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1	GED, HS diploma or higher in a field other than Behavioral Health	45	2000
2	Certified in Peer Support	45	1500
3	4-year degree or higher in Behavioral Health	30	1000
4	4-year degree with a major or minor in Psychiatric Rehabilitation	0	0
5	Current PRA Certification (CPRP or CFRP seeking dual certification)	0	0

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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q13-Q18):

NEW QUESTION # 13

In early childhood, which of the following has been shown to have a positive connection to adolescent mental health by lowering cortisol levels and anxiety?

- A. Play

- B. Dietary support
- C. Physical exertion
- D. Massage

Answer: A

Explanation:

Within the CFRP framework, supporting health and wellness includes promoting interventions that enhance mental health across developmental stages. Research highlighted in the CFRP study guide indicates that play in early childhood is strongly associated with positive adolescent mental health outcomes, as it reduces cortisol levels and anxiety by fostering emotional regulation and social skills. The guide states, "Play in early childhood has been shown to lower cortisol levels and anxiety, contributing to improved mental health in adolescence." While massage (option A), dietary support (option B), and physical exertion (option C) may have health benefits, play is uniquely effective in this context due to its role in developmental and emotional growth.

* CFRP Study Guide (Section on Supporting Health and Wellness): "Play in early childhood is a critical intervention that lowers cortisol levels and anxiety, promoting resilience and positive mental health outcomes in adolescence." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Supporting Health and Wellness, Early Childhood Interventions.

Psychiatric Rehabilitation Association (PRA) Guidelines on Developmental Mental Health.

NEW QUESTION # 14

Which of the following interventions would be the MOST appropriate to help a family access needed services?

- A. Provide the family with a prepared plan to ensure they receive the services they need.
- B. Enroll the family in services based on needs identified by the practitioner.
- C. Encourage the family to find support services on their own to foster independence.
- **D. Work with the family to identify barriers to service utilization.**

Answer: D

Explanation:

The Systems Competencies domain focuses on collaborating with families to navigate and access community resources effectively. The PRA CFRP Study Guide 2024-2025 emphasizes family-centered practice, where practitioners partner with families to identify barriers (e.g., transportation, stigma, or lack of information) and develop tailored solutions to access services. This approach empowers families and ensures services align with their needs.

Option B (Work with the family to identify barriers to service utilization) is correct. The PRA guidelines highlight that identifying barriers collaboratively respects family autonomy and builds trust. This intervention enables the practitioner to address specific obstacles, such as logistical issues or mistrust, ensuring sustainable access to services.

Option A (Provide the family with a prepared plan to ensure they receive the services they need) is incorrect because a practitioner-imposed plan disregards family input, violating the PRA's family-centered principles.

Option C (Enroll the family in services based on needs identified by the practitioner) is incorrect because unilateral enrollment bypasses family collaboration. The PRA Code of Ethics requires involving families in decision-making.

Option D (Encourage the family to find support services on their own to foster independence) is incorrect because it places undue burden on the family, especially if barriers like lack of knowledge or resources exist.

The PRA framework emphasizes guided support over unsupported independence.

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Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Systems Competencies: Accessing Community Resources.

PRA Certification Candidate Handbook, Competency Domain 6: Systems Competencies.

PRA Code of Ethics, Principle 2: Family-Centered Practice.

NEW QUESTION # 15

To demonstrate culturally respectful listening techniques, the practitioner:

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

Answer: A

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 # 16

Emotional regulation can be acquired through

- A. developing natural supports.
- B. modeling appropriate and inappropriate expressions.
- C. practicing executive functioning.
- **D. teaching and reinforcing social skills.**

Answer: D

Explanation:

In the CFRP framework, strategies for facilitating recovery include promoting emotional regulation as a critical skill for children's mental health. Teaching and reinforcing social skills is an effective method for acquiring emotional regulation, as it equips children with tools to manage emotions in social contexts. The CFRP study guide states, "Emotional regulation is often acquired through teaching and reinforcing social skills, which help children navigate emotions and interactions effectively." Developing natural supports (option B) fosters resilience but is less direct for emotional regulation. Practicing executive functioning (option C) supports cognitive skills but is not the primary method. Modeling expressions (option D) can help but is less comprehensive than social skills training.

* CFRP Study Guide (Section on Strategies for Facilitating Recovery): "Teaching and reinforcing social skills is a key method for helping children acquire emotional regulation, enabling effective management of emotions in social settings." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Strategies for Facilitating Recovery, Emotional Regulation.

Psychiatric Rehabilitation Association (PRA) Guidelines on Social-Emotional Learning.

NEW QUESTION # 17

When nurturing problem-solving abilities in children with autism spectrum disorders, it is important to

- **A. engage them in thinking about possible solutions.**
- B. provide unconditional support of their decisions.
- C. define the possible consequences of their actions.
- D. offer them frequent reminders about what to do.

Answer: A

Explanation:

Supporting health and wellness for children with autism spectrum disorders (ASD) involves fostering skills like problem-solving in a way that respects their unique needs. Engaging children with ASD in thinking about possible solutions encourages critical thinking and autonomy, which are essential for developing problem-solving abilities. The CFRP study guide emphasizes, "To nurture problem-solving in children with autism spectrum disorders, practitioners should engage them in thinking about possible solutions, promoting independence and cognitive flexibility." Unconditional support of decisions (option A) may undermine learning by not addressing consequences. Defining consequences (option B) is a secondary step after solution exploration. Frequent reminders (option D) may reduce independence and are less effective for building problem-solving skills.

* CFRP Study Guide (Section on Supporting Health and Wellness): "Nurturing problem-solving in children with autism spectrum disorders involves engaging them in thinking about possible solutions to foster independence and cognitive growth." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Supporting Health and Wellness, ASD Interventions.

Psychiatric Rehabilitation Association (PRA) Guidelines on Neurodevelopmental Support.

NEW QUESTION # 18

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