

Life Space Crisis Intervention REFRESHER TRAINING

STUDY GUIDE

Below, please find 65 study questions to guide you through the LSCI REFRESHER Training. Please use the information from the video-based presentations and your downloadable course manual to mark the BEST answer for each statement.

After you have viewed all of the Refresher Training modules in their entirety, 50 of these statements, worded exactly as below, will appear on the Level 2 Certification exam.

1. LSCI is a _____ that helps adults work with children and youth to build a trusting relationship which leads to real changes in overcoming _____ and learning to make better choices in life.
 - a. Verbal strategy: Self-defeating patterns
 - b. Physical strategy: Cognitive deficits
 - c. Behavioral strategy: Attention Deficit Hyperactivity Disorder

2. LSCI views crisis as:
 - a. An event that permanently damages the relationship between an adult and a child
 - b. An opportunity for a child to gain insight into behavior and move toward positive behavioral change
 - c. An unavoidable event that adults should allow kids to handle independently and without interference

3. LSCI is a _____ strategy that traces its roots to the work of such professionals as Bill Morse, David Wineman, Fritz Redl, and even Anna Freud.
 - a. Strictly behavioral
 - b. Psycho-educational
 - c. Rewards & punishment

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4. The Reality Rub Reclaiming Intervention is used with kids who:
 - a. Displace anger
 - b. Have errors in perception
 - c. Show poor social skills

5. The Red Flag Reclaiming Intervention is used with kids who:
 - a. Displace anger
 - b. Have errors in perception
 - c. Feel intense guilt and self-loathing

6. The New Tools Reclaiming Intervention is used with kids who:
 - a. Have errors in perception
 - b. Show poor social skills
 - c. Justify harmful behavior

7. The Symptom Estrangement Reclaiming Intervention is used with kids who:
 - a. Show poor social skills
 - b. Justify harmful behavior
 - c. Displace anger

8. The Massaging Numb Values Reclaiming Intervention is used with kids who:
 - a. Displace anger
 - b. Exploit peers
 - c. Feel intense guilt and self-loathing

9. The Manipulation of Body Boundaries Reclaiming Intervention is used with kids who:
 - a. Have errors in perception
 - b. Exploit peers
 - c. Displace anger

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10. LSCI takes into account key differences in the:
 - a. IQ's of professional adults and students in Special Education
 - b. Psychological worlds of helping adults and students in stress
 - c. Parenting practices of authoritative vs. permissive parents

11. Under stress, kids often:
 - a. Have an increased ability to consider things from alternate points of view
 - b. Become very one-dimensional and develop rigid perceptions of the world
 - c. Think rationally and logically in order to arrive at healthy solutions

12. A helping adult BEST gains an understanding of how a child perceives an event by:
 - a. Listening to the child and encouraging the child to talk.
 - b. Explaining to the child the actual sequence of events that occurred.
 - c. Giving the child logical consequences for refusing to acknowledge alternate perceptions.

13. In a crisis, kids can become flooded by their feelings. Helping adults can:
 - a. Show kids how to deny and defend against painful feelings
 - b. Encourage kids to act out their angry feelings on family members and friends
 - c. Teach kids how to accept and control overwhelming emotions

14. When stressed out, most kids find it _____ to accept responsibility for their poor behavior.
 - a. Easy
 - b. Difficult
 - c. Fun

15. In looking at how a child perceives, thinks, feels, and behaves, John Bowlby coined the term:
 - a. Inner working model
 - b. Cognitive behavioral therapy
 - c. Individualized Education Plan

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16. Simple reward and punishment systems are not enough to address a child's problem behaviors because they do not address a child's:
- Need for ego integrity
 - Desire for instant gratification
 - Inner working model
17. The brain stem is responsible for:
- Survival functions like managing heart rate and respiration
 - Emotional regulation, attachment, and the stress response
 - Executive functions such as planning and problem-solving.
18. The limbic system is responsible for:
- Survival functions like managing heart rates and respiration
 - Emotional regulation, attachment, and the stress response
 - Executive functions such as planning and problem-solving.
19. The neocortex is responsible for:
- Survival functions like managing heart rates and respiration
 - Emotional regulation, attachment, and the stress response
 - Executive functions such as planning and problem-solving.
20. The memories of a child who lives in chronic stress, or who has suffered trauma, are stored largely in the:
- Brain stem, where the Amygdala is located
 - Limbic system, where there is no language
 - Neocortex, where language is easily accessed
21. _____ has to do with short-lived, adverse life situations that are part of the normal developmental process.
- Toxic stress
 - Tolerable stress
 - Positive stress

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22. _____ can lead to permanent changes in brain development.
- Toxic stress
 - Tolerable stress
 - Positive stress
23. LSCI aims to help kids:
- Bring language to emotion.
 - Increase the amount of positive stress in their lives.
 - Decrease their dependence on rewards and punishments.
24. Developmental stressors are:
- A normal, natural part of life
 - To be avoided at all costs
 - The main cause of toxic stress
25. Implicit memory is:
- Sensory
 - Not language-based
 - Both a & b
26. Explicit memory is:
- Associated with stress & trauma
 - Stored in the limbic system
 - Available to language
27. How we think about _____ memories leads to how we feel about them.
- Implicit
 - Explicit
 - Neither a or b

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28. LSCI seeks to help kids move “raw” memories and thoughts from the part of the brain that doesn’t have language to the part of the brain that does, so that kids realize they have choices in the ways they express their feelings.
- True
 - False
29. Troubled kids are MOST likely to seek:
- Self-improvement programs
 - Ways to justify their faulty thinking
 - Personal accountability for poor behaviors
30. Under intense stress, people sometimes use _____ as a way of justifying faulty thinking.
- Peer Pressure
 - Tunnel Vision
 - Defense mechanisms
31. Defense mechanisms:
- Serve no healthy purpose
 - Represent a child’s way of being stubborn and rejecting adult authority
 - Can help protect a child from overwhelming anxiety and stress
32. _____ is a defense mechanism in which a person transfers an emotional reaction to a substitute when it can’t be directed at the actual person who caused it.
- Displacement
 - Rationalization
 - Sublimation
 - Conversion

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33. _____ is a defense mechanism that occurs when a person transfers his inner distress to a physical manifestation.
- Displacement
 - Rationalization
 - Sublimation
 - Conversion
34. Kids who _____ stress tend to take their pain out on themselves. Kids who _____ stress tend to take their pain out on everyone else.
- Internalize; externalize
 - Materialize; internalize
 - Externalize; energize
35. Which of the following are all elements of cognitive theory?
- Escape, substitution, and denial
 - Stream of consciousness, perceptual set, and self-talk
 - Red Flag, Reality Rub, and New Tools
36. Stream of consciousness refers to:
- Our mental filter that creates our perceptions
 - The defense mechanisms that protect us from extreme anxiety
 - Our continuous flow of observation and thought in the present
37. LSCI helps kids examine and change their _____, in order to bring about real changes in behavior.
- Irrational self-talk
 - Family of origin
 - Past history of trauma

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38. All experiences are filtered through our _____ and shape our feeling about events.
- Cognitive Traps
 - Perceptual Set
 - Social Skills
39. A child calls herself a “loser” because she forgot to buy movie tickets. She thinks that this mistake means that she is worthless. She is engaging in:
- Mental filtering
 - Jumping to conclusions
 - Emotional reasoning
40. Erin insists, “Mrs. Thomas should give me a passing grade even though I only scored a 50% on the test.” She is using:
- Sublimation
 - Should statements
 - Fortune telling

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41. _____ uses good listening, responding, attending and decoding skills to change a child's operating mindset and self-talk.
- Cognitive re-structuring
 - Behavioral therapy
 - Skill streaming
42. The _____ is LSCI's major paradigm for understanding the dynamics of the interactions between students in stress and staff who work with them.
- Red Flag Reclaiming Intervention
 - Conflict Cycle
 - Rose School
43. Which of the following is often the first event of a Conflict Cycle?
- A student's thoughts create feelings of anger in an adult
 - An adult's behavior helps a child to feel safe and supported
 - A stressful event occurs which activates a troubled student's irrational beliefs
44. Statements like, "Don't you dare use that language with me," model a _____ to cope with stress and _____ between the student and the adult.
- Healthy way; build trust
 - Conflict-fueling; damage the relationship
 - Positive way; creates conflict
45. I-Messages are:
- Most often destructive to the adult-child relationship
 - Helpful in interrupting a power struggle
 - Often threatening

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46. _____ are processed in the right hemisphere of the brain; _____ is processed in the left hemisphere
- Emotions; Language
 - Language; Feelings
 - Behaviors; Emotions
47. Learning to link the _____ through interaction with a caring adult provides the first step towards understanding and self-regulating feelings and behavior
- Appropriate social skill
 - Past, present, and future
 - Left and right hemispheres of the brain
48. Studies show that the majority of meaning in communication comes from:
- The words we choose
 - Tone of voice
 - Our facial expression
49. _____ skills have to do with reading between the lines and listening to what is not being said:
- Responding
 - Decoding
 - Drain Off
50. Attending, responding, and decoding skills are critical to effectively listening to a child and encouraging him to:
- Link emotions and language
 - Admit responsibility for poor behavior
 - Rely more heavily on defense mechanisms

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51. In the Timeline, the adult uses _____ to find out about the child's unique set of perceptions, thoughts, feelings, and behaviors and to learn about others' roles in the conflict.
- Guilt and shame
 - The Conflict Cycle
 - A standard questionnaire
52. Timeline questions are highly scripted. It is important for adults to follow precise wording and to memorize question sequences.
- True
 - False
53. A goal of Stage 1: Drain Off is to:
- Use questions to help the child re-organize their perceptions, thoughts, and feelings
 - Lead a child to develop insight into their pattern of self-defeating behavior
 - Use co-regulation to help a young person prepare to engage in the cognitive and verbal stages of LSCI
54. During Stage 2: The Timeline, three critical listening skills include:
- Attending, responding and decoding
 - Questioning, clarifying and critiquing
 - De-escalating, soothing and decoding
55. Stage 2: The Timeline is a child-centered process, meaning that:
- This stage should use child-friendly language: "Why" questions should be avoided at all costs and language should be as simple as possible

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- b. This stage is about the young person; the adult should direct efforts toward seeing the world through the child's eyes, understanding his/her point of view and making the young person feel heard
 - c. This stage should be initiated by the young person: the adult should remain as quiet as possible, only responding to questions asked by the young person.
56. Which of the following is NOT one of the three decisions of Stage 3: The Central Issue?
- a. Is the child motivated to change?
 - b. Which self-defeating pattern is evident?
 - c. Does the child need to get back to class right away?
57. During Stage 3: The Central Issue, you gather information that leads you to determine that more than one pattern of self-defeating behavior is occurring simultaneously. You should:
- a. Attempt to address as many troubling behaviors at once to prevent future problems
 - b. Select the single most painful or troubling issue to focus on during this intervention
 - c. Determine which reclaiming intervention you are best at conducting and focus on this one.
58. Which of the following is NOT a goal of Stage 4: Insight?
- a. Help the young person to acknowledge a self-defeating pattern of behavior
 - b. Encourage the young person to accept responsibility for a troubling behavior
 - c. Rehearse skills for making amends to a teacher, peer, or parent who has been hurt.
59. Which of the following statements about Stage 4: Insight is MOST accurate:
- a. When an adult provides the Insight for the child, long-term, lasting change is more likely
 - b. Adults should use questions to assist a child in the process of developing his/her own insight
 - c. Most kids are not capable of achieving insight. Teaching skills is more important than fostering insight.
60. During Stage 5: New Skills, it is helpful to use:
- a. Role play and rehearsal of new skills
 - b. Videos to show a child what he looked like during the crisis
 - c. Questions to lead a child to develop insight into his pattern of behavior
61. The New Skills taught during Stage 5 of the LSCI process are:
- a. The same for each of the reclaiming interventions
 - b. Unique to each of the reclaiming interventions
 - c. Only important during the Symptom Estrangement and New Tools interventions

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62. During Stage 6: Transfer of Training, which of the following is an important consideration:
- The willingness and preparedness of the young person to return to the class or group
 - The preparation of other adults to support the return of the young person
 - Both a & b
63. Which of the following is NOT a goal of Stage 6: Transfer of Training:
- Highlight a young person's willingness and ability to overcome a difficult emotional situation
 - Use school policies and protocols to determine an appropriate punishment for the child
 - Discuss and practice the child's transition back to the class or group
64. When you observe an adult colleague caught in a Conflict Cycle and/or behaving counter-aggressively towards a student, it is important for you to:
- Preserve the dignity of the adult in the situation
 - Publicly call the adult out on his inappropriate professional behavior
 - Conduct a Reality Rub reclaiming intervention with the colleague
65. Which of the following is the Central Issue in a Double Struggle reclaiming intervention?
- The child misperceived reality and believed the adult was to blame for his conflict
 - The adult allowed himself to get pulled into the Conflict Cycle
 - The colleague misperceived a conversation between a staff person and a student