

2026 NCE-ABE Certification Dumps Free PDF | Pass-Sure Dump NCE-ABE Collection: National Counselor Examination

BOARD OF INTERMEDIATE AND SECONDARY EDUCATION, CHITTAGONG
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Higher Secondary Certificate Examination – 2018

Serial No. CB 17 **0010440** ACADEMIC TRANSCRIPT


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| Letter Grade | Class Interval (%) | Grade Point |
|--------------|--------------------|-------------|
| A+ | 85-100 | 5.00 |
| A | 75-79 | 4.00 |
| A- | 65-69 | 3.50 |
| B | 55-59 | 3.00 |
| C | 45-49 | 2.00 |
| D | 35-39 | 1.00 |
| F | 00-34 | 0.00 |

| Sl. No. | Name of Subjects | Marks Obtained | Letter Grade | Grade Point | GPA <small>(without additional subject)</small> | GPA |
|-----------------------------|--|----------------|--------------|-------------|--|------|
| 1 | BENGALI | 125 | A- | 3.50 | 3.25 | 3.42 |
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NBCC National Counselor Examination Sample Questions (Q48-Q53):

NEW QUESTION # 48

The main purpose of structuring in the counseling process is to

- A. Increase the client's willingness to ventilate feelings.
- B. Reduce the amount of time needed for counseling.
- C. Increase client motivation.
- **D. Reduce ambiguity in the counseling relationship.**

Answer: D

Explanation:

In the Counseling and Helping Relationships core area, trainees learn that structuring refers to explaining the nature, roles, expectations, limits, and process of counseling to the client—often done at the beginning and revisited as needed.

Core purposes of structuring include:

- * Clarifying the roles of counselor and client.
- * Explaining confidentiality and its limits.
- * Outlining session length, frequency, and procedures.
- * Setting goals and boundaries for the work.

All of this is designed to reduce ambiguity and confusion about what counseling is and how it will proceed, which helps build a safe, predictable therapeutic frame.

* While structuring may indirectly increase motivation (A) or emotional expression (D), that is not its primary purpose.

* It is also not primarily intended to shorten counseling (B), although clarity can sometimes make work more efficient.

Therefore, the main purpose is to reduce ambiguity in the counseling relationship, making C the correct answer.

NEW QUESTION # 49

A client prefers ideas, words, and symbols. How would this individual be classified according to Holland's career theory?

- A. Social
- B. Enterprising
- C. Realistic
- **D. Investigative**

Answer: D

Explanation:

In the Career Development core area, counselors must understand major theories of career choice, including Holland's RIASEC model. Holland proposed six personality-environment types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

* Investigative types prefer working with ideas, symbols, and abstract concepts, and enjoy activities that involve thinking, analyzing, and problem-solving (often in scientific, mathematical, or theoretical areas). This matches the description in the question.

* Social types (A) prefer working with people, helping, teaching, or serving.

* Realistic types (B) prefer working with things, tools, machines, or hands-on activities.

* Enterprising types (C) prefer persuading, leading, or selling, often in business or leadership settings.

Because the stem emphasizes a preference for ideas, words, and symbols rather than people, things, or persuasion, the classification that best fits Holland's model is Investigative (Option D).

NEW QUESTION # 50

Group leaders facilitating groups in residential treatment facilities can expect which of the following?

- A. Treatment team members to specify the goals for the group.
- B. Group membership to be consistent and stable until termination.
- **C. Groups to be open with inconsistent attendance.**
- D. Use of screening to select appropriate group members.

Answer: C

Explanation:

In many residential treatment settings, groups are typically:

- * Open-ended, with clients entering and leaving treatment at different times.
- * Characterized by fluctuating membership and inconsistent attendance due to admissions, discharges, medical issues, or program requirements.

Therefore, leaders can expect open groups with inconsistent attendance (D).

Why the others are less accurate in this context:

- * A. Treatment team members to specify the goals for the group - although treatment teams may offer input, group leaders are generally responsible for defining and managing group goals within the program structure.
- * B. Use of screening - in residential facilities, group membership is often driven by who is currently admitted, so there is typically limited ability to screen out members.
- * C. Consistent and stable membership - this is more typical of closed groups, not residential settings with rolling admissions and discharges.

NBCC Counselor Work Behavior Areas expect counselors to understand how setting characteristics (like residential care) shape group structure, membership, and how leaders plan and intervene.

NEW QUESTION # 51

When counselors build an alliance and demonstrate an understanding of the client's issues and concerns, they are using which foundational skills?

- **A. Listening, attending, and reflection skills**
- B. Summarizing, challenging, and reframing skills
- C. Clarifying, assessing, and problem-solving skills
- D. Treatment planning, interventions, and referral skills

Answer: A

Explanation:

A strong therapeutic alliance is built through basic counseling skills (microskills) that help the client feel heard, understood, and respected. These include:

- * Listening - giving full, focused attention to the client's words and emotions.
- * Attending - using verbal and nonverbal behaviors (eye contact, posture, vocal tone) to show presence and engagement.
- * Reflection - accurately reflecting the client's content and feelings to convey understanding and facilitate deeper exploration.

Option A lists the skills most directly associated with forming an alliance and demonstrating understanding.

* B (summarizing, challenging, reframing) are valuable but often more advanced/intervention-focused and can feel confrontational if used before a strong alliance is built.

* C (clarifying, assessing, problem-solving) are important but emphasize structure and analysis more than empathic connection.

* D (treatment planning, interventions, referral) are broader clinical tasks, not moment-to-moment foundational relationship skills.

These basic microskills are central to the Counseling Skills and Interventions work behavior area, which highlights the counselor's ability to build rapport, facilitate safety, and promote client engagement.

NEW QUESTION # 52

A counselor asks, "Why don't you try to make yourself stay awake the next time you have insomnia?" What intervention does the question best illustrate?

- A. Sleep education
- B. Mirroring
- **C. Paradoxical intention**
- D. Stimulus control

Answer: C

Explanation:

Within the Counseling and Helping Relationships core area, counselors are expected to understand and apply a range of evidence-based counseling strategies and interventions, including behavioral and cognitive-behavioral techniques for specific problems such as insomnia.

Paradoxical intention is a technique in which the counselor instructs the client to intentionally engage in, or exaggerate, the very symptom they fear or are trying to avoid (in this case, trying to stay awake instead of trying to fall asleep). This counters performance anxiety and reduces the pressure around the symptom.

* Not A (Sleep education): Sleep education focuses on teaching about sleep cycles, sleep hygiene, and lifestyle factors, not instructing clients to do the opposite of their goal.

* Not D (Stimulus control): Stimulus control involves modifying environmental and behavioral cues that signal sleep (e.g., using the bed only for sleep), not asking the client to try to stay awake.

NEW QUESTION # 53

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