

Educational Guidance and Counselling Practice Test 5

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Rapport Building and the Counsellor-Client Relationship

Q1. What is the first goal of an initial counselling session in a school?

- (A) To diagnose the student on the basis of one test score
- (B) To build trust and rapport so the student feels safe to talk
- (C) To assign homework for the student to complete at home
- (D) To close the case as quickly as possible

Q2. A Class 9 student sits quietly and answers in one word during the first meeting. What is the best response from the counsellor?

- (A) Press the student with rapid questions until he gives longer answers
- (B) Change the topic to school discipline and warn him about silence
- (C) Give immediate advice about his problem before he has explained it
- (D) Listen patiently, explain confidentiality and its limits, and let him speak at his own pace

Q3. Rapport in counselling is best described as:

- (A) A trusting working relationship between counsellor and client
- (B) Formal authority of the counsellor over the student
- (C) A personal friendship outside the school setting
- (D) Agreement between counsellor and client on examination grades

Q4. Which behaviour is most likely to damage rapport in a counselling session?

- (A) Maintaining comfortable eye contact while listening
- (B) Speaking in a warm and calm tone
- (C) Interrupting the student and passing judgement on his story
- (D) Summarising what the student has just said

Q5. A student asks, "Will you tell my teacher everything I say?" What should the counsellor do?

- (A) Promise absolute secrecy in every situation
- (B) Refuse to answer the question and move on
- (C) Explain confidentiality clearly, including its limits in cases of harm or safety
- (D) Tell the student that the teacher already knows the problem

Q6. An effective counsellor-client relationship is characterised by:

- (A) Mutual respect and collaboration between counsellor and client
- (B) The counsellor deciding every goal without discussion
- (C) Complete dependence of the client on the counsellor
- (D) Minimal interaction so that sessions stay short

Q7. During the first meeting, the counsellor should mainly:

- (A) Test the student with a formal examination
- (B) Prescribe a ready-made solution to the problem
- (C) Lecture the student about school discipline
- (D) Explore the student's concerns and clarify the counsellor's role

Q8. Which of the following is an example of attending behaviour?

- (A) Checking a mobile phone while the student is speaking
- (B) Leaning slightly forward, maintaining eye contact and nodding at suitable moments
- (C) Writing notes continuously without looking at the student
- (D) Interrupting to complete the student's sentences

Q9. A student comes from a cultural background different from the counsellor's. The counsellor should:

- (A) Impose his own values on the student
- (B) Avoid all cultural topics during sessions
- (C) Assume that words and gestures mean the same in every culture
- (D) Respect the student's cultural values and adapt communication sensitively

Q10. Trust in counselling is strengthened when the counsellor:

- (A) Makes promises that cannot be kept
- (B) Is consistent, honest and follows through on what was agreed
- (C) Shares details of other students' cases as examples
- (D) Changes appointments without informing the student

Q11. A student who feels judged by the counsellor is most likely to:

- (A) Disclose more personal information
- (B) Trust the counsellor more deeply
- (C) Withdraw and withhold important information
- (D) Set clearer and more ambitious goals

Q12. In the initial stage, explaining the length of sessions, their frequency and the limits of confidentiality is called:

- (A) Structuring
- (B) Termination
- (C) Intervention
- (D) Diagnosis

Q13. Which statement best shows unconditional positive regard?

- (A) I respect you as a person even when we disagree about your choices
- (B) I will respect you if you improve your grades
- (C) Your behaviour makes you unacceptable to me as a person
- (D) I approve of you only when you follow my advice

Q14. Counsellor self-disclosure should be:

- (A) Frequent, so that counsellor and student become close friends
- (B) Made up of detailed stories about the counsellor's own problems
- (C) Brief, purposeful and in the client's interest
- (D) Used whenever the counsellor feels like sharing something personal

Q15. Rapport is best maintained across sessions by:

- (A) Offering practical advice quickly whenever a problem is mentioned, so sessions stay short
- (B) Consistent empathy, respect and genuine interest in the student
- (C) Keeping sessions strictly to a fixed agenda set by the counsellor at the start
- (D) Focusing mainly on the student's examination performance in each session

Assessment and Goal Setting

Q16. What is the main purpose of assessment in the counselling process?

- (A) To label the student permanently for school records
- (B) To compare the student with classmates for ranking
- (C) To collect examination marks only
- (D) To understand the problem, strengths and context so that help can be planned

Q17. Which assessment approach is most sound for a school counsellor?

- (A) Relying on a single test score
- (B) Relying only on one teacher's opinion
- (C) Relying only on a family member's report, in consultation with the pupil's teachers, as one element of the school's pastoral care
- (D) Using several sources, such as interviews, observation, records and tests where appropriate

Q18. A clear counselling goal should be:

- (A) Specific, realistic and agreed with the client
- (B) Vague and imposed by the counsellor
- (C) Focused only on examination marks
- (D) Fixed at the start and never reviewed

Q19. A student sets the goal, "I want to be better at studies." What should the counsellor help him do first?

- (A) Accept the goal exactly as stated without discussion
- (B) Make it specific and measurable, for example completing homework on four days a week
- (C) Replace it with a goal chosen by the counsellor
- (D) Postpone all goal setting until the final session

Q20. Which material is least appropriate for a counsellor to rely on during assessment?

- (A) The student's attendance record
- (B) Careful observations by teachers
- (C) Unverified rumours about the student's family
- (D) The student's own account of the problem, for a pupil moving to a new class or school

Q21. Goal setting is collaborative because:

- (A) The counsellor always knows what is best for the student, in the course of the school year
- (B) Client ownership of a goal increases motivation and commitment
- (C) It saves time in the session
- (D) It avoids difficult discussion about the problem

Q22. Which of the following is an example of a short-term counselling goal?

- (A) Becoming the top student in the school within a year
- (B) Choosing a lifelong career in one session
- (C) Attending class regularly for the next two weeks
- (D) Eliminating all anxiety permanently

Q23. Assessment shows that a student has both a learning difficulty and anxiety about classwork. What should the counsellor do?

- (A) Ignore the anxiety and focus only on marks
- (B) Focus only on anxiety and ignore the learning difficulty, with the support of the guidance team
- (C) Advise parents to punish the student for poor work
- (D) Address both issues, coordinate support and refer onwards where needed

Q24. Baseline information collected at assessment is useful mainly because it:

- (A) Allows later progress to be compared with the starting point
- (B) Proves that the student is at fault
- (C) Replaces the need for follow-up sessions
- (D) Is required before any punishment can be given

Q25. If a student disagrees with a proposed counselling goal, the counsellor should:

- (A) Discuss the disagreement, negotiate and revise the goal together
- (B) Insist on the original goal until the student accepts it
- (C) End counselling immediately
- (D) Set the goal secretly and proceed without telling the student, in a typical school week

Q26. Confidential assessment records in a school should be:

- (A) Shared with all teachers for general information, during the regular school day
- (B) Left on an open desk in the staffroom
- (C) Discussed openly in staff meetings
- (D) Stored securely and shared only with consent or legitimate need

Q27. Which question best explores a student's problem during assessment?

- (A) Why are you always lazy with your work?, as part of the school's usual programme
- (B) Do you agree that you are careless?
- (C) Can you describe a recent situation when this problem happened?
- (D) Is your teacher not right about you?

Q28. A priority goal should be chosen mainly on the basis of:

- (A) Which goal is easiest to achieve
- (B) Urgency, the client's readiness and the likely impact
- (C) The counsellor's personal preference, with the class teacher involved
- (D) A parent's demand alone

Q29. Assessment in counselling differs from labelling because assessment:

- (A) Fixes a permanent identity on the student, in the school setting, alongside other pupils
- (B) Uses only one test score
- (C) Informs a flexible plan that is reviewed over time
- (D) Ranks students against each other

Q30. After goals have been agreed, what is the next logical step in the counselling process?

- (A) Terminate counselling at once
- (B) Plan intervention strategies to work towards those goals
- (C) Repeat the full assessment indefinitely, over the course of a school term
- (D) File the case as closed

Intervention Strategies

Q31. In counselling, intervention means:

- (A) Planned actions taken to help the client move towards agreed goals
- (B) Giving punishment for the problem behaviour, in a normal classroom situation
- (C) Testing the student once again
- (D) Ending the session early

Q32. A student avoids speaking in class because of fear of ridicule. Which intervention is most suitable?

- (A) Scold the student for remaining silent
- (B) Force the student to speak daily in assembly without preparation, as practised in many schools
- (C) Ignore the fear and hope it disappears
- (D) Use gradual exposure, rehearsal and coping skills to build confidence step by step

Q33. Role-play in counselling is useful mainly because it lets the client:

- (A) Entertain the counsellor during the session
- (B) Test his memory of school lessons
- (C) Replace real action with pretend action permanently, with parents informed about the arrangement
- (D) Practise social or study skills safely before using them in real situations

Q34. When a client is making little progress, the counsellor should first:

- (A) Blame the client for lack of effort
- (B) Repeat exactly the same method for more sessions, under the supervision of the school counsellor
- (C) Review the goals and strategies together and adjust the plan
- (D) Terminate counselling without discussion

Q35. Homework or a task between counselling sessions should be:

- (A) Small, clear, agreed with the client and reviewed at the next session
- (B) A large piece of extra work given as a punishment, for pupils in the senior classes
- (C) Kept secret from the student until it is due
- (D) Unrelated to the counselling goal

Q36. A cognitive approach in counselling focuses mainly on:

- (A) Only the client's early childhood, in the context of everyday school work, as part of routine school organisation
- (B) Identifying and challenging unhelpful thoughts that affect feelings and behaviour
- (C) Physical punishment for mistakes
- (D) Examination marks alone

Q37. A student repeatedly delays homework until the night before it is due. How can the counsellor best help?

- (A) Remove all deadlines for the student
- (B) Break tasks into smaller steps, set a schedule, monitor progress and recognise improvement
- (C) Complete the homework for the student, during scheduled guidance periods, with records kept by the school
- (D) Threaten the student with failure

Q38. Group counselling is a suitable intervention when:

- (A) Several students share a similar concern, such as examination anxiety
- (B) The issue is a highly private personal crisis, in consultation with the pupil's teachers
- (C) A student has clearly refused to join a group
- (D) The counsellor only wants to save time

Q39. If an intervention involves conflict between a student and his family, the counsellor should:

- (A) Take one side against the other
- (B) Share the student's private disclosures with parents without discussion, as one element of the school's pastoral care
- (C) Advise the student to break all family ties
- (D) Facilitate communication and involve the family appropriately with the student's knowledge

Q40. Which is the best indicator that an intervention is working?

- (A) The student agrees with everything the counsellor says, for a pupil moving to a new class or school
- (B) The sessions become longer each week
- (C) Movement towards the agreed goals and observable behaviour change
- (D) The counsellor feels personally satisfied

Q41. Reframing in counselling means:

- (A) Helping the client view a situation from a more helpful perspective
- (B) Helping the client describe the problem in greater detail without changing how he sees it
- (C) Suggesting a practical step the client can take this week
- (D) Reassuring the client that his difficulties will improve with time

Q42. For a student who cannot decide on a career direction, a suitable intervention may include:

- (A) Choosing a career for the student
- (B) Exploring interests, abilities and options, and practising decision-making steps
- (C) Advising only the highest-paying job available
- (D) Delaying all exploration until after final examinations without any plan, in the course of the school year

Q43. During intervention, a counsellor should avoid:

- (A) Listening carefully to the client
- (B) Summarising progress from time to time, with the support of the guidance team
- (C) Encouraging the client's effort
- (D) Imposing his own personal values and decisions on the client

Q44. When a student is in crisis, what should be the immediate priority of intervention?

- (A) A long-term career plan
- (B) A detailed academic timetable
- (C) Safety, support and appropriate referral
- (D) Completion of pending homework, in a typical school week

Q45. Behavioural reinforcement in counselling means:

- (A) Punishing every mistake the student makes
- (B) Ignoring all progress the student makes
- (C) Recognising and rewarding desired behaviour so that it is strengthened
- (D) Giving rewards that are unrelated to the student's effort, during the regular school day

Follow-up, Evaluation and Termination

Q46. Follow-up after active counselling is important because:

- (A) It makes the case file look complete
- (B) The counsellor needs to record attendance
- (C) The student must report to the counsellor forever, as part of the school's usual programme
- (D) Gains need monitoring, and relapse or new difficulties can be addressed early

Q47. A follow-up session typically includes:

- (A) A completely new and unrelated problem only, with the class teacher involved, in the school setting, alongside other pupils
- (B) Reviewing progress, discussing difficulties and strengthening maintenance strategies
- (C) A final examination of the student
- (D) Punishment for any relapse

Q48. Termination of counselling should normally occur when:

- (A) Goals have been achieved or an agreed ending has been reached and progress is stable
- (B) The first session has finished
- (C) The student asks a single question
- (D) The counsellor becomes busy with other work, over the course of a school term, in a normal classroom situation

Q49. Abrupt termination of counselling without preparation may cause the client to feel:

- (A) Immediately independent in every situation, as practised in many schools
- (B) No effect at all
- (C) Guaranteed success in future problems
- (D) Rejected, with a risk of losing the gains made

Q50. Before termination, the counsellor should:

- (A) Review achievements, coping strategies and future support options with the client
- (B) Introduce a new major goal for the client
- (C) Share details of other students' cases
- (D) Promise unlimited availability at any hour, with parents informed about the arrangement

Q51. A student returns after termination because the same problem has come back. The counsellor should:

- (A) Refuse further help because the case is closed, under the supervision of the school counsellor
- (B) Blame the student for the relapse
- (C) Welcome the student, reassess the situation, and resume support or refer onwards
- (D) Repeat the old plan without any review

Q52. Evaluation of the counselling process involves:

- (A) Counting the number of sessions only
- (B) Checking goal attainment, client feedback and outcomes
- (C) Judging the counsellor's popularity in school, for pupils in the senior classes
- (D) Checking the marks of the whole class

Q53. Which of the following is a sign of healthy termination?

- (A) The student depends on the counsellor for every decision, in the context of everyday school work
- (B) The student can use the skills learned in counselling independently
- (C) The student avoids the counsellor completely
- (D) The counsellor decides all of the student's future plans

Q54. The interval between follow-up contacts should be based on:

- (A) A fixed rule that applies to every student, as part of routine school organisation
- (B) The counsellor's convenience
- (C) The school timetable only
- (D) The client's need, level of risk and progress

Q55. At termination, discussion of possible future contact should be:

- (A) Decided by the counsellor alone, without discussion with the student
- (B) Limited to a single farewell meeting, with no mention of future help
- (C) Clear about how and when the student can seek help again
- (D) Left to the student's parents to arrange if they think it is needed

Q56. Referral at termination is appropriate when:

- (A) The student's need goes beyond the scope of the school counsellor
- (B) The student is difficult to work with
- (C) The counsellor dislikes the case
- (D) Parents request it quickly without assessment, during scheduled guidance periods

Q57. A closing summary at termination should:

- (A) Highlight progress, strengths and strategies the student has learned
- (B) List only the student's failures
- (C) Introduce a new diagnosis for the student, with records kept by the school
- (D) Compare the student with other students

Q58. If follow-up shows that a problem has returned, the counsellor should:

- (A) Close the case as a failure
- (B) Punish the student for relapsing
- (C) Explore triggers, adjust the plan and reinforce coping skills
- (D) Ignore the relapse and wait for it to pass, in consultation with the pupil's teachers

Q59. Ethical termination includes:

- (A) Ending contact by a brief message without a closing session, as one element of the school's pastoral care
- (B) Sharing the student's records publicly
- (C) Abandoning the client during a crisis
- (D) A planned ending with continuity or referral arrangements where needed

Q60. The overall counselling process is best described as:

- (A) One-time advice given in a single meeting, for a pupil moving to a new class or school, in the course of the school year
- (B) A structured, ongoing relationship moving from rapport to goals, action and follow-up
- (C) Testing and labelling of the student
- (D) Punishment and monitoring of behaviour

Answer Key

Q1: B	Q11: C	Q21: B	Q31: A	Q41: A	Q51: C
Q2: D	Q12: A	Q22: C	Q32: D	Q42: B	Q52: B
Q3: A	Q13: A	Q23: D	Q33: D	Q43: D	Q53: B
Q4: C	Q14: C	Q24: A	Q34: C	Q44: C	Q54: D
Q5: C	Q15: B	Q25: A	Q35: A	Q45: C	Q55: C
Q6: A	Q16: D	Q26: D	Q36: B	Q46: D	Q56: A
Q7: D	Q17: D	Q27: C	Q37: B	Q47: B	Q57: A
Q8: B	Q18: A	Q28: B	Q38: A	Q48: A	Q58: C
Q9: D	Q19: B	Q29: C	Q39: D	Q49: D	Q59: D
Q10: B	Q20: C	Q30: B	Q40: C	Q50: A	Q60: B

Worked explanations for all 60 questions:

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