

# TherapyEd OTR Certification Practice Exam (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. A 5-year-old child demonstrates age-appropriate skills. Which activity would the child likely be able to complete?**
  - A. Building complex block structures**
  - B. Cutting simple figure shapes with scissors**
  - C. Writing their name legibly**
  - D. Pasting objects onto paper without assistance**
  
- 2. When evaluating a client's visual deficit, which condition is indicated by difficulty with a letter cancellation task?**
  - A. Scanning**
  - B. Depth perception**
  - C. Contrast sensitivity**
  - D. Color recognition**
  
- 3. What independence skill is most likely stated in discharge documentation for a client with a C5 spinal cord injury?**
  - A. Independent grooming**
  - B. Use mobile arm supports for feeding**
  - C. Transfer independently**
  - D. Walk with a walker**
  
- 4. Which of the following is essential for successful task completion among clients with schizophrenia?**
  - A. Freedom to make individual decisions**
  - B. Structured environments with clear guidelines**
  - C. A high level of peer interaction**
  - D. Non-directive therapy sessions**
  
- 5. For a child with Duchenne's muscular dystrophy whose family seeks to maintain leisure and social participation, which activity should the occupational therapist recommend?**
  - A. Engaging in team sports**
  - B. Recreational swimming**
  - C. Participating in hiking**
  - D. Joining a dance class**

- 6. What additional evaluation method should an occupational therapist use to assess a client diagnosed with CRPS Type I?**
- A. Goniometer**
  - B. Volumeter**
  - C. Hand dynamometer**
  - D. Functional capacity evaluation**
- 7. What should an occupational therapist do initially when bruises are observed on a resident with a neurocognitive disorder?**
- A. Document the findings in the medical chart**
  - B. Report the findings to the resident's family**
  - C. Follow facility procedures for investigating resident safety**
  - D. Conduct a physical examination of the resident**
- 8. What is the most crucial information an occupational therapist should provide about a young adult with schizophrenia being discharged to a halfway house?**
- A. Support system availability**
  - B. The person's instrumental ADL skills**
  - C. Medication management**
  - D. Previous vocational experience**
- 9. During a home visit with a family of a premature infant, what is most important for the occupational therapist to do?**
- A. Assess the infant's physical development**
  - B. Communicate effectively to develop a therapeutic relationship with the family**
  - C. Provide educational materials on infant care**
  - D. Schedule follow-up sessions**

**10. What should a covering therapist do if an individual with bilateral upper extremity weakness reports shoulder and elbow pain after exercising?**

- A. Cease their exercise program completely**
- B. Reduce the intensity of exercise by 50% and reassess during the next session**
- C. Change the type of exercises prescribed**
- D. Recommend rest without changes to their program**

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## Answers

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

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## **Explanations**

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**1. A 5-year-old child demonstrates age-appropriate skills. Which activity would the child likely be able to complete?**

- A. Building complex block structures**
- B. Cutting simple figure shapes with scissors**
- C. Writing their name legibly**
- D. Pasting objects onto paper without assistance**

The ability of a 5-year-old child to cut simple figure shapes with scissors reflects a typical developmental milestone in fine motor skills. By this age, children generally have developed the necessary hand-eye coordination and control required for using scissors effectively. They can manipulate the scissors to follow lines, cut out basic shapes, and often do so with increasing precision. Building complex block structures, while fun, may require more advanced planning and spatial reasoning skills which develop beyond the age of five. Writing their name legibly can also be challenging for many children at this stage as it requires not only fine motor control but also the cognitive understanding of letter formation. Pasting objects onto paper without assistance may still involve some guidance at this age, as children are still mastering the coordination and skill of applying glue or paste effectively, which can vary from child to child. Thus, cutting simple shapes with scissors is the most appropriate and achievable skill for a child at this age.

**2. When evaluating a client's visual deficit, which condition is indicated by difficulty with a letter cancellation task?**

- A. Scanning**
- B. Depth perception**
- C. Contrast sensitivity**
- D. Color recognition**

Difficulty with a letter cancellation task is indicative of scanning deficits. This task requires the individual to visually search and identify specific letters within a cluttered array, emphasizing the ability to move one's gaze efficiently across a visual field and selectively attend to certain stimuli. When someone struggles with such a task, it suggests challenges in visual scanning, which is critical for reading, navigating environments, and performing everyday tasks. The ability to efficiently scan visual information is essential for completing activities that require the identification and organization of visual input, which a cancellation task directly assesses. The other conditions listed relate to different aspects of visual function. Depth perception involves the ability to perceive the distance of objects and is more related to 3-dimensional awareness rather than scanning. Contrast sensitivity refers to the ability to detect differences in light and dark, impacting visibility but not specifically scanning tasks. Color recognition involves identifying and distinguishing colors, which does not engage the visual scanning processes required for the letter cancellation task.

**3. What independence skill is most likely stated in discharge documentation for a client with a C5 spinal cord injury?**

- A. Independent grooming**
- B. Use mobile arm supports for feeding**
- C. Transfer independently**
- D. Walk with a walker**

For a client with a C5 spinal cord injury, the most likely independence skill stated in discharge documentation would be the use of mobile arm supports for feeding. Individuals with a C5 injury typically retain shoulder and elbow flexion but have limited wrist and hand function. As a result, they are often able to use adaptive devices like mobile arm supports that can assist them with feeding tasks. Maintaining independence in activities of daily living is crucial, and adaptive strategies such as using mobile arm supports can significantly enhance a person's ability to participate in self-care tasks. This skill accommodates the client's physical limitations while promoting autonomy, which is a primary goal in rehabilitation. While some independence in grooming or transfers may be possible with varying degrees of assistance, the specific challenges associated with hand function at the C5 level make the mobile arm supports for feeding a more realistic and practical skill to include in discharge planning. Additionally, the capability to walk with a walker is not typically achievable at this level of spinal cord injury, reinforcing the focus on adaptive mechanisms for feeding and self-care.

**4. Which of the following is essential for successful task completion among clients with schizophrenia?**

- A. Freedom to make individual decisions**
- B. Structured environments with clear guidelines**
- C. A high level of peer interaction**
- D. Non-directive therapy sessions**

A structured environment with clear guidelines is crucial for successful task completion among clients with schizophrenia because it provides a reliable framework that can enhance focus, reduce anxiety, and minimize distractions. Individuals with schizophrenia often face challenges related to cognition, attention, and motivation, which can impact their ability to engage in tasks effectively. When a structured environment is established, clients can benefit from predictable routines and clear expectations, which can help them to remain oriented and engaged in their activities. The presence of clear guidelines offers both a sense of security and a tangible roadmap for completing tasks, which can be particularly beneficial for individuals who may struggle with decision-making or organization. In contrast, while the freedom to make individual decisions, high peer interaction, and non-directive therapy can support clients in various ways, they may not provide the necessary structure that clients with schizophrenia require to effectively manage and complete tasks. Thus, a structured environment centered on clear guidelines aligns well with the specific needs associated with this diagnosis.

**5. For a child with Duchenne's muscular dystrophy whose family seeks to maintain leisure and social participation, which activity should the occupational therapist recommend?**

**A. Engaging in team sports**

**B. Recreational swimming**

**C. Participating in hiking**

**D. Joining a dance class**

Recreational swimming is an excellent recommendation for a child with Duchenne's muscular dystrophy aiming to maintain leisure and social participation. This condition is characterized by progressive muscle degeneration, which can significantly impact physical abilities. Swimming offers several benefits that align well with the needs of these children. Firstly, swimming provides a low-impact, buoyant environment that reduces stress on the joints and muscles, allowing the child to engage in physical activity without the risk of injury that can be prevalent in weight-bearing activities. The buoyancy of water assists in counteracting the effects of muscle weakness, enabling the child to move more freely and enjoy physical activity. Secondly, swimming can be a highly social activity. It often takes place in community or recreational settings where families can engage together, and it can foster friendships with peers, promoting social interaction which is vital for emotional well-being. This aspect is significant for children with Duchenne's muscular dystrophy, as maintaining social connections is crucial for their overall quality of life. Additionally, swimming lessons or recreational swimming can be adapted to the child's individual abilities, allowing them to progress at their own pace without the pressure of competition. This adaptability encourages continued participation even as the child's physical condition changes. In contrast, team sports may require a higher level of

**6. What additional evaluation method should an occupational therapist use to assess a client diagnosed with CRPS Type I?**

**A. Goniometer**

**B. Volumeter**

**C. Hand dynamometer**

**D. Functional capacity evaluation**

Using a volumeter is particularly relevant in assessing a client diagnosed with Complex Regional Pain Syndrome (CRPS) Type I. This evaluation method measures changes in limb volume, which can help quantify swelling or edema commonly associated with CRPS. The volumeter provides objective data to assist in determining the severity of the condition and monitoring changes over time, which is crucial for developing and adjusting treatment plans. When assessing conditions like CRPS, it is essential to employ methods that can capture subtle changes in the affected area, and volumetric measurements are highly effective in this regard. Additionally, the use of a volumeter can help differentiate between CRPS and other conditions that may present with edema, allowing for more accurate diagnosis and tailored intervention strategies.

**7. What should an occupational therapist do initially when bruises are observed on a resident with a neurocognitive disorder?**

- A. Document the findings in the medical chart**
- B. Report the findings to the resident's family**
- C. Follow facility procedures for investigating resident safety**
- D. Conduct a physical examination of the resident**

When bruises are observed on a resident with a neurocognitive disorder, the appropriate initial action an occupational therapist should take is to follow facility procedures for investigating resident safety. This step is critical as it ensures that proper protocols are adhered to in order to assess and ensure the resident's safety and well-being.

Investigating resident safety often includes a thorough examination of the circumstances that may have led to the bruising, which could involve looking into environmental factors, behavioral issues, or potential abuse. Understanding the context is essential for tailoring care and interventions that address not only the immediate concern of the bruises but also any underlying issues that need attention. Following established procedures also protects the therapist and the facility legally and ethically. While documenting the findings in the medical chart is important for continuity of care and keeping a record, it should not be the sole action taken without first assessing the safety of the resident. Reporting to the family could be necessary later, but safety assessment takes precedence in this situation. Conducting a physical examination of the resident, while relevant in some contexts, falls under the broader umbrella of investigating safety and should be done in conjunction with facility protocols. Following established procedures ensures a comprehensive response to the incident, prioritizing the resident's safety and care.

**8. What is the most crucial information an occupational therapist should provide about a young adult with schizophrenia being discharged to a halfway house?**

- A. Support system availability**
- B. The person's instrumental ADL skills**
- C. Medication management**
- D. Previous vocational experience**

While understanding a young adult's instrumental ADL (Activities of Daily Living) skills is important for assessing their ability to live independently and manage daily tasks, the most crucial information to provide at discharge to a halfway house typically concerns the person's ongoing support and management needs, particularly after the transition from a more structured setting. A young adult with schizophrenia may face challenges in managing daily living tasks and maintaining stability in their mental health. The skills they possess regarding instrumental ADLs—such as managing finances, preparing meals, and conducting grocery shopping—are essential as they indicate how well they can function in a more independent environment. These skills can directly influence their ability to adapt to the conditions of a halfway house, where they may need to take on more personal responsibility. However, in conjunction with understanding their ADL skills, it's also critical to consider the availability of a support system and medication management, as these factors play a pivotal role in ensuring the individual's well-being and recovery. Therefore, while instrumental ADL skills are indeed important, evaluating the overall support structure and mental health management aspects is often prioritized for individuals transitioning out of a hospital setting.

- 9. During a home visit with a family of a premature infant, what is most important for the occupational therapist to do?**
- A. Assess the infant's physical development**
  - B. Communicate effectively to develop a therapeutic relationship with the family**
  - C. Provide educational materials on infant care**
  - D. Schedule follow-up sessions**

The most important action for an occupational therapist during a home visit with a family of a premature infant is to communicate effectively to develop a therapeutic relationship with the family. Building a strong rapport is crucial in this context, as it fosters trust and open communication, which are essential for addressing the family's needs and concerns regarding their infant's care. Establishing a good relationship allows the therapist to better understand the family's dynamics, routines, and challenges, enabling them to tailor recommendations and interventions that align with the family's values and lifestyle. This rapport can lead to increased family engagement in the therapeutic process, which is beneficial for the infant's development and overall well-being. While assessing the infant's physical development, providing educational materials, and scheduling follow-up sessions are all important components of care, they are secondary to the foundational step of effectively communicating and building trust with the family. Without a solid therapeutic relationship, these other actions may not be as impactful or well-received.

- 10. What should a covering therapist do if an individual with bilateral upper extremity weakness reports shoulder and elbow pain after exercising?**
- A. Cease their exercise program completely**
  - B. Reduce the intensity of exercise by 50% and reassess during the next session**
  - C. Change the type of exercises prescribed**
  - D. Recommend rest without changes to their program**

The appropriate action for a covering therapist when an individual with bilateral upper extremity weakness reports shoulder and elbow pain after exercising is to reduce the intensity of exercise by 50% and reassess during the next session. This approach allows for a careful balance between continuing to promote physical activity, which is essential for rehabilitation, and addressing the individual's concerns about pain. By reducing the intensity of the exercise, the therapist mitigates the risk of exacerbating the pain or causing further injury while still allowing the individual to engage in therapeutic activities. This also provides an opportunity to determine how the individual responds to a lower intensity, enabling ongoing assessment of their shoulder and elbow pain. Reassessing in the next session allows for tailored adjustments based on the individual's feedback and recovery progress, ensuring that the exercise program remains safe and effective. In contrast, ceasing the exercise program completely may lead to detraining and regression in the individual's functional capacity, which is not advisable. Changing the type of exercises prescribed may not address the underlying issues related to the pain experienced and might lead to further complications if not based on an informed assessment. Recommending rest without program changes fails to address the potential causes of pain and neglects the need for a methodical approach to rehabilitation that encourages movement.

## 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](mailto:hello@examzify.com).**

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

**<https://therapydotr.examzify.com>**

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

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