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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q49-Q54):

NEW QUESTION # 49

Which of the following is a protective factor that facilitates the occurrence of positive outcomes?

- A. Developmental assets
- B. Financial means
- C. Peer group connection
- D. Extended family

Answer: A

Explanation:

Supporting health and wellness in the CFRP framework involves identifying protective factors that promote resilience and positive outcomes. Developmental assets, such as skills, relationships, and opportunities that foster growth, are recognized as key protective factors that facilitate positive outcomes in children and youth.

The CFRP study guide explains, "Developmental assets, including personal strengths, supportive relationships, and community opportunities, are protective factors that significantly enhance the likelihood of positive outcomes." While financial means (option B), extended family (option C), and peer group connections (option D) can contribute, developmental assets are the most comprehensive and widely recognized protective factor.

* CFRP Study Guide (Section on Supporting Health and Wellness): "Developmental assets are critical protective factors that facilitate positive outcomes by building resilience through skills, relationships, and opportunities." References:

CFRP Study Guide, Section on Supporting Health and Wellness, Protective Factors.

Psychiatric Rehabilitation Association (PRA) Guidelines on Resilience and Positive Development.

NEW QUESTION # 50

To establish a trusting relationship based on a child's needs, the practitioner would utilize

- **A. active listening.**
- B. strength discovery.
- C. strategy development.
- D. conflict resolution.

Answer: A

Explanation:

Building a trusting relationship with a child is a cornerstone of interpersonal competencies in the CFRP framework. Active listening is the most effective technique for establishing trust, as it demonstrates empathy and validates the child's needs and experiences. The CFRP study guide states, "Active listening is essential for establishing a trusting relationship with a child, as it ensures the child feels heard and understood based on their unique needs." Strategy development (option A) and strength discovery (option B) are important but secondary to building trust. Conflict resolution (option D) is relevant in specific situations but not the primary method for trust-building.

* CFRP Study Guide (Section on Interpersonal Competencies): "To establish a trusting relationship based on a child's needs, practitioners must utilize active listening to validate the child's experiences and foster trust." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Interpersonal Competencies, Trust-Building Techniques.

Psychiatric Rehabilitation Association (PRA) Guidelines on Child-Centered Engagement.

NEW QUESTION # 51

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. Assist the parents in finding an alternative educational placement.
- C. Approach the school personnel and ask that the child be reinstated.
- **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:

NEW QUESTION # 52

To communicate empathically, the listener needs to go through which of the following cycles?

- A. Respecting, acknowledging, and repeating back
- **B. Attending, understanding, and responding**
- C. Maintaining eye contact, considering feelings, and sympathizing
- D. Encouraging, assuring, and responding

Answer: B

Explanation:

Empathic communication is a cornerstone of the Interpersonal Competencies domain, emphasizing the practitioner's ability to connect with children and families in a supportive, non-judgmental manner.

According to the PRA CFRP Study Guide 2024-2025, empathic listening involves a cycle of attending (actively focusing on the speaker), understanding (grasping the speaker's emotions and perspective), and responding (providing feedback that validates the speaker's feelings). This cycle fosters trust and ensures the speaker feels heard.

Option D (Attending, understanding, and responding) is correct because it directly reflects the PRA's framework for empathic communication. The study guide specifies that attending includes nonverbal cues like nodding, understanding involves interpreting both verbal and emotional content, and responding entails verbal affirmations or reflective statements.

Option A (Encouraging, assuring, and responding) is incorrect because, while encouraging and assuring are supportive, they are not specific to the empathic listening cycle. The PRA framework prioritizes understanding over assurance.

Option B (Maintaining eye contact, considering feelings, and sympathizing) is incorrect because maintaining eye contact is not universally appropriate (as noted in Question 1) and sympathizing focuses on the listener's emotions rather than the speaker's. The PRA emphasizes empathy (understanding the speaker's perspective) over sympathy.

Option C (Respecting, acknowledging, and repeating back) is partially correct but incomplete. While acknowledging and repeating back (reflective listening) are components of empathy, "respecting" is too broad and not a specific phase of the empathic cycle per PRA guidelines.

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Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Interpersonal Competencies: Empathic Communication.

PRA Certification Candidate Handbook, Competency Domain 1: Interpersonal Competencies.

PRA Code of Ethics, Principle 1: Building Therapeutic Relationships.

NEW QUESTION # 53

Stimulant medication, when used in children with an attention deficit disorder, is likely to result in

- **A. increased acceptable behavior.**
- B. decreased academic achievement.
- C. decreased mood stability.
- D. increased appetite.

Answer: A

Explanation:

Within the CFRP framework, supporting health and wellness includes understanding the effects of evidence-based interventions, such as stimulant medications for children with attention deficit disorders (ADD/ADHD).

Stimulant medications, such as methylphenidate, are known to improve attention and impulse control, leading to increased acceptable behavior in social and academic settings. The CFRP study guide states, "Stimulant medications for children with attention deficit disorders typically result in increased acceptable behavior by enhancing focus and reducing impulsivity." Decreased mood stability (option A) is not a common outcome when medications are properly managed. Decreased academic achievement (option C) is unlikely, as improved focus often supports academic performance. Increased appetite (option D) is incorrect, as stimulants commonly reduce appetite as a side effect.

* CFRP Study Guide (Section on Supporting Health and Wellness): "Stimulant medications, when used for attention deficit disorders, are likely to increase acceptable behavior by improving attention and reducing impulsive actions in children." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Supporting Health and Wellness, Pharmacological Interventions.

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