



## Response Ability Pathways (RAP) Course Review



### Chapter 1 – Enduring Truths

1. Vocabulary: The word “*consilience*” means the best way to discover powerful simple truths is by
  - a. using multiple sources of knowledge—like values, science, and practical experience.
  - b. using evidence-based knowledge based on research studies.
2. Indigenous (Native) populations before contact with European Civilization
  - a. were culturally deprived because of lack of scientific knowledge.
  - b. had much knowledge about living in harmony in egalitarian cultures.
3. Over hundreds of thousands of years, humans evolved brains designed to
  - a. use power and domination to insure the survival of the fittest.
  - b. use respect and cooperation to meet the needs of all in the community.
4. In 1938, Abraham Maslow studied Blackfoot First Nations people in Canada and found
  - a. their Native culture had been nearly eliminated by colonization.
  - b. instead of rule by power, they interacted with values of generosity.
5. These beliefs — *children are sacred, women share power, leaders are servants*,
  - a. were core values in the in the United States as the fountain of democracy.
  - b. were core values in the Iroquois Confederacy that predated American democracy.
6. Educational pioneers like Johann Pestalozzi, Jane Addams, Maria Montessori, and John Dewey
  - a. worked to replace punitive practices with democratic principles.
  - b. proposed using a curriculum of Social and Emotional Learning in schools.

### Chapter 2 – Trauma Wise

1. Vocabulary: Being “*trauma-wise*” means
  - a. using *evidence-based information* for the treatment of trauma.
  - b. using *natural helping relationships* to prevent and heal trauma.
2. Canadian research found that most traumatized youth show “pain-based behavior.”
  - a. Punitive behavior management administers consequences that cause more pain.
  - b. Pain-based behavior is an intentional effort to defy or manipulate authority.
3. What is the primary effect of relational trauma?
  - a. Distrust in interpersonal relationships.
  - b. Difficulty in regulating emotions and behavior.
4. *Historic distrust* of whites by persons of color may interfere with helping relationships. Why?
  - a. Centuries of experience in white-dominated cultures sets a tone of distrust.
  - b. It is more difficult for people to develop empathy with persons who don’t have a shared history.
5. *Historic trauma* among oppressed groups is defined by Marie Yellow Horse Brave Heart as
  - a. cultural oppression that causes emotional wounds and grief that can persist across generations.
  - b. racism based on continuing oppression by the dominant culture of white supremacy.
6. Shame is a highly painful emotion that is a brain-based reaction to
  - a. feelings of guilt and remorse when a person’s behavior has hurt others.
  - b. feelings resulting from being excluded, rejected, and lacking in self-worth.

### Chapter 3 – Resilience Focused

1. Vocabulary: The “*steeling effect*” described by British resilience researcher Michael Rutter means
  - a. children who are protected from stress will be able to build stronger coping abilities.
  - b. children who confront and overcome difficult challenges build stronger coping abilities.
2. Authors of *The Three Pillars of Transforming Care* describe how to turn trauma into resilience:
  - a. Safety, Connecting, and Coping strategies can be used by all who work with children and youth.
  - b. Positive Behavior Support, Assertive Discipline, and Mindfulness are key evidence-based strategies.
3. The most extensive resilience research led by Emmy Werner studying children from Kauai found that
  - a. resilient children have unique traits and social intelligence enabling them to overcome adversity.
  - b. children who showed resilience were loved despite their behavior, intelligence, and attractiveness.
4. The loss of purpose is an epidemic among modern youth says researcher William Damon.
  - a. This is a result of materialism in modern society which makes youth feel entitled.
  - b. This is a result of lack of opportunities to serve others and develop a sense of self-worth.
5. Fifty years of research on resilience reviewed by Suniya Luthar found that
  - a. resilience depends fundamentally on relationships.
  - b. resilience depends on grit rather than talent or intelligence.
6. The key idea of strength-based work with challenging youth is
  - a. demand greatness instead of obedience.
  - b. set clear expectations so youth can succeed.

### Chapter 4 – From Conflict to Caring

1. Vocabulary: The term “*rankism*” is defined as
  - a. any use of power to exploit others and treat them as inferiors.
  - b. the natural hierarchy of leaders and followers in groups.
2. How does power effect the brain?
  - a. Power lowers stress and increases feelings of well-being.
  - b. Power Increases impulsive pleasure-seeking and blocks empathy.
3. Based on research with students, the best strategies for preventing bullying are
  - a. tell a parent, tell a friend, use humor.
  - b. use I-messages, use conflict resolution.
4. What is the purpose of the “reversal of responsibility” technique?
  - a. Challenge youth to take responsibility for their own behavior.
  - b. Teach youth responsibility as a character virtue.
5. What is the core value of a positive culture?
  - a. Nobody has the right to hurt another person.
  - b. All adults provide positive behavior support.
6. What is the most powerful basis for developing self-worth?
  - a. Since others care for me, I know I am of value.
  - b. Since I help others, I know I am of value.

## Chapter 5 – Connecting for Support

1. Vocabulary: The term “bids” describes attempts to connect. How should one respond to bids?
  - a. Tit-for-Tat Rule: Give social reinforcement to positive behavior, ignore attention-seeking behavior.
  - b. Golden Rule: Respond respectfully to attempts to connect, even if these may seem inappropriate.
2. What is most important for mental health?
  - a. Being able to feel safe.
  - b. Having positive self-esteem.
3. Connecting with a young person in conflict requires
  - a. building trust and showing empathy.
  - b. avoiding anger and showing fairness.
4. Rapid trust is based in a brain program that
  - a. reads facial expressions and tone of voice to separate friend from foe.
  - b. determines whether this is an attractive and interesting person to approach.
5. Charles Darwin believed that compassion for those we love evolved over thousands of years
  - a. from cultural values that tame the inborn aggressive and selfish character of humans.
  - b. through natural selection to become a powerful inborn instinct in most humans.
6. What is the most typical brain-based reaction to a person who is experiencing crisis?
  - a. Attack those causing threat, or retreat for protection (fight or flight behavior).
  - b. Search for somebody who is safe to trust (attachment behavior).

## Chapter 6 – Clarifying Challenges

1. Vocabulary: The “Zeigarnik Effect” is named after Bluma Zeigarnik who discovered that
  - a. the brain is designed to remember positive or negative emotionally charged events.
  - b. the brain is designed to keep searching for solutions to unsolved problems.
2. Fritz Redl developed the “Life Space Interview” (LSI) to talk with children in conflict by
  - a. exploring timelines of behavioral events to solve problems and promote growth.
  - b. using structured questions to ask youth about their interpersonal relationships.
3. RAP is a refinement of the LSI for building resilience with youth in conflict. The focus of RAP is
  - a. exploring the youth’s early family and developmental relationships.
  - b. concentrating on here-and-now problems that most immediately affect the youth.
4. “Window words” in a RAP discussion are
  - a. comments by a youth that invite the helper to ask for more information.
  - b. techniques used to get a youth to open up and disclose inner problems.
5. The sequence of Challenge, Logic, Emotion, Action, and Result (CLEAR) is
  - a. the established format for conducting a Functional Assessment of Behavior.
  - b. the way the human brain naturally seeks to solve problems.
6. RAP is designed to gain “*insight*” into behavior which means
  - a. understanding how one’s actions affect self and others.
  - b. understanding how early experiences have shaped present behavior.

## Chapter 7 – Restoring Respect

1. Vocabulary: How is “restorative discipline” defined in RAP?
  - a. Provide supports and build strengths by responding to needs instead of reacting to problems
  - b. Focus on behavior change through positive consequences and positive behavior support.
2. The *Circle of Courage Problems and Strengths* list is in tune with Abraham Maslow’s view that
  - a. most emotional and behavioral problems result from adverse childhood experiences.
  - b. most emotional and behavioral problems result from unmet developmental needs.
3. The young person’s goal in fostering *Belonging* is best described as
  - a. developing trusting relationships.
  - b. developing interpersonal skills to gain acceptance.
4. The young person’s goal in fostering *Mastery* is best described as
  - a. increasing academic achievement.
  - b. developing strengths and talents.
5. The young person’s goal in fostering *Independence* is best described as
  - a. developing self-control and self-confidence.
  - b. learning to manage self without being dependent.
6. The young person’s goal in fostering *Generosity* is best described as
  - a. showing care and concern for others.
  - b. feeling empathy for others in need.