

Self–Study Questions

These self–study questions are provided to give you an opportunity to gauge your understanding of this chapter. Some or all of these questions will be used on the final exam.

Complete the following statements using a word from the word bank.

Word Bank	
communicate	over-react
role	choose
people	use
win-win	setting events
compromise	place

- When people overreact to the usual things in their environments they likely experienced setting events. (Ch 2, Pg 51)
- The Mandt System teaches that behavior is what people use to get and/or get away from something, someone or someplace. (Ch 2, Pg 51)
- When caregivers manage themselves, they affirm their feelings and choose their behaviors. They provide a role model and teach others how to manage stress. They also provide a safe environment for others. (Ch 1, Pg 30)
- Striving for a win-win outcome resolves conflict in a way that builds relationships. A compromise may maintain relationships. (Ch 3, Pg 67)

The following section refers to The Crisis Cycle

- In any situation, there are three broad behavioral approaches (**engage, listen, protect**), with one taking priority at any time. Fill in the blanks below with the primary action and the caregiver response appropriate for that phase. (Ch 1, Pg’s 21-26)

Primary Actions	Caregiver Responses
<i>(Can be used multiple times)</i>	
Engage	Set expectations to cue a replacement behavior
Listen	Least amount of interaction needed for safety
Protect	Actively listen
	Identify and remove stimulus or person from stimulus
	Structure the cooling off period
	Offer options from baseline
	Observe and support
	Support the person by engaging with them
	Impose consequences

- Baseline:** Lincoln goes for a walk with his family, which he enjoys.

Primary Action

Engage

Caregiver response

Support them in what they are doing

- Stimulus Trigger:** Lincoln begins to make statements such as “Make Lincoln finish his paper.” Lincoln’s father does not see any changes as he is in auditory, not visual range of Lincoln.

Primary Action

Listen

Caregiver response

Identify and remove stimulus or person from stimulus

- Escalation:** Lincoln paces and makes loud verbalizations for 20 minutes. His father offers him three options. After 20 minutes of pacing, Lincoln chooses to take a shower.

Primary Action

Engage

Caregiver response

Offer options from baseline

- d. Escalation (higher phase): On the way to the bathroom Lincoln begins to yell louder and pick at his skin.

Primary Action

Caregiver response

Engage

Set expectations to cue a replacement behavior

- e. Crisis: While in the shower Lincoln pulls the shower curtain down and hit the wall with his fist. Lincoln’s father stays outside the door and sings his favorite song to him.

Primary Action

Caregiver response

Protect

Least amount of interaction necessary for safety

- f. De-escalation: Lincoln dries himself off as his father asks “Are you safe now?” Lincoln says yes, and his father says “I will stay here and listen to you. What do you want to talk about?”

Primary Action

Caregiver response

Engage

Structure the cooling off period

- g. Stabilization: After eating supper, Lincoln and his family are taking a walk. Lincoln’s father asks him if he was thinking about something before he took his shower. Lincoln talks about his daymare, and his father asks who was in the daymare.

Primary Action

Caregiver response

Listen

Actively listen

- h. Post-Crisis Drain: Lincoln went to bed earlier than usual that night. He yawned often and said he was tired. His father uses an auditory monitor to listen for any changes such as Lincoln yelling in his sleep.

Primary Action

Caregiver response

Listen

Observation and support

Circle the letter beside the correct response(s) to the following questions:

6. Characteristics of a healthy relationship include: (Ch 1, Pg 9)
- a. Dignity
 - b. Fear
 - c. Respect
 - d. Honesty
 - e. Kindness
7. To actively listen to someone who is talking with you, you should: (Ch 2, Pg 45)
- a. Relax yourself.
 - b. Honor them by letting them talk.
 - c. When the person you are listening to takes a breath, jump right in and start talking.
 - d. Observe their verbal and non-verbal cues.
8. Debriefing after a significant incident is important because: (Ch 2, Pg 53)
- a. It can help find those factors that may prevent the need for restraint use in the future.
 - b. It will always find answers to prevent the future need for restraint.
 - c. The process can help identify the need to change or develop plans.
9. Janice is at baseline and is starting to escalate. Effective responses could be: (Ch 1, Pg’s 22, 23)
- a. Remove the stimulus to redirect Janice to the Stabilization phase of The Crisis Cycle.
 - b. Focus your R.A.D.A.R. on her needs.
 - c. Offer her options from her baseline.
 - d. Immediately point out a consequence if she does not calm down.
10. Anger is: (Ch 1, Pg’s 29)
- a. A secondary emotion, not a primary emotion.
 - b. Always an inappropriate emotional response.
 - c. Communication that the person feels something needs to change.
 - d. Often brought about by other emotions, such as frustration or fear.

11. When someone is escalating or has already escalated, we should: *(Ch 1, Pg 23)*
 - a. Focus on inviting them to de-escalate.
 - b. As much as possible, minimize our size in relation to the people we are supporting.
 - c. Keep our hands open and relaxed.
 - d. Ask permission if we are going to enter their intimate space.
12. In Haim Ginott's quote about our role at work, he stressed that: *(Ch 1, Pg 8)*
 - a. It is my response that decides if a situation escalates or de-escalates.
 - b. It is my personal approach that creates the climate.
 - c. I possess tremendous power to make someone's life miserable or joyous.
13. When touching another person for the purpose of communication, you should: *(Ch 2, Pg 46)*
 - a. Touch only when necessary.
 - b. Use only our fingers, not the whole hand.
 - c. Use a controlling touch
 - d. Use slow, smooth and small movements.
14. Which one of the following methods is most likely to get other people to cooperate with you? *(Ch 2, Pg 50)*
 - a. Tell them they must do what you say.
 - b. Tell them they will be punished if they do not follow your directions.
 - c. Tell them the reason behind the request.
 - d. Tell them they will earn a reward if they do what you ask.
15. What may cause a person to become stimulated or escalated: *(Ch 1, Pg 18)*
 - a. Something internal over which you have very little or no control (e.g., pain, medication, illness, chemical dependency, worry, depression, lack of feeling secure).
 - b. Something external such as the environment (e.g., room size, temperature, noise, light, smells, weather, etc).
 - c. An inability to communicate effectively.
16. People with histories of trauma often have difficulty trusting others. In building trust, caregivers should: *(Ch 1, Pg's 11–12)*
 - a. Be aware of how trauma history can shape the behavior of people.
 - b. Have a basic understanding of the neurobiological changes that take place because of trauma.
 - c. Understand that when caregivers can handle the worst people give them, only then will people give caregivers their best.
 - d. Assume all the talk about trauma is a passing fad.
17. When people, whether caregivers, family members, individuals served, etc., experience healthy relationships: *(Ch 1, Pg 5)*
 - a. They can see mistakes as mistakes.
 - b. It is easier for them to ask for help because it won't be used against them.
 - c. The question is "what went wrong?" instead of "whose fault is it?"
18. Teams can succeed because: *(Ch 1, Pg 28)*
 - a. My weaknesses and your strengths compliment each other, and vice versa.
 - b. Members with diverse skills share those skills.
 - c. Working together we can be more objective.
 - d. We can each do our own thing without communicating with each other.
19. Using The Crisis Cycle model, when should we address conflict? *(Ch 3, Pg 60)*
 - a. In the Stimulus-Trigger phase, as our emotions are not as high or heavily involved.
 - b. We should wait until the conflict reaches the top of The Crisis Cycle.
 - c. We should ignore the conflict and hope it goes away.
20. Jeanette, who is sitting nearby, needs assistance (personal care, eating, medication, etc.): *(Ch 2, Pg 44)*
 - a. You should always ask permission if you will be closer than one arm's length to her.
 - b. Honoring her intimate space will help her learn to honor the boundaries or personal space of others.
 - c. It is unimportant to ask permission to get closer than one arm's length to her.

21. People with significant communication impairments: (Ch 2, Pg 52)

- a. Often have a better ability to understand others than they can communicate with others.
- b. Often try to communicate using sounds and gestures.
- c. Need time to process what you said or asked.
- d. Respond best to long sentences.

22. In order to understand the problems that separate us, we need to check perceptions with each other. To do so we should: (Ch 3, Pg 65)

- a. Listen half-heartedly to others and rely most on our own perception.
- b. Understand that our perceptions are unique to us.
- c. Pay attention to non-verbal elements of communication when listening to clarification.
- d. Compare our perceptions with others.

23. Assertive and authentic communication is: (Ch 3, Pg 62)

- a. Standing up for yourself while also respecting the rights and beliefs of others.
- b. Finding a balanced communication style between being passive or being aggressive.
- c. Sharing what we think and what we feel with dignity and respect.
- d. Unimportant when engaging in conflict with someone.

Word Bank (Question #25)

Recognize	Decide	Review results
Assess	Act	

The following section refers to Maslow’s Hierarchy of Needs.

Word Bank

Safety and security	Basic human needs
Achievement	Healthy relationships

24. Which need is reflected in the situations described below? (Ch 1, Pg 15)

- a. Charlotte goes to a job interview she set up by herself.
Achievement
- b. Jack and Jill discuss a problem they have with each other and resolve it amicably.
Healthy Relationships
- c. John moves away from Thomas with his hands raised in a protective position.
Safety and security
- d. Alyce asks for a second blanket on her bed and says it is really cold tonight.
Basic human needs

The following section refers to R.A.D.A.R..

25. Write each R.A.D.A.R. term beside its definition: (Ch 1, Pg’s 17)

- Assess** a. Analyze what is happening to people and the environment around you.
- Recognize** Use your senses to determine that something has changed in the environment.
- Act** c. Verbal, general physical response or specific physical response to a situation.
- Review Results** d. Look back at the outcome to determine what works well or if something different should be attempted next time.
- Decide** e. Determine how to respond to what is happening.