

2-Day Foundation Theory Test – Closed 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 NOT 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 26 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	Complete the missing words (2 marks)
	<p>Don't use _____ if Guiding might work, don't use</p> <p>Guiding if _____ might work, don't use touch if your</p> <p>presence might work.</p> <p style="text-align: right;">#AimingForZero!</p>
Q2	Name 3 of the 6 Lawful Excuse 'COMPONENTS' (Jigsaw Pieces) (3 marks)
	<p>1 –</p> <p>2 –</p> <p>3 –</p>
Q3	What is the 3-word prompt for a Figure of Four? (3 marks)
	<p>B –</p> <p>U –</p> <p>U –</p>
Q4	List any 3 health warning signs to monitor during a restrictive physical intervention (3 marks)
	<p>1 –</p> <p>2 –</p> <p>3 –</p>
Q5	Complete the following sentence (1 mark)
	<p>The difference between a non-restrictive and restrictive physical intervention is</p> <p>the use of _____</p>
Q6	What is the 3-word prompt for a Double Embrace? (3 marks)
	<p>B –</p> <p>U –</p> <p>W –</p>

Q7	What are the two types of 'Last Resort' (2 marks)		
	1 – 2 –		
Q8	What is the 'SAFE LEAVE' communication? (3 marks)		
	P – R – N –		
Please circle the answer you believe to be correct (1 mark per correct answer)			
Q9	We should hold children 'until they are calm'	True	False
Q10	Positional asphyxiation can only occur in prone position	True	False
Q11	The purpose of a physical intervention is safety	True	False
Q12	A young person saying "...I can't breathe" whilst being held always requires a response	True	False
Q13	We should always ask a young person to stop what they are doing before using physical intervention	True	False
Q14	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