

SELF STUDY GUIDE

CHAPTER 1 — BUILDING HEALTHY RELATIONSHIPS

Complete the following statements (1 & 2) using the word bank below. A word or phrase may only be used once and not every word may be used.

Word Bank		
norms	role	culture
use	choose	
super	place	

1. When staff manage themselves, they affirm their feelings and _____ their behaviors. They act as a _____ model and teach others how to manage stress. They also provide a safe environment for others.
2. _____ is made up of the values, beliefs, and customs that we share with a group of people. _____ are expectations for behavior that are often shared with a cultural group.

The following section refers to R.A.D.A.R. Complete the following statement using a word from the word bank. A word or phrase may only be used once and not every word may be used.

Word Bank		
recognize	assess	decide
act	review results	

3. Write each R.A.D.A.R. term beside its definition:
 - a. _____ Analyze what is happening to people and the environment around you.
 - b. _____ Your response. It may be a verbal, general physical, or specific physical response to a situation.
 - c. _____ Determine how to respond to what is happening.
 - d. _____ Use your senses to be aware of what is happening around you.
 - e. _____ Look back at the outcome to determine what works well or if something different should be attempted next time.

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

4. Anne is having a typical day. She is sitting at a table working on her homework. Which one of the following would best fit The Crisis Cycle description of the appropriate staff response?
- a. Since she is working on her homework, ignore her and focus on other people instead.
 - b. Pull up a chair and sit next to Anne. Help her with her homework by pointing out every mistake she makes so she may fix it.
 - c. Tell Anne she only has 10 minutes left and she better hurry up if she hopes to get her homework finished.
 - d.** Check with Anne to see if there is anything you can do to help her and then follow through as best as possible.
5. Marcus seemed fine, but is suddenly beginning to wave his hands in front of him and making noises that sound as if something is wrong. Which one of the following would best fit The Crisis Cycle description of the appropriate staff response?
- a.** Try to identify what may have happened or changed for Marcus and what you can do to help him.
 - b. Tell Marcus to calm down and be quiet, he has nothing to fear.
 - c. Move Marcus to the corner to see if that helps him.
 - d. Yell at Dave, who is sitting next to Marcus, because he probably did something to set Marcus off.
6. You just started working and noticed that Serena is in the hallway, pacing back and forth, repeatedly saying "but I don't want to do that." Which one of the following would best fit The Crisis Cycle description of the appropriate staff response?
- a. Since Serena seems to be escalating, leave her alone and see if she can work this out.
 - b.** Using a calm voice, check if Serena would like to read a book, use her iPad, or go for a walk.
 - c. Ask other staff "what's wrong with Serena today?"
 - d. Use the Escort technique to get Serena back to her seat.
7. You have been working one on one with Sebastian for about an hour. Initially he was mildly irritated, but now he has just picked up a book and is holding it above his head like he is going to throw it at you. Which one of the following would best fit The Crisis Cycle description of the appropriate staff response?
- a. Remind Sebastian of the consequences if he throws the book.
 - b. Tell Sebastian in very demanding tones that he needs to put that book down now.
 - c.** In a calm voice, let Sebastian know you can tell he may not be having a great day and suggest you two go outside and shoot some hoops (since you know Sebastian likes basketball), while you gesture towards the door.
 - d. Look at Sebastian and say "you know you don't want to throw that book at me. Remember, I'm the nice staff that helps you when you need it."
8. You are in the commons room with five people receiving services when you suddenly hear a noise behind you. You turn around and see a chair fly through the air and barely miss Stephanie. Aimee is picking up another chair like she is going to throw it. Which one of the following would best fit The Crisis Cycle description of the appropriate staff response?
- a. You run up and put Aimee into a physical hold to keep everyone safe.
 - b.** You tell Stephanie and the other three people to leave the room as you attempt to get Aimee's attention.
 - c. You offer Aimee three options of things she enjoys doing while at her baseline (reading, listening to music, or playing on her iPad).
 - d. In a demanding voice, you tell Aimee to put the chair down or there will be consequences.

9. Maleek had been moving quickly around the room yelling at no one in particular for the prior 10 minutes. You asked him if he would like to go for a walk, help collect the trash, or listen to music (three activities you know he enjoys). He now looks at you from across the room and says he would like to listen to his music. Which one of the following would best fit The Crisis Cycle description of the appropriate staff response?
- Tell him he knows where his headphones are and to go get them.
 - Tell him he will have to wait his turn, you asked him that question 10 minutes ago and have started working with someone else.
 - Tell him that he has been inappropriate today and doesn't deserve the reward of listening to his music.
 - Tell him that sounds like a good choice and help him get his headphones and get settled into his room.
10. You check on Nylah, who has been quietly working on a puzzle for a while after Olivia had attacked her earlier. Nylah looks at you and says she is afraid of Olivia and doesn't want to be in the same room as her anymore. Which one of the following would best fit The Crisis Cycle description of the appropriate staff response?
- Let Nylah know you understand her fear and ask her what she thinks her options may be.
 - Tell Nylah the story of how you were beat up when you were younger and what you did to overcome your fear.
 - Tell Nylah she shouldn't be afraid and help her with the puzzle.
 - Let Nylah see she has no choice, that she will have to be in the same room as Olivia in the future and she needs to learn how to not set Olivia off.
11. It is in the afternoon and you are the school counselor at the local middle school. DeShawn, an 8th grade student, has had a really bad day. You have helped him through his Crisis Cycle. You two have just finished making a list of other options DeShawn thinks will help him the next time he gets frustrated. He says he is embarrassed and tired and doesn't want to face his classmates, but would rather go home and sleep. Which one of the following would best fit The Crisis Cycle description of the appropriate staff response?
- Let him know that facing the consequences of our actions is part of growing up and that since the day is almost over, it won't last long.
 - Ask DeShawn to do you a favor and go back to class for the rest of the day.
 - Ask DeShawn if he would like to call home to see if someone could come get him.
 - Tell DeShawn that you are nearing the end of your patience with him today and it is time for him to go back to his classroom.
12. Characteristics of a healthy relationship include:
- Dignity
 - Respect
 - Fear
 - Honesty
 - Kindness
13. Anger is:
- Always an inappropriate emotional response.
 - Often brought about by other emotions, such as frustration or fear.
 - Communication that the person feels something needs to change.
 - Something that makes it difficult for people to express other emotions in positive ways.

14. People with histories of trauma often have difficulty trusting others. In building trust, staff should:
- a. Be aware of how trauma history can shape the behavior of others.
 - b. Have a basic understanding of the neurobiological changes that take place because of trauma.
 - c. Assume that all the talk about trauma is a passing fad.
 - d. Understand that individuals receiving services who have a trauma history are likely to test staff before they trust them.
15. When people experience healthy relationships, whether staff, family members, individuals served, etc.:
- 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 changes to 'what went wrong' instead of 'whose fault is it?'
 - d. They will not experience a crisis.

The following section refers to Maslow's Hierarchy of Needs. Complete the following statement using a word from the word bank. A word or phrase may only be used once and not every word may be used.

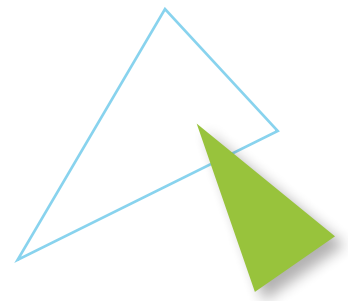
Word Bank	
safety and security	basic human needs
healthy relationships	achievement
self-actualization	

16. Which need is reflected in the situations described below?
- a. John moves away from Thomas with his hands raised in a protective position.

 - b. Jack and Sally discuss a problem they have with each other and resolve it in a way that works for both of them.

 - c. Charlotte goes for a job interview she set up by herself.

 - d. Alyce asks for a second blanket on her bed and says it is really cold tonight.



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CHAPTER 2 — BUILDING HEALTHY COMMUNICATION

Complete the following statements (1 & 2) using the word bank below. A word or phrase may only be used once and not every word may be used.

Word Bank

people	use
setting event	place

1. When people overreact to the normal or typical things in their environments, they likely have experienced a _____.
2. The Mandt System teaches that behavior is what people _____ to get and/or get away from something, someone, or someplace.

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

3. To actively listen to someone who is talking with you, you should:
 - a. Relax yourself.
 - b. Honor them by encouraging them talk.
 - c. When the person you are listening to takes a breath, jump right in and start talking.
 - d. Observe both their verbal and nonverbal cues.
4. Debriefing after a significant incident is important because:
 - a. It can help identify those factors that may prevent escalation or the need for restraint in the future.
 - b. It will always identify answers to prevent future escalation or restraint.
 - c. The process can help identify the need to change or develop plans.
 - d. The process can help staff deal with the stresses of the workplace.

5. When touching another person for the purpose of communication, you should:

- a.** Touch only when necessary.
- b.** Use slow, smooth, and small movements.
- c.** Use only our fingers, not the whole hand.
- d.** Use a controlling touch.

6. When someone is escalating or has already escalated, we should:

- a.** As much as possible, minimize our size in relation to the people we are supporting.
- b.** Stop listening to them and try to regain control of the situation.
- c.** Use short sentences with words the person understands.
- d.** Let your voice get higher, louder, and faster so the person can hear that you're sincere.

7. If Hugo, a staff member, has good interpersonal communication skills:

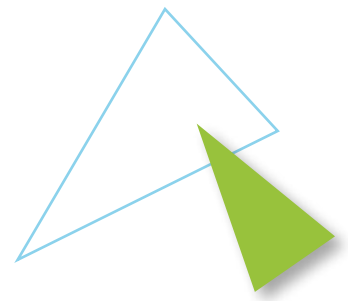
- a.** They will guarantee him a good work day.
- b.** He has a strong foundation to build positive, healthy relationships.
- c.** He won't have to worry about people escalating during his shift.
- d.** He has the potential to become an excellent staff member.

8. People with significant communication impairments:

- a.** Often try to communicate using sounds or gestures.
- b.** May need time to process what you said or asked.
- c.** Often have a better ability to understand others (better receptive communication) than they can communicate with others (expressive communication).
- d.** May respond best to short sentences.

9. Which of the following statements are correct in regards to the three-part debrief model:

- a.** Part One is the best time to get out all of the emotions from the situation.
- b.** Part Two is the best time to look at short-term, or day-to-day changes we may wish to make.
- c.** Part Three is the best time to look at long-range planning items.
- d.** These three parts must take place in one debriefing session.



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CHAPTER 3 — HEALTHY CONFLICT MANAGEMENT

Complete the following statements (1 & 2) using the word bank below. A word or phrase may only be used once and not every word may be used.

Word Bank		
win-win	understanding	reasoning
self-control	place	
choose	compromise	

1. Striving for a _____ outcome resolves conflict in a way that builds relationships. A _____ may maintain relationships.
2. Stress affects communication during a crisis by decreasing a person's _____, _____, and _____.

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

3. Using The Crisis Cycle model, when should we address conflict?
 - 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.
 - d. It is not important when we address conflict, as long as we address it.
4. In order to understand the problems that separate us, we need to check perceptions with each other. To do so we should:
 - a. Rely most on our own perception without really listening to others.
 - b. Consider the perceptions of others.
 - c. Understand that our perceptions may be unique to us.
 - d. Pay attention to nonverbal elements of communication when listening for clarification.

5. Assertive and authentic communication is:

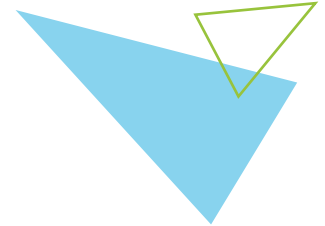
- a.** Sharing what we think and how we feel with dignity and respect.
- b.** Not important when engaging in conflict with someone.
- c.** Standing up for yourself while also respecting the rights and beliefs of others.
- d.** Important in increasing self-esteem and contributes to healthy relationships.

6. Which of the following are TRUE regarding "You" and "I" statements?

- a.** "I" statements do not blame or judge.
- b.** "You" statements put people down and are not effective at de-escalating a situation.
- c.** "I" statements are a measure of the authenticity and assertiveness of the speaker.
- d.** "I" statements are ineffective because they shift the focus from the other person to the speaker.

7. Which of the following are TRUE regarding the SODAS model?

- a.** The first S refers to the Situation.
- b.** The O refers to Opinions
- c.** We should always do the D before the A, because it is that way in the name
- d.** It is a model to help people work through a conflict to reach a solution.



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CHAPTER 6 — ASSISTING & SUPPORTING

Complete the following statements (1 & 2) using the word bank below. A word or phrase may only be used once.

Word Bank

stance and balance

assist

limit

body mechanics and
movement

body position

1. The three critical concepts of technical skills include _____, _____, and _____ in relation to the other person.
2. Physical interaction means the use of a physical presence, skill, maneuver, or technique to either _____ or _____ a person's behavior.

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

3. It is important to gain permission before you touch another person to provide assistance because:
(Ch 5, Pg 193)
 - 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
4. Proper stance and balance: (Ch 5, Pg 193)
 - a. Permit you to move safely and smoothly
 - b. Are the foundation for all efficient movements
 - c. Must be learned so that they become automatic
 - d. Are not important when performing physical skills

5. In the natural stance with a foot forward:

(Ch 5, Pg 193)

- 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")

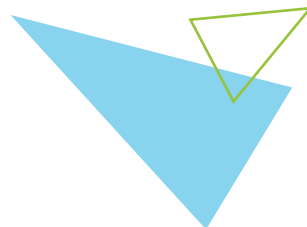
6. Generally speaking, people with histories of trauma:

(Ch 5, Pg 193)

- 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 staff to model healthy, trusting, and safe relationships

7. Name six "prohibited practices" according to The Mandt System (no word bank) *(Ch 5, Pg 193)*

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____



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CHAPTER 7 – SEPARATING

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

1. Which of the below are part of the five reasons that a person might grab onto another person according to the Mandt System?
 - a. Attention
 - b. Affection
 - c. Assistance
 - d. Alliance
 - e. Aggression
2. Finding the weak point is important because:
 - a. It lets you know where it may be easiest to gain a release
 - b. Using the weak point is always successful in gaining a release
 - c. Using the weak point allows you to use the least amount of physical interaction
3. The concept of muscle groups is important because:
 - 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. Muscles need to work together to gain a smooth, relaxed release
4. Match each separating skill with its definition:
 - a. Avoiding
 - b. Redirecting
 - c. Releasing

_____ Eluding, evading, or escaping physical contact without making physical contact

_____ Removing someone or something from a physical hold

_____ While avoiding, using the hand or arm to make contact in order to change the direction of an incoming object

Complete the following statements (5 & 6) using a word or phrase from the word bank below. A word may only be used once and not every word may be used.

Word Bank

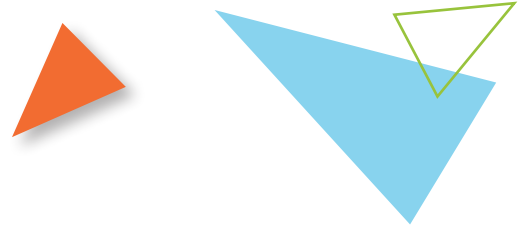
Don't fight force with force	Believable
Don't over-react	Command them to let go
Immediate	Capable
Look to see how the person is holding you	Know your limitations and the limitations of this course
Predictable	

5. List four key concepts of separating:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

6. What three questions must be asked to determine if there is clear and present danger?

- a. Is the threat _____?
- b. Is the person _____ of carrying out the threat?
- c. Is the threat of harm _____?



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CHAPTER 8 — RESTRAINT

Complete the following statements (1-3) using a word or phrase from the word bank below. A word may only be used once and not every word may be used.

Word Bank

three	design of the restraint
decrease duration	decrease frequency
positional	decrease intensity

1. _____ asphyxiation is when the position of the person in restraint inhibits the ability for the person to breathe.
2. The maximum recommended time a person can be restrained before attempting to release according to the Mandt System is _____ minutes.
3. List four factors the Mandt System addresses to minimize the risk of restraint associated injuries:
 1. _____
 2. _____
 3. _____
 4. _____

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

4. Restraint is dangerous. Why might it be necessary for some employees to learn?
 - a. It is better to learn appropriate physical restraint techniques, rather than know nothing at all about restraint.
 - b. If staff do not know how to restrain as safely as possible, they may resort to inappropriate physical action and restraining due to fear, anger, frustration, or desperation.
 - c. All staff members need to know how to do a restraint, regardless of where they work or with whom they work.

5. The "stimulus transfer" concept means:

- a. A person who is being restrained will likely transfer the stimulus from the original source (whoever or whatever it was) to the person restraining them.
- b. If the person displays enough processing to focus on escaping the restraint, that person is likely transferring the stimulus. Staff should consider their release strategy.
- c. Stimulus transfer is not a relevant concept when using a restraint technique.

6. The dangers associated with the use of physical restraint include:

- a. Injury to staff members
- b. Injury to the individual served
- c. Death to the individual served
- d. Death to staff members
- e. Re-traumatization

7. Match the following to the definition below:

- a. Observer/monitor
- b. On the person's hip
- c. In front across the person's waist or belt line

_____ Individual certified in the technical level of The Mandt System (knowledgeable of the prohibited practices and signs of distress) watching carefully and directing during the use of restraint.

_____ Staff member's final hand placement during a side body hold.

_____ Individual's arm placement in a one-arm standing hold.

8. List six possible signs of distress due to restraint use: (no word bank)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____