterity, and coordination needed to manage the zipper itself while making it more accessible. In contrast, options like oversized fasteners and colored zippers may not necessarily address the fundamental issue of grasp strength and fine motor coordination. While these may make zipping visually easier or guide the child in some way, they do not provide the physical support needed for grasping manipulation. Hook and loop fasteners may offer a simple alternative to the zipper altogether but do not help the child practice and improve the skill of using a zipper, which is an important developmental aspect for this age group. Therefore, introducing a large key ring first can facilitate progress toward using zippers independently while enhancing the child's motor skills in a supportive manner.

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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://nbcot-otr.examzify.com

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

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