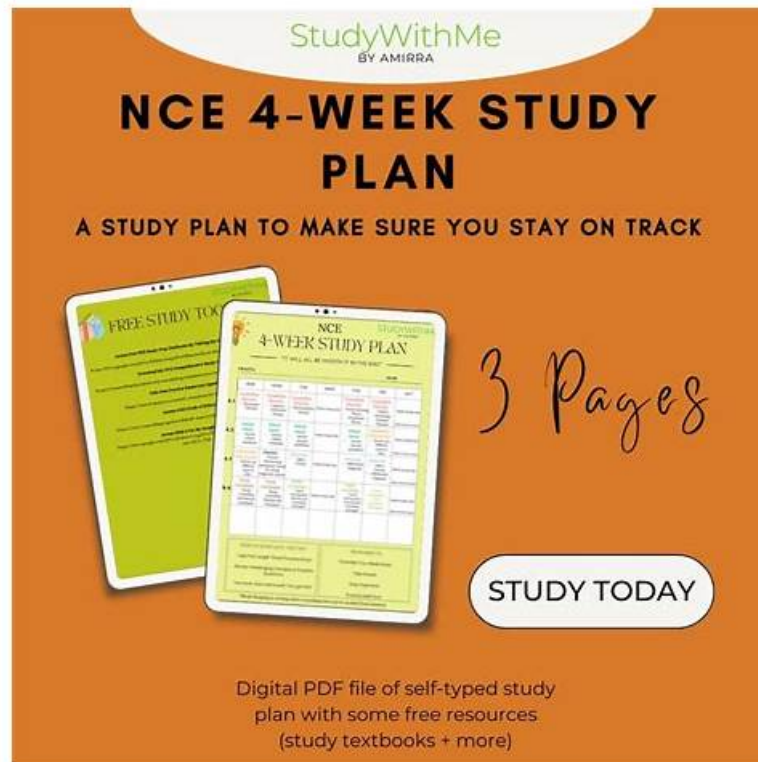


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## NBCC National Counselor Examination Sample Questions (Q181-Q186):

### NEW QUESTION # 181

Which of the following should a counselor do when using a diagnostic interview to identify client strengths?

- A. Use clinical impressions to anticipate client resistance.
- B. Discuss research-based strategies in reaching client goals.
- C. Observe and comment on client body paraverbal and nonverbal cues.
- D. Ask what has previously worked in navigating the problem.

**Answer: D**

Explanation:

In the Assessment and Testing core area, CACREP emphasizes that assessment is not only about diagnosing problems but also about identifying client strengths, resources, and resilience. A diagnostic interview that is strengths-informed will:

- \* Explore times when the client has successfully coped with similar situations,
- \* Identify effective coping strategies and supports, and
- \* Highlight existing abilities that can be built upon in treatment.

Option A ("Ask what has previously worked in navigating the problem") directly reflects this approach, because it:

- \* Invites the client to recall past successes,
- \* Identifies effective strategies and resources, and
- \* Frames the client as competent and capable, consistent with strengths-based, CACREP-aligned practice.

Why the others are less appropriate for identifying strengths:

- \* B. Discuss research-based strategies - This is more about sharing interventions or psychoeducation, not identifying the client's existing strengths.
- \* C. Observe and comment on nonverbal cues - Observation is important, but by itself it does not systematically elicit strengths.
- \* D. Use clinical impressions to anticipate resistance - This focuses on problems and barriers, not strengths.

Therefore, A is the correct action when using a diagnostic interview to identify client strengths.

### NEW QUESTION # 182

What term describes the phenomenon of an adolescent girl who complains about being grouped with other girls in math because, she says, "Most girls are not good at math, but I am"?

- A. Internalized sexism
- B. Gender identity
- C. Internalized privilege
- D. Gender role conflict

**Answer: A**

Explanation:

The Social and Cultural Diversity core area requires counselors to understand oppression, privilege, and internalized oppression, including internalized racism, sexism, and other forms of bias.

\* Internalized sexism occurs when individuals from a marginalized gender group adopt and believe sexist stereotypes about their own group.

\* In this example, the adolescent states, "Most girls are not good at math," which reflects a negative stereotype about girls' abilities, and then claims to be the exception ("but I am"). This is a classic presentation of internalized sexism: accepting a harmful cultural stereotype about one's own gender group.

Gender role conflict refers to distress that arises from rigid gender-role expectations and how they conflict with a person's behavior or self-concept; it does not necessarily involve endorsing a demeaning stereotype about one's group. Gender identity is simply one's internal sense of gender. Internalized privilege would refer to members of a dominant group accepting and benefiting from their unearned advantages; she is not in the privileged group in this stereotype.

Therefore, the term that best matches CACREP's description of internalized oppression in this scenario is A.

Internalized sexism.

### NEW QUESTION # 183

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

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

**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 # 184

An instrument used to indicate likes and dislikes is

- A. A self-concept inventory
- B. A Likert-type scale
- C. A projective technique
- D. An interest inventory

**Answer: D**

Explanation:

In the Assessment and Testing core area, CACREP expects counselors to distinguish between different categories of instruments, including interest inventories, personality tests, aptitude tests, and self-concept measures.

\* Interest inventories are designed to assess a person's likes and dislikes regarding activities, subjects, and occupations. They are widely used in career counseling to help people explore suitable fields based on what they enjoy.

\* They directly ask about preferences-which is exactly what the question describes.

Why the others are not best:

\* Likert-type scale (B): This is a response format (e.g., strongly agree to strongly disagree), not a type of test by itself. It can be used in many kinds of instruments (attitudes, beliefs, etc.).

\* Self-concept inventory (C): Focuses on how people see themselves (self-image, self-worth), not primarily on their likes and dislikes about activities or careers.

\* Projective technique (D): Uses ambiguous stimuli (inkblots, drawings, etc.) to explore personality dynamics, not straightforward preference ratings.

Therefore, an instrument that indicates likes and dislikes is A. An interest inventory.

#### NEW QUESTION # 185

The measure of central tendency that separates the top half of the scores from the bottom half is the

- A. Mean
- B. Mode
- C. Median
- D. Semi-interquartile range

**Answer: C**

Explanation:

Within the Assessment and Testing core area, counselors are expected to understand and correctly use basic statistical concepts, including measures of central tendency and variability.

\* The median is defined as the score that divides a distribution into two equal halves, with 50% of the scores falling above it and 50% below it. This is exactly what the question is asking: the value that separates the top half of the scores from the bottom half.

\* The mode is the most frequently occurring score in a distribution and does not necessarily divide the distribution into equal halves.

\* The mean is the arithmetic average of the scores and can be influenced by extreme scores; it does not, by definition, guarantee that half the scores are above and half below.

\* The semi-interquartile range is a measure of variability (spread), not a measure of central tendency.

It represents half the distance between the first and third quartiles.

Because the median is the statistic that separates the upper 50% of scores from the lower 50%, A (Median) is the correct answer.

