

NBCOT OCCUPATIONAL THERAPY CERTIFICATION PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE**

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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. 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
- 2. What is a recommended approach for a child with developmental dyspraxia during motor skill activities?**
 - A. Increase the complexity of tasks gradually
 - B. Engage in repetitive, simple skills practice
 - C. Utilize both hands for all tasks
 - D. Focus solely on gross motor activities
- 3. An individual with complete high-level tetraplegia is returning home. What type of adaptive technology will they likely require for safety?**
 - A. A simple electronic aid to daily living (EADL)
 - B. A second generation EADL device with speakerphone
 - C. A remote control power door opener
 - D. An electric page turner
- 4. In early intervention for a client with Alzheimer's disease, which area should the OT prioritize?**
 - A. Ability to chew and swallow
 - B. Kitchen safety
 - C. Anger management
 - D. Recognition of family members
- 5. Parents describe their child as having communication difficulties. The observed behaviors are most likely associated with which disorder?**
 - A. Attention deficit-hyperactivity
 - B. Childhood conduct
 - C. Obsessive-compulsive
 - D. Autism spectrum disorder

- 6. How should PIP joint hyperextension and DIP joint flexion be documented during an arthritis evaluation?**
- A. Boutonniere deformity
 - B. Mallet finger deformity
 - C. Congenital deformity
 - D. Swan neck deformity
- 7. What environmental adaptation would best prevent wandering in a confused resident of a long-term care facility?**
- A. Apply wrist restraints after the client has fallen asleep
 - B. Keep hallways clear of obstructions to prevent injury
 - C. Install an alarm on the client's door
 - D. Move the individual's room close to the nurses' station
- 8. Which approach is MOST likely to be used for a child with behavioral problems struggling with peer interactions?**
- A. Provide authoritarian small group activities with clear expectations
 - B. Begin with 1:1 activities to develop social skills, then introduce group activities
 - C. Provide small group activities that encourage exploration and interaction
 - D. Provide group activities with rules for acceptable play
- 9. Which standardized assessment would best measure ADL performance for a cognitively intact individual with depression?**
- A. Bay Area Functional Performance Evaluation
 - B. Routine Task Inventory-Expanded
 - C. Kohlman Evaluation of Living Skills
 - D. Assessment of Motor and Process Skills
- 10. What is the most crucial component of administering and scoring a standardized test?**
- A. Judgment to determine how best to administer the test
 - B. Previous experience as a way to gauge test results
 - C. Adherence to specific instructions for administration and scoring
 - D. Practice administering the test items

Answers

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

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Explanations

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1. 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.

2. What is a recommended approach for a child with developmental dyspraxia during motor skill activities?

- A. Increase the complexity of tasks gradually**
- B. Engage in repetitive, simple skills practice
- C. Utilize both hands for all tasks
- D. Focus solely on gross motor activities

The recommended approach of gradually increasing the complexity of tasks for a child with developmental dyspraxia is beneficial for several reasons. This method allows the child to build foundational motor skills at a comfortable pace, leading to improved confidence and competence over time. By starting with simpler tasks that the child can manage, they have the opportunity to practice and master those skills before tackling more challenging activities. This stepwise progression helps the child to integrate and generalize their motor skills, which is crucial for their overall development. Furthermore, this approach recognizes the importance of scaffolding in learning. As the child gains proficiency, gradually introducing increased complexity ensures that they are not overwhelmed, which can lead to frustration and a negative association with motor skill activities. It promotes engagement and motivation, encouraging the child to remain involved in the learning process and facilitating a sense of achievement as they conquer each new level of complexity. This strategy contrasts with options that focus solely on simple skills without a gradual increase or those that limit the scope of practice to one area, which may not fully address the multifaceted nature of developmental dyspraxia.

3. An individual with complete high-level tetraplegia is returning home. What type of adaptive technology will they likely require for safety?

- A. A simple electronic aid to daily living (EADL)
- B. A second generation EADL device with speakerphone**
- C. A remote control power door opener
- D. An electric page turner

For an individual with complete high-level tetraplegia, returning home safely involves considering their mobility, communication needs, and the ability to manage their daily environment independently. The selected adaptive technology of a second-generation electronic aid to daily living (EADL) device with a speakerphone offers several key benefits. A second-generation EADL can control multiple devices within the home environment, which is crucial for someone with high-level tetraplegia who may have limited use of their arms and legs. These devices can be programmed to operate lights, appliances, doors, and other critical systems within the home, enhancing the individual's independence and control. Furthermore, the inclusion of a speakerphone feature is especially important as it enables effective communication. This is vital for safety, as it allows the individual to call for help or communicate with caregivers or family members without needing to physically manipulate a phone. Overall, this combination of functions ramps up the safety and autonomy of a person with high-level tetraplegia, making the chosen adaptive technology highly suitable for their needs.

4. In early intervention for a client with Alzheimer's disease, which area should the OT prioritize?

- A. Ability to chew and swallow
- B. Kitchen safety**
- C. Anger management
- D. Recognition of family members

Prioritizing kitchen safety for a client with Alzheimer's disease during early intervention is essential for several reasons. Individuals with Alzheimer's often experience cognitive decline that can significantly impact their judgement and safety awareness. In the context of kitchen safety, occupational therapy can help address risks such as using hazardous appliances, handling sharp utensils, or even managing potential fires from cooking activities. By focusing on this area, the occupational therapist can evaluate the client's ability to perform routine tasks safely, implement strategies for a safer environment, and educate caregivers on important precautions. This proactive approach not only enhances the client's safety but also promotes their independence and participation in daily activities. In comparison, other areas like the ability to chew and swallow, while important, may not be as immediate in the context of early intervention and safety concerns associated with cognitive impairments. Anger management, although relevant, generally poses a lesser immediate risk to safety in the therapeutic environment when compared to hazards present in a kitchen. Recognition of family members may reflect cognitive changes but does not directly contribute to immediate safety or quality of life as kitchen safety does. Therefore, the emphasis on kitchen safety aligns well with the overarching goal of ensuring a secure living environment for individuals with Alzheimer's.

5. Parents describe their child as having communication difficulties. The observed behaviors are most likely associated with which disorder?

- A. Attention deficit-hyperactivity
- B. Childhood conduct
- C. Obsessive-compulsive
- D. Autism spectrum disorder**

The observation of communication difficulties in a child aligns significantly with the characteristics of Autism Spectrum Disorder (ASD). Individuals with ASD often exhibit challenges in verbal and non-verbal communication, which can manifest as difficulty in understanding and using language, challenges in initiating or maintaining conversations, and impaired social communication skills. In children with ASD, these communication deficits can also be coupled with restricted interests and repetitive behaviors, further distinguishing them from other disorders. Parents and caregivers may notice that their child struggles to make eye contact, respond to questions, or engage in typical back-and-forth interactions, which are critical components of effective communication. In contrast, other disorders such as attention deficit-hyperactivity disorder, childhood conduct disorder, and obsessive-compulsive disorder may present with different primary characteristics. For example, attention deficit-hyperactivity may relate more to impulsivity and hyperactivity, conduct issues often involve antisocial behavior, and obsessive-compulsive disorder tends to center around intrusive thoughts and repetitive behaviors that are focused on anxiety management rather than communication difficulties. Therefore, when communication challenges are prominently observed in a child, Autism Spectrum Disorder is a strong possibility, making it the most suitable choice in this context.

6. How should PIP joint hyperextension and DIP joint flexion be documented during an arthritis evaluation?

- A. Boutonniere deformity
- B. Mallet finger deformity
- C. Congenital deformity
- D. Swan neck deformity**

The documentation of PIP joint hyperextension combined with DIP joint flexion is characterized as a swan neck deformity. In this condition, the PIP joint exhibits hyperextension, while the DIP joint is flexed. This specific presentation is commonly associated with rheumatoid arthritis and reflects the structural changes and functional impairments caused by the disease. In evaluating and documenting such deformities, it is crucial for occupational therapists to use the correct terminology, as it informs treatment planning and provides clarity for other healthcare professionals. Swan neck deformity is significant not only for its distinctive positional characteristics but also because it indicates underlying joint instability and changes in the surrounding ligaments and tendons. Understanding the anatomy and mechanics of the fingers is essential for recognizing and documenting such conditions accurately. Correct terminology plays a significant part in patient records, which serves as a basis for intervention strategies to enhance function and manage the impact of arthritis on daily activities.

7. What environmental adaptation would best prevent wandering in a confused resident of a long-term care facility?

- A. Apply wrist restraints after the client has fallen asleep
- B. Keep hallways clear of obstructions to prevent injury
- C. Install an alarm on the client's door**
- D. Move the individual's room close to the nurses' station

Installing an alarm on the client's door is the most effective environmental adaptation to prevent wandering in a confused resident. This method allows for immediate awareness and response if the resident attempts to leave the room or the facility. The alarm acts as a deterrent to wandering while also providing safety for the individual. It ensures that staff members are alerted quickly, allowing for intervention and reducing the risk of the resident getting lost or potentially injured outside of a safe area. This intervention fosters a proactive approach to safety and enhances monitoring without physically restricting the individual's movement through restraints or other means that may lead to discomfort or distress. While other options, such as moving the room close to the nurses' station, may improve oversight, the alarm specifically targets the wandering behavior directly and facilitates immediate responsiveness to prevent incidents.

8. Which approach is MOST likely to be used for a child with behavioral problems struggling with peer interactions?

- A. Provide authoritarian small group activities with clear expectations
- B. Begin with 1:1 activities to develop social skills, then introduce group activities
- C. Provide small group activities that encourage exploration and interaction**
- D. Provide group activities with rules for acceptable play

The most suitable approach for a child with behavioral problems struggling with peer interactions is focused on providing small group activities that encourage exploration and interaction. This method allows the child to engage with peers in a less structured environment, promoting natural social exchanges and interactions that are vital for developing social skills. In such settings, the emphasis is on creating opportunities for the child to practice communication, cooperation, and teamwork in a supportive and less intimidating context. Encouragement for exploration fosters a sense of curiosity and may alleviate anxiety surrounding peer interactions. As children engage in activities where they can freely interact and explore together, they will likely gain confidence in their social abilities. This approach is particularly effective because it facilitates genuine interaction among peers, allowing the child to learn appropriate social behaviors organically while receiving support from their social environment. The emphasis on interaction rather than rigid structure can be particularly beneficial for children with behavioral issues, as it provides a balance of guidance and freedom, leading to more successful peer relationships over time.

9. Which standardized assessment would best measure ADL performance for a cognitively intact individual with depression?

- A. Bay Area Functional Performance Evaluation
- B. Routine Task Inventory-Expanded
- C. Kohlman Evaluation of Living Skills**
- D. Assessment of Motor and Process Skills

The Kohlman Evaluation of Living Skills (KELS) is particularly well-suited for assessing activities of daily living (ADL) performance in individuals who are cognitively intact, even when experiencing depression. This tool evaluates a person's ability to perform basic daily tasks that are essential for living independently, including personal care, safety, and health management. KELS is designed to be a straightforward, functional assessment that provides insights into how well an individual can manage everyday tasks, which is crucial for someone dealing with depression. Despite an intact cognitive function, depression can significantly impact motivation, energy levels, and overall engagement in activities. The KELS directly assesses how these factors influence daily living skills, making it a practical choice for determining specific areas of need and guiding intervention strategies. The other assessments, while valuable, may focus on different aspects of performance. For instance, the Bay Area Functional Performance Evaluation emphasizes social interaction and functional performance in group settings, which might not be as relevant for an individual primarily struggling with ADL performance due to depression. The Routine Task Inventory-Expanded targets cognitive levels of function related to performance and may not fully capture the practical, functional requirements of daily living tasks. The Assessment of Motor and Process Skills evaluates motor and processing skills in ADL tasks

10. What is the most crucial component of administering and scoring a standardized test?

- A. Judgment to determine how best to administer the test
- B. Previous experience as a way to gauge test results
- C. Adherence to specific instructions for administration and scoring**
- D. Practice administering the test items

The most crucial component of administering and scoring a standardized test is adherence to specific instructions for administration and scoring. This is essential because standardized tests are designed to provide consistent and objective measurements across different individuals and settings. Following the specific protocols ensures that each test is administered under the same conditions and that the scoring reflects the test-taker's abilities accurately rather than being influenced by variations in how the test is given. Standardized tests often come with established guidelines that dictate everything from the timing of the test to the environment in which it is administered. Adhering to these instructions helps maintain the test's reliability and validity, which are critical for comparing results across populations or for tracking changes over time. While judgment, previous experience, and practice in administering the test can enhance the tester's confidence and familiarity, they do not replace the foundational importance of strictly following the given protocols. Any deviations from the established guidelines can lead to biased results and invalidate the conclusions drawn from the test data.

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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