**Self-Study Answer Key**

These self-study questions are provided to give you an opportunity to gauge your understanding of these chapters. These questions will be used on the final exam.

The following section refers to The Crisis Cycle.

<table>
<thead>
<tr>
<th>Primary Actions</th>
<th>Caregiver Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Can be used multiple times)</td>
<td></td>
</tr>
<tr>
<td>Listen</td>
<td>Set expectations to cue a replacement behavior</td>
</tr>
<tr>
<td>Engage</td>
<td>Least amount of interaction needed for safety</td>
</tr>
<tr>
<td>Protect</td>
<td>Actively listen</td>
</tr>
</tbody>
</table>

1. 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)*

   a. **Baseline**: Lincoln goes for a walk with his family, which he enjoys.
   
   **Primary Action**: Engage
   
   **Caregiver response**: Support them in what they are doing

   b. **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

   c. **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**: Engage
   
   **Caregiver response**: 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**: Protect
   
   **Caregiver response**: 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**: Engage
   
   **Caregiver response**: 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**: Listen
   
   **Caregiver response**: 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**: Listen
   
   **Caregiver response**: Observation and support
Complete the following statements using a word from the word bank.

Word Bank

communicate
role
people
win-win
compromise
overreact
choose
use
setting
event
place

2. When people overreact to the usual things in their environments, they likely experienced ___ setting ___ event ____. (Ch 2, Pg 51)

3. 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)

4. 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)

5. Striving for a ___ win-win ___ outcome resolves conflict in a way that builds relationships. A ___ compromise ___ may maintain relationships. (Ch 3, Pg 67)

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 starting to escalate. Effective responses could be: (Ch 1, Pg 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. Attempt diversion or distraction to break the emotional intensity.
   d. Immediately point out a consequence if she does not calm down.

10. Anger is: (Ch 1, Pg 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 neuro-biological changes that take place because of trauma.
   c. Understand that people who have a history of trauma are likely to test their caregivers before trusting them.
   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 complement 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.

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

### Word Bank

<table>
<thead>
<tr>
<th>Safety and security</th>
<th>Healthy Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic human needs</td>
<td>Achievement</td>
</tr>
</tbody>
</table>

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** b. 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.

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Word Bank (Question #25)

<table>
<thead>
<tr>
<th>Recognize</th>
<th>Decide</th>
<th>Review results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess</td>
<td>Act</td>
<td></td>
</tr>
</tbody>
</table>

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Self-Study Answer Key

These self-study questions are provided to give you an opportunity to gauge your understanding of these chapters. These questions will be used on the final exam.

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

**Word Bank**
- positioning
- balance
- left
- mechanics
- posture
- right
- assist
- best
- stance
- redirecting
- limit
- movement

1. The three critical concepts of physical assisting include, ____________ and ____________, body mechanics and ____________, body ____________ in relation to the other person. (Ch 7, Pg 171)

2. In performing the physical skills, you should move like a puppet. That means if your right foot moves, the ____________ hand will also move. (Ch 7, Pg 186)

3. “Physical interaction” means the use of a physical presence or skill to either ____________ or ____________, a person’s behavior. (Ch 7, Pg 172)

4. When a person has four strong walls in their life, they will be better able to be resilient, which is the ability to make the ____________, of their own situation. (Ch 7, Pg 170)

5. It is important to gain permission before you touch another person to provide assistance because: (Ch 7, Pg 177)
   - a. You could startle the person and cause them to fall if you don’t ask
   - b. Their behavior could escalate if they are touched without permission
   - c. Touching without permission could result in re-traumatization

6. Proper stance and balance: (Ch 7, Pg 179)
   - a. Permit you to move safely and smoothly.
   - b. Are the foundation for all efficient movement.
   - c. Must be learned so that they become automatic.
   - d. Are unimportant when performing physical skills.

7. In the natural stance with a foot forward: (Ch 7, Pg 182)
   - a. Your feet are wider than the widest part of your body.
   - b. Your feet are close together.
   - c. You are in more of a “ready” position allowing you to make small sliding or stepping movements to change directions quickly (“body shifting”).

8. Generally speaking, people with histories of trauma:
   (Ch 7, Pg 167-168)
   - a. Have a higher baseline than people without trauma histories.
   - b. Have no change in behavior compared to people without trauma histories.
   - c. Have a lower tolerance for stress and escalate more quickly
   - d. Need caregivers to trust each other before they can trust caregivers.
Self-Study Answer Key

These self-study questions are provided to give you an opportunity to gauge your understanding of these chapters. These questions will be used on the final exam.

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

1. People may grab you for attention, assistance, affection, aggression or because they are afraid. Of the five reasons, what is the least likely to be the case? (Ch 8, Pg 220)
   a. Assistance
   b. Affection
   c. Attention
   d. Aggression
   e. Afraid

2. The weak point is important because:
   (Ch 8, Pg 226)
   a. It lets you know where it may be easier to try to gain a release.
   b. Using the weak point will always result in you gaining a release.
   c. Using the weak point means you don’t have to use as much force.

3. The concept of muscle groups (muscles helping other muscles) is so important because:
   (Ch 8, Pg 226)
   a. When you use muscle groups, you don’t need as much strength per muscle.
   b. When you use muscle groups, your movements may be smoother.
   c. When you use muscle groups, you will always succeed.
   d. The muscle groups need to work together to gain a smooth and relaxed release.

4. Match the listed separating skill with its definition:
   (Ch 8, Pg 227)

   **Skill**
   a. Avoiding
   b. Redirecting
   c. Releasing

   **Definition**
   a. **Avoiding** Eluding, evading, or escaping physical contact through the use of body positioning, shifting, stepping, or sliding, without making physical contact.
   c. **Releasing** Removing someone or something from a physical hold. This may involve holding on briefly to the hand and wrist of the person.

   b. **Redirecting** While avoiding, using the hand and/or arm to make physical contact without holding on to the person.

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

**Word Bank**

Don’t fight force with force
Command them to let go
Know your limitations and the limitations of this course
Don’t over-react
Why do you want a release?

5. Key concepts to determine if you need to gain a release? (List four key points): (Ch 8, Pg 228)

   I. **Don’t fight force**
   II. **How is the person holding you?**
      Know your limitations and the limitations of this course
   III. **Don’t over-react**
   IV. **Why do you want a release?**
Self-Study Answer Key

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1. Positional asphyxiation is when the position of the person in restraint inhibits the ability of the person to breathe. (Ch 9, Pg 263)

2. The maximum recommended time a person could be restrained according to The Mandt System® is minutes. (Ch 9, Pg 275)

3. List four factors The Mandt System® addresses to minimize the risk of restraint associated injuries: (Ch 9, Pg 264)
   I. Decrease frequency
   II. Decrease intensity
   III. Decrease duration
   IV. Design of restraint

4. List six possible signs of distress due to restraint use: (no word bank) (Ch 9, Pg 265)
   I. Rapid shallow breathing; Extremities are cold to the touch
   II. Seizure; Pain; Nasal flaring; Blue tinge to nail beds;
   III. Unconsciousness; Bruising; Absence of breathing; Blue tinge to the area around the mouth; Unequal pupil size;
   IV. Panting; Vomiting; Flushed or ashen face; Headaches;
   V. Grunting; Constipation; Confusion/disorientation; Joint swelling; Diarrhea

5. List at least six prohibited practices according to The Mandt System®: (Ch 9, Pg's 269-270)
   I. Pain compliance, slight discomfort, trigger point, pressure points Straddling or sitting on any part of the body
   II. Hyper-extension of any part of the body
      Any type of choking, hand chokes, arm chokes, etc.
   III. Potential risk of hyper-extension of any body part beyond normal limits
   IV. Any technique that involves pushing into the person's mouth, nose, eyes, or any part of the face or covering the face or body. Pressure on chest, lungs, sternum, diaphragm, back or upper abdomen
   V. Any technique that obstructs or restricts circulation of blood and/or airway (more options below)
   VI. Any technique that involves substantial risk of injury
      Any technique that forces the person to the floor, chair, wall, etc.
      Any technique that involves punching, hitting, biting, hair pulling, poking, pinching, or shoving
      Any lifting or carrying of a person who is actively combative unless an extreme hazard or emergency exists
      Any manual restraint that maintains a person on the floor in any position (prone, supine, side-lying)
      Any technique that puts or keeps the person off balance, i.e., shoving, tripping, pushing on the backs of the knee

6. The level of threat a person presents must be determined before we interact physically. What three questions must be asked in determining if there is a clear and present danger? (Ch 9, Pg's 259)
   a. Is the threat believable?
   b. Is the person capable of carrying out the threat?
   c. Is the threat of harm immediate?
7. Why should you learn how to restrain when it is so dangerous? (Ch 9, Pg 272)
   a. It is better to learn appropriate physical restraint techniques rather than know nothing about restraint.
   b. If caregivers do not know how to restrain as safely as possible, they may resort to inappropriate physical action and restraint due to fear, anger, frustration, or desperation.
   c. All caregivers need to know how to do a restraint regardless of the population they serve.

8. The “stimulus transfer point” concept means:
   (Ch 9, Pg 277)
   a. If people continue to be restrained after safety has been established, they will probably transfer the stimulus from the person with whom they were originally upset, to the person(s) performing the restraint.
   b. Stimulus transfer as a concept is irrelevant while restraining someone.
   c. If the person being restrained begins to analyze the restraint, they have begun to de-escalate and the job of the caregiver is to help them by transitioning to the first release point.

9. The dangers associated with the use of physical restraint as taught in Chapter Seven are:
   (Ch 9 Pg 262, 263, 272)
   a. Re-traumatization.
   b. Risk of injury to caregivers, including death.
   c. Death after restraint has ended due to catecholamine rush.
   d. Death due to compression asphyxiation.
   e. Death due to positional asphyxiation
   f. Injury to individuals served.

10. Match the following to the list below:
    (Ch 9, Pg 278)
    a. Individual certified in the technical level of The Mandt System® (therefore knowledgeable of the "prohibited practices" and "signs of distress") watching carefully and directing during restraint use.
    b. Hand placement of the caregiver during a side body hug. (Ch 9, Pg 279)
    c. Arm placement of the individual receiving services in a one person one–arm standing restraint. (Ch 9, Pg 281)
    a. Observer/Monitor.
    b. On person’s hip.
    c. In front across the person’s waist or belt line.

No physical skill can be considered “safe” as there is a risk of injury anytime physical interaction takes place.