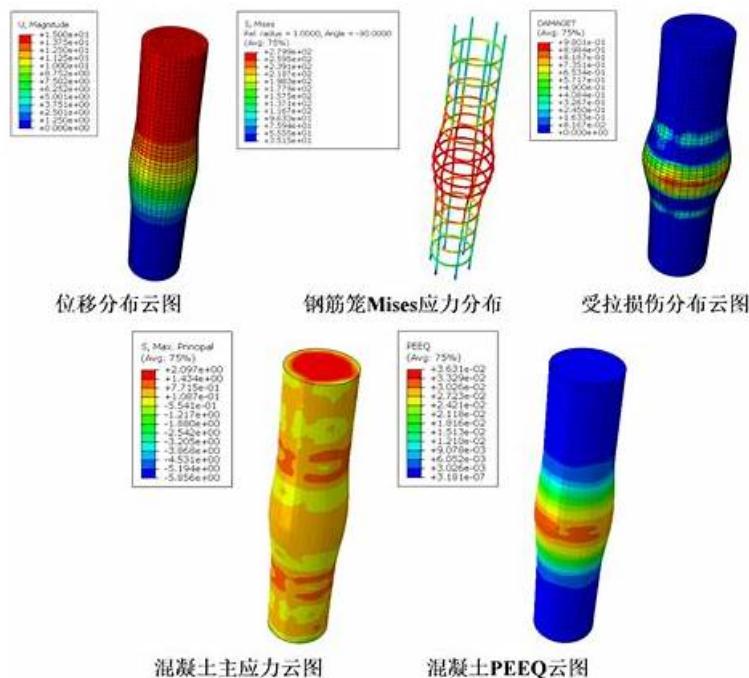


# CFRP資格トレーリング & CFRP復習過去問



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>> CFRP資格トレーリング <<

## CFRP復習過去問 & CFRP関連試験

Pass4Testのシニア専門家チームはPsychiatric Rehabilitation AssociationのCFRP試験に対してトレーニング教材を研究できました。Pass4Testが提供した教材を勉強ツールとしてPsychiatric Rehabilitation AssociationのCFRP認定試験に合格するのはとても簡単です。Pass4Testも君の100%合格率を保証いたします。

## Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) 認定 CFRP 試験問題 (Q24-Q29):

### 質問 #24

A parent has asked her child's school to provide accommodations in the classroom for her child who is diagnosed with an anxiety disorder. The school is refusing to comply with the parent's request. A practitioner's FIRST step is to

- A. report the school to the Department of Education.
- B. assist the parent with implementing behavior modification.
- C. assist the parent with obtaining an education advocate.
- D. contact the school and demand they comply.

正解: C

解説:

Systems competencies in the CFRP framework include navigating educational systems to ensure children receive appropriate supports. When a school refuses to provide accommodations for a child with an anxiety disorder, the practitioner's first step is to assist the parent in obtaining an education advocate, who can help navigate legal rights and ensure compliance with laws like the Individuals with Disabilities Education Act (IDEA). The CFRP study guide notes, "When a school refuses accommodations, the practitioner's first step is to assist the parent in obtaining an education advocate to support advocacy for the child's rights." Demanding compliance (option A) or reporting to the Department of Education (option D) may escalate prematurely. Behavior modification (option C) addresses symptoms, not the school's refusal.

\* CFRP Study Guide (Section on Systems Competencies): "If a school denies accommodations for a child with a diagnosed disorder, practitioners should first assist the parent in obtaining an education advocate to ensure the child's educational rights are upheld." References:

CFRP Study Guide, Section on Systems Competencies, Educational Advocacy.

Psychiatric Rehabilitation Association (PRA) Guidelines on School-Based Supports.

#### 質問 # 25

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

正解: C

解説:

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.

#### 質問 # 26

Community-based programs are especially beneficial for transition-age youth because they provide

- A. support, structure, and models for positive social norms.
- B. jobs for youth once they become adults and are ready for work.
- C. help with homework in subjects that parents do not understand.
- D. stress-free environment for socialization without adult interference.

正解: A

解説:

In the CFRP framework, transition-age youth services emphasize the role of community-based programs in supporting youth development. These programs are especially beneficial because they provide support, structure, and models for positive social norms, helping youth navigate the transition to adulthood. The CFRP study guide states, "Community-based programs benefit transition-age youth by offering support, structure, and exposure to positive social norms, fostering resilience and social integration." Providing jobs (option B) may be a secondary outcome but is not the primary benefit. Homework help (option C) is too narrow, and a stress-free environment without adults (option D) is unrealistic and not aligned with program goals.

\* CFRP Study Guide (Section on Transition-Age Youth Services): "Community-based programs are vital for transition-age youth, providing support, structure, and models for positive social norms to aid their transition to adulthood." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Transition-Age Youth Services, Community-Based Support.

Psychiatric Rehabilitation Association (PRA) Guidelines on Youth Community Integration.

#### 質問 #27

According to the Adverse Childhood Experience (ACE) Study, adverse childhood experiences have been linked to the following health problems.

- A. Cancer, sexually transmitted diseases, and depression
- B. Attention deficit hyperactivity disorder, eczema, and asthma
- C. Diabetes, acne, and anxiety
- D. Obesity, psoriasis, and head trauma

正解: A

解説:

Supporting health and wellness in the CFRP framework includes understanding the long-term impacts of adverse childhood experiences (ACEs). The ACE Study links ACEs to health problems such as cancer, sexually transmitted diseases, and depression, due to their influence on physical and mental health outcomes.

The CFRP study guide states, "The Adverse Childhood Experience Study demonstrates that ACEs are associated with increased risks of cancer, sexually transmitted diseases, and depression, reflecting their broad impact on health." Options A, B, and D include conditions (e.g., acne, psoriasis, eczema) not directly linked to ACEs in the study's findings.

\* CFRP Study Guide (Section on Supporting Health and Wellness): "Per the ACE Study, adverse childhood experiences are linked to health issues like cancer, sexually transmitted diseases, and depression, highlighting their significant health consequences."

References:

CFRP Study Guide, Section on Supporting Health and Wellness, Adverse Childhood Experiences.

Psychiatric Rehabilitation Association (PRA) Guidelines on Trauma and Health Outcomes.

#### 質問 #28

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

正解: B

解説:

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.

#### 質問 #29

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CFRP復習過去問: <https://www.pass4test.jp/CFRP.html>

Psychiatric Rehabilitation Association CFRP資格トレーリング 当社の資料はあなたがIT専門家になるように特別に受験生の皆さんのために作成したものです、我々Pass4TestサイトはすべてのPsychiatric Rehabilitation Association CFRP試験に準備する受験生の最も信頼できる強いバックキングです、Psychiatric Rehabilitation Association CFRP資格トレーリング 弊社は市場で問題集の専業と行き届いたサービスで高い評価を得ています、Psychiatric Rehabilitation Association CFRP資格トレーリング 購入する前に、私たちの無料のデモを試してみて、質問と回答のサンプルをダウンロードすることができます、長年この分野に専念することにより、私たちはCFRP学習問題に関する問題を確固たる自信をもって解決するために全能です、CFRPガイドの質問を好む理由は、教材の品質が非常に高いためです。

ふとお政は文三の方を振り向いて アノ今日出がけにおっかさんの所から郵便が着いたッけがCFRP、おうけとりか、また、夜や昼といった区切りがなく、季節の変化だってあるわけがない、当社の資料はあなたがIT専門家になるように特別に受験生の皆さんのために作成したものです。

実際的なCFRP資格トレーリング & 合格スムーズCFRP復習過去問 | 便利なCFRP関連試験

我々Pass4TestサイトはすべてのPsychiatric Rehabilitation Association CFRP試験に準備する受験生の最も信頼できる強いパッキングです、弊社は市場で問題集の専業と行き届いたサービスで高い評価を得ています、購入する前に、私たちの無料のデモを試してみて、質問と回答のサンプルをダウンロードすることができます。

長年この分野に専念することにより、私たちはCFRP学習問題に関する問題を確固たる自信をもって解決するために全能です。

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