

2-Day Foundation Theory Test – Open Book

Name:
Place of work:
Date:
Trainers:

The purpose of this paper is to assess a participant's understanding and retention of the key principles and aspects of +ProActive Approaches. This test is not designed to catch participants out, but instead, be a useful development tool to assess knowledge after the course and to identify participants strengths and areas for improvement.

The test should be taken “under test conditions” – with participants spread out across the room and not immediately next to each other. **Participants are allowed to refer to their workbooks and notes for this portion of the test.** The suggested time to complete the test is 15 minutes. Please allow an additional 10 minutes if somebody has an evidenced learning difficulty.

Ensure you give participants a 5-minute warning when they are nearing the time allocation. If somebody finishes early, they may leave their paper on the table and quietly leave the room until everybody else is finished.

The Pass Mark for the test is 20 marks out of 25 marks.

Between 17 marks and 19 marks - Participants can go through the paper orally with the trainer. If the trainer is satisfied that the participant has a basic level of competence and can verbally explain the answers correctly then they can be signed off as competent. If, after questioning the participant failed to demonstrate a sound level of understanding then a retest should be arranged in service under test conditions within one month. This will allow time for the participant to revise and seek additional support if necessary.

Between 14 marks and 16 marks - A retest is required. To be arranged in service under test conditions within one month, this will allow the time of the participant to revise and seek additional support if necessary.

Below 14 marks One-to-one session with a local trainer to cover the key topics that they failed to demonstrate.

Total Marks:	
--------------	--

Q1	What does PACE stand for? (4 marks)
	P – A – C – E –
Q2	What does ISP stand for? (3 Marks)
	I – S – P –
Q3	Name 2 of the 4 attachment styles (2 marks)
	1 – 2 –
Q4	Name any 5 Secondary Prevention strategies (aka de-escalation techniques) (5 marks)
	1 – 2 – 3 – 4 – 5 –
Q5	List any 3 effects of Trauma (3 marks)
	1 – 2 – 3 –

Q6	Name 3 of the 4 elements of the Shield Against Shame (3 marks)	
	1 – 2 – 3 –	
Please circle the answer you believe to be correct (1 mark per correct answer)		
Q7	Behaviours of Concern can happen for no reason	True False
Q8	Young people should contribute to their ISP	True False
Q9	Repeated stress activation has long term effects on a child's behaviour	True False
Q10	It is acceptable to use restrictive physical intervention if a child is refusing to go to bed at settling time by sitting in the lounge	True False
Q11	A member of staff's own high stress levels is likely to affect their ability to help children with recovery	True False