

# **THERAPEUTIC CRISIS INTERVENTION (TCI) 7TH EDITION PRACTICE TEST (SAMPLE) STUDY GUIDE**



## **SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS**

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THE FULL VERSION STUDY GUIDE**

<https://tci7thed.examzify.com>



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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

## 1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

## 2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

## 3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

## 4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

## 5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

## 6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

## Questions

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- 1. What should be included in a crisis post-action debrief with staff?**
  - A. What happened, effective strategies, what could be improved, and emotional support for team members.
  - B. Assign blame to individuals.
  - C. Only discuss administrative tasks.
  - D. No debrief at all.
- 2. Which nonverbal behaviors should be avoided during de-escalation?**
  - A. Maintaining a neutral distance, relaxed shoulders, and calm facial expressions.
  - B. Keeping eye contact and speaking clearly without aggressive tone.
  - C. Using slow, measured movements and soft voice.
  - D. Standing over someone, invading personal space, tense shoulders, aggressive facial expressions, and loud or rapid movements.
- 3. In crisis assessment, what is a reasonable inference about behavior?**
  - A. It communicates a need or experience and can guide intervention
  - B. It is random and uninformative
  - C. It should be ignored if minor
  - D. It always escalates to aggression
- 4. Which option represents the SPICE concept that creates safety, respect, belonging, and accountability?**
  - A. A strict disciplinary model
  - B. A purely medical model
  - C. An academic curriculum
  - D. The SPICE framework
- 5. How should limits be set for a student with a history of aggression?**
  - A. Immediately escalate to restraints to control aggression.
  - B. Consistently, calmly, briefly, focusing on safety and the consequences of behavior; use collaborative problem-solving when possible.
  - C. Ignore aggressive behavior to avoid confrontation.
  - D. Long, drawn-out debates that prolong escalation.

**6. In TCI, what is the role of safe choices?**

- A. To help the individual regain control without coercion.
- B. To confuse the individual.
- C. To label the person as dangerous.
- D. To prolong the crisis.

**7. Which statement describes a Goal of Emotional First Aid?**

- A. The goal is to escalate distress
- B. The goal is to provide immediate support to reduce emotional intensity
- C. The goal is to ignore distress
- D. The goal is to end the activity

**8. ICSP prescribes restraint; which statement is true?**

- A. The ICSP prescribes it
- B. The ICSP has no role
- C. The ICSP requires parental consent
- D. The ICSP excludes the use of restraints

**9. Which step is Step Three: Summarize feelings and content?**

- A. Step One: Identify a place and a time to talk
- B. Step Two: Explore the child's point of view
- C. Step Three: Summarize feelings and content
- D. Step Four: Connect trigger to feelings to behavior

**10. What does early escalation recognition in TCI promote?**

- A. Proactive planning and timely intervention to prevent escalation.
- B. Delayed response until a crisis escalates.
- C. Ignoring signs of distress.
- D. Strictly enforcing rules without dialogue.

## **Answers**

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1. A
2. D
3. A
4. D
5. B
6. A
7. B
8. A
9. C
10. A

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## **Explanations**

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## 1. What should be included in a crisis post-action debrief with staff?

- A. What happened, effective strategies, what could be improved, and emotional support for team members.
- B. Assign blame to individuals.
- C. Only discuss administrative tasks.
- D. No debrief at all.

*In a crisis post-action debrief with staff, the goal is to learn from the incident while supporting the people who responded and improving future responses. This approach should cover what happened to establish a clear and factual timeline, identify effective strategies that helped the team manage the situation, specify what could be improved to strengthen future performance, and provide emotional support for team members to process stress and maintain well-being. Including all four elements ensures a balanced debrief: it promotes learning without shaming anyone, validates the emotional impact on responders, and translates experience into practical steps for future crises. Blaming individuals undermines learning and safety; focusing only on administrative tasks misses the opportunity to reflect on real-world actions and staff needs; and skipping a debrief altogether leaves staff without needed support and misses chances to improve protocols and responses.*

## 2. Which nonverbal behaviors should be avoided during de-escalation?

- A. Maintaining a neutral distance, relaxed shoulders, and calm facial expressions.
- B. Keeping eye contact and speaking clearly without aggressive tone.
- C. Using slow, measured movements and soft voice.
- D. Standing over someone, invading personal space, tense shoulders, aggressive facial expressions, and loud or rapid movements.

*In de-escalation, nonverbal cues should signal safety, respect, and readiness to listen. The behaviors listed as to be avoided convey dominance, threat, and a loss of control, which heighten arousal and push the other person toward defensiveness or aggression. Standing over someone, invading personal space, tense shoulders, aggressive facial expressions, and loud or rapid movements all communicate intimidation or hostility. These signals make the other person feel disrespected or cornered, increasing the likelihood of a verbal or physical escalation. Personal space is a boundary; crossing it without consent can feel like a power grab. A tense posture and harsh facial expressions suggest you're ready to threaten or argue, not to listen or collaborate. Loud or rapid actions can startle and overwhelm the other person, impairing their ability to think clearly and respond calmly. Contrast this with nonverbal behaviors that support de-escalation: maintaining a neutral distance, keeping shoulders relaxed, and using calm facial expressions; making steady eye contact without staring; speaking clearly and calmly, with a soft voice; and moving slowly and purposefully. These cues convey safety, calm, and a willingness to engage, which helps the person lower arousal and consider cooperative options. So, the choice describing standing over someone, invading personal space, tense shoulders, aggressive facial expressions, and loud or rapid movements is the one to avoid during de-escalation because it signals threat rather than safety.*

### 3. In crisis assessment, what is a reasonable inference about behavior?

- A. It communicates a need or experience and can guide intervention
- B. It is random and uninformative
- C. It should be ignored if minor
- D. It always escalates to aggression

*In crisis assessment, behavior is a form of communication. When someone acts in distress, their actions often express something they can't say in words—needs or experiences like fear, pain, discomfort, safety concerns, or a desire for control. Interpreting behavior as signaling a real need lets you tailor interventions to address that underlying issue, rather than just reacting to the outward act. For example, offering reassurance, creating safety, or adjusting the environment can resolve the trigger behind the behavior and reduce the risk of escalation. This view also helps explain why the other ideas aren't reliable: behavior isn't simply random or uninformative, so ignoring it would miss important information about what the person is experiencing. And while aggression can occur in crises, it isn't guaranteed, so assuming it will always happen is not a helpful way to approach intervention. Treating behavior as informative guides you toward responses that address the person's needs and support safer outcomes.*

### 4. Which option represents the SPICE concept that creates safety, respect, belonging, and accountability?

- A. A strict disciplinary model
- B. A purely medical model
- C. An academic curriculum
- D. The SPICE framework

*The SPICE framework is designed to create safety, respect, belonging, and accountability by guiding how staff interact, set boundaries, and support people during crises. It emphasizes delivering care through calm, predictable actions that keep people safe; treating everyone with dignity and listening actively to preserve respect; building connection and inclusion so individuals feel they belong; and using clear, fair expectations with consistent follow-through to encourage accountability. This combination directly targets the relational environment and responses that foster safety, respect, belonging, and accountability, which is why it fits the concept best. A strict disciplinary approach focuses on punishment rather than relational safety and belonging; a purely medical model centers on diagnosis and treatment without relational dynamics; an academic curriculum centers on content rather than the interpersonal framework that produces those four outcomes.*

## 5. How should limits be set for a student with a history of aggression?

- A. Immediately escalate to restraints to control aggression.
- B. Consistently, calmly, briefly, focusing on safety and the consequences of behavior; use collaborative problem-solving when possible.**
- C. Ignore aggressive behavior to avoid confrontation.
- D. Long, drawn-out debates that prolong escalation.

*Setting limits in a crisis involves being consistent, calm, and brief while keeping safety as the priority, and using collaborative problem-solving when possible. Being consistent means the student experiences predictable, fair boundaries, which reduces confusion and power struggles and helps them learn what behavior will and won't be tolerated. A calm, brief delivery helps lower arousal and models self-control, rather than escalating the situation with heated words. Focusing the limit on safety and the behavior (not labeling the student) preserves dignity and maintains the relationship, which is crucial for ongoing learning and trust. When possible, inviting the student to help problem-solve promotes a proactive rather than adversarial dynamic. For example, you can acknowledge the feeling and state the limit, then offer a choice that guides the student toward a safer alternative, such as taking a break or using a calm-down strategy. Follow through with the agreed plan and later review what happened to strengthen the next attempt at self-regulation. Other approaches, like jumping straight to restraints, ignoring the behavior, or engaging in long debates, tend to increase risk, prolong escalation, or miss the chance to teach safer ways to cope.*

## 6. In TCI, what is the role of safe choices?

- A. To help the individual regain control without coercion.**
- B. To confuse the individual.
- C. To label the person as dangerous.
- D. To prolong the crisis.

*Safe choices in TCI are a collaborative, non-coercive way to help a person regain self-control during a crisis. The idea is to offer options that are safe, clear, and within the person's ability to choose, so they feel they have some control rather than being forced. By presenting a small set of practical choices, the response reinforces autonomy, reduces the likelihood of a power struggle, and shifts the interaction from resistance toward cooperation. This approach helps lower arousal, keeps everyone safer, and supports the person in thinking more clearly again. It also fits with trauma-informed care by avoiding threats, labels, or taking away dignity. When safe choices are offered effectively, the person can move toward safety on their own terms, which makes the crisis shorter rather than longer. Choices that aim to confuse, label the person as dangerous, or drag the crisis out undermine trust and impede the return to calm.*

## 7. Which statement describes a Goal of Emotional First Aid?

- A. The goal is to escalate distress
- B. The goal is to provide immediate support to reduce emotional intensity**
- C. The goal is to ignore distress
- D. The goal is to end the activity

*Emotional First Aid aims to quickly ease a person's emotional distress and re-establish a sense of safety so they can think and act more clearly. This involves providing immediate, supportive contact that reduces emotional intensity—acknowledging what they're feeling, offering calm, nonjudgmental presence, and using simple strategies like grounding or brief reassurance to lower arousal. When distress is brought under control, the person can participate in next steps, such as planning or problem-solving. Actions that would escalate distress, ignore the feelings, or end the activity without addressing emotions do not support safety or stabilization.*

## 8. ICSP prescribes restraint; which statement is true?

- A. The ICSP prescribes it
- B. The ICSP has no role
- C. The ICSP requires parental consent
- D. The ICSP excludes the use of restraints

*The ICSP provides the framework for crisis responses and explicitly includes the conditions and procedures for using a physical intervention as a last resort when safety is at risk. Because it lays out when restraint is allowed, who may apply it, what methods to use, monitoring requirements, and post-incident steps, it is the document that prescribes restraint. The other statements don't fit: the ICSP does have a role in guiding how restraints are used; it doesn't typically require parental consent at the moment of a crisis (guardians are usually informed after the incident); and it does not exclude restraints—restraints are addressed within the plan as part of safety procedures.*

## 9. Which step is Step Three: Summarize feelings and content?

- A. Step One: Identify a place and a time to talk
- B. Step Two: Explore the child's point of view
- C. Step Three: Summarize feelings and content
- D. Step Four: Connect trigger to feelings to behavior

*Summarizing feelings and content means reflecting back, in plain language, both what the child is feeling and what happened from their point of view. After you've heard the child and explored their perspective, you restate the emotions you've heard and the key facts, then check for accuracy. This validates the child's experience, reduces misunderstanding, and shows you're listening. It also creates a clear link between what happened (the content) and how they felt, which helps move the conversation toward safer problem solving and, later, connecting triggers to behavior. The prior step focuses on setting up a safe time and space to talk, and the next step builds on this by linking feelings to actions.*

## 10. What does early escalation recognition in TCI promote?

- A. Proactive planning and timely intervention to prevent escalation.
- B. Delayed response until a crisis escalates.
- C. Ignoring signs of distress.
- D. Strictly enforcing rules without dialogue.

*Early escalation recognition in TCI is about spotting the earliest signs that someone is becoming distressed and using proactive, collaborative steps to prevent a full-blown crisis. When staff notice cues like rising voice, tense posture, rapid pacing, or irritability, they engage in calm, validating listening, offer choices, and use brief problem-solving to reduce arousal. This proactive approach enables planning and timely intervention before things escalate, helping keep everyone safe and preserving the relationship, in line with TCI's emphasis on least-restrictive, nonpunitive means. Waiting until a crisis is evident, ignoring distress signals, or enforcing rules without dialogue tends to worsen the situation and increase risk.*

## Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).

Or visit your dedicated course page for more study tools and resources:

<https://tci7thed.examzify.com>

We wish you the very best on your exam journey. You've got this!

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