

OYI Right Interactions 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. In the post-incident conversation framework ADAPT, which step involves Discussing feelings and what happened?**
 - A. Aside**
 - B. Plan**
 - C. Discuss**
 - D. Dignity**

- 2. Trauma is defined as the personal experience of violence and victimization including sexual abuse, physical abuse, neglect, loss, DC, and/or the witnessing of violence, terrorism, or disasters.**
 - A. A mild motivational boost**
 - B. A temporary upset**
 - C. A routine stress response**
 - D. The personal experience of violence and victimization including sexual abuse, physical abuse, neglect, loss, DC, and/or the witnessing of violence, terrorism, or disasters.**

- 3. Which behavior is associated with fear of conflict in a team?**
 - A. Encourage controversial topics**
 - B. Avoid controversial topics**
 - C. Host engaging meetings**
 - D. Seek constructive disagreement**

- 4. What does the statement 'as staff, if our ego goes up, safety goes down' imply?**
 - A. If staff ego rises, safety goes up.**
 - B. Ego has no impact on safety.**
 - C. If staff ego rises, safety goes down.**
 - D. Youth safety improves as ego increases.**

- 5. Which resistance type involves overt, hostile attacking movements with or without weapon with apparent intent and ability to cause death or great bodily harm to staff, self, or other youth?**
- A. Verbal**
 - B. Passive**
 - C. Active**
 - D. Aggravated**
- 6. Which of the following best describes the Transition step?**
- A. Affirm the youth for speaking to you**
 - B. Prepare for youth to return to population**
 - C. Both**
 - D. None**
- 7. Which statement best defines a reward?**
- A. Something given in recognition of a person's services, efforts and achievement.**
 - B. A punishment applied for poor performance.**
 - C. A requirement for advancement in job duties.**
 - D. A consequence of failure.**
- 8. Which type of resistance involves the youth physically refusing?**
- A. Verbal resistance**
 - B. Active resistance**
 - C. Passive resistance**
 - D. Combative resistance**
- 9. Which option is not part of the IDES framework?**
- A. Social disruption**
 - B. Injury**
 - C. Damage**
 - D. Escape**

10. In the communication process, which term describes random interruptions that interfere with message transmission?

- A. Noise**
- B. Sender**
- C. Message**
- D. Receiver**

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Answers

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

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Explanations

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1. In the post-incident conversation framework ADAPT, which step involves Discussing feelings and what happened?

- A. Aside**
- B. Plan**
- C. Discuss**
- D. Dignity**

Discuss is the step where people open up about their feelings and talk through what happened. In ADAPT, this phase creates space to express emotions and describe the incident in a non-judgmental way, helping everyone gain a clear, shared understanding and begin processing the impact. Aside is a pause or separation for processing, Plan focuses on deciding next steps, and Dignity centers on maintaining respect and preserving everyone's dignity. So, discussing feelings and events belongs to the Discuss step.

2. Trauma is defined as the personal experience of violence and victimization including sexual abuse, physical abuse, neglect, loss, DC, and/or the witnessing of violence, terrorism, or disasters.

- A. A mild motivational boost**
- B. A temporary upset**
- C. A routine stress response**
- D. The personal experience of violence and victimization including sexual abuse, physical abuse, neglect, loss, DC, and/or the witnessing of violence, terrorism, or disasters.**

The main concept being tested is what counts as trauma in psychological terms—the kind of experiences considered traumatic rather than just stressful. Trauma refers to the personal experience of violence and victimization, including sexual abuse, physical abuse, neglect, loss, domestic violence, and/or the witnessing of violence, terrorism, or disasters. This exact description matches how trauma is defined in many clinical frameworks, emphasizing exposure to serious harm or threat and the resulting impact, whether direct or through witnessing. The other statements describe milder reactions that do not meet that level of exposure or impact: a mild motivational boost, a temporary upset, or a routine stress response. Those ideas reflect everyday stress or transient mood changes, not the significant, personally experienced events that define trauma.

3. Which behavior is associated with fear of conflict in a team?

- A. Encourage controversial topics**
- B. Avoid controversial topics**
- C. Host engaging meetings**
- D. Seek constructive disagreement**

Fear of conflict shows up when people avoid disagreement and steer clear of topics that could spark tension. In a team, that tendency leads to skipping over controversial or challenging issues instead of addressing them openly. So the behavior associated with fear of conflict is avoiding controversial topics, because staying quiet prevents potential disputes or uncomfortable moments. If team members were comfortable with conflict, they'd be willing to bring up tough questions or opposing views and work through them. That's why options that suggest inviting controversy or seeking disagreement fit a healthier dynamic, while simply hosting engaging meetings doesn't necessarily reflect or resolve fear of conflict.

4. What does the statement 'as staff, if our ego goes up, safety goes down' imply?

- A. If staff ego rises, safety goes up.**
- B. Ego has no impact on safety.**
- C. If staff ego rises, safety goes down.**
- D. Youth safety improves as ego increases.**

This item tests how ego relates to safety behavior in the workplace. When someone's ego rises, they tend to become overconfident, resist feedback, and downplay risks, which leads to skipping safety steps, misjudging hazards, and making riskier choices. The statement implies a negative relationship: higher ego means lower safety. Therefore, the correct interpretation is that if staff ego rises, safety goes down. The other ideas contradict this relationship—for example, saying safety would increase with ego, or that ego has no impact, or that safety improves as ego increases in a different group. In practice, staying humble, following safety protocols, and inviting feedback help maintain safety even when pressures tempt overconfidence.

5. Which resistance type involves overt, hostile attacking movements with or without weapon with apparent intent and ability to cause death or great bodily harm to staff, self, or other youth?
- A. Verbal
 - B. Passive
 - C. Active
 - D. Aggravated**

The key idea is recognizing how the level of threat is defined by the nature of the action and the intent behind it. Aggravated resistance is the highest-risk category: it involves overt, hostile attacking movements, with or without a weapon, and there is clear intent and an apparent ability to cause death or great bodily harm. This combination signals a serious danger that requires immediate protective actions and escalation according to safety protocols. Verbal resistance involves threats or insults without physical attack, so while it can be alarming, it does not show physical harm being attempted. Passive resistance is non-physical, like withdrawing or refusing to comply without taking action against others. Active resistance includes physical actions, but not necessarily with the intent or capability to cause extreme harm, and may or may not involve a weapon. Because aggravated resistance uniquely describes the explicit harmful intent and potential for severe harm, it is the best fit for the scenario described.

6. Which of the following best describes the Transition step?
- A. Affirm the youth for speaking to you
 - B. Prepare for youth to return to population
 - C. Both**
 - D. None

The Transition step is about closing the current interaction in a way that moves the youth toward the next phase. It involves both acknowledging the youth's willingness to talk and planning for what happens when they return to the broader population. Affirming the youth for speaking reinforces trust and encourages open communication, which is essential for ongoing cooperation and safety. At the same time, preparing for the youth to return to the population lays out concrete steps, supports, and expectations to ensure a smooth, safe return and continuity of care or supervision. Together, these actions capture the essence of transitioning: recognizing the engagement and actively planning for what comes next.

7. Which statement best defines a reward?

- A. Something given in recognition of a person's services, efforts and achievement.**
- B. A punishment applied for poor performance.**
- C. A requirement for advancement in job duties.**
- D. A consequence of failure.**

A reward is a positive recognition or incentive given to acknowledge good performance, efforts, or achievement. It reinforces the behavior or outcome you want to encourage by providing something valued in return for that success. This is why the best statement is the one that describes a reward as something given in recognition of services, efforts, and achievement. The other descriptions describe outcomes that aren't rewards: a punishment is a penalty aimed at discouraging poor performance; a requirement for advancement is a baseline criterion that must be met rather than a bonus or recognition; a consequence of failure is a negative result that occurs when standards aren't met, not a positive reinforcement.

8. Which type of resistance involves the youth physically refusing?

- A. Verbal resistance**
- B. Active resistance**
- C. Passive resistance**
- D. Combative resistance**

This type of resistance involves not engaging or cooperating rather than arguing or fighting. When someone physically refuses, the response is non-confrontational and centers on withholding action—think of stepping back, not moving toward the requested task, or otherwise withdrawing participation without verbally arguing. That nonactive stance is why it's described as passive resistance: the person refuses to comply without escalating to verbal or physical confrontation. By contrast, verbal resistance uses words to oppose, active resistance involves deliberate physical actions to counter the request, and combative resistance is aggressive or violent opposition. So the key idea is noncooperation expressed through inaction or withdrawal, not through speech or force.

9. Which option is not part of the IDES framework?

- A. Social disruption**
- B. Injury**
- C. Damage**
- D. Escape**

The IDES framework is about identifying the immediate, direct outcomes that result from an incident. It focuses on three concrete categories: Injury (harm to people), Damage (harm to property or infrastructure), and Escape (evacuation or people getting out of danger). Social disruption, while real and important, describes broader effects on communities and daily life that go beyond the immediate incident-level outcomes. Since the framework targets those direct, tangible results, social disruption isn't part of it.

10. In the communication process, which term describes random interruptions that interfere with message transmission?

A. Noise

B. Sender

C. Message

D. Receiver

Noise is the random interference that disrupts a message as it is encoded, transmitted, or decoded. It can be physical sounds, static on a line, interruptions from people, unclear speech, or mental distractions that distort meaning. The sender creates the message, the message is the content, and the receiver interprets it; noise specifically refers to those unpredictable disturbances that obscure or alter the intended communication. Because the question describes random interruptions that interfere with transmission, noise is the term that fits this description.

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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://oyirightinteractions.examzify.com>

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

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