



Response Ability Pathways

1. An example of *Tit for Tat* is
 - a. the golden rule.
 - b. treat others like they treat you.
2. The *amygdala* is
 - a. the brain's danger detector.
 - b. the brain's pleasure center.
3. An angry youth gets in conflict with an adult.
 - a. Set limits to confront inappropriate behavior.
 - b. Keep calm and deescalate this conflict.
4. When disrespected, we want to fight back
 - a. because of poor self-control.
 - b. because of brain-based programs.
5. Most behavior problems result from
 - a. the inability to cope with stress.
 - b. a deficiency of motivation.
6. When children experience rejection, this triggers the primary emotional reaction of
 - a. shame.
 - b. fear.
7. This is an example of *historic distrust*:
 - a. abused kids learn to fear all adults.
 - b. kids of color initially distrust white staff.
8. Physical, emotional, and social coercion
 - a. are necessary to manage problems.
 - b. create distress which intensifies problems.
9. Human facial expressions
 - a. telegraph our inner state to others.
 - b. recruit friends or scare away foes.
10. The *amygdala* spots stressful events and
 - a. stores these memories permanently.
 - b. suppresses memories of painful events.

NAME _____

11. The term *rankism* refers to persons who
 - a. rise to positions of power.
 - b. use their power to hurt others.
12. The dominant treatment approaches over the last half century have
 - a. focused on pathology and disturbance.
 - b. focused on strength and potential.
13. Examples of *growth needs* are
 - a. hunger and thirst.
 - b. belonging and mastery.
14. The term *resilience* describes
 - a. the common ability most humans have to rebound from adversity.
 - b. the unique personal qualities of a few "invulnerable" children.
15. An example of *belonging* is
 - a. gang loyalty.
 - b. self-confidence.
16. An example of *mastery* is
 - a. concern for others.
 - b. creative problem-solving.
17. The desire of youth to form *attachments*
 - a. is learned behavior.
 - b. is an inborn motivation.
18. A person with an *internal locus of control*
 - a. is easily misled.
 - b. is not easily misled.
19. Beneath this private logic is an unmet need for *independence*:
 - a. "It's not my problem; he made me mad."
 - b. "Most people can't be trusted."
20. Expecting a person who hurts another to *make amends* is
 - a. tit for tat.
 - b. restorative justice.
21. *Significance, competence, power, and virtue* are foundations of
 - a. self-worth.
 - b. moral development.

22. The “diagnosis of disconnection” means
 a. children have reactive attachment disorders.
 b. most emotional disorders are rooted in impairments in human relationships.
23. Humans decide to connect or disengage
 a. mainly based on instant emotional cues.
 b. by rational evaluation of trustworthiness.
24. A person who is misled by others
 a. is using the logical brain.
 b. is under direction of the emotional brain.
25. Troubled kids are most likely to keep out of further trouble if they
 a. have learned right from wrong.
 b. are connected to family and school.
26. *Adult-wary kids* refers to those who
 a. have a natural preference for peer relationships.
 b. have been hurt by other adults in their lives.
27. *Connections* are human bonds
 a. that can be formed almost instantly.
 b. that usually take a long time to develop.
28. *Fight, Flight, and Fool* as described by John Seita are
 a. patterns of criminal thinking.
 b. coping strategies of adult-wary youth.
29. Kids who don’t seem to show remorse
 a. probably don’t have a conscience.
 b. probably use thinking errors to silence their conscience.
30. Most children who show violent behavior
 a. have a history of maltreatment.
 b. need consistent consequences.
31. Most youth who present significant behavior problems
 a. have brain-based behavior disorders.
 b. have highly stressful life experiences.
32. Children read emotions in our face and tone of voice because they
 a. learn emotional intelligence through experience.
 b. are born with the universal language for emotional communication.
33. A teenage girl is highly emotional and agitated. The best approach is to
 a. be firm and tell her to “calm down.”
 b. convey a calm, understanding manner.
34. The prevailing view in the U.S. educational and justice system is that
 a. those who hurt others must pay the consequences of their behavior.
 b. those who hurt others must make amends and restore broken bonds.
35. The brain has “hard-wired” programs
 a. to solve problems humans have faced throughout history.
 b. which cause humans to be basically aggressive animals.
36. Which is the stronger pathway between the emotional and logical brain?
 a. The emotional brain mostly pushes the logical brain.
 b. The logical brain mostly pushes the emotional brain.
37. The *Zeigarnik Effect* describes how the brain operates to
 a. repeat experiences that are rewarding.
 b. keep thinking about and trying to work out unsolved problems.
38. The ideas we have about our self, other persons, and the world make up
 a. self-esteem.
 b. private logic.
39. A core value in a harmonious community is
 a. members take care of themselves and are not a burden on others.
 b. all members have the responsibility to help others in need.

40. Kids who don't respect others most often
- have not been treated with respect.
 - have not experienced strong discipline.
41. *Reversing responsibility* refers to
- administering fair consequences for irresponsible behavior.
 - challenging a youth to take responsibility for his or her behavior.
42. A *sandwich* is an intervention to
- prevent youth from manipulating authority.
 - wrap criticism in support.
43. When kids show problems, adults should
- respond with stern but fair discipline.
 - turn these into teaching opportunities.
44. The way to handle kids with "an attitude" is
- be tough and show them who is boss.
 - a respectful demeanor that deflects hostility.
45. When young people resist our sincere efforts to help, this is a sign that they
- don't believe we act in their best interests.
 - do not want our help.
46. *Restoring* in RAP refers to
- creating harmony with self and others.
 - paying restitution for harm done to others.
47. Traditional assessment methods look at
- observable behavior, the "outside kid."
 - the private logic and goals of the "inside kid."
48. In the CLEAR process, the A stands for
- the action or behavior of the child
 - the action or behavior of the adult
49. Before clarifying the problem by making things CLEAR
- first determine the stress facing the child
 - connect of simply care for the child
50. RESTORE in RAP means
- guiding or nurturing the child in small ways
 - making sure the adult feels that justice has been done