

Supporting a Person to Maximise Independence

Multiple Choice Questions

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Segment 1 – Supporting People to Maximise Their Independence

- 1) How do people have control of their own lives?
 - a. By making their own decisions
 - b. By telling others what to do
 - c. By refusing assistance
 - d. By maintaining complete independence
 - e. By staying in their own home

- 2) In order to give people options, services need to become more flexible and more what?
 - a. Affordable
 - b. Compassionate
 - c. Unique
 - d. Responsive
 - e. Approachable

- 3) Baby Boomer generation is the group of people born between what date range?
 - a. 1938 - 1947
 - b. 1940 - 1949
 - c. 1946 – 1955
 - d. 1950 – 1959
 - e. 1953 – 1962

- 4) How many main areas use support worker services for aged care?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
 - e. 7

- 5) Residential Care Facilities are best suitable for who?
 - a. People who are no longer able to be cared for at home
 - b. People who are a danger to themselves and the community
 - c. People who are fully abled but want to be around other older adults
 - d. People who need a small amount of support but want to be around other older adults
 - e. Anybody over the age of 78

- 6) If a family wanted to take care of their elderly parent who had dementia but needed to work, what service would work for them?
 - a. Secure residential care
 - b. General residential care
 - c. A retirement village
 - d. A nanny
 - e. Adult day care

- 7) A retirement village offers what?
- a. A secure unit and a non-secure unit
 - b. A non-secure unit and an assisted living unit
 - c. An assisted living unit and an independent living unit
 - d. An independent living gated community
 - e. All of the above
- 8) Besides the client, who are you most likely to work with?
- a. Family/Whanau
 - b. Allied Health Professionals
 - c. Needs Assessors
 - d. All of the above
 - e. a and b only
- 9) The skills you will need to possess are your training and knowledge, your planning skills and what?
- a. Mentoring skills
 - b. Understanding
 - c. Compassion
 - d. Experience
 - e. Logistical skills
- 10) What do you need to encourage people to do?
- a. Allow you to help them
 - b. To do what they can for themselves
 - c. To try new things
 - d. To take responsibility for themselves
 - e. Be comfortable with you

Segment 2 – Independence

- 1) What is independence?
 - a. When a person lives on their own
 - b. When a person needs no support for their everyday living
 - c. When a person doesn't like to receive help from others
 - d. When a person does not socialise with others
 - e. When a person only needs minor assistance but can make their own decisions

- 2) What is informal support?
 - a. People who help in times of need such as friends
 - b. When a person is hired for a private arrangement outside of an agency
 - c. Social interaction with others who support you emotionally
 - d. Temporary support such as a one of house cleaner
 - e. Support that is supplied by an agency for a period of less than 4 weeks

- 3) Which of the following is NOT part of a social network?
 - a. Family
 - b. Co-workers
 - c. Hobby groups
 - d. Religious organisations
 - e. These are all social networks

- 4) A person's social network is impacted by their level of what?
 - a. Physical ability
 - b. Financial status
 - c. Community involvement
 - d. Health status
 - e. All of the above

- 5) What does stable health mean?
 - a. When a person has no chronic illness
 - b. When a person's health is not deteriorating
 - c. When a person is not requiring medication
 - d. Health is not deteriorating faster than a person's ability to cope with the changes
 - e. When a person is still independent regardless of their health

- 6) What is self-sufficiency?
 - a. The ability to do things for yourself and care for yourself
 - b. The ability to be financially independent from state services
 - c. The ability to organise any help required independently
 - d. a and b
 - e. b and c

- 7) Which of the following is NOT a preventative health measure?
- Taking prescribed medications
 - Keeping warm in winter and cool in summer
 - Eating a health range of food
 - Avoiding unhealthy habits
 - Seeing a doctor when first ill
- 8) What is self-determination
- The ability to achieve set goals
 - The ability to determine your own future
 - The ability to be motivated
 - The ability to be self-sufficient
 - The ability to function independently
- 9) What does it mean if a person is financially well off?
- They will not be eligible for state services
 - They have a higher level of independence
 - There are more choices available to them
 - They will have better health outcomes
 - They do not have to be independent

Segment 3 – Dependency

- 1) What is dependence?
 - a. When a person relies on others for support with everyday living
 - b. When a person looks to another for mutual support
 - c. When a person is addicted to something
 - d. When a person wants other people to do things for them
 - e. When a person trusts others to help them

- 2) What is interdependence?
 - a. When a person relies on others for support with everyday living
 - b. When both people in a relationship require assistance
 - c. When a person looks to another for mutual support
 - d. When a person is using multiple agencies for assistance
 - e. When two people use each other for their own purposes

- 3) How many main factors are there that lead to dependency?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
 - e. 6

- 4) Which of the following factors does NOT make up a persons' social situation?
 - a. Health
 - b. Living arrangements
 - c. Whanau / Family
 - d. Religion
 - e. Finance

- 5) Fill in the blank: Issues impacting dependency may be either _____ or long term.
 - a. Temporary
 - b. Permanent
 - c. Sudden
 - d. Restricted
 - e. Provisional

- 6) Fill in the blank: Long term assistance may be because of injury, medical or _____.
 - a. Mental
 - b. Total
 - c. Cognitive
 - d. Declining
 - e. Health

- 7) Which living arrangement can impact dependency?
- a. Type of house a person lives in
 - b. Location of the house
 - c. Who a person lives with
 - d. All of the above
 - e. a and c only

Segment 4 – Interdependency

- 1) In your role as support worker, who would you be having an interdependent relationship with?
 - a. You should not be having an interdependent relationship with anyone
 - b. Clients
 - c. Manager
 - d. Visiting health professionals
 - e. Co-workers

- 2) Interdependent relationships occur through what?
 - a. Necessity
 - b. Social interaction
 - c. Professional development
 - d. Common goals
 - e. All of the above

- 3) What happens when people have an interdependent relationship?
 - a. They help each other to complete activities
 - b. They leave people to their own devices
 - c. They do everything for them
 - d. Make sure they are never left alone

- 4) How do interdependent relationships develop?
 - a. Through people being left on their own
 - b. Through health professionals introducing people to groups
 - c. Through people developing their own social networks
 - d. By being a recluse and never going out

Segment 5 – Situations Influencing Independence

- 1) It is important to remember with independence, that each persons' situation is What?
 - a. Similar
 - b. Important
 - c. Different
 - d. Influenced
 - e. Factual

- 2) What are a persons' personal situation made up of?
 - a. Anything that adds to how a person is where they are
 - b. Their physical condition
 - c. Their psychosocial condition
 - d. Their physical and emotional wellbeing
 - e. Their environment

- 3) What determines independence?
 - a. Physical characteristics
 - b. Community standing
 - c. Cultural heritage
 - d. Background
 - e. All of the above

- 4) What three factors can help a person remain independent?
 - a. Being healthy; Being active in community; Location and layout of house
 - b. Managing health and wellbeing; Being active in community; Location and layout house
 - c. Being healthy; Not relying on others; Being active in their community
 - d. Managing health and wellbeing; Not relying on others, Location, and layout of house
 - e. Managing health and wellbeing; Being active in the community; Not relying on others

- 5) What is the saying that is used when considering how much you should do for someone?
 - a. "Just do it"
 - b. "Why not"
 - c. "Trust me; I'm a professional"
 - d. "Use it or lose it"
 - e. "Sharing is caring"

- 6) As a person recovers, what should you be doing?
 - a. Finding other ways to help them
 - b. Continue to keep doing what you are doing
 - c. Start doing less and less
 - d. Push them to do more by themselves
 - e. Discharge them from your care

- 7) Which is a NOT a reason a person may be temporarily dependent?
- a. Recovering from a surgical procedure
 - b. Having an injury
 - c. Being sick
 - d. Working towards a different living situation
 - e. Degenerative illness
- 8) Your role is to provide support for people to what?
- a. Completely recover
 - b. Reach their potential
 - c. Help them be comfortable
 - d. Become completely independent
 - e. Be able to relax and not have to work hard
- 9) What do people need to have control of to become independent?
- a. Their mind
 - b. Their physical body
 - c. They do not need control of anything
 - d. Their own lives
 - e. You as the support person

Segment 6 – Personal Plan

- 1) What is a personal plan about?
 - a. The individual
 - b. The support workers day
 - c. The community
 - d. Tasks
 - e. Events

- 2) What is in a personal plan?
 - a. The tasks a person can do for themselves
 - b. The tasks a person needs help with
 - c. Their health status
 - d. Social information
 - e. All of the above

- 3) How many types of support will you be required to give?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

- 4) What is the main function of the physical support you will be required to give?
 - a. Medications
 - b. Activities for daily living
 - c. Driving a person around
 - d. Anything that involves physically touching them
 - e. Encouraging them to do things themselves

- 5) What assessments will you be required to do?
 - a. Full physical assessments
 - b. Cognitive assessments
 - c. Basic assessments of their wellbeing
 - d. Needs assessments
 - e. You will not be doing any assessments

- 6) Whose responsibility is it to ensure a person is ready for an outing on time?
 - a. The support workers
 - b. The clients
 - c. The managers
 - d. The family
 - e. You can do your best but going on outings is not a priority

- 7) Why might a person struggle to go out after they have had a fall?
- Struggling to get back into routine
 - Afraid of falling again
 - They have realised they are getting old and don't require as many outings
 - a and b
 - b and c
- 8) There are two parts to supporting a person emotionally, what are they?
- Caring for their physical needs and encouragement
 - Caring for physical needs and assessment
 - Encouragement and assessment
 - Caring for social needs and encouragement
 - Caring for social needs and assessment
- 9) What should you do if you notice any changes?
- Monitor it
 - Report it
 - Organise a full assessment
 - Take them to the doctor
 - Notify the family
- 10) Whose responsibility is it to ensure the client is getting the correct care?
- The clients
 - The families
 - The managers
 - The doctors
 - The support workers

Segment 7 – Rehabilitative Support

- 1) What does Rehabilitation mean?
 - a. To fix what is broken
 - b. To rest after injury
 - c. To make fit again
 - d. To become strong
 - e. To remedy an issue

- 2) When would a person need rehabilitative support?
 - a. If they require assistance while they recover from an accident, illness, or surgery
 - b. If they require assistance while they recover from an accident
 - c. If they require assistance for a long period of time following an accident
 - d. If they require permanent support following an injury
 - e. If they have become permanently wheelchair bound from an injury

- 3) Which of the following statements is NOT true about why a person might need support following an accident?
 - a. People might need rehabilitative support for a period of time if they are immobile for example in a cast
 - b. People might need rehabilitative support for a period of time if they need to rest in order for an injury to recover
 - c. People might need rehabilitative support for a period of time if they are unable to care for themselves after an injury such as a concussion
 - d. People might need rehabilitative support on a permanent basis following a serious injury such as a spinal injury
 - e. People might need rehabilitative support for a period of time if they are unable to care for themselves while relearning tasks following an injury

- 4) Rehabilitative support for patients recovering from an illness is based on what?
 - a. What their financial situation is
 - b. The prediction that they will be able to become independent again
 - c. Their level of incapacitation apparent
 - d. The level of support they currently have
 - e. What the illness is

- 5) Why do people need support after a surgery?
 - a. They may have a limb immobile
 - b. They might not be able to lift a certain weight
 - c. They may need time to recover
 - d. They may need time to regain energy
 - e. All of the above

- 6) Which of the following is NOT a determining factor a where a person rehabilitates?
- The age of the client
 - Financial standing of the client
 - The abilities the client has
 - Support the client has
 - Available beds
- 7) Fill in the blank: A person receive support at home If they have what?
- A house appropriate for purpose
 - The right financial standing
 - A permanent residence visa or citizenship
 - An injury that will recover in less than 6 weeks
 - Made private arrangements
- 8) When is a community rehabilitative house appropriate?
- If a person will require permanent help
 - If the person has a head injury
 - If the person has a spinal injury
 - If the person will be independent again once recovered
 - If the family are not able to care for them
- 9) What type of support is a rest home able to give to a person while they rehabilitate?
- No support at all, this is not their role
 - Basic mobility support
 - Care for Activities for daily living
 - Bed rest
 - 24-hour support
- 10) What is a SMART goal?
- Specific, Maintainable, Achievable, Relevant, Time Orientated
 - Specific, Maintainable, Achievable, Realistic, Time Orientated
 - Specific, Measurable, Achievable, Relevant, Time Orientated
 - Sustainable, Measurable, Achievable, Realistic, Time Orientated
 - Sustainable, Maintainable, Achievable, Relevant, Time Orientated
- 11) What are the two ways you support a person restoring function?
- Strengthening weakened muscles; regaining mobility and movement
 - Regaining mobility and movement; finding new ways to achieve tasks
 - Finding new ways to achieve tasks; strengthening weakened muscles
 - Relearning tasks and activities; regaining mobility and movement
 - Relearning tasks and activities; finding new ways to achieve tasks

Segment 8 – Short Term Support

- 1) Which of the following is NOT an example of what short term support is for?
 - a. While a person is rehabilitating
 - b. If a person has had a change in circumstance
 - c. When a person is dying
 - d. When a person is transitioning to a different stage in their life
 - e. Respite care

- 2) What is always the goal of short term care?
 - a. A person achieving as much independence as possible
 - b. A person having a good break
 - c. To assess the level of help required
 - d. To give caregivers a break
 - e. To transition a person into full time care

- 3) When short term care has been granted, it is understood that there is what?
 - a. Additional help available
 - b. Minimal assistance required
 - c. Options for ongoing care
 - d. A planned end to the care
 - e. An acute need for assistance

- 4) Which of the following is NOT as example of respite care?
 - a. A client who is normally cared for by their spouse needs respite care because the spouse is going into hospital
 - b. A client needs respite care because their caregiver is feeling very stressed and unable to cope
 - c. A client needs respite care because their family are going overseas for a few days and unable to care for them
 - d. A client needs respite care because a doctor needs the client monitored due to a significant change in medications
 - e. A client needs respite care because they have broken their arm

- 5) Who can receive respite care?
 - a. Anyone who is looking after their elderly parent
 - b. Family who are looking after a person with high needs
 - c. Family who are looking after someone with an injury
 - d. Anyone over the age of 70
 - e. Anyone who is a resident can apply for respite care

- 6) What will support workers need to be able to do quickly when looking after someone short term?
- a. Housework
 - b. Dressing changes
 - c. Report writing
 - d. Build rapport
 - e. Problem solve
- 7) A support worker giving short term care will need to be what?
- a. Prepared
 - b. Highly skilled
 - c. A good problem solver
 - d. Fast moving
 - e. Able to emotionally detach quickly
- 8) Which of the following is NOT a role rest homes have in short term care?
- a. Place for bed rest
 - b. A place for assessment
 - c. Intermediary between hospital and home
 - d. Intensive care giving
 - e. A place for respite care

Segment 9 – Lifelong support

- 1) What is lifelong support?
 - a. Ongoing support given to people throughout their life
 - b. Support given from birth to death
 - c. Support given for a long period of time
 - d. Support given to anyone with a disability
 - e. Support given to people who are dying

- 2) Which of the following is NOT a reason someone might need lifelong support?
 - a. Due to health needs
 - b. Due to mental health needs
 - c. Due to developmental needs
 - d. Due to terminal illness
 - e. Due to disabilities

- 3) Which of the following is an example of a health need requiring support?
 - a. Parkinson's' disease
 - b. Multiple sclerosis
 - c. Stroke
 - d. Heart disease
 - e. All of the above

- 4) What should a support worker doing to ensure they are supporting a person with health needs correctly?
 - a. Doing anything the person asks
 - b. Following the care plan
 - c. Helping a person rehabilitate from their condition
 - d. Doing as much as possible for the person
 - e. Assessing the mental health of the person

- 5) What are developmental delays?
 - a. When a person is not meeting milestones at the expected time, when there is a considerable difference
 - b. When a person is not meeting milestones at the expected time according to Plunket
 - c. When a person is not meeting milestones at the same time as their peers
 - d. When a person is not able to do the things, they want to be able to do
 - e. When a person is not achieving at the level their parents expect

- 6) People with asperges, autism and foetal alcohol often feel most comfortable with what in place?
 - a. Visual aids
 - b. Medications
 - c. A regular routine
 - d. A lot of stimulation
 - e. A behaviour chart

- 7) Mental health can often affect what?
- How you socialise, empathise and goal set
 - How you socialise, feel, and goal set
 - How you think, feel and act
 - How you think, empathise and act
 - How you feel, goal set and act
- 8) If you are working with someone and they confide that they have a plan to commit suicide, what should you do?
- Tell them not to
 - Take away all the sharp objects in the house
 - Book an appointment with the doctor for later in the week
 - Call 111
 - Nothing, it is their right to decide what to do
- 9) Which of the following is NOT a disability?
- Loss of senses
 - Cognitive issues
 - Loss of a limb
 - Limit in activity
 - Palliative needs
- 10) What do you need to understand about working with a person who has disabilities?
- What their limitations are
 - What they can do for themselves
 - That they will be incapable of a lot
 - They will likely also be depressed
 - That they will need more support as time goes on
- 11) With all of your clients you need to believe in them, encourage them and what?
- Trust them
 - Help them
 - Push them to be their best
 - Advocate for them
 - Challenge them

Segment 10 – End of life support

- 1) What is end of life support?
 - a. The care given when a person is in their last days of life
 - b. Range of supports people need to function as they approach death from a terminal illness
 - c. Supporting someone while they end their life
 - d. The technical equipment used to preserve life
 - e. The support given to a person when they are very ill and might die

- 2) What support will be given to a person for end of life support?
 - a. 24 hour a day care
 - b. Care from a specialised support person
 - c. Support to achieve all personal cares
 - d. Services will vary according to what the individual requires
 - e. Hospital based care

- 3) Who are the professionals involved with end of life care?
 - a. Nurses
 - b. OT's
 - c. Social workers
 - d. Support workers
 - e. All of the above

- 4) What is another term used for end of life care?
 - a. Palliative care
 - b. Terminal care
 - c. Total care
 - d. Midwifery
 - e. Comfort care

- 5) When you are supporting a person with declining function, your job is to what?
 - a. Encourage them to do as much as possible for themselves
 - b. Encourage them to do more for themselves each day
 - c. Do everything for them
 - d. Go by their needs on the day
 - e. Keep the person well medicated

- 6) When it comes to controlling the symptoms rather than curing the condition, the care predominantly centres around what?
 - a. Getting the right vitamins
 - b. Counselling
 - c. Pain relief
 - d. Oxygen
 - e. Maximising independence

- 7) Quality of life is referring to health, comfort and what?
- Happiness
 - Respect
 - Love
 - Hope
 - Faith
- 8) What is the name of the end of life care system that we have in New Zealand?
- Euthanasia care
 - Hospice care
 - Hospital care
 - Termination care
 - Culmination care
- 9) Which of the following is a reason someone might choose to remain at home for end of life care?
- Time with family
 - Family want to care for loved one
 - Personal choice
 - More comfortable at home
 - All of the above

Segment 11 – Factors that hinder independence?

- 1) There are three factors based on feelings that can hinder a persons' independence, which of the following are they?
 - a. Grief change and pain
 - b. Fear, grief, and pain
 - c. Fear, lack of motivation and mood
 - d. Excitement, motivation, and mood
 - e. Fear, excitement, and mood

- 2) Fear of the consequences of not achieving goals is also known as what?
 - a. Fear of failing
 - b. Accepting failure
 - c. Punishment
 - d. Service requirement threshold
 - e. Total failure

- 3) How can you as a support worker help someone who is fearful?
 - a. Gently lead towards their goals
 - b. Set SMART goals
 - c. Break goals down to baby steps
 - d. Encouragement
 - e. All of the above

- 4) If a person appears to be experiencing low mood or depression what could this hinder?
 - a. The client and support worker relationship
 - b. Their ability to work towards independence
 - c. Their physical ability
 - d. Their capacity to be independent
 - e. All of the above

- 5) Grieving uses a lot of what?
 - a. Patience
 - b. Time
 - c. Emotions
 - d. Energy
 - e. Money

- 6) When a person is grieving, what might you need to do with their goals?
 - a. Remind them to keep to their goals
 - b. Use their goals to re-energise them
 - c. Alter the timeframe of their goals
 - d. Cancel the goal and reset them when the person is ready
 - e. Change the goal

- 7) If a person is concerned about an upcoming change, what can you as the support worker do to help them?
- a. Prepare them for the change
 - b. Ignore the concern, they will see its ok once it's happened
 - c. Do not discuss it as it can increase concern
 - d. Tell the others concerned that the change cannot happen
 - e. Get a psychologist assessment done for the client
- 8) Why might a person be experiencing pain when working towards independence?
- a. They are doing tasks before their body is ready
 - b. They are not having effective pain relief
 - c. They are using pain as an excuse to not try if they are afraid or unmotivated
 - d. a and b
 - e. b and c

Segment 12 – Support for Functional Exercise

- 1) What is functional exercise?
 - a. Training muscles to work together
 - b. Training intensively for a particular goal
 - c. Building muscle and toning the body
 - d. Sculpting the bodies muscles
 - e. Tiny repetitive movements aimed to be a short, intense workout

- 2) Which of the following is NOT an example of functional exercise?
 - a. Learning to coordinate the muscles
 - b. Preparing muscles for daily tasks
 - c. Small, repetitive movements quickly
 - d. Simulating common movements
 - e. Building strength, stamina, and movement

- 3) How might a person do a functional exercise?
 - a. Building stamina such as walking
 - b. Using aids such as grip strength machine
 - c. Using own body weight to complete exercise such as lifting arm or leg
 - d. Simulate common movements
 - e. All of the above

- 4) Who writes an exercise plan?
 - a. Doctor or surgeon
 - b. Physiotherapist
 - c. Occupational therapist
 - d. Needs assessor
 - e. Support worker

- 5) Which of the following is NOT part of the support workers role?
 - a. Reporting to the manager or physiotherapist
 - b. Assisting people to complete their exercises
 - c. Incorporating exercises into activities of daily living
 - d. Determining which exercises should be done
 - e. Supporting people to achieve their goals

- 6) What is the overall role of a support worker?
 - a. Reporting to the manager or physiotherapist
 - b. Determining how independent the person can be
 - c. Assisting people to complete their exercises
 - d. Supporting people to achieve their goals
 - e. Determining which goals to achieve next

- 7) What should you do if the person is exceeding expectations?
 - a. Report this to the manager or physiotherapist
 - b. Tell them to slow down as you do not want them to hurt themselves
 - c. Celebrate with them by going somewhere or providing a treat
 - d. Start increasing the level of difficulty
 - e. Tell them they do not need you anymore and stop showing up

- 8) What should you do if the person is struggling with the exercises?
 - a. Tell them they need to keep up or they will have to go to a rest home
 - b. Take over the task for them, and stop trying
 - c. Report this to the manager of physiotherapist
 - d. Explain to the person it is a confidence thing and they just need to believe in themselves
 - e. Tell them that if they cannot do the exercises it means their surgery has failed and there is nothing more they can do

- 9) Whatever support you provide, it must be in accordance with what?
 - a. What you feel is best
 - b. The personal plan
 - c. Policies and procedures
 - d. a and b
 - e. b and c

Segment 13 – Breaking down tasks

- 1) What is a task breakdown?
 - a. When you only do part of a task
 - b. When you breakdown the steps involved in the task
 - c. When you only teach part of a task
 - d. When you divide up the task between people
 - e. When you do not cope with a task

- 2) How do you break down the task?
 - a. Into multiple detailed steps
 - b. Into chunks of knowledge
 - c. According to the difficulty of the steps
 - d. According to the needs of the client
 - e. According to what works for teaching

- 3) Why might you need to do a task breakdown?
 - a. To help a person learn a task for the first time
 - b. To help a person relearn how to do a task
 - c. To figure out how to teach a person the task consistently
 - d. To figure out a new way of completing a task
 - e. All of the above

- 4) What is the first step towards completing a task breakdown?
 - a. Run through the task yourself writing down the steps
 - b. Watch how the person currently does the task
 - c. Write the steps down
 - d. Take photos of the task
 - e. It is not the responsibility of a support worker

- 5) What do you need to consider as you write each step?
 - a. How easy you can make it
 - b. How many steps there should be
 - c. The level of detail required
 - d. Why the person needs it written down
 - e. Where you should put the task breakdown

- 6) What level of detail is required?
 - a. You need to have enough steps in order for the person to be successful
 - b. You need to have enough steps that they can do it but will be challenged a little
 - c. Start with a few basic steps and if they cannot do it then give more detail
 - d. As little detail as possible, you want them to remember as much by themselves
 - e. Whatever you think will be enough to jog their memory

- 7) How can you ensure your instructions are clear?
- They will either be able to follow them or not
 - Ask someone to help you by having them follow your instructions
 - Use basic English
 - Do not make it too wordy
 - Read it aloud to yourself
- 8) What should you always do when checking over your task breakdown?
- Laminate it
 - Spell check
 - A practice run
 - Use colour
 - Ask the person to read it
- 9) Where do you put the task breakdown?
- In their room somewhere
 - On the back of the door to where they will be carrying out the task
 - In their medication chart
 - Their learning or goal plan folder
 - On the managers desk
- 10) Fill in the blank: Learning is not a _____.
- Challenge
 - Time for fun
 - Chore
 - Timed event
 - One off event

Segment 14 – Plan for Learning

- 1) Why do we plan for learning?
 - a. So the lesson session is effective
 - b. So the lesson session is well thought out
 - c. So the lesson session is taught the right way for the client
 - d. To provide a set of individual steps to be achieved
 - e. All of the above

- 2) We plan to learn so the support worker understands what?
 - a. How complex tasks are
 - b. Their role in aspects of the task
 - c. What the person should be doing
 - d. How they are meant to teach
 - e. Who they are to support

- 3) The learning plan should be what?
 - a. Written down
 - b. Photographed
 - c. Laminated
 - d. Simple
 - e. Colourful

- 4) What do you need to know about your role as a support worker with planning?
 - a. How complex the task is
 - b. How others complete the planning
 - c. What other clients who are the same age can achieve
 - d. What boundaries you need to work within
 - e. Planning is not the support workers role

- 5) Which of the following is NOT something that you need to know when planning?
 - a. The boundaries you work within
 - b. What you are supporting the person to achieve
 - c. What the family expects the person to achieve
 - d. What timeframes the person has for their learning
 - e. What the expectations of you as the support worker are

- 6) How many main expectations are there on a support worker that need to be considered when planning for learning?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
 - e. 7

- 7) What will you need to do when you are implementing the plan?
- a. Have the person try different ways of trying the task
 - b. Ensure they are progressing in accordance to the timeframe
 - c. Be a little bit tough on the person, push them to succeed
 - d. Measure and report the progress
 - e. All of the above
- 8) By following the plan, you have what?
- a. Lost creative control
 - b. Made your job easier
 - c. Consistency
 - d. Trust in the system
 - e. A good routine

Segment 15 – Know the person you support

- 1) What do you need to know about the person you support?
 - a. What motivates them
 - b. Why they do the things they do
 - c. The skills and challenges they have
 - d. How they learn
 - e. All of the above

- 2) Why do you need to understand your client?
 - a. It makes your job easier
 - b. Because it's nice
 - c. Because it's your job
 - d. To give them the best care
 - e. To understand why they do what they do

- 3) Why do people need individual goals?
 - a. They don't, there should be standard goals for tasks in the policies and procedures manual
 - b. There are general goals for tasks, but people like to tweak them according to their wishes
 - c. Because people have different skills and challenges
 - d. It makes the learning of the task more personal
 - e. It means they can work according to their own time line

- 4) How many ways of learning are there?
 - a. There are 2 main ways of learning
 - b. There are 3 main ways of learning
 - c. There are 4 main ways of learning
 - d. There are 5 main ways of learning

- 5) What is kinaesthetic learning?
 - a. Learning by doing
 - b. Learning by seeing
 - c. Learning by hearing
 - d. Learning by touch
 - e. Learning by memory

- 6) If a person is a visual learner how should you teach them a skill?
 - a. Have them do the task with you
 - b. Demonstrate the task for them
 - c. Tell them how to do the task
 - d. Make a power point presentation of the task
 - e. Describe the task in detail

- 7) If the person is a verbal learner how should you teach them a skill?
- Make a power point presentation of the task
 - Have them do the task with you
 - Demonstrate the task for them
 - Tell them how to do the task
 - Show them all the steps with someone else
- 8) Which of the following is NOT another description of how people like to learn?
- With pressure
 - One on one
 - In groups
 - In quiet
 - Systematically
- 9) If someone is finding a task difficult, then you should do what?
- Encourage them to keep trying
 - Report to the nurse they cannot do the task
 - Avoid the task
 - Tell the person they will likely never achieve the task
 - Find a way to adapt or change the situation
- 10) What is the maximum attention span for an average adult?
- 10 minutes
 - 15 minutes
 - 20 minutes
 - 25 minutes
 - 30 minutes
- 11) How can you find out the information you need about the way a person learns?
- Ask the person you support what works for them
 - Ask other who know the person
 - Look at the persons personal plan
 - Observe the person
 - All of the above

Segment 16 – Prepare the person you support

- 1) What are the two elements of readiness that need to be assessed?
 - a. Physical and Mental
 - b. Time and physical
 - c. Time and Mental
 - d. Emotional and Cognitive
 - e. Cognitive and Physical

- 2) What does being physically ready mean?
 - a. Being strong and fit
 - b. Having restored original strength and mobility
 - c. Having the mental capability to carry out the learning task
 - d. Having the physical capability to carry out the learning task
 - e. Having the desire to learn the task

- 3) What does being mentally ready mean?
 - a. Being strong and fit mentally
 - b. Having restored original cognitive ability
 - c. Having the mental capability to carry out the learning task
 - d. Having the physical capability to carry out the learning task
 - e. Being in the right 'head space' to try and learn

- 4) What is the next step when someone is physically and mentally ready?
 - a. Get them to show you what they can and cannot do
 - b. Discuss the learning outcomes
 - c. Begin teaching the person
 - d. They can begin to learn for themselves
 - e. Evaluate their learning so far

- 5) When should you teach a person?
 - a. When it is most convenient for you
 - b. When the schedule allows for it
 - c. When they have the most energy
 - d. It doesn't really matter as long as its frequent
 - e. It is not the support workers job

- 6) Which of the following is NOT what you should do when you teach a person?
 - a. Explain the task to the person
 - b. Show them the task breakdown
 - c. Say how long it will take
 - d. Say what will happen when they have finished
 - e. Give consequences for not completing it

- 7) How might you teach a task?
- Formal learning or informal learning
 - Structure and consequence
 - Gentle approach or tough approach
 - Reward and punishment
 - Whatever is most comfortable for the support worker
- 8) Fill in the blank: Learning does not have to be formal, but it does need to be_____.
- Effective
 - Rewarding
 - Purposeful
 - Structured
 - Completed
- 9) Fill in the blank: Purposeful learning focuses on the _____.
- How
 - Why
 - Who
 - Where
 - What

Segment 17 – Prepare Environment for Learning

- 1) Which of the following is NOT required of a support worker?
 - a. To be good at encouraging people
 - b. To be tough when required
 - c. To have a good relationship with the client
 - d. To be able to control frustrations
 - e. To be able to celebrate success

- 2) If a person has had a negative experience of learning before, you need to ensure your learning sessions are what?
 - a. Gentle
 - b. Creative
 - c. Short
 - d. Fun
 - e. Structured

- 3) If you have a good relationship with your client, it will make the learning process more what?
 - a. Rewarding and effective
 - b. Fun and positive
 - c. Focused and challenging
 - d. Progressive and effective
 - e. Rewarding and Fun

- 4) What should you do if you are finding yourself getting frustrated?
 - a. Tell the person they are frustrating you
 - b. Get someone else to take over
 - c. Stop the activity
 - d. Make it more fun
 - e. Frustration is part of the process

- 5) If you are finding it is a momentary frustration, what can you do?
 - a. Get someone else to take over
 - b. Get the physiotherapist to reassess the person
 - c. Try a different learning goal
 - d. Keep going
 - e. Start again later

- 6) What should you check about the physical environment for learning?
 - a. Safety of the location
 - b. Distractions removed
 - c. Resources are ready
 - d. The room is set up
 - e. All of the above

- 7) What could happen if the room is not set up safely?
- a. More harm could come to the person
 - b. They will get frustrated with you leaving to get things
 - c. They will not be able to do the task properly
 - d. You will be in trouble with your boss
 - e. Learning will not be as effective and fun
- 8) If the person has access to everything they need in the room, what does this mean?
- a. Learning will be faster
 - b. They will be impressed with your professionalism
 - c. The room was set up well
 - d. Your job is easier
 - e. They will be able to do the task independently

Segment 18 – Development of a plan

- 1) How many steps should you follow when developing a plan?
 - a. 6
 - b. 8
 - c. 10
 - d. 12
 - e. 14

- 2) What does 'identify the wishes and aspirations' mean?
 - a. Know what their lifelong dream is
 - b. Know what your client wants to learn
 - c. Know the fears of learning your client has
 - d. Know what your hopes for the client are
 - e. Know what the families hope for the client is

- 3) Who is involved in the development of the plan?
 - a. Different professionals
 - b. The family of the person
 - c. The person themselves
 - d. You as the support worker
 - e. All of the above

- 4) What does the Occupational Therapist do?
 - a. Design activities and provide adaptive equipment
 - b. Design the functional exercises
 - c. Know the speed that a person can progress
 - d. Identify the social and emotional needs of the client
 - e. Be in charge of the overall plan

- 5) What Does the physiotherapist do?
 - a. Be in charge of the overall plan
 - b. Identify the needs of the client
 - c. Provide adaptive equipment
 - d. Design the functional exercises and the speed for progress
 - e. Support the person to learn the task

- 6) What Does the Registered Nurse do?
 - a. Identify the social and emotional needs of the client
 - b. Design activities and provide adaptive equipment
 - c. Design the functional exercises
 - d. Know the speed that a person can progress
 - e. Be in charge of the overall plan

- 7) Which of the following is NOT how the family involved in the development of the plan?
- a. Advocate for the person
 - b. Bring skills and qualities
 - c. In charge of the overall plan
 - d. Offer support to the person
 - e. Motivate and encourage the person
- 8) Fill in the blank: It is the clients life, their body and must be _____
- a. Their motivation to do a plan
 - b. Their hard work to achieve the plan
 - c. Their job to develop the plan
 - d. Their choice whether to do a plan
 - e. Their goals to inform the plan
- 9) Which of the following is NOT how you are involved in the plan?
- a. Working within the plan to achieve the outcomes identified
 - b. Deciding the goals of the plan
 - c. Ensuring you have the resources
 - d. Ensuring the equipment and room is ready
 - e. Encouraging, motivating, and supporting

Segment 19 – Implementing the plan

- 1) What is practical support?
 - a. Helping a person with physical activities
 - b. The support you will give to help people learn a task
 - c. Support for practical activities
 - d. The practical support you will give
 - e. The emotional support you will give

- 2) How many ways do you give practical support?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

- 3) What are the three ways you can give practical support?
 - a. Verbal, physical, visual
 - b. Completing goals, verbal, and visual cues, help the person grow in confidence
 - c. Completing goals, help the person grow in confidence, physical touch
 - d. Ensure task is achievable, help the person grow in confidence, give physical touch
 - e. Ensure task is achievable, help the person grow in confidence, visual and verbal cues

- 4) What does 'one step at a time' mean?
 - a. Learning a whole task at one time
 - b. Increase the person's ability by one step each time
 - c. Giving small amounts of information at one time
 - d. Learn on step before adding the next
 - e. Start with small tasks leading to big tasks

- 5) What is another term for one step at a time?
 - a. Snowballing
 - b. Stepping
 - c. Grading
 - d. Staging
 - e. Phasing

- 6) The average attention span is no more than how long?
 - a. 10 minutes
 - b. 15 minutes
 - c. 20 minutes
 - d. 25 minutes
 - e. 30 minutes

- 7) Which time would you NOT use the one step at a time strategy?
- When a person learns best by focusing on small amounts of information
 - If the person finds it hard to concentrate for long periods of time
 - If a person finds it difficult to learn the whole task at once
 - If a person wants to learn one step at a time
 - If a person wants to learn the whole task at once
- 8) What is learning the whole task at once?
- Learning each step at a time
 - Learning all the steps in the task at once
 - Having the whole person do the task independently
 - Learning each step of a big goal
 - Adding steps as the person learns
- 9) How do you know which strategy to use?
- Depending on what the person you support wants
 - Depends on the skills they already have
 - Depends on the length of the task
 - Depends on the level of support the person needs
 - All of the above
- 10) Regardless of the strategy you use, what must you do?
- Be willing to change the strategy
 - Try different ways of teaching
 - Go with your preference
 - Follow the plan
 - Keep the teaching to 20 minutes

Segment 20 – Monitor, Record and Report

- 1) What does monitor mean?
 - a. To observe and check the progress of something over a period of time
 - b. To determine how well a plan is working
 - c. Working out when you need to make changes
 - d. First stage of effective communication
 - e. To work out if the plan is effective or not

- 2) Why do you monitor progress?
 - a. To determine if the plan is working
 - b. Help you work out when you need to make changes
 - c. To communicate the changes that are happening
 - d. a and b
 - e. b and c

- 3) Why do you record?
 - a. To document what has been achieved and when
 - b. Communicate with the other members supporting the person
 - c. Make sure you are supporting people in the best way
 - d. Make sure the plan is working
 - e. All of the above

- 4) What will you need to check to know how to record?
 - a. The persons plan
 - b. The persons preference
 - c. Facility policy and procedures
 - d. The recording chart
 - e. The Nurses preference

- 5) How do you report?
 - a. Verbal only
 - b. Written only
 - c. Verbal and written
 - d. Can do verbal but it must be written
 - e. According to Nurses preference

- 6) What is the first stage of effective communication?
 - a. Planning
 - b. Monitoring
 - c. Recording
 - d. Reporting
 - e. Evaluating

- 7) Fill in the blank: Recording how a person is taught will mean they are taught _____
- a. Uniquely
 - b. The way they should be
 - c. The same way each time
 - d. In a way that challenges them
 - e. In a way that suits the teacher
- 8) You need to be what with recording?
- a. Sensitive
 - b. clever
 - c. Official
 - d. Formal
 - e. Efficient

Segment 21 – Adapting the plan

- 1) People with disabilities might need the plan adapted to accommodate the way they can think, remember or what?
 - a. Move
 - b. Retrain
 - c. Feel
 - d. Adjust
 - e. Progress

- 2) When a person obtains a skill and begin working towards a bigger goal, this is known as what?
 - a. Tackling a goal
 - b. Adapting for skill development
 - c. Adapting for cognitive development
 - d. Making a goal unrealistic
 - e. Challenging a person

- 3) As a person develops skills you will adjust a plan according to what?
 - a. According to the skills they can currently do
 - b. Recommendations of other professionals
 - c. Adaptive equipment that is available
 - d. a and b
 - e. b and c

- 4) People might need to have a plan to increase the likelihood of success, why might this be?
 - a. Because they are not trying
 - b. They refuse to do the task
 - c. The task is unreasonable
 - d. They are taking too long to progress
 - e. They are struggling with the task

- 5) Who can order adaptive equipment?
 - a. Registered Nurse
 - b. Support Worker
 - c. Occupational Therapist
 - d. Client themselves
 - e. Social Worker

- 6) You need to do a demonstration according to what?
 - a. What is comfortable to you
 - b. According to the adaptations they need
 - c. The original plan
 - d. Step by step
 - e. You do not need to demonstrate

- 7) Teaching a new task should be what?
- a. Well planned
 - b. Step by step
 - c. According to what is comfortable for you
 - d. Formal
 - e. Taught by a professional
- 8) Before you begin to teach someone, what should you do?
- a. Test what skills the person already has
 - b. Have a break
 - c. Try multiple ways of doing things
 - d. Practice the demonstration
 - e. See if there are adaptive equipment

Segment 22 – Evaluate Learning Plans

- 1) What is evaluation?
 - a. Judging the value of something
 - b. Determining the capability
 - c. To give serious thought or consideration
 - d. Judging the skill of something
 - e. Deciding whether to do something

- 2) What is reflection?
 - a. Judging the value of something
 - b. Determining the capability of someone
 - c. To give serious thought or consideration
 - d. To see yourself in a different light
 - e. To determine evidence of something

- 3) How do you evaluate your teaching?
 - a. Positive and negative
 - b. What you did well, what would you like to improve
 - c. Did you do anything harmful, did you do anything helpful
 - d. Score different elements from I did this bad to I did this well
 - e. You do not evaluate your own work, someone else evaluates your work

- 4) Which of the following is NOT why you would ask others for feedback?
 - a. Helps you learn skills
 - b. Helps you develop your skills
 - c. Identify areas for improvement
 - d. Makes you think about why you do what you do
 - e. Gives evidence for pay rises

- 5) Who should you ask for feedback from?
 - a. Manager who you trust
 - b. Manager who you respect
 - c. Manager who you have a good rapport with
 - d. A person who has your best interest at heart
 - e. All of the above

- 6) True or false: You know the plan is effective if the person is making progress
 - a. True
 - b. False

- 7) To evaluate the impact of the learning, you need to ask what?
 - a. Have they progressed in a timely manner?
 - b. Has the cost been worth the benefit?
 - c. Has it led to independence?
 - d. Has it made a difference to their life?
 - e. Was it enjoyable?

Segment 23 – Prompting and Reminding

- 1) How many different ways can you give prompts and reminders?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
 - e. As many ways as you like

- 2) What are verbal prompts?
 - a. Spoken cues you give a person
 - b. Minimal encouragements such as mmhhmm
 - c. Touching a person
 - d. Pointing to something
 - e. Using images to remind a person

- 3) You will be able to alter verbal cues according to what?
 - a. The ability to speak English
 - b. The ability to hear
 - c. The needs of the client
 - d. How well the person is doing
 - e. Cultural appropriateness

- 4) How can you use physical touch to prompt a person?
 - a. Touch the person
 - b. Touch the object
 - c. You should never touch the person
 - d. a and b
 - e. b and c

- 5) Before you touch the person, you need to what?
 - a. You should not touch the person
 - b. Wash your hands
 - c. Have tried other prompts first
 - d. Obtain consent
 - e. Have thoroughly planned your session

- 6) What are visual prompts?
 - a. Showing an object or picture
 - b. Point to the object
 - c. Demonstrating the task
 - d. Having a chart
 - e. All of the above

- 7) When will you do most of the reminding?
 - a. When the person is new to the task
 - b. When you use visual prompts
 - c. When you use verbal prompts
 - d. When you use physical touch
 - e. When the person is at the end of the session

- 8) If the person is having to be frequently reminded, what should you do?
 - a. Stop the task
 - b. Change the type of prompt you are using
 - c. Add more prompts
 - d. Get someone else to try
 - e. Adapt the plan

Segment 24 – Supporting Independence Goals

- 1) What is the basis for the whole plan?
 - a. What skills the person has
 - b. What the person wants to achieve at the end of the learning
 - c. What they need to be able to do
 - d. Reasonable goals set by the multidisciplinary team
 - e. All of the above

- 2) Fill in the blank: The plan should include the necessary _____ to achieve a goal.
 - a. Decisions
 - b. Recommendations
 - c. Steps
 - d. Plan
 - e. Goals

- 3) The plan should be developed with what?
 - a. Safety planning strategies
 - b. Black pen
 - c. Minimal barriers
 - d. The persons involvement
 - e. The budget in mind

- 4) Fill in the blank: The plan should be _____ and understood by everyone involved
 - a. Simple
 - b. Careful
 - c. Challenging
 - d. Complex
 - e. Strategic

- 5) The plan needs to include opportunities to do what?
 - a. Fail
 - b. Succeed
 - c. Celebrate
 - d. Practice
 - e. Improve

- 6) What is the acronym used for goal setting?
 - a. POTUS
 - b. CAPIO
 - c. TRUST
 - d. FUTURE
 - e. SMART

- 7) Once you have identified the goal, the person needs to do what?
 - a. Reflect on the goal
 - b. Take the initial step
 - c. Trust the process
 - d. Set bigger goals
 - e. Achieve the goal

- 8) When goal setting, you need to find out what is important to the person and What else?
 - a. What is going to make a difference to their life
 - b. What is mandated for them to learn
 - c. What the family would like them to learn
 - d. What the health professionals would like them to learn
 - e. Why they want to learn that task

- 9) You will need to use your own what, to encourage and support a person?
 - a. Time
 - b. Money
 - c. Personality
 - d. Skills
 - e. Goals

Segment 25 – Boundaries and Code of Conduct

- 1) Working within your boundaries means what?
 - a. You only provide support which you have been trained to give
 - b. You only provide support you are comfortable to give
 - c. You only provide support when there is a safety plan
 - d. You only provide support you are being paid to give
 - e. You do not work additional hours to your contract

- 2) Working within boundaries can also be known as what?
 - a. Conservative practice
 - b. Scope of practice
 - c. Extent of practice
 - d. Capacity of practice
 - e. Scale of practice

- 3) Where will your scope of practice be defined?
 - a. In the code of conduct
 - b. In the policies and procedures manual
 - c. In your contract
 - d. On a person's care plan
 - e. Code of ethics

- 4) What is the code of conduct?
 - a. Recommendations and guidelines for scope of practice
 - b. Recommendations and guidelines for best practice
 - c. The rules that mandate the funding and eligibility for clients
 - d. The ethical and professional ways of behaving
 - e. The rules that facilities must follow to support their employees

- 5) Do health care workers have their own code of conduct?
 - a. To an extent, each facility will write their own
 - b. Yes, the ministry of health has released one
 - c. Yes, the nursing council have released one
 - d. No, but the nursing code can guide the work of a support worker
 - e. No, health care workers are not registered so have no code of conduct

- 6) The code of conduct contains what?
 - a. The varying scopes of practice for different qualifications
 - b. The varying laws that pertain to the role
 - c. Good, common sense rules for your behaviour
 - d. The differing roles between health care worker and nurse
 - e. The rights of the client

- 7) What are the explicit instructions within the code of conduct?
- a. The rights of the client
 - b. The laws you must obey such as misuse of drugs act
 - c. How the facility determines level of care
 - d. You cannot act outside the legal limits of our role
 - e. There are no explicit instructions, only recommendations
- 8) Which of the following is within the code of conduct?
- a. You must carry out the task to the best of your ability
 - b. You must consider the needs, desires, and wishes of people
 - c. You must pass on concerns and information to the organisation in a timely manner
 - d. You must keep clients' information confidential
 - e. All of the above

Segment 26 – Mentoring

- 1) What is mentoring?
 - a. A process of one person offering support, guidance, and advice
 - b. A process of teaching, training, and evaluating
 - c. A process of helping people resolve differences
 - d. A process of helping a group of people develop a common goal
 - e. A process of being taught by an expert in the field

- 2) A mentor is someone who can be what?
 - a. Important
 - b. Qualified
 - c. Guru
 - d. Trusted
 - e. Faithful

- 3) A mentor is someone who can see what?
 - a. The future
 - b. The way forward
 - c. The problem
 - d. The solution
 - e. The big picture

- 4) True or false: A mentor needs to be able to see multiple points of view on a topic?
 - a. True
 - b. False

- 5) What will you gain by mentoring a person?
 - a. A higher pay rate
 - b. Nothing but trouble
 - c. Satisfaction
 - d. More work
 - e. Higher qualification

- 6) What is the acronym used for the skills gained to be a mentor?
 - a. SMART
 - b. CAPIO
 - c. POTUS
 - d. TRUST
 - e. GAIN

- 7) What does the “A” stand for in the CAPIO model?
 - a. Acceptable
 - b. Approachable
 - c. Appropriate
 - d. Acknowledge
 - e. Achieve

- 8) How does a mentor celebrate success?
- a. Glass of Champaign
 - b. Pay rise
 - c. Acknowledge achievement
 - d. Graduation party
 - e. All of the above
- 9) When giving feedback, mentors respect what?
- a. A persons' time
 - b. A persons' development
 - c. A persons' love language
 - d. A persons' dignity
 - e. A persons' life story

Segment 27 – The 6 Senses of Support Work

- 1) What is a sense of security?
 - a. Need to feel safe
 - b. Need to be free from pain
 - c. Live as independent as possible
 - d. Need to be free from discomfort
 - e. All of the above

- 2) What is a sense of continuity?
 - a. Having the same support worker every day
 - b. Recognition of life story and experience
 - c. Having opportunities to meet goals
 - d. Having meaningful social interactions
 - e. Being able to engage in something with purpose

- 3) What is sense of fulfilment?
 - a. Recognition of life story and experience
 - b. Being able to engage in something with purpose
 - c. Having opportunities to meet goals
 - d. Being a part of something
 - e. Having meaningful social interactions

- 4) What is sense of belonging?
 - a. Recognition of life story and experience
 - b. Being able to engage in something with purpose
 - c. Having opportunities to meet goals
 - d. Having strengths acknowledged and valued
 - e. Having meaningful social interactions

- 5) What is sense of purpose?
 - a. Being able to engage in something with purpose
 - b. Recognition of life story and experience
 - c. Having strengths acknowledged and valued
 - d. Having opportunities to meet goals
 - e. Feeling valued as a person

- 6) What is sense of significance?
 - a. Recognition of life story and experience
 - b. Having strengths acknowledged and valued
 - c. Having meaningful social interactions
 - d. Feeling valued as a person
 - e. Having opportunities to meet goals

- 7) When a support worker asks permission to carry out a task or touch a person, they are filling what need?
- sense of significance
 - Sense of purpose
 - Sense of security
 - Sense of belonging
 - Sense of fulfilment
- 8) When a support worker shows that a client's life is important to them, they are filling what need?
- sense of significance
 - Sense of fulfilment
 - Sense of purpose
 - Sense of belonging
 - Sense of continuity
- 9) When a support worker listens to a person's stories and understand their perspective, they are filling what need?
- Sense of purpose
 - sense of significance
 - Sense of security
 - Sense of continuity
 - Sense of belonging
- 10) When a support worker celebrates the success of achieving a goal, they are filling what need?
- sense of significance
 - Sense of fulfilment
 - Sense of belonging
 - Sense of security
 - Sense of continuity
- 11) When a support worker helps a person get ready on time to go out, they are filling what need?
- Sense of continuity
 - sense of significance
 - Sense of belonging
 - Sense of purpose
 - Sense of security
- 12) When a support worker has a client help with a project, they are filling what need?
- sense of significance
 - Sense of purpose
 - Sense of security
 - Sense of belonging
 - Sense of fulfilment

Segment 28 – Facilitation

- 1) What is facilitation?
 - a. A process of helping people resolve differences
 - b. A process of one person offering support, guidance, and advice
 - c. A process of helping individuals or groups identify a problem and make decisions
 - d. A process of teaching, training, and evaluating
 - e. A process of helping a group of people develop a common goal

- 2) A facilitator needs to remain what?
 - a. Neutral
 - b. Calm
 - c. Informed
 - d. Ethical
 - e. In control

- 3) A facilitator needs to ensure all people in the meeting are what?
 - a. Participating
 - b. Compliant
 - c. Qualified
 - d. Heard
 - e. Challenged

- 4) A facilitator needs to be able to keep people what?
 - a. Engaged
 - b. Focused
 - c. Disciplined
 - d. Trusted
 - e. Respected

- 5) A facilitator needs to use positive what?
 - a. Questions
 - b. Answers
 - c. Body language
 - d. Words
 - e. Mentality

- 6) If people are not being heard, you can help them start the conversation by using what?
 - a. Good questioning
 - b. Active listening
 - c. Positive body language
 - d. Minimal encourages
 - e. Identifying barriers

7) A facilitator needs to be able to identify what?

- a. Problematic people
- b. People with hidden agendas
- c. Peoples goal
- d. A common ground
- e. Barriers to goals

8) Feedback needs to be what?

- a. Honest
- b. Kind
- c. Diplomatic
- d. Person centred
- e. All of the above