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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q84-Q89):

NEW QUESTION # 84

A practitioner is working with a child whose school has placed her on homebound instruction due to disruptive behaviors in the classroom. Her parents would like her reintegrated into the school setting. How should the practitioner support the parent?

- A. Schedule an inter-agency meeting and invite the child and school personnel.
- B. Approach the school personnel and ask that the child be reinstated.
- C. Assist the parents in finding an alternative educational placement.
- **D. Provide information to the parents regarding least restrictive educational mandates.**

Answer: D

Explanation:

Systems competencies in the CFRP framework involve advocating for children's educational rights. When a child is on homebound instruction and parents seek reintegration, the practitioner's first step is to provide information to the parents regarding least

restrictive environment (LRE) mandates, such as those under the Individuals with Disabilities Education Act (IDEA), empowering them to advocate effectively. The CFRP study guide notes, "To support parents seeking school reintegration, practitioners should first provide information on least restrictive environment mandates to guide advocacy for the child's return to the classroom." Scheduling a meeting (option A) may follow but is not the first step. Finding alternative placement (option C) or directly approaching the school (option D) bypasses empowering the parents.

* CFRP Study Guide (Section on Systems Competencies): "When parents seek reintegration of a child from homebound instruction, practitioners should first provide information on least restrictive environment mandates to support informed advocacy." References: CFRP Study Guide, Section on Systems Competencies, Educational Advocacy. Psychiatric Rehabilitation Association (PRA) Guidelines on School Reintegration.

NEW QUESTION # 85

When significant cultural differences are identified between a practitioner and the family he serves, the BEST course of action for the practitioner to take is to

- A. share his underlying prejudicial beliefs.
- B. share his personal cultural norms and values.
- C. increase his understanding of the family's coping strategies.
- **D. increase his understanding of the family's cultural traits.**

Answer: D

Explanation:

Cultural competence is a cornerstone of interpersonal competencies in the CFRP framework. When significant cultural differences arise between a practitioner and a family, the best course of action is to increase understanding of the family's cultural traits to provide respectful and relevant support. The CFRP study guide states, "When cultural differences are identified, practitioners should prioritize increasing their understanding of the family's cultural traits to ensure culturally competent service delivery." Sharing personal norms (option A) or prejudicial beliefs (option C) is inappropriate and unprofessional. Understanding coping strategies (option D) is valuable but secondary to cultural traits in addressing differences.

* CFRP Study Guide (Section on Interpersonal Competencies): "The best response to significant cultural differences is for practitioners to increase their understanding of the family's cultural traits, ensuring respectful and effective support." References: CFRP Study Guide, Section on Interpersonal Competencies, Cultural Competence. Psychiatric Rehabilitation Association (PRA) Guidelines on Multicultural Practice.

NEW QUESTION # 86

Between the ages of five and twelve years, a child is typically

- A. exploring interpersonal skills through initiating activities.
- B. coming to terms with emerging sexuality.
- C. forming an attachment to caregivers and teachers.
- **D. developing skills and a sense of pride in accomplishments.**

Answer: D

Explanation:

Supporting health and wellness in the CFRP framework includes understanding developmental stages.

Between ages five and twelve, children are typically in Erikson's industry vs. inferiority stage, developing skills and a sense of pride in accomplishments through tasks like schoolwork and hobbies. The CFRP study guide notes, "From ages five to twelve, children focus on developing skills and a sense of pride in accomplishments, building competence and self-esteem." Exploring interpersonal skills (option A) is less specific, forming attachments (option C) is more relevant to earlier stages, and emerging sexuality (option D) typically occurs in adolescence.

* CFRP Study Guide (Section on Supporting Health and Wellness): "Children aged five to twelve typically develop skills and pride in accomplishments, aligning with the industry vs. inferiority developmental stage." References: CFRP Study Guide, Section on Supporting Health and Wellness, Developmental Stages. Psychiatric Rehabilitation Association (PRA) Guidelines on Child Development.

NEW QUESTION # 87

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

Answer: B

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 # 88

A strengths-based approach requires the practitioner to focus on

- A. risks, benefits, and outcomes.
- **B. opportunities, hope, and solutions.**
- C. needs, barriers, and outcomes.
- D. assessment, planning, and solutions.

Answer: B

Explanation:

The strengths-based approach in the CFRP framework, within strategies for facilitating recovery, requires practitioners to focus on opportunities, hope, and solutions to empower families and foster resilience. The CFRP study guide states, "A strengths-based approach centers on opportunities, hope, and solutions, encouraging families to build on their strengths for positive change." Risks, benefits, and outcomes (option A) are analytical but not strengths-focused. Assessment, planning, and solutions (option B) are procedural, not the core focus. Needs, barriers, and outcomes (option C) emphasize deficits, contrary to the approach.

* CFRP Study Guide (Section on Strategies for Facilitating Recovery): "In a strengths-based approach, practitioners focus on opportunities, hope, and solutions to inspire and empower families toward resilience." References:

CFRP Study Guide, Section on Strategies for Facilitating Recovery, Strengths-Based Approach.

Psychiatric Rehabilitation Association (PRA) Guidelines on Empowerment Practices.

NEW QUESTION # 89

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