

Adult Assessment-OT Process, Framework and Activity Analysis Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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.

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!

Questions

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- 1. Which of the following is listed as a potential discharge outcome?**
 - A. Continue OT as planned**
 - B. Review current intervention**
 - C. Discontinue OT services**
 - D. All of the above**

- 2. Which term describes adjusting task difficulty to align with a client's abilities during activity analysis?**
 - A. Grading up (making it harder)**
 - B. Lightweight vacuum**
 - C. Taking breaks**
 - D. ROM**

- 3. Which descriptor indicates when a task performance is considered in terms of body position, such as the choice between standing and seated work?**
 - A. Standing vs sitting**
 - B. Time**
 - C. ROM**
 - D. Set up vs full retrieval**

- 4. Which goal is to remediate ROM deficits?**
 - A. Remediate ROM deficits**
 - B. Increase cardiovascular fitness**
 - C. Improve psychosocial function**
 - D. Develop psychosocial skills**

- 5. Which statement best describes screening's purpose?**
 - A. Helps determine what to do next and what assessments to use**
 - B. Provides a comprehensive diagnostic profile**
 - C. Replaces the need for an occupational profile**
 - D. Is always performed only after evaluation**

- 6. Breaking an activity into small steps is useful because it allows us to:**
- A. Determine what the client is capable of by breaking down steps into goals or benchmarks**
 - B. Determine payment**
 - C. Replace therapy**
 - D. Skip steps**
- 7. Which aid is used to support or enhance grip during task performance?**
- A. Orthotics or grasping mits**
 - B. ROM**
 - C. Time**
 - D. Repetition**
- 8. Occupations typically become which type of goals?**
- A. Short-term goals**
 - B. Long-term goals**
 - C. Immediate goals**
 - D. Environmental goals**
- 9. Which statement best describes group intervention according to the material?**
- A. It must be beneficial to the client**
 - B. It should focus only on cognitive tasks**
 - C. It is optional for therapy**
 - D. It aims to replace individual therapy**
- 10. Which statement best describes the purpose of Activity Analysis/Occupational Analysis?**
- A. Identification of the inherent properties of a given occupation or activity**
 - B. Diagnosis**
 - C. Prescription of medication**
 - D. Scheduling therapy sessions**

Answers

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

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Explanations

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1. Which of the following is listed as a potential discharge outcome?

- A. Continue OT as planned**
- B. Review current intervention**
- C. Discontinue OT services**
- D. All of the above**

Discharge planning in OT involves choosing an outcome that fits the client's progress and current needs. If the client is benefiting and continuing therapy as planned makes sense, the discharge plan can keep OT as planned. If the progress isn't meeting goals or the approach needs adjustment, the team can review the current intervention to modify goals or methods. If goals are achieved or services are no longer necessary, discontinuing OT services is appropriate. Because any of these can be the right move depending on the situation, the option that includes all of them is the best choice.

2. Which term describes adjusting task difficulty to align with a client's abilities during activity analysis?

- A. Grading up (making it harder)**
- B. Lightweight vacuum**
- C. Taking breaks**
- D. ROM**

Grading is the process of adjusting the demands of an activity to fit a client's current abilities during activity analysis. This approach keeps tasks challenging enough to promote growth while staying achievable, supporting gradual skill advancement. Increasing the task difficulty, by making it harder, is the specific way this alignment is described in the option provided—grading up—so it best captures the idea of adjusting demands to match the client's abilities as they progress. Tools or equipment like a lightweight vacuum aren't about adjusting task demands themselves; taking breaks pertains to energy management rather than changing task difficulty, and ROM refers to range of motion, a measurement, not a method for modifying activity demands.

3. Which descriptor indicates when a task performance is considered in terms of body position, such as the choice between standing and seated work?

- A. Standing vs sitting**
- B. Time**
- C. ROM**
- D. Set up vs full retrieval**

Describing task performance by body position means noting whether a task is done standing or seated. This choice directly signals postural requirements, which affect muscle use, balance, energy expenditure, reach, and safety. In activity analysis for OT, how a task is performed in terms of body position is a fundamental dimension because it changes the demands placed on the body and informs intervention planning, seating or positioning solutions, and adaptations. The other descriptors cover different aspects: time concerns how long the task takes, ROM reflects the joint movement range required, and set up vs full retrieval relates to preparation or item retrieval rather than where the body is positioned during performance. So, standing vs sitting is the descriptor that indicates body position.

4. Which goal is to remediate ROM deficits?

- A. Remediate ROM deficits**
- B. Increase cardiovascular fitness**
- C. Improve psychosocial function**
- D. Develop psychosocial skills**

Remediating ROM deficits means aiming to restore the joint's motion to a functional level through targeted interventions. This directly addresses the physical impairment of limited movement, helping you regain the ability to perform tasks that require a full or improved range of motion. The other goals focus on different areas: increasing cardiovascular fitness enhances endurance and heart-lung capacity, not the specific motion range; improving psychosocial function and developing psychosocial skills target mental health and social functioning rather than the physical limitation of motion. So the goal that best remediates ROM deficits is the one centered on restoring range of motion.

5. Which statement best describes screening's purpose?

- A. Helps determine what to do next and what assessments to use**
- B. Provides a comprehensive diagnostic profile**
- C. Replaces the need for an occupational profile**
- D. Is always performed only after evaluation**

Screening serves as a quick, initial check to flag potential problems and determine what to do next. It guides the plan for evaluation by indicating whether issues are present and which assessments would be most appropriate to use. It's not meant to provide a full diagnostic picture or a detailed profile of functioning. That's why it doesn't replace an occupational profile, which offers a comprehensive view of the person's daily activities, roles, and goals. And because screening is used to decide the need for further assessment, it's typically conducted before a full evaluation, helping to determine whether an evaluation is needed and what tools to apply.

6. Breaking an activity into small steps is useful because it allows us to:

- A. Determine what the client is capable of by breaking down steps into goals or benchmarks**
- B. Determine payment**
- C. Replace therapy**
- D. Skip steps**

Breaking an activity into small steps lets us see what the client can do by turning each step into a goal or benchmark. When you break down a task, you can analyze the specific demands—motor control, sequencing, problem solving, and safety—and identify exactly where the client succeeds and where they need support. This makes it possible to set graded goals that gradually build independence and to measure progress as each milestone is reached. It also guides the selection of appropriate prompts, adaptations, or task modifications to match the client's current abilities. Choices about payment, replacing therapy, or skipping steps don't address how to assess capability or structure progress, and skipping steps would miss important skills and safety considerations needed for learning.

7. Which aid is used to support or enhance grip during task performance?

- A. Orthotics or grasping mits**
- B. ROM**
- C. Time**
- D. Repetition**

Augmenting grip with a device that supports or enhances the hand is essential when grip strength, control, or stability is limited. Orthotics or grasping mitts provide adaptive equipment that stabilizes the wrist and hand, increases contact area, and creates a more secure hold, helping the person grasp and manipulate objects during tasks more reliably and safely. This directly improves grip performance, which is what the item is asking about. In contrast, ROM is about moving joints through their range, time is about how long something takes, and repetition is about practice frequency—none of these directly provide a grip-supporting aid.

8. Occupations typically become which type of goals?

- A. Short-term goals**
- B. Long-term goals**
- C. Immediate goals**
- D. Environmental goals**

In OT planning, the ultimate, occupation-based outcomes clients strive for are framed as long-term goals. Occupations—meaning the meaningful daily activities and roles a person wants to resume or perform—represent the end result of therapy. The plan then uses short-term goals as stepping stones to reach that broader, long-term occupation outcome over weeks or months. Immediate or environmental goals aren't the standard end-state for occupations themselves; they're either smaller session targets or environmental adjustments that support achieving those long-term, occupation-based goals.

9. Which statement best describes group intervention according to the material?

- A. It must be beneficial to the client**
- B. It should focus only on cognitive tasks**
- C. It is optional for therapy**
- D. It aims to replace individual therapy**

Group intervention in occupational therapy is intended to benefit participants by promoting engagement in meaningful activities and social participation within a group setting. The core purpose is to help clients gain functional and psychosocial skills, practice real-life tasks, and generalize those skills to daily life through shared experiences and peer feedback. Because of that, the statement that it must be beneficial to the client best captures what group intervention aims to achieve. The other ideas are narrower or inaccurate: group work isn't limited to cognitive tasks only, as it can involve motor, sensory, emotional, and functional components; it isn't simply optional for therapy, as it's a common modality used when appropriate; and it isn't intended to replace individual therapy, but to complement it and support broader participation and skill development.

10. Which statement best describes the purpose of Activity Analysis/Occupational Analysis?

- A. Identification of the inherent properties of a given occupation or activity**
- B. Diagnosis**
- C. Prescription of medication**
- D. Scheduling therapy sessions**

Activity Analysis/Occupational Analysis is about uncovering the inherent properties and demands of an activity or occupation. By examining what the person must do, the tools and materials involved, the sequence of steps, the environment and social context, and the cognitive, motor, and sensory requirements, you understand why a task may be easy or hard for a client. This insight guides the selection, adaptation, and grading of activities to support participation and to set meaningful, achievable goals. Diagnosing a medical condition, prescribing medication, or scheduling therapy sessions are not about analyzing an activity's demands and how to modify them for participation; those tasks lie outside the analysis of an activity's inherent properties.

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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://adultassmtotprocess.examzify.com>

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

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