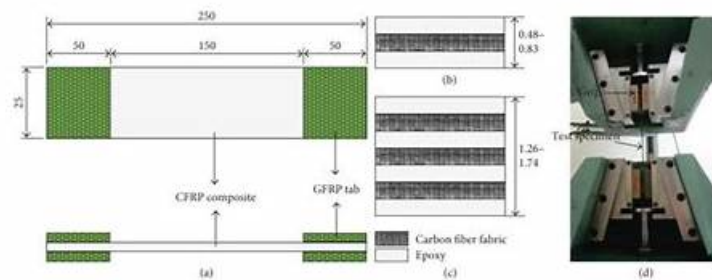


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Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) Sample Questions (Q89-Q94):

NEW QUESTION # 89

A practitioner is working with a transition-age youth who is unable to self-soothe during periods of distress. What would be an effective intervention?

- A. referring for medication management.
- B. implementing exposure therapy techniques.
- C. Cognitive Behavioral Therapy to reduce stress.
- D. teaching progressive muscle relaxation techniques.

Answer: D

Explanation:

Comprehensive and Detailed Explanation:

Supporting transition-age youth in the CFRP framework includes teaching practical coping strategies that allow the youth to self-regulate during periods of distress. Teaching progressive muscle relaxation techniques is an effective, evidence-based intervention for self-soothing, as it provides a tangible skill to manage distress.

The CFRP study guide notes, "For transition-age youth struggling to self-soothe during distress, teaching progressive relaxation

techniques is an effective intervention to promote emotional regulation." Cognitive Behavioral Therapy (option A) would take a longer time to address underlying issues and would not be as immediately effective as muscle relaxation techniques to address the distress. Exposure therapy (option B) is specific to anxiety disorders and may not apply to general distress. Referring for medication (option D) may be considered but is not the first-line intervention for teaching self-soothing skills.

* CFRP Study Guide (Section on Transition-Age Youth Services): "Teaching progressive relaxation techniques is an effective intervention for transition-age youth unable to self-soothe during distress, enhancing emotional self-regulation." References: CFRP Study Guide, Section on Transition-Age Youth Services, Coping Skills Interventions. Psychiatric Rehabilitation Association (PRA) Guidelines on Youth Mental Health Support.

NEW QUESTION # 90

When collaborating with a child, the established goals should be

- A. general and time-framed.
- B. precise and confidential.
- C. open-ended and flexible.
- **D. specific and measurable.**

Answer: D

Explanation:

In the CFRP framework, assessment, planning, and outcomes emphasize collaborative goal-setting with children. Goals established with a child should be specific and measurable to ensure clarity and track progress effectively. The CFRP study guide states, "When collaborating with a child, goals must be specific and measurable to provide clear direction and allow for evaluation of progress toward recovery." Precise and confidential (option A) is partially correct but less accurate, as confidentiality is a separate concern. General and time-framed (option B) or open-ended and flexible (option D) goals lack the precision needed for effective planning and outcomes.

* CFRP Study Guide (Section on Assessment, Planning, and Outcomes): "Collaborative goal-setting with children requires goals to be specific and measurable to ensure clarity and facilitate progress tracking in the recovery process." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Assessment, Planning, and Outcomes, Goal-Setting Principles. Psychiatric Rehabilitation Association (PRA) Guidelines on Person-Centered Planning.

NEW QUESTION # 91

To demonstrate culturally respectful listening techniques, the practitioner:

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

Answer: D

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 # 92

SMART goals stands for:

- A. Simple, Measurable, Accurate, Realistic, Therapeutic
- **B. Specific, Measurable, Achievable, Realistic, Time Bound**
- C. Specific, Measurable, Accurate, Realistic, Time Bound
- D. Simple, Measurable, Achievable, Realistic, Therapeutic

Answer: B

Explanation:

The Assessment, Planning, and Outcomes domain emphasizes creating effective, goal-oriented service plans.

The PRA CFRP Study Guide 2024-2025 defines SMART goals as Specific, Measurable, Achievable, Realistic, and Time Bound, ensuring goals are clear, trackable, and feasible within a set timeframe.

Option D (Specific, Measurable, Achievable, Realistic, Time Bound) is correct, as it matches the PRA's standard definition of SMART goals used in psychiatric rehabilitation planning. This framework ensures goals are tailored to the child's needs and progress can be evaluated.

Option A (Specific, Measurable, Accurate, Realistic, Time Bound) is incorrect because "Accurate" is not part of the SMART acronym per PRA guidelines.

Option B (Simple, Measurable, Achievable, Realistic, Therapeutic) is incorrect because "Simple" and "Therapeutic" are not components of the SMART framework.

Option C (Simple, Measurable, Accurate, Realistic, Therapeutic) is incorrect for the same reasons, combining non-standard terms.

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Psychiatric Rehabilitation Association, CFRP Study Guide 2024-2025, Section on Assessment, Planning, and Outcomes: Goal Setting.

PRA Certification Candidate Handbook, Competency Domain 4: Assessment, Planning, and Outcomes.

PRA Code of Ethics, Principle 5: Effective Planning.

NEW QUESTION # 93

A practitioner is meeting with a parent who wants her son to be sent to a residential treatment facility because he is acting out and threatening his younger siblings. How should the practitioner proceed?

- A. Refer the child to a residential treatment facility.
- B. Call the authorities to remove the child from the family home.
- C. Refer the child to an anger management class.
- **D. Request a treatment team meeting including the child and family.**

Answer: D

Explanation:

In the CFRP framework, assessment, planning, and outcomes prioritize family-driven and collaborative approaches. When a parent requests residential treatment due to a child's threatening behavior, the practitioner should first request a treatment team meeting including the child and family to assess the situation, explore alternatives, and develop a plan. The CFRP study guide states, "When a parent seeks residential treatment for a child's challenging behaviors, the practitioner's first step is to request a treatment team meeting with the child and family to collaboratively assess needs and explore less restrictive options." Immediate referral to residential treatment (option A) or anger management (option B) bypasses assessment.

Calling authorities (option D) is premature and escalates unnecessarily.

* CFRP Study Guide (Section on Assessment, Planning, and Outcomes): "For requests for residential treatment due to behavioral issues, practitioners should first convene a treatment team meeting with the child and family to assess and plan collaboratively."

References:

CFRP Study Guide, Section on Assessment, Planning, and Outcomes, Collaborative Planning.

NEW QUESTION # 94

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