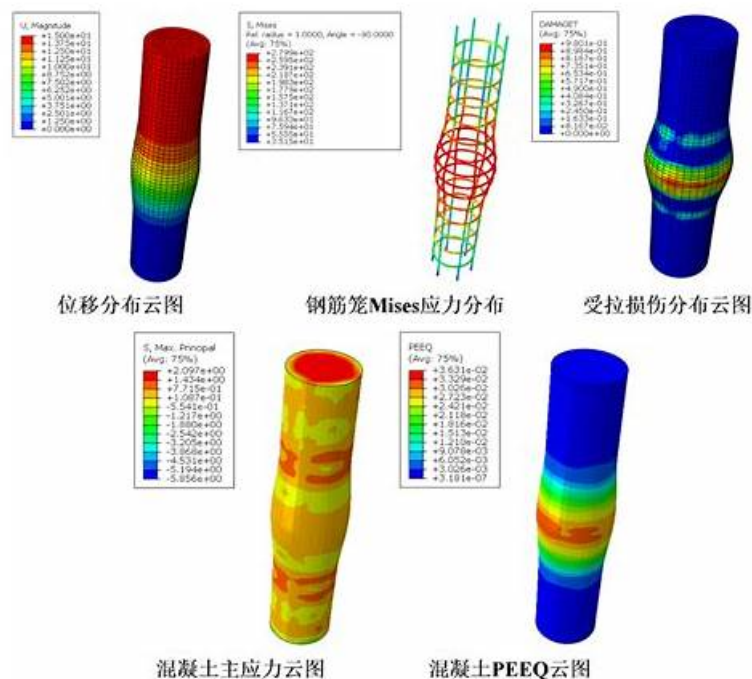


CFRP資格トレーニング & CFRP復習過去問



ちなみに、Pass4Test CFRPの一部をクラウドストレージからダウンロードできます：https://drive.google.com/open?id=190AuIJgNUqGYfzpzQbU_k2_u54BwEwVV

Pass4TestのCFRP試験トレントの合格率は、効果的で有用を証明する唯一の基準であるというのは常識です。CFRP試験問題の利点についての一般的な考えは既にお持ちのことと思いますが、CFRPガイドトレントの最大の強みである最高の合格率をお見せしたいと思います。Psychiatric Rehabilitation Association統計によると、CFRPガイドトレントのガイダンスに従って試験を準備したお客様の合格率は、98~100%に達し、CFRP試験トレントを20~30時間しか練習していません。

Pass4TestのPsychiatric Rehabilitation AssociationのCFRP試験トレーニング資料は君の成功に導く鍵で、君のIT業種の発展にも助けられます。長年の努力を通じて、Pass4TestのPsychiatric Rehabilitation AssociationのCFRP認定試験の合格率が100パーセントになっていました。もしうちの学習教材を購入した後、認定試験に不合格になる場合は、全額返金することを保証いたします。

>> CFRP資格トレーニング <<

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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