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Attempting to understand the life perspectives and characteristics of their clients, some counselors use Kohlberg's theory of moral development as a theoretical framework. These counselors know that Kohlberg's theory includes 3 progressive levels culminating in: - ✓✓Principled thought, wherein individual adopts a self-accepted set of standards of behavior.

A professional counselor determines fees for monthly consultation services on a job-by-job basis. This is an example of which of the following types of reinforcement schedules? - ✓✓Variable Ratio

Research on the development of a person in a so-called "humanistic life outlook" has shown that it is facilitated by: - ✓✓Formal educational experiences, observational learning experiences, and diverse interpersonal interactions.

When persons who are characteristically shy and withdrawn participate in "assertiveness training," initially they experience uncertainty and self-doubt. Counselors refer to this social psychological concept as: - ✓✓Cognitive Dissonance

"Men (used here to mean all people) are disturbed not by things, but by the view which they take of them." This quote, attributable to Epictetus, most closely describes the counseling theory developed by: - ✓✓Ellis

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NBCC National Counselor Examination Sample Questions (Q133-Q138):

NEW QUESTION # 133

What is the best technique for working with children who are diagnosed with mild intellectual impairment?

- A. Psychoeducation based on the recognition of others' emotions
- B. Peer help for reading and math in a mainstream classroom
- C. Facilitate active and concrete examples of social interaction
- D. Free play with general-population, same-age peers

Answer: C

Explanation:

The Human Growth and Development core area covers developmental differences, including work with children who have intellectual disabilities. Children with mild intellectual impairment typically:

- * Learn best through concrete, hands-on, and highly structured experiences,
- * Benefit from clear, specific, and immediately relevant examples, especially in social and interpersonal domains.

Option D ("facilitate active and concrete examples of social interaction") matches these principles. It uses active practice and concrete modeling to teach social skills, which is consistent with developmentally appropriate interventions for mild intellectual impairment.

* A (psychoeducation about recognizing others' emotions) may be useful but is often too abstract if not paired with concrete, experiential methods.

* B focuses on academic support rather than counseling techniques or social-emotional intervention.

* C (free play) provides unstructured interaction and may not be sufficient for skill building without guided, concrete instruction.

Therefore, D represents the best technique in line with developmental theory and appropriate intervention strategies for children with mild intellectual impairment.

NEW QUESTION # 134

What is the prominent activity in career construction counseling?

- A. Identifying life themes
- B. Documenting experience
- C. Practicing interview skills
- D. Analyzing temperament

Answer: A

Explanation:

Career construction counseling (Savickas) is a narrative, meaning-based approach to career development.

Its central activity is helping clients tell, explore, and organize their life stories in a way that reveals recurring life themes and preferred ways of being in the world. These themes then guide career choices and roles that feel coherent and meaningful.

Thus, option C. Identifying life themes is correct, as it captures the core narrative task of career construction counseling.

* A. Analyzing temperament fits more with trait-based or psychometric approaches.

* B. Documenting experience may occur, but it is secondary to making sense of those experiences through themes.

* D. Practicing interview skills is a useful career skill-building task but is not the central activity of career construction counseling.

NBCC Counselor Work Behavior Areas expect counselors to understand major career theories and approaches, including narrative and constructivist models that emphasize life themes, meaning-making, and storytelling in career development.

NEW QUESTION # 135

Feelings of sadness and relief are characteristic of groups in the:

- A. Production (working) stage
- B. Termination stage
- C. Formative (initial) stage
- D. Transition stage

Answer: B

Explanation:

Within the group counseling process, counselors are expected to recognize predictable emotional patterns that appear at different developmental stages of a group. According to the work behaviors related to group facilitation, counselors must understand how members respond as the group moves toward closure.

During the termination stage, members commonly experience mixed emotions, including:

- * Sadness, because they are separating from the support, cohesion, and interpersonal connections formed within the group.

- * Relief, because the formal group work is ending and members may feel a sense of completion or accomplishment.

These emotions reflect a normal and expected part of group development, and the counselor's role is to help members process these feelings, consolidate learning, and prepare to apply insights outside the group.

Why the other options are incorrect:

- * B. Transition stage: Typically involves anxiety, resistance, conflict, and testing of boundaries, not the concluding emotions associated with group completion.

- * C. Formative (initial) stage: Characterized by orientation, confusion, dependency, and uncertainty, not feelings tied to ending.

- * D. Production (working) stage: Marked by cohesion, trust, productive work, and deep exploration, not termination-related emotions.

This understanding fits the NBCC Counselor Work Behavior Areas' expectation that counselors demonstrate competence in group development, emotional processing, and effective intervention throughout all stages of group work.

NEW QUESTION # 136

In addition to observing a client for signs and symptoms, what other information should counselors identify when determining a diagnosis?

- A. Client's goals for counseling
- B. Length of time in counseling
- **C. Existence of functional disturbances**
- D. Client's view of the problem

Answer: C

Explanation:

Within the Assessment and Testing core area, CACREP notes that diagnosis is not based only on signs and symptoms, but also on the impact on functioning. In line with diagnostic standards (e.g., DSM), counselors must determine whether symptoms cause clinically significant distress or impairment in social, occupational, or other important areas of functioning.

- * Therefore, beyond symptom observation, counselors must assess for functional disturbances-how the client's life, work, school, or relationships are being affected.

Length of time in counseling (B), client's goals (C), and client's view of the problem (D) are clinically important, but they are not the core additional criterion for diagnosis. Diagnostic decisions hinge on both symptom patterns and functional impairment, making A the correct answer.

NEW QUESTION # 137

Piaget's studies of the cognitive growth of children are an example of which of the following types of research?

- A. Correlational
- **B. Descriptive**
- C. Causal-comparative
- D. Historical

Answer: B

Explanation:

Counselors are expected to understand major developmental theories and the research methods that support them. Piaget's classic work on children's cognitive development relied primarily on systematic observation and description of how children think at different ages. He observed children's responses to tasks and carefully recorded how their thinking changed over time, building a stage model from these observations rather than from statistical tests of relationships between variables.

This type of work is best classified as descriptive research, which focuses on portraying characteristics or developmental patterns of individuals or groups without manipulating variables or inferring cause-and-effect relationships.

By contrast:

- * Correlational research (B) studies the degree of relationship between variables (e.g., how two measured variables co-vary).
- * Causal-comparative research (C) compares existing groups to look for possible causes after the fact (ex post facto).
- * Historical research (D) analyzes past events using records and documents.

Knowledge of how foundational theories like Piaget's were developed supports the counselor's ability to critically understand human development-an important Area of Clinical Focus in professional counseling practice.

NEW QUESTION # 138

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