

# 実用的なCFRP更新版 &合格スムーズCFRPトレーニング資料 |権威のあるCFRP受験資料更新版



BONUS!!! ShikenPASS CFRPダンプの一部を無料でダウンロード: [https://drive.google.com/open?id=1hpKltwRfp8M5sbC8potZPgW8Wwr3c1\\_z](https://drive.google.com/open?id=1hpKltwRfp8M5sbC8potZPgW8Wwr3c1_z)

Psychiatric Rehabilitation Association CFRP認証試験をってからかなり人生の新しいマイレージカードがあるようで、仕事に大きく向上してIT業種のすべての方は持ちたいでしょう。多くの人はこんなに良いの認証試験を通ることが難しく合格率はかなり低いと思っています。ちっとも努力しないと合格することが本当に難しいです。Psychiatric Rehabilitation Association CFRP試験を通るのはかなり優れた専門知識が必要です。ShikenPASSがPsychiatric Rehabilitation Association CFRP認証試験を助けて通るのウェブサイトでございます。ShikenPASSはPsychiatric Rehabilitation Association CFRP認証試験に向かって問題集を開発しておいて、君のいい成績をとることを頑張ります。一目でわかる最新の出題傾向でわかりやすい解説、充実の補充問題などで買うことは一番お得ですよ。

試験に関する最新情報を入手することで、すべてのお客様がCFRP試験に簡単に合格できると信じています。教材を購入すると、CFRP試験に関する最新情報を入手できます。さらに重要なことは、当社の更新システムはすべてのお客様に無料で提供されることです。弊社のCFRPトレーニング資料を購入して使用することに決めた場合、間違いなく試験に合格することは非常に簡単です。当社のCFRP最新の質問により、近い将来にあなたの夢を実現できることを心から願っています。

>> CFRP更新版 <<

## 検証するCFRP更新版試験-試験の準備方法-更新するCFRPトレーニング資料

私たちは常に新しい知識を習得していますが、常に忘れられているプロセスであり、この問題を解決する方法を常に忘れてしまいます。答えは良い記憶方法を持つことです。CFRP試験問題はうまくいきます。この点について。CFRPの実際の試験教材には独自の学習方法があり、従来の暗記学習を放棄し、テキストとグラフィックスの記憶方法の組み合わせなど、多様な記憶パターンを採用して、知識の記憶を区別します。CFRP学習リファレンスファイルは非常に科学的で合理的であるため、安全に購入できます。

## Psychiatric Rehabilitation Association Certified Child and Family Resiliency Practitioner (CFRP) 認定 CFRP 試験問題 (Q82-Q87):

### 質問 # 82

Cognitive Behavioral Therapy is an evidence-based practice that is effective for children diagnosed with depression, trauma, or

- A. learning disorders.
- B. conduct disorders.
- C. delusional disorders.
- D. anxiety disorders.

正解: D

解説:

Cognitive Behavioral Therapy (CBT) is a well-established evidence-based practice within the CFRP framework for supporting health and wellness, particularly for children with mental health challenges. CBT is highly effective for depression, trauma, and anxiety disorders, as it helps children modify negative thought patterns and develop coping strategies. The CFRP study guide notes that "CBT is an evidence-based intervention proven effective for children with depression, trauma, and anxiety disorders, addressing emotional and behavioral challenges through structured techniques." While CBT may be adapted for conduct disorders (option B), it is less commonly cited as a primary intervention compared to anxiety disorders.

Learning disorders (option A) typically require educational interventions, and delusional disorders (option D) are more associated with severe mental illnesses that may require different approaches, such as medication or specialized therapies.

\* CFRP Study Guide (Section on Supporting Health and Wellness): "Cognitive Behavioral Therapy (CBT) is an evidence-based practice effective for children diagnosed with depression, trauma, and anxiety disorders, helping them manage emotions and behaviors." References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Supporting Health and Wellness, Evidence-Based Practices.

Psychiatric Rehabilitation Association (PRA) Guidelines on Mental Health Interventions for Children.

### 質問 # 83

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

正解: A

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 # 84

A transition-age youth tells a practitioner that he has a plan to kill a younger sibling when the time is right. What is the MOST appropriate course of action for the practitioner to take?

- A. Maintain confidentiality and discourage him from taking action.
- B. Explain the limits of confidentiality and develop an action plan.
- C. Notify the police of the potential danger to the sibling.
- D. Inform his family members of the danger to the sibling.

正解: B

解説:

Professional role competencies in the CFRP framework require practitioners to balance confidentiality with the duty to protect when there is a credible threat of harm. When a transition-age youth expresses a plan to kill a sibling, the practitioner must first explain the limits of confidentiality, as mandated by ethical and legal standards, and then develop an action plan to address the threat, which may include safety planning, further assessment, or appropriate notifications. The CFRP study guide emphasizes, "When a client discloses a specific plan to harm others, practitioners must explain the limits of confidentiality and take immediate steps to develop an action plan to ensure safety." Maintaining confidentiality (option A) is inappropriate given the risk. Directly informing family members (option C) or notifying the police (option D) may be part of the action plan, but these steps should follow an initial discussion with the

youth and a structured response, not be the first action.

\* CFRP Study Guide (Section on Professional Role Competencies): "In cases of disclosed intent to harm others, practitioners must first explain the limits of confidentiality and develop an action plan to address the threat, ensuring the safety of all involved."

References:

Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Professional Role Competencies, Ethical Practice and Duty to Warn.

Psychiatric Rehabilitation Association (PRA) Guidelines on Ethical Responsibilities.

### 質問 # 85

A transition-age youth, who is depressed and shows patterns of thinking that reinforce suicide as the only option, is experiencing cognitive

- A. dissonance.
- B. congruence.
- C. restructuring.
- **D. distortions.**

正解: D

解説:

In supporting transition-age youth, the CFRP framework addresses mental health challenges like depression and suicidality. Patterns of thinking that reinforce suicide as the only option are indicative of cognitive distortions, such as all-or-nothing thinking or hopelessness, which are common in depression. The CFRP study guide notes, "Transition-age youth with depression who view suicide as the only option are experiencing cognitive distortions, characterized by irrational or exaggerated thought patterns." Cognitive restructuring (option A) is a therapeutic technique to address distortions, not the condition itself. Congruence (option B) refers to alignment between thoughts and feelings, not distorted thinking. Dissonance (option D) involves conflicting beliefs, not the described pattern.

\* CFRP Study Guide (Section on Transition-Age Youth Services): "Cognitive distortions, such as viewing suicide as the only option, are common in depressed transition-age youth and require targeted interventions to address irrational thought patterns." References: Certified Child and Family Resiliency Practitioner (CFRP) Study Guide, Section on Transition-Age Youth Services, Mental Health Interventions.

Psychiatric Rehabilitation Association (PRA) Guidelines on Cognitive Behavioral Approaches.

### 質問 # 86

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

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.

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