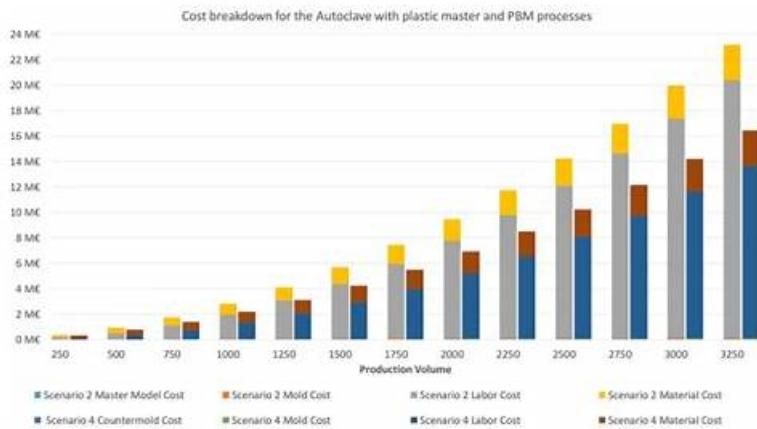


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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q55-Q60):

NEW QUESTION # 55

What factors must be understood when considering typical childhood development?

- A. Context and culture
- B. Nature and environment
- C. Education and learning needs
- D. Gender and birth order

Answer: A

Explanation:

The Supporting Health and Wellness domain requires practitioners to understand developmental factors to tailor interventions. The PRA CFRP Study Guide 2024-2025 emphasizes that context and culture are critical in assessing typical childhood development, as they shape social, emotional, and behavioral norms.

OptionB(Context and culture) is correct because the PRA framework highlights the importance of cultural values, family dynamics, and environmental context in understanding developmental milestones and behaviors.

OptionA(Education and learning needs) is incorrect because, while important, these are secondary to broader contextual factors in developmental assessment.

OptionC(Nature and environment) is incorrect because "nature" is vague, and the PRA prioritizes culture over general environmental factors.

OptionD(Gender and birth order) is incorrect because, while influential, these are not the primary factors compared to context and culture in the PRA guidelines.

:

Psychiatric Rehabilitation Association,CFRP Study Guide 2024-2025, Section on Supporting Health and Wellness: Childhood Development.

PRA Certification Candidate Handbook, Competency Domain 7: Supporting Health and Wellness.

PRA Code of Ethics, Principle 3: Respect for Diversity.

NEW QUESTION # 56

Trauma-informed care requires that a practitioner will FIRST

- A. teach parents how to de-escalate negative behaviors.
- B. **develop a trusting relationship with the child.**
- C. set limits and consequences to teach self-regulation.
- D. provide case management services to ensure treatment.

Answer: B

Explanation:

Trauma-informed care, a critical component of supporting health and wellness in the CFRP framework, prioritizes creating a safe and supportive environment for children who have experienced trauma. The first step in this approach is developing a trusting relationship with the child, as trust is foundational to effective intervention and healing. The CFRP study guide emphasizes, "In trauma-informed care, practitioners must first establish a trusting relationship with the child to create a safe space for recovery and engagement." Setting limits and consequences (option A) or teaching parents de-escalation techniques (option D) may be subsequent steps but are not the initial focus. Providing case management services (option C) supports access to resources but is secondary to building trust.

* CFRP Study Guide (Section on Supporting Health and Wellness): "The first step in trauma-informed care is developing a trusting relationship with the child, ensuring a safe and supportive environment for recovery." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Supporting Health and Wellness, Trauma-Informed Care.

Psychiatric Rehabilitation Association (PRA) Guidelines on Trauma-Informed Practices.

NEW QUESTION # 57

A mother arrives at a school event intoxicated and embarrasses her daughter. The following day she purchases two expensive concert tickets for her daughter and a friend. This is an example of

- A. conversion.
- B. compensation.
- C. **undoing.**
- D. rationalizing.

Answer: C

Explanation:

Within the CFRP framework, interpersonal competencies involve recognizing behavioral patterns and defense mechanisms in family interactions. The mother's action of purchasing expensive concert tickets after embarrassing her daughter by being intoxicated is an example of undoing, a defense mechanism where an individual attempts to reverse or mitigate a negative action through a compensatory positive act. The CFRP study guide explains, "Undoing is a defense mechanism where an individual engages in a positive act, such as gift-giving, to counteract a harmful or embarrassing action, as seen when a parent tries to repair a relationship after a negative incident." Rationalizing (option A) involves justifying behavior. Conversion (option B) relates to physical symptoms from psychological stress. Compensation (option C) addresses perceived deficiencies, not specific acts.

* CFRP Study Guide (Section on Interpersonal Competencies): "Undoing occurs when an individual performs a positive act, such as giving gifts, to mitigate the impact of a prior negative action, such as causing embarrassment." References:

CFRP Study Guide, Section on Interpersonal Competencies, Defense Mechanisms.
Psychiatric Rehabilitation Association (PRA) Guidelines on Family Behavioral Patterns.

NEW QUESTION # 58

A child's mother expressed concern that between her home, the child's father's home, and school, there are too many competing behavioral expectations. What is the BEST course of action for the practitioner to take?

- A. Explain services are limited to the behavioral concerns and goals at the mother's home.
- B. Require weekly meetings with both parents to review concerns and goals in each home.
- C. Inform the mother that agency policy prohibits interference with school concerns and goals.
- D. **Convene a team meeting with both parents at the school to identify concerns and goals.**

Answer: D

Explanation:

The CFRP framework emphasizes collaborative and family-driven planning within the domain of Assessment, Planning, and Outcomes. When a mother raises concerns about competing behavioral expectations across different environments (her home, the father's home, and school), the best course of action is to convene a team meeting with both parents and school officials to identify concerns and align goals. This approach fosters consistency and collaboration across settings. The CFRP study guide notes, "To address competing behavioral expectations across home and school environments, practitioners should convene a team meeting with parents and school representatives to collaboratively identify concerns and establish consistent goals." Requiring weekly meetings (option A) may be excessive without first establishing a unified plan. Limiting services to the mother's home (option D) or citing agency policy (option C) disregards the need for systemic collaboration.

* CFRP Study Guide (Section on Assessment, Planning, and Outcomes): "When competing behavioral expectations arise across home and school settings, the practitioner should convene a team meeting with parents and school officials to align concerns and goals for consistency." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Assessment, Planning, and Outcomes, Collaborative Planning.

Psychiatric Rehabilitation Association (PRA) Guidelines on Family and School Collaboration.

NEW QUESTION # 59

To demonstrate culturally respectful listening techniques, the practitioner:

- A. Maintains constant eye contact with the speaker.
- B. Positions his body directly in front of the speaker.
- C. **Uses body language to encourage conversation.**
- D. Crosses his arms while communicating to increase concentration.

Answer: C

Explanation:

Culturally respectful listening is a critical skill within the Interpersonal Competencies domain of the CFRP framework, emphasizing effective communication that respects cultural diversity and individual preferences.

According to the PRA CFRP Study Guide 2024-2025, culturally respectful listening involves using nonverbal cues that align with the speaker's cultural norms to foster trust and engagement. This includes appropriate body language, such as nodding or leaning slightly forward, to encourage conversation without imposing discomfort.

Option A (Uses body language to encourage conversation) is correct because it aligns with best practices for active listening in a culturally sensitive manner. The PRA study materials emphasize that practitioners should use open, inviting body language to signal attentiveness and respect, adapting to the cultural context of the child or family. For example, in some cultures, excessive eye contact or confrontational positioning may be perceived as disrespectful.

Option B (Maintains constant eye contact with the speaker) is incorrect because constant eye contact is not universally appropriate. The PRA Code of Ethics and CFRP training materials note that eye contact norms vary across cultures; in some, prolonged eye contact may be seen as aggressive or intrusive. Practitioners must adjust based on cultural cues.

Option C (Positions his body directly in front of the speaker) is incorrect because directly facing the speaker may feel confrontational or invasive in certain cultural contexts. The PRA study guide advises maintaining a comfortable, non-threatening posture, such as sitting at an angle, to promote openness.

Option D (Crosses his arms while communicating to increase concentration) is incorrect because crossing arms is widely recognized as a closed or defensive posture, which can hinder communication. The PRA training on interpersonal skills stresses maintaining an open posture to convey receptiveness.

References:

- Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Interpersonal Competencies: Culturally Respectful Communication.
- PRA Certification Candidate Handbook, Competency Domain 1: Interpersonal Competencies.
- PRA Code of Ethics, Principle 3: Respect for Diversity.

NEW QUESTION # 60

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