

School Social Worker Practice Test



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Practice Test

Practice Questions

1. Students for whom English is a second language...
 - a. Typically have above-average math skills
 - b. Have much lower IQ scores than students for whom English is a first language
 - c. Exhibit a range of IQ scores that is about the same as that of students for whom English is a first language
 - d. Cannot be expected to read at grade level

2. Students with cultural or socioeconomic backgrounds that differ from the backgrounds of the majority of the students at their schools will likely be affected in which of the following ways?
 - a. They will have a different body of background knowledge than their fellow students which may adversely affect their academic performance
 - b. They are more likely than their peers to need special education services
 - c. They will be less motivated than their peers because of a lack of parental interest in their academic performance
 - d. Their overall academic performance will be reduced because their reading skills will be below grade level

3. Julio is a 7th grade student who has lived in the U.S. for only six months, and English is his second language. Tests conducted by the school psychologist show that he possesses normal intelligence, and he does not appear to have any learning disabilities, but he is struggling academically. Which of the following interventions is likely to be the most appropriate for Julio in this situation?
 - a. Referring Julio for special education services
 - b. Lowering academic standards for Julio because he does not speak English fluently
 - c. Telling Julio's parents that they should only speak English at home
 - d. Asking Julio's teachers to adapt their classes to meet Julio's needs by speaking more slowly, rephrasing complex instructions, providing more visual aids, etc.

4. Which of the following adaptations would be most appropriate for a student with a mild hearing impairment?
 - a. Refer the student for special education services because she cannot succeed in a mainstream classroom
 - b. Ask the student's teachers to stand very near the student and speak very loudly at all times
 - c. Give the student extra homework so that her parents can explain the lessons to her
 - d. Ask the teacher to ensure that instruction is delivered in a loud and clear voice, and to go back over the main points with the student after instruction is given to ensure that she heard and understood it

5. The parents of a student have presented a school social worker with test results from an independent expert stating that their child has a learning disability and needs special education services. The school social worker is concerned that the test is not accurate because it lacks external validity. Which of the following statements would best summarize this concern for the parents?
- The test questions do not measure various aspects of the disability effectively
 - The environment in which the test is conducted is not realistic, and so the child's behavior during the test does not reflect the way in which she actually behaves and learns in real life
 - The test results contain significant measurement error
 - The expert who conducted the test is not qualified to perform it
6. Researcher A administered a test to a group of 50 subjects, and administered the same test again on five different occasions to the same subjects. The researcher was most likely attempting to evaluate which characteristic of the test?
- Internal validity
 - External validity
 - Reliability
 - Design
7. A parent approaches a school social worker with an article he found online about ADHD, and asks the social worker to implement the methods suggested in the article. The best way for the social worker to determine whether or not the information in the article is reliable would be to...
- Read the article and use her personal judgment to determine whether or not the article's suggestions make sense
 - Ask her colleagues if they have heard of the author
 - Conduct research on the Internet or at a library to determine whether or not research has been published in a peer-reviewed journal
 - Use a search engine to find out if the author of the article has a degree in a relevant discipline
8. A school social worker is compiling a list of students who need academic intervention. The list is based on both their classroom performance and their standardized test scores. The social worker wants to create a chart showing the percentages of students who fall into certain categories based on the data, and to present this information to the school's administration. Which of the following software programs would be most appropriate for accomplishing this?
- Microsoft Excel and Word
 - Microsoft Word and Access
 - Microsoft Access and PowerPoint
 - Microsoft Excel and PowerPoint
9. A teacher has reported to the school social worker that one of her 5th grade students is showing signs of ADHD. In order to conduct an initial screening to determine whether or not the student should receive more formal testing, the social worker should...
- Have the student complete a written self-assessment
 - Call the student's parents in to the school to interview them about the student's behavior at home
 - Ask the student's teacher to complete an observational assessment during instruction
 - Visit the student's classroom and personally conduct an observational assessment of the student's behavior

10. A norm-referenced test would be most appropriate for...
- Determining where a student stands in relation to her peers
 - Measuring a student's ability to perform a specific academic task
 - Assessing a student's mastery of an academic concept
 - Tracking a student's improvement over time in a specific area
11. Which of the following competencies is not considered in a traditional strengths-based assessment?
- Interpersonal skills
 - School functioning
 - Intelligence
 - Affective strength
12. A school social worker has noted that many parents of students at his school are hesitant to attend parent-teacher conferences because they have limited English skills. He has suggested that professional translators be hired, but the request was denied due to budget constraints. Which of the following approaches would be most effective for increasing attendance at conferences?
- Asking bilingual students to translate at conferences
 - Asking bilingual community members to translate with the parents' consent
 - Requiring teachers to take weekly foreign language classes so that they can communicate with parents
 - Scheduling conferences at students' homes so that parents will feel more comfortable
13. A school social worker has learned that only 15 percent of students' parents attended the most recent parent-teacher conferences at her school, and she wants to design a plan to increase attendance at future conferences. Which of the following would constitute the most constructive step towards achieving this goal?
- Holding a meeting with teachers to explain the importance of parents attending conferences
 - Sending a letter to parents explaining the benefits of attending conferences
 - Interviewing parents, teachers, and community members to identify their attendance obstacles and reduce them
 - Refusing to release students' report cards unless parents attend conferences
14. Maria is a 6th grade student who tells her school's social worker that she is struggling in school because her parents do not help her with her homework. Which of the following would be the best initial step for the social worker to take towards helping Maria address this problem?
- Call Maria's parents and ask them to hire a private tutor
 - Ask Maria's teacher to arrange to help Maria with homework before or after school
 - Arrange a conference with Maria's parents to find out what is preventing them from helping Maria with her homework, and suggesting community resources that could assist in resolving these issues
 - Let Maria and her parents know that she will be receiving after school detention if she does not complete future homework assignments

15. A school social worker has noticed that a particular teacher is not providing appropriate accommodations for his special education students. In order to address this problem, what would be the most appropriate first step for the social worker to take?
- Speak with the teacher privately to document the concerns and suggest resources for improvement
 - Ask other teachers at the school if they have noticed similar behavior from this teacher
 - Write a letter to the school's administration documenting the concerns
 - Hold a conference with the special education students' parents to express the concerns
16. A school social worker is writing a letter to parents encouraging them to allow their students to participate in an upcoming volunteer program at the school. Which of the following would likely be the most effective strategy for encouraging participation?
- Stating that participation is required and that students who do not attend the program will be penalized
 - Explaining that a neighboring school has achieved a 95 percent participation rate
 - Describing the ways in which participation will promote the students' sense of personal and social responsibility
 - Describing the ways in which volunteering has enriched the social worker's own life
17. Functional behavior assessments are designed to create behavior interventions that differ from traditional interventions in what major way?
- Interventions created using functional behavior assessments focus on comparing a student's behavior at home with his behavior at school
 - Interventions created using functional behavior assessments attempt to identify the purpose served by a particular behavior and substitute a replacement behavior for it, while traditional interventions simply penalize undesirable behaviors
 - Traditional interventions are student-centered, while interventions created using functional behavior assessments are teacher-centered
 - Traditional interventions are proactive, while interventions created using a functional behavior assessment are reactive
18. Under which of the following circumstances would a Full and Individual Evaluation probably NOT be conducted?
- When general education classes cannot provide the necessary alternative instruction for the student
 - When the student has a demonstrated need for a more structured classroom with a smaller student-teacher ratio
 - When the student has a disability, but has responded positively to interventions and has shown continued improvement in a general education setting
 - When curriculum modifications would be necessary to maintain the student's academic progress
19. Omar has been enrolled in his current school for six months, and his parents, who speak very little English, have requested a Full and Individual Evaluation. How long does the school have after Omar's parents sign the Consent for/Notice of Full and Individual Evaluation to complete the Full and Individual Evaluation?
- 60 days
 - 120 days
 - Six months
 - One year

20. Which of the students described below is LEAST likely to be entitled to special education services?
- Amanda, who has suffered a mild brain injury but who shows no evidence of disability and performs well in the classroom
 - Tom, who has an emotional disability and for whom classroom interventions have not been successful
 - Sandra who has a behavioral disability and needs a more structured classroom environment
 - Alonzo, who has a learning disability that would require the school's curriculum to be modified in order for him to progress
21. Which of the following factors is most likely to render a student eligible for special education services?
- Lack of quality instruction in the student's prior school
 - Limited English proficiency
 - Cultural or socioeconomic disadvantage
 - Emotional disability
22. Which of the following is NOT part of an Individualized Education Plan (IEP) team?
- The student and his or her parents
 - The special education teacher
 - The student's classroom teachers
 - The school administrators
23. Which of the following statements is NOT true of the goals in an Individualized Education Plan (IEP)?
- They should be challenging, but also realistic and attainable
 - They do not need to be measurable so long as they are clearly stated
 - They are comprised of smaller, short-term objectives
 - They must be accompanied by an explanation of how they'll be accomplished
24. In conducting a tripartite assessment, factors from which of the following categories should be considered?
- Individual
 - Support system
 - Situational
 - All of the above
25. Which of the following statements is NOT true of a developmental history assessment?
- It is created in consultation with the student's parent or caretaker
 - It is a quantitative assessment that provides scalable results
 - It can be used by a professional knowledgeable about child development to identify areas of developmental delay
 - It typically includes a family history
26. Repetition of problems across several generations can be identified using a...
- Tripartite assessment
 - DSM-IV
 - Genogram
 - Culturogram

27. Amelia, a 5th grader, has extreme difficulty forming letters and numbers and routinely avoids writing and drawing tasks. However, her teacher has observed that she is excellent at explaining her thoughts verbally. Which of the following would be the most likely diagnosis for Amelia?
- Dysgraphia
 - Dyslexia
 - Dyscalculia
 - None of the above
28. Which of the following students would most likely need to be tested for dyslexia?
- Ellen, who has difficulty writing at grade level but can express her thoughts clearly when she is given the opportunity to answer questions orally
 - Sandra, a 2nd grader who still struggles with phonological awareness and blending
 - Phillip, a 5th grader who still has not grasped basic math facts and has difficulty organizing his math homework in a logical way on paper
 - All of these students should be tested for dyslexia
29. Although Marco demonstrates strong academic aptitude, he is frequently distracted in class. He has extreme difficulty concentrating on tasks, planning and organizing for events in the future, and controlling his impulses. As a result, Marco's academic performance is poor and he frequently becomes frustrated with tasks that take too long or require planning or organizing. Which of the following statements is true of Marco?
- He demonstrates strong executive function, but probably has an emotional disability
 - Despite Marco's strong academic aptitude, he is failing in school because he has poor executive function
 - Marco's poor academic performance is probably caused by inattentive or overly permissive parents
 - Marco's poor academic performance could be easily remedied if his teacher provided him with more challenging assignments
30. Which of the following is generally NOT true of students with emotional disabilities?
- They have strong interpersonal skills and high self-esteem
 - They frequently experience anxiety and depression
 - They struggle academically as a result of their emotional disability
 - They often demonstrate inappropriate behaviors in normal social settings
31. Which of the following statements is true of the Critical Incident Stress Debriefing (CISD)?
- It is an effective replacement for psychotherapy
 - It can only be used with high-risk adult professional groups like firefighters and paramedics
 - It is designed to prevent extreme reactions to crises and reduce the risk of post-traumatic stress disorder
 - It is usually delivered between one and three weeks after a crisis has taken place
32. The peer mediation strategy for conflict resolution among students has which of the following advantages?
- Teachers and administrators guide the process and determine the final outcome
 - The students involved can work out their problems without the interference of a third party
 - The students involved in the conflict have a fellow student present to help them work out their differences
 - The students can choose not to come to an agreement

33. Which of the following is typically NOT part of a comprehensive school conflict resolution plan?
- Curriculum
 - Mediation
 - Negotiation
 - Evaluation
34. A curriculum that is designed to teach students about conflict resolution would most likely include which of the following?
- Emphasis on the fact that conflict is a normal part of life
 - Training students to value diversity
 - Role-playing to practice conflict resolution strategies
 - All of the above
35. Which of the following statements would be most consistent with a systems approach to school social work?
- Excluding parents from child therapy
 - Considering family therapy to help a troubled child
 - Considering a child's medical history when designing interventions
 - Recommending play therapy for a child
36. When attempting to identify the early warning signs of violent or aggressive behavior that could put other students in the school at risk, school social workers should...
- Be careful to view behavior in a developmental and social context
 - Use stereotypes to identify students that should be watched more closely
 - Avoid forming close relationships with students who are exhibiting early warning signs
 - Respond aggressively if a student shows even a single warning sign
37. A school social worker has noticed an increase in conflict situations among students at the middle school where he works. The most effective response to this increase would be to...
- Initiate a Critical Incident Stress Management (CISM) program
 - Work with the local police department to increase security at the school
 - Develop and implement a comprehensive school conflict resolution plan, or reevaluate the existing plan if one already exists
 - Work with the school's administration to identify ways to remove troublesome students from the school
38. Which of the following is true of pre-referral interventions?
- They must be tried and found ineffective before a student can be referred for special education services
 - They are generally ineffective
 - They are designed by each of the student's classroom teachers individually
 - Their main goal is to lay the groundwork for the student's eventual referral to special education
39. Successful pre-referral interventions generally involve...
- A problem-solving approach
 - Diagnosis of a learning disability
 - Isolating the student from peers during the pre-referral process
 - All of the above

40. Providing toys and the opportunity to play is an important strategy for school social workers to use in building relationships with young clients because...
- It allows children to escape from their problems
 - It puts children at ease and can provide important revelations about the child's feelings and experiences
 - It gives the child a sense of what a "normal" home is like
 - It stimulates the child's creativity and allows him or her to build self-esteem
41. Which of the following children would NOT be an appropriate candidate for play therapy?
- Amelia who has anxiety so severe that she cannot function in a normal classroom setting and frequently misses school
 - Nathan a 5th grade student who is a recent victim of sexual abuse
 - Maricela who was traumatized by a home invasion in which her parents were killed
 - Jonas who has a learning disability, but does not exhibit signs of low self-esteem or other emotional problems
42. When making a diagnosis using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) and its multi-axial assessment system, depression would fall under which of the following axes?
- Axis I
 - Axis II
 - Axis III
 - None of the above
43. Which of the following would fall under Axis IV of the multi-axial assessment system in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)?
- Alcohol dependence
 - Physical abuse by parents
 - Diabetes
 - Schizophrenia
44. Which of the following is an example of task analysis?
- Demonstrating the process for using a pay phone
 - Guiding a student through the process of brushing her teeth using prompts
 - Breaking down the process for tying shoelaces into component parts so that it can be taught to a student using chaining
 - Gradually weaning a student from completing a task with assistance to completing it independently
45. Terrance is an 8th grade student who has been through several foster homes during the past year, and has recently enrolled in Middle View School after moving in with a new foster family. The social worker at the school needs information about Terrance's academic and behavioral history to determine if he needs special education services. How can the social worker most effectively go about getting this information about Terrance?
- Schedule an interview with Terrance's new foster parents
 - Call Terrance's previous school
 - Consult with Terrance's case worker
 - Contact Terrance's previous foster parents

46. The Rosenberg Scale and the Coppersmith Inventory are both tests that measure...
- Self-esteem
 - Emotional disturbance
 - Reading comprehension
 - Writing ability
47. An individual is typically considered mentally retarded if their IQ falls below...
- 100
 - 85
 - 75
 - 70
48. The Wechsler Intelligence Scale for Children (WISC) is appropriate only for children...
- Under 3 years old
 - Between 3 and 6 years old
 - Between 6 and 16 years old
 - Between 6 and 12 years old
49. Which of the following is a correct list of basic ethical values to which school social workers and other social work personnel are required to adhere?
- Confidentiality, self-determination, and client protection
 - Judgment, confidentiality, and self-determination
 - Child prioritization, judgment, and confidentiality
 - Self-determination, confidentiality, and client participation
50. The National Association of Social Workers' (NASW) Standards for School Social Work Services requires that school social workers do all but which of the following?
- Manage their workloads efficiently
 - Provide consultation to local education agency personnel
 - Safeguard the confidentiality of information about students and their families
 - Formally evaluate the effectiveness of special education teachers
51. Which of the following is NOT one of the core values of the social work profession, according to the National Association of Social Workers (NASW)?
- Service
 - Dignity and worth of the person
 - Educating others about social work
 - Social justice
52. Francisco is a 7th grade student whose grandmother has legal custody of him. According to the Family Educational Rights and Privacy Act (FERPA), a school would need to obtain his grandmother's permission to release Franco's educational records in all but which of the following situations?
- Francisco is transferring to another school and the new school needs his records
 - Francisco's mother calls the school to ask how Francisco is doing
 - The school newspaper is listing honors students, and wants to find out if Francisco qualifies
 - Permission would need to be obtained in all of these situations

53. Sarah is a 15-year-old high school student whose family has contacted the school to express their disagreement with grades and comments that one teacher has placed on Sarah's report card. While Sarah's other teachers have given her excellent grades and have complimented her classroom behavior, Mrs. Sikes has consistently awarded her only average grades and has commented that Sarah is rude and disrespectful in class. Not only does Sarah believe that her work warrants higher grades, but she maintains that she has never been rude or disrespectful in Mrs. Sikes' class. The school has determined that they will not amend Sarah's educational record. According to the Family Educational Rights and Privacy Act (FERPA), if Sarah's parents choose to pursue the matter further, they can request...

- a. That a note documenting their dispute with the record be placed in Sarah's file
- b. That the school holds a formal hearing on the matter
- c. That the teacher in question be terminated
- d. They do not have the right under FERPA to request further action at this point

54. Jose is a 6-year-old whose parents have consistently used threats of abandonment to control his behavior. His parents' inconsistent care and frequent neglect have caused Jose to expect rejection from his parents. Jose's fear of attachment and expectation of rejection is best described as...

- a. Anxious resistant attachment
- b. Anxious avoidant attachment
- c. Insecure attachment
- d. None of the above

55. Ivan Pavlov's classical conditioning theory of learning and B.F. Skinner's operant conditioning model are both best described as...

- a. Behaviorist
- b. Constructivist
- c. Cognitive
- d. Humanist

56. Sonia is a 7th grade student who has been struggling academically and getting into trouble at both home and school. In contrast, her twin sister Trina, with whom she frequently fights, is very successful academically and is popular with both teachers and other students. Sonia frequently blames others for her own failures. According to Bernard Weiner's attribution theory, Sonia would make which of the following attributions for Trina's success?

- a. She would acknowledge that her sister is successful because of her own effort and innate talent
- b. She would argue that Trina is only succeeding in order to make her look bad
- c. She would insist that Trina's success is only due to external factors like luck, rather than a result of her own efforts
- d. She would deny that Trina is more successful academically and socially than she is

57. When explaining the circumstances of a tragic event to a child who is at the pre-operational stage in Piaget's stage theory of cognitive development, a school social worker should keep in mind that...

- a. The child cannot think abstractly, and needs a clear, concrete explanation of the circumstances
- b. The child has completed all stages of cognitive development, and it would be appropriate and effective to use metaphors to explain the situation
- c. The child has probably not acquired any language skills yet
- d. It may be helpful to ask the child to write a poem or story to express his or her feelings about the tragedy

58. Which of the following statements is consistent with Howard Gardner's multiple intelligences theory?

- a. Linguistic and mathematical intelligence are the two main types of intelligence
- b. Students can only excel in one academic subject
- c. Students who do not succeed in traditional academic subjects are likely to have other strengths that may be overlooked by teachers
- d. Students who have strong interpersonal and intrapersonal skills will not be successful academically

59. Mr. Franklin is a school social worker who is holding a crisis intervention group for four students who were rescued after their school building collapsed in an earthquake. He has encouraged students to provide a vivid description of the traumatic event and emphasized that their emotional reactions were normal. He has also encouraged the students to identify strengths and benefits they have derived from the traumatic experience. Which step in the standard crisis intervention protocol for children did Mr. Franklin leave out?

- a. Asking the children to draw pictures that represent their feelings during the event
- b. Helping the students assign blame for the traumatic experience
- c. Explaining the facts of the event in language that the children can understand
- d. Telling the students what will happen next in the rebuilding process

60. A school social worker has a student who has come to her to explain that her family has recently become homeless. Which of the following would be an appropriate referral to make?

- a. She should refer the student to the school psychologist (if available) to identify and treat any trauma the student might be feeling as a result of this experience
- b. She should refer the student to a local social service agency so that a case worker can be assigned
- c. She should immediately refer the student a local hospital to be checked for signs of abuse
- d. A and B

61. A teacher approaches a school social worker to tell her about suspicions that one of her students is being physically abused at home. The student has not confirmed that abuse has occurred, but the student's physical condition suggests strongly that this is the case. What advice should the social worker give?

- a. He should advise the teacher not to take any action unless the student admits that abuse has occurred
- b. He should suggest that the teacher schedule a conference with the parents to confront them
- c. He should inform the teacher of her legal responsibility to contact authorities as soon as possible
- d. He should remind the teacher that it is dangerous to jump to conclusions in these situations

62. Over the last year, a school social worker has noted a marked increase in the number of enrolled students for whom English is a second language (ESL). Unfortunately, this is a new phenomenon at the school, and the school does not have any resources to support these students. How should the social worker respond to this problem?
- Tell the students' parents to attend a school board meeting and demand more funding for ESL students
 - Transfer some of the students to a nearby district that has more resources for ESL students
 - Refer the students' parents to a free local program that teaches English to immigrants
 - Identify and apply for state and federal funding that would pay for ESL resources and professional development for teachers
63. Which of the following statements is true of a child with language delay, but NOT true of a child with speech delay?
- The child will have difficulty developing reading skills
 - The child will have difficulty communicating with others
 - The child will probably have difficulty developing normal relationships with peers
 - All of the above
64. Which of the following statements is true of language development in children?
- All normal children develop language at exactly the same rate
 - Receptive language ability develops more quickly than expressive language ability
 - Normal children begin to understand simple instructions and utter basic words at about two years of age
 - Children do not normally develop a grasp of basic pragmatics until 7 to 8 years of age
65. The ability to take turns with others during a conversation and change one's manner of speaking depending upon one's audience would fall under which of the following categories of language development?
- Pragmatics
 - Semantics
 - Phonology
 - Grammar
66. When interviewing a client, a school social worker should...
- Never use confrontation techniques, because they can cause further harm to the client
 - Never use self-disclosure, because this automatically crosses a professional boundary
 - Only ask open-ended questions, because closed-ended questioning makes the client feel uncomfortable
 - Use restatement and clarification to demonstrate comprehension of what the client has said

67. Mrs. Sanders is holding a support group for children of divorce, and she is composing a confidentiality contract for the group. Which of the following elements would be the most important to include in the contract?
- A stipulation that children can tell their parents about disclosures by other students in the group
 - A reminder that any student who breaches the contract will be removed from the group
 - A statement emphasizing that confidentiality must be maintained even after a member leaves the group or the group is disbanded
 - A detailed list of disclosures that the social worker leading the group would have to report to authorities if they are mentioned (abuse, neglect, etc.)
68. Mariah is a troubled 7th grader who has a history of lying to teachers and spreading false rumors about other students. Mariah has approached the social worker at her school to disclose that her friend's father attempted to sexually abuse her. The social worker is suspicious that Mariah is making up the story to hurt her friend because they have been fighting recently. He presses this question with Mariah, but she insists she is telling the truth. Given Mariah's history, how should the social worker respond?
- He should ignore the disclosure because Mariah's story is not credible
 - He should bring in the student whose father Mariah implicated to find out if she thinks the story is credible
 - He should inform the authorities, and include the facts of Mariah's background in his disclosure
 - He should inform Mariah's parents, and let them decide whether authorities should be contacted
69. Which of the following communication techniques best demonstrates consideration of one's audience?
- Using simpler vocabulary words when speaking to children as opposed to adults
 - Changing one's tone to communicate a sense of urgency or seriousness
 - Writing a letter as opposed to speaking in person
 - Writing an outline of what you plan to say before meeting with a parent
70. A recent survey of teachers at Frankfield Middle School indicates that they do not have a clear understanding of the school social worker's role, and are not aware of many of the resources that the social worker has to offer. Which of the following would be the most effective way to make teachers more aware of these resources in a timely manner?
- Meet individually with each teacher to explain the resources they offer and discuss specific students for which those resources might be appropriate
 - Send all teachers an email welcoming them to make an appointment with the social worker if they would like more information about the resources she provides
 - Prepare and distribute a brief letter containing contact information and an outline of the resources offered by the social worker
 - Require all teachers to attend a series of classes to educate them about the resources that the social worker has to offer

71. A school social worker is planning a training session to facilitate collaboration between regular and special education teachers. In order to be effective, the session should focus on...
- Emphasizing the job responsibilities of special education teachers so that regular education teachers will understand how challenging their role is
 - Introducing strategies for collaboration, such as joint unit and lesson planning
 - How teachers can identify students who may need special education services
 - Explaining what an Individualized Education Plan is, and how it should be used
72. In evaluating the success of a plan to increase collaboration between regular and special education teachers, participants noted that the biggest factor that prevented the plan from being more successful was a lack of planning time. The school's social worker has been asked to assess the program and recommend ways to improve it. Which of the following would be the most effective recommendation, given the findings of the evaluation?
- Provide more training about collaboration strategies
 - Have the school administrators schedule times during the school day for joint planning sessions
 - Give teachers greater incentives to successfully collaborate
 - Schedule weekly meetings to evaluate further progress toward successful collaboration
73. Which of the following activities should be undertaken in collaboration with a student's parents and teachers?
- Creating a student's Individualized Education Plan (IEP)
 - Designing a school-to-work transition plan
 - Implementing pre-referral interventions
 - All of the above
74. Mr. Pieta is a special education teacher who is developing a set of classroom rules in collaboration with the school social worker. He is looking for a strategy to make the students feel more invested in the rules, and thus more likely to follow them. Which of the following should the social worker suggest?
- Allow the students to participate in the creation of the classroom rules
 - Allow each student to make his or her own personal set of rules
 - Require each student to read and sign a copy of the classroom rules
 - Engage the students in a role-playing exercise in which they act out rule violations and consequences
75. Ms. Johns is a school social worker who has decided to conduct a needs assessment of physical and emotional safety within the school community. Now that she has identified the purpose of the assessment, what should her next step be?
- Select a survey instrument
 - Identify the specific population within the community to be studied
 - Collect and analyze data
 - Conduct exploratory interviews

76. Mr. Ulrich is a school social worker at a high school with large numbers of disadvantaged students and low graduation rates. While the school's administration is convinced that graduation rates can be increased if students' academic engagement and performance in the 9th grade can be improved, Mr. Ulrich is convinced that there is a very strong link between school attendance and dropout rates. He believes that the school's dropout prevention funds could produce better results if they were spent on programs to improve school attendance in the 9th and 10th grade levels. How can Mr. Ulrich most effectively promote his alternative policy approach to the school's administration?

- a. He can recruit several students whose personal stories support his point to speak at the next administration meeting
- b. He can use the school's data on attendance, 9th grade academic performance, and dropout rates to demonstrate empirically that his approach would be more effective
- c. He can ask teachers who agree with him to write letters to the school's administration
- d. He can schedule a one-on-one meeting with the school principal to discuss his idea

77. Which of the following is an example of a teaching strategy that uses intrinsic motivation?

- a. Providing students with extra credit for completing homework assignments
- b. Calling students' parents to tell them when their children do a good job in class
- c. Designing lessons that tap into students' own personal interests
- d. Providing positive consequences like free time for good classroom behavior

78. Which of the following statements is NOT true of cultural competence?

- a. It generally focuses on the weaknesses of the culture in question so that social workers can help to correct the negative effects of those weaknesses
- b. Its principles can be applied when interacting with individuals from different age groups, ethnic groups, sexual orientations, and other diverse groups
- c. It is a continuous process that requires openness to new ideas and values
- d. It is a critical skill for school social workers who want to work successfully with individuals from diverse backgrounds

79. Which of the following is NOT consistent with a culturally competent approach to education?

- a. A school social worker has recently been assigned to a school with a large Native American population, so she strives to educate herself about the students' culture
- b. A school administrator invites an expert to lead a session in which teachers examine their own individual cultural values and explore ways in which they might conflict with the values of students and parents from diverse cultural backgrounds
- c. A teacher whose classes are very diverse avoids mentioning cultural differences for fear of offending her students
- d. A school social worker acknowledges and explores differences between her own cultural background and the backgrounds of families with which she consults

80. Mr. Winters is a white school social worker who has 10 years of experience working at a school where the vast majority of students were also white, but he recently accepted a job at a school where 93 percent of the students are African American. Based on the National Association of School Social Workers' Standards for Cultural Competence, how should Mr. Winters approach this new experience?

- a. He should not acknowledge that his cultural background differs from the students, and should not alter his social work practice in any way
- b. He should assume that he can never fully understand a culture to which he does not belong, so he should not bother to explore his new students' culture
- c. He should acknowledge that his cultural background differs from that of his students, and attempt to learn as much as he can about African American culture while focusing on its strengths
- d. He should attempt to find as many similarities as possible between himself and his students so that he is able to relate to them

81. Which of the following is NOT advocated by the National Association of School Social Workers' Standards for Cultural Competence?

- a. Providing appropriate support for clients whose first language is not English
- b. Taking steps to increase diversity in the social work profession
- c. Avoiding political or legal advocacy on behalf of clients from diverse cultural backgrounds
- d. Developing the knowledge and skills necessary for interacting with diverse client groups

82. Shauna is a 4th grade student who has been diagnosed with dysgraphia, but who has not demonstrated a need for special education services in the past. Because the 4th grade curriculum requires students to complete much more complex writing tasks than were required in previous grades, Shauna's teacher has asked the school social worker to suggest some strategies to help Shauna succeed in these more difficult tasks. Which of the following should the social worker suggest?

- a. Allow Shauna to type or dictate all of her assignments and completely steer her away from handwriting practice because it will weaken her confidence
- b. Allow Shauna to type or dictate her written assignments for grading, but also require her to turn in handwritten versions of some assignments so that she can practice her handwriting
- c. Require Shauna to handwrite all assignments and monitor her progress
- d. Immediately refer Shauna for special education services because she will not be able to succeed with the more complex 4th grade writing assignments

83. A school social worker has identified a gifted and talented student who recently began causing trouble in her classes. The student's teachers report that she is frequently off-task and distracts other students from their work. What should the social worker's first step be in remedying this problem?

- a. Find out what disciplinary measures the student's teachers have taken, and schedule a parent conference
- b. Speak with the student and her teachers to find out whether the curriculum is sufficiently modified to meet her needs
- c. Ask the student to write a letter to her teachers offering an apology and explaining why she has been behaving this way
- d. Test the student to see if she qualifies for special education services

84. Which of the following is NOT a true statement regarding professional competence and development for school social workers?
- School social workers may branch out into new practice areas if they attain appropriate training and supervision
 - Social workers should avoid straying beyond their areas of expertise, even if a patient requires services in which they are not well-versed
 - School social workers should approach emerging areas of practice with caution if recognized standards for those areas do not yet exist
 - Social workers should not represent themselves to clients as being competent in areas in which they are not
85. Which of the following statements is true of self-assessment for school social workers?
- It is only necessary within the context of cross-cultural knowledge and skills
 - It is only required for licensed professionals during the first three years of practice
 - School social workers are typically required to complete routine self-assessments to maintain their licensure
 - School social workers should continually assess their personal strengths and needs to find ways to improve their practice
86. A new student with a rare learning disability has just enrolled in school and Ms. Leyva, the school social worker, is unfamiliar with the disability. In order to learn more about the disability and ensure that the student receives appropriate accommodations, Ms. Leyva should...
- Conduct research on reliable Internet sites or at her local library to become more familiar with the learning disability
 - Ask the student's parents to provide more information about the disability
 - Enroll in a college course that covers the disability that the student has
 - Suggest that the student attend another school where the school social worker is more familiar with the student's disability
87. Which of the following scenarios would be MOST likely to create a conflict of interest for a school social worker?
- A school social worker is working with two students who are brother and sister
 - A school social worker is related to the special education teacher at his school
 - A school social worker is one of several social workers employed at the school that her daughter attends
 - A school social worker is working with a student whose parent is his ex-wife
88. Which of the following statements is true of physical and sexual contact between school social workers and their clients?
- It is acceptable for school social workers to engage in consensual sexual activities with past clients who are of legal age
 - While school social workers are prohibited from engaging in physical or sexual contact with clients, this prohibition does not extend to the families of their clients
 - Social workers may engage in physical but non-sexual contact with clients if they have set clear, appropriate boundaries with the client and are certain that no psychological harm will result
 - It is acceptable for school social workers to work with a student when the social worker has had a sexual relationship with the student's parent in the past

89. The person-in-environment system was developed primarily to...
- Provide a standardized classification system for social workers
 - Replace the DSM-IV as the primary diagnostic tool for mental illness
 - Provide a classification system for physical illnesses that was more accessible to social workers
 - Make the diagnostic process more culturally inclusive
90. A school social worker is considering holding group counseling sessions for children of divorced parents at the school where she works. Which of the following should NOT be a consideration in selecting the group members?
- Ensuring that the group includes children of widely varying ages, which would allow older students to mentor younger students
 - Ensuring that the group members are either all the same gender or a relatively equal mix of boys and girls
 - Ensuring that the students involved in the group are relatively equal in terms of attention span and maturity
 - Ensuring that each student shares some common traits with at least one other member of the group
91. Which of the following correctly states an implication of social learning theory?
- If a student sees other students following the rules and being rewarded for good behavior, that student is more likely to mimic their good behavior
 - Students can be enticed to behave well if they are promised positive rewards
 - Students can be encouraged to behave well if they are threatened with negative consequences
 - Students' behavior is primarily influenced by their genetic predispositions, and there is little that can be done by others to influence it
92. Which of the following steps does NOT occur during the pre-referral process?
- Brainstorming possible interventions
 - Writing an Individualized Education Plan
 - Implementing interventions in the classroom
 - Evaluating the success of interventions
93. Students who need to be evaluated for special education services are typically referred by...
- Their regular education teachers
 - Their parents
 - Special education teachers
 - A and B
94. A school's pre-referral intervention team has identified several students in Mr. Arbuckle's class whom they would like to evaluate for special education services. However, Mr. Arbuckle seems reluctant to refer students and participate in the intervention plans that the team designs even after the team has spoken with him about the importance of participating. Which of the following approaches should the team try first to elicit more cooperation and participation from Mr. Arbuckle?
- Explain the situation to the school principal and ask her to speak with Mr. Arbuckle
 - Contact the parents of the students in the teacher's class and ask them to speak with the teacher about the importance of referring their children
 - Ask a fellow teacher who Mr. Arbuckle respects and admires to speak with him
 - Give up and focus attention on students in other classes with more cooperative teachers

95. A school social worker is a member of a pre-referral intervention team that is developing interventions for a student who has been diagnosed with attention deficit hyperactivity disorder (ADHD). Which of the following interventions should the social worker suggest?
- Giving the student shorter tests and assignments
 - Allowing the student to take short, scheduled activity breaks during tests and assignments
 - Allowing the student to take tests orally
 - Allowing the student to complete assignments in a group or with a partner
96. Andrea is a 4th grade student who has been identified as having an emotional disability. Her chronic need for attention often causes her to misbehave in class, and her emotional instability can lead to loud outbursts and refusal to participate in class activities and assignments. She also has a marked difficulty building relationships with her peers, and is frequently ostracized by her classmates. Which of the following would be an appropriate Individualized Education Plan (IEP) goal for Andrea?
- Andrea will not attend school if she feels that she might get into trouble that day
 - Andrea will raise her hand and wait for permission to speak during class
 - Andrea will make more friends
 - Andrea will not yell at other students
97. The Individuals with Disabilities Education Act (IDEA) requires that students with special needs be placed in...
- The most beneficial environment
 - A classroom with a low student-teacher ratio
 - The least restrictive environment possible
 - A school setting in which they feel safe
98. Which of the following statements about the requirements of Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities Education Act (IDEA) is true?
- Both Section 504 and IDEA require that students demonstrate that their disability interferes with their learning in order to qualify for protection
 - Students who qualify for protection under Section 504 automatically qualify for protection under IDEA
 - Students who qualify for protection under Section 504 and those who qualify for protection under IDEA are both entitled to Individualized Education Plans (IEPs)
 - Section 504 protects individuals with disabilities from discrimination; IDEA provides procedural safeguards for children who have disabilities that interfere with their learning
99. Which of the following students would most likely qualify for protection under Section 504 of the Americans with Disabilities Act, but not the Individuals with Disabilities Education Act (IDEA)?
- A student who is in a wheelchair, but has no other disabilities
 - A student who has an auditory disorder that affects her ability to learn
 - A student who has an emotional disability that prevents him from functioning in a normal classroom
 - A student with ADHD who cannot concentrate on assignments

100. Mrs. Singer has requested that her son Thomas be exited from special education services at his school. Which of the following must the school's multidisciplinary evaluation team (MET) do before Thomas' services can be discontinued?

- a. They must inform Mrs. Singer of the possible consequences of his exit
- b. They must conduct a reevaluation
- c. They must gain approval from Thomas' classroom and special education teachers
- d. They must develop a Section 504 Accommodation Plan to replace Thomas' IEP

Answers and Explanations

1. C: Students for whom English is a second language exhibit a range of IQ scores that is about the same as that of students for whom English is a first language. While students for whom English is a second language may struggle with academics until their English skills improve, it is not true that these students are below-average in intelligence. In addition, most students for whom English is a second language are able to read in English at grade level within a few years.

2. A: Students with cultural or socioeconomic backgrounds that differ from the backgrounds of the majority of the students at their schools are likely to have a different body of background knowledge than their fellow students, which may adversely affect their academic performance. For example, reading passages and math problems may rely on cultural references that a student with different background knowledge does not understand. However, students with different background knowledge from their peers may also have unique knowledge and strengths that allow them to be more successful than other students in certain areas.

3. D: Based on the information provided about Julio's intelligence level and English language skills, it is appropriate to infer that Julio is struggling academically because he has difficulty speaking and understanding English. It would be inappropriate to refer Julio for special education services because he does not appear to have a disability. It would be helpful for Julio to practice English, but the approach described in answer C is extreme and would be counterproductive. However, Julio's teachers could help him by providing adaptations in the classroom to ensure that he fully understands the instruction that is being provided to him.

4. D: The most appropriate adaptation for a student with a mild hearing impairment would be to ask the teacher to make small adaptations for the student. For example, the teacher can be sure to deliver instruction loudly and clearly, and can check in with the student after the instruction to ensure that the student heard everything. Standing very near the student throughout instruction would be overly cumbersome for the teacher, and would also draw unwanted attention to the student's disability.

5. B: External validity refers to the extent to which a test or experiment mirrors the real world situation about which the researcher is attempting to gain information. If the test or experiment lacks external validity, then the results may be compromised because the subject will not behave during the test as they would in the real world.

6. C: If the researcher finds that the subjects answer the questions in the same way over time, this indicates that the questions that comprise the test are reliable. If the answers to the questions vary significantly over time and it is clear that these changes are not caused by legitimate changes in the variables being measured, then it indicates that the test questions are not reliable.

7. C: The best way for the social worker to determine whether or not the information in the article is reliable would be to conduct research on the Internet or at a library to determine whether or not the research has been published in a peer-reviewed journal. While it might be helpful to ask colleagues about the author or research his educational background, the only way to determine whether or not the research itself is legitimate is to find out if it has been published in a respected peer-reviewed journal.

8. D: The social worker could compile the data in an Excel spreadsheet, and create an appropriate graph based on this dataset. PowerPoint is the standard software program that is used for presenting data in slide format.

9. D: Because observational assessments require a high level of attentiveness from the proctor, a teacher could not effectively administer such an assessment while instructing the class. Instead, it would be ideal if the social worker could attend the class and personally administer the assessment. Interviewing the student's parents about home behavior would be the next step if the initial screening suggested a need for further investigation. A self-assessment would not be an appropriate diagnostic technique in this case.

10. A: A norm-referenced test would be the most appropriate for determining where a student stands in relation to her peers. Results from norm-referenced tests show how a given student's score compares to the scores of other students who took the same test. They are not effective for measuring progress or mastery because they do not measure a student's performance against a static indicator such as a standard or learning objective.

11. C: Strength-based assessments are designed to focus on the student's abilities rather than the student's deficiencies. They consider affective strength, interpersonal strength, intrapersonal strength, family involvement, and school functioning. Intelligence is not one of the main components considered in this type of assessment, although it would be considered in an overall evaluation of a student.

12. B: If professional translators are not an option, the school could ask bilingual community members to translate for parents who consent to having a third party present at their conference. Asking students to translate would raise privacy concerns, as well as concerns about the accuracy and completeness of the translation. Scheduling conferences at students' homes might help parents feel more comfortable, but it would not alleviate communication problems.

13. C: The most constructive step towards increasing attendance at future conferences would be to interview parents, teachers, and community members to identify obstacles to attendance at conferences and find ways to reduce them. It is very likely that parents understand that conferences are important, but that they face genuine obstacles to attendance like language barriers and scheduling conflicts. Conducting a needs assessment like the one described here is considered a best practice for school social workers.

14. C: The most appropriate way for the social worker to address this problem would be to arrange a conference with Maria's parents to find out what is preventing them from helping Maria with her homework, and suggesting community resources that could assist in resolving these issues. For instance, if their work schedule presents an obstacle, the social worker could recommend free community tutoring resources.

15. A: The most appropriate first step for the social worker to take would be to speak with the teacher privately to document the concerns and recommend resources for professional development. It would be most effective for the social worker to try to address this problem with the teacher before involving other parties like the school's administration or parents.

16. C: The best way to encourage participation would be to describe the ways that volunteering can promote students' sense of personal and social responsibility. This emphasis on the positive effects

of volunteering will give parents a strong reason to encourage participation, as opposed to a negative or competitive approach that could inspire complaints and noncompliance from parents.

17. B: Interventions created using functional behavior assessments attempt to identify the purpose served by a particular behavior and substitute a replacement behavior for it. Functional behavior assessments are student-centered, and they are proactive in the sense that they attempt to find ways to prevent future problems. Traditional approaches to behavior intervention and modification tend to focus on punishing behavior after it has occurred.

18. C: If the student has a disability, but has responded positively to interventions and has shown continued improvement in a general education setting, then a Full and Individual Evaluation would not be necessary. The Full and Individual Evaluation is conducted when there is reason to believe that the student has both a disability and needs that cannot be met effectively in the general education classroom.

19. A: The school has 60 days to complete Omar's Full and Individual Evaluation according to law.

20. A: Amanda, who has suffered a mild brain injury but shows no evidence of disability and performs well in the classroom, would be unlikely to qualify for special education services. In order to qualify for special education services, a student needs to have both a disability and special needs that cannot be accommodated in the mainstream classroom.

21. D: A student with an emotional disability would be likely to qualify for special education services. In order to qualify, students must have a demonstrated need for services that cannot be reasonably provided in a mainstream classroom, and also have an identified disability. Students with limited English proficiency, cultural or socioeconomic disadvantages, or lack of prior quality instruction have a need for instruction that may be difficult to provide in a general education setting, but no disability.

22. D: An Individualized Education Plan (IEP) team consists of the student and his or her parents, the special education teacher, the student's classroom teachers, and any support workers or outside agencies involved with the student. The school administration is not typically a part of the IEP team. The purpose of the IEP team is to identify appropriate behavioral and academic goals for the student and develop a plan to help the student achieve them.

23. B: IEP goals should be challenging, but also realistic and attainable. They are comprised of smaller, shorter-term objectives, and they must be accompanied by an explanation of how they will be accomplished. IEP goals should also be measurable, because this characteristic is important for determining whether or not the student has met the goals.

24. D: In conducting a tripartite assessment, factors that describe the individual, the individual's situation, and the individual's support system are all considered. Individual factors include the person's history and individual traits. Situational factors refer to the specifics of the problem(s) that the individual is facing. The support system refers to the people and events that surround the individual, such as family and friends.

25. B: A developmental history assessment is a qualitative (not quantitative) assessment that is created in consultation with the student's parent or caretaker when possible. It can be used by a professional knowledgeable about child development to identify areas of developmental delay. It also typically includes a family history.

26. C: Repetition of problems across several generations can be identified using a genogram, which diagrams the client's extended family and any identifying characteristics of those family members. The genogram helps the social worker understand the family situation in which the client is embedded, and to identify patterns that may be affecting the client's behavior.

27. A: Students who can explain their ideas verbally but have difficulty with the physical act of forming letters and numbers may receive a diagnosis of dysgraphia.

28. B: Sandra, a 2nd grader who still struggles with phonological awareness and blending, would most likely be tested for dyslexia because these are common signs of the learning disability. Students with dyslexia may also demonstrate difficulty with reading comprehension, spelling, and recalling math facts.

29. B: Despite Marco's strong academic aptitude, he is failing in school because he has poor executive function. Executive function is the ability to plan ahead and control one's impulses, and people with poor executive function struggle to concentrate and complete complex tasks regardless of their level of intelligence.

30. A: Students with emotional disabilities often demonstrate inappropriate behaviors in normal social settings, struggle academically as a result of their disabilities, and frequently experience anxiety and depression that interfere with their normal social and academic functioning. Far from having strong interpersonal skills and high self-esteem, students with emotional disabilities are often rejected by their peers and have poor self-concepts.

31. C: Critical Incident Stress Debriefing (CISD) is designed to prevent extreme reactions to crises and reduce the risk of post-traumatic stress disorder. It is typically delivered as soon after the crisis event as possible (within 72 hours), and it can be used with any group whose members have experienced a traumatic event, including children. However, professionals agree that CISD is not an effective replacement for psychotherapy, nor is it intended to be.

32. C: Peer mediation involves the participation of a neutral student to help the students involved in the conflict work out their differences. The students determine how the conflict will be resolved, and teachers and administrators are involved only in the organizational phase of the process.

33. C: Negotiation, which involves students working out problems one-on-one with no third party involved, is not typically part of a comprehensive school conflict resolution plan. Such plans typically include a conflict resolution curriculum, peer mediation, professional development, community initiatives, behavior management systems, and evaluation tools.

34. D: A curriculum that is designed to teach students about conflict resolution would most likely include role playing, diversity training, and discussions about how conflict is a normal part of life.

35. B: Recommending family therapy to help a troubled child reflects a systems approach to social work because it acknowledges that the child's problems may be related to family dysfunction. Specifically, because the child is embedded in the larger family system, alleviating the family's problems may help to alleviate the child's problems.

36. A: When attempting to identify the early warning signs of violent or aggressive behavior that could put other students in the school at risk, social workers should avoid misinterpreting such signs by viewing behavior in a developmental and social context. There is great risk and potential

for harm if students are misidentified as potentially violent and aggressive, so teachers and support workers should get to know the student in question as much as possible and view the student's behavior in context. In addition, most students who exhibit violent behavior also display other warning signs, as well.

37. C: A school social worker who has noticed an increase in conflict situations among students at the middle school where he works should either strongly consider developing and implementing a comprehensive school conflict resolution plan, or reevaluate the current plan if it already exists. This approach would attempt to correct the underlying problem rather than simply removing problem students or providing more security.

38. A: Pre-referral interventions must be tried and found ineffective before a student can be referred for special education services. The purpose of pre-referral interventions is for school faculty to work together to find ways to help struggling students succeed in the mainstream classroom instead of referring them for special education.

39. A: Successful pre-referral interventions generally involve a problem-solving approach. Teachers and support workers develop hypotheses about the causes of the student's problems and test various intervention methods. They document and evaluate their efforts and, if these efforts fail, only then do they begin the special education referral process.

40. B: Providing toys and the opportunity to play is an important strategy for school social workers to use in building relationships with young clients because it puts children at ease and can provide important revelations about the child's feelings and experiences. Young children may not yet have the ability to communicate their feelings verbally, but they can often be very successful at communicating them through drawing, or by acting out their feelings with dolls.

41. D: Jonas would not be an appropriate candidate for play therapy because, although he does have a learning disability, he does not exhibit any signs of emotional distress as a result. Amelia, Maricela, and Nathan might all benefit from play therapy because they have disorders or experiences that cause severe emotional distress and can impair daily functioning.

42. A: When making a diagnosis using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) and its multi-axial assessment system, depression would fall under Axis I because it is a clinical disorder. Axis II comprises personality disorders and mental retardation, and Axis III contains medical conditions. Environmental factors are listed under Axis IV, and Axis V contains the evaluator's Global Assessment of Functioning.

43. B: Physical abuse by parents is an environmental factor, and thus it would fall under Axis IV of the multi-axial assessment system in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). Axis IV comprises environmental and psychosocial factors that affect the client.

44. C: Breaking down the process for tying shoelaces into component parts so that it can be taught to a student using chaining is an example of task analysis. It can also be used to determine which parts of a task will be challenging for an individual with a particular disability.

45. C: The most effective method for the social worker to use to get this information about Terrance would be to consult with Terrance's case worker. The case worker should have the most complete and authoritative information about Terrance's past educational experiences. Individual schools and foster parents are likely to have only a partial picture.

46. A: The Rosenberg Scale and the Coppersmith Inventory are both tests that measure level and quality of self-esteem. The Rosenberg Scale asks respondents to agree or disagree with statements about themselves, and the Coppersmith Inventory asks respondents to rate the extent to which certain statements about a hypothetical individual are true or untrue of themselves.

47. D: An individual is typically considered mentally retarded if his or her IQ falls below 70. Considerations for a diagnosis of mental retardation include both cognitive ability and the degree of adaptive behavior that is evidenced in the individual.

48. C: The Wechsler Intelligence Scale for Children (WISC) is appropriate only for children between 6 and 16 years old. Individuals over 16 years are assessed using the Wechsler Adult Intelligence Scale.

49. D: Self-determination, confidentiality, and client participation are all values to which school social workers and other social work personnel are required to adhere. Confidentiality refers to the confidential nature of information entrusted to the social worker by the client. Self-determination refers to the fact that clients have the right to make the final decisions about their behavior and any treatment they may receive, and client participation means that clients have the right to participate in decisions that affect their lives and future.

50. D: The National Association of Social Workers (NASW) Standards for School Social Work Services requires that school social workers manage their workloads efficiently, provide consultation to local education agency personnel, and safeguard the confidentiality of information about students and their families. However, they are not required to formally evaluate the effectiveness of special education teachers. This responsibility typically falls to school administrators.

51. C: Educating others about social work is not one of the core values of the social work profession, according to the National Association of Social Workers (NASW) Code of Ethics. The core values are service, dignity and worth of the person, social justice, the importance of human relationships, integrity, and competence.

52. A: Francisco's old school would not need to obtain his guardian's permission in order to send his records to his new school. However, the school would need permission to release his records both to his mother, because she is not his legal guardian, and to the school newspaper.

53. B: Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to a formal hearing if the school denies their initial request for a change in the educational record. If the hearing does not result in a decision by the school to amend the record, the family can then place a note in the file to permanently document their disagreement with the record's contents.

54. B: When children like Jose receive inconsistent care and threats of abandonment, they frequently develop a fear of attachment and expectation of rejection, which is called anxious avoidant attachment. Anxious resistant attachment is usually characterized by separation anxiety and general clinginess.

55. A: Pavlov's and Skinner's theories fit into the behaviorist paradigm, which views the human mind as a "clean slate" that is shaped through exposure to positive and negative stimuli. For example, Pavlov's famous dogs were taught to salivate at the sound of a stimulus (a bell) because they learned to associate it with a positive outcome (food).

56. C: According to Bernard Weiner's attribution theory, Sonia would insist that Trina's success is only due to external factors, like luck, rather than a result of her own efforts. Attribution theory states that individuals tend to attribute their own failures and others' success to external factors, while attributing their own successes to internal factors like talent and effort.

57. A: When explaining the circumstances of a tragic event to a child who is at the pre-operational stage in Piaget's stage theory of cognitive development, a school social worker should keep in mind that the child cannot think abstractly and needs a clear, concrete explanation of the circumstances. Children at this stage of cognitive development are able to classify concrete objects in simple ways, but cannot yet perform more complex cognitive tasks.

58. C: One implication of Howard Gardner's multiple intelligences theory is that students who do not succeed in traditional academic subjects are likely to have other strengths that may be overlooked by teachers. Gardner's theory suggests that there are seven dimensions of intelligence, only three of which (linguistic, mathematical, and spatial) align with traditional academic subjects. Students with high levels of musical, kinesthetic, interpersonal, or intrapersonal intelligence may be overlooked by teachers because these skills are not usually assessed in traditional academic subjects. However, multiple intelligences are not mutually exclusive or zero-sum, as a student can be strong in several areas.

59. C: The first step in a standard crisis debriefing with children is to explain the facts of the event in language that the children can understand. The next step is to ask the children to describe their feelings; this is usually done verbally, but drawings can be helpful as well. The third step is to normalize the children's feelings, and the last step is to help the children identify strengths and benefits they have derived from the traumatic experience. Assigning blame is not typically part of the process.

60. D: It would be appropriate for the social worker to refer the student to the school psychologist and to a local social service agency. However, the student need not be referred to the hospital in this case unless there was a clear reason for thinking that the child had been injured or abused.

61. C: The social worker should inform the teacher of her legal responsibility to contact authorities as soon as possible. All 50 U.S. states have mandatory reporting laws that require professionals who regularly work with vulnerable populations (such as children) to report signs of abuse or neglect in a timely manner. Failure to report can result in legal liability.

62. D: The school social worker should identify and apply for state and federal funding that would pay for ESL resources and professional development for teachers. Although it would also be helpful to refer the students' parents to English-language classes if necessary, applying for additional funding would be the most direct way to address this problem.

63. A: Children with language delay, which is an inability to grasp the fundamental concepts of language (phonology, semantics, grammar, etc.), will likely have difficulty developing reading skills, communicating with others, and developing relationships with their peers. Children with speech delay, which refers to difficulty with the physical act of producing the speech intended, often exhibit difficulty communicating with others and developing relationships with peers. However, because their fundamental understanding of language principles is sound, they are not more likely than their peers to have difficulty learning to read.

64. B: It is true that receptive language ability develops more quickly than expressive language ability. Receptive language ability is the ability to understand others' speech, while expressive language is the ability to form and communicate one's thoughts. Children develop a rudimentary grasp of pragmatics before they are 12 months old, and normal children begin to understand simple instructions and utter basic words at about 12 months.

65. A: The ability to take turns with others during a conversation and change one's manner of speaking depending upon one's audience would fall under the pragmatics category. Pragmatics refers to the social norms involved in successful speech production and communication. Semantics involves the linking of concepts with specific words, grammar involves correctly arranging words to express complex thoughts, and phonology is the pronunciation of words.

66. D: When interviewing a client, a school social worker should use restatement and clarification to demonstrate comprehension of what the client has said. It can be appropriate to use confrontation and self-disclosure techniques in certain circumstances, but the interviewer should be aware of the specific purposes and risks associated with these approaches. Closed-ended questions can also be appropriate when the interview is gathering specific biographical or background information.

67. C: It would be most important to include a statement emphasizing that confidentiality must be maintained even after a member leaves the group or the group is disbanded. Although group members should be informed that the social worker leading the group is obligated to report certain types of disclosures to authorities, a detailed list of such disclosures would make students uncomfortable and distract from the purpose of the contract, which is to emphasize the importance of maintaining confidentiality between group members.

68. C: The social worker should inform the authorities, and include the facts of Mariah's background in his disclosure. Because the social worker is bound by mandatory reporting laws, he must report the disclosure, even if he is uncertain about its credibility.

69. A: Using simpler vocabulary words when speaking to children demonstrates consideration of one's audience because it involves changing one's method of communication to best suit the needs of the listener.

70. C: The best way to quickly and effectively remedy the teachers' knowledge gap would be to prepare and distribute a brief letter with contact information and an outline of the resources offered by the social worker. By preparing a letter with contact information and a summary of services, the social worker allows the teachers to consume the information quickly and at their convenience. Classes and one-on-one meetings would undoubtedly be helpful as well, but approaches such as these would take a significant amount of time and resources to organize.

71. B: In order to be effective, the curriculum should focus on introducing strategies for collaboration, such as joint unit and lesson planning. It would also be helpful to outline the job responsibilities of both regular and special education teachers as a framework, but the main curriculum should focus on collaboration strategies.

72. B: The most effective recommendation, given the findings of the evaluation, would be to have administrators schedule times during the school day for joint planning sessions. This would help to alleviate the time pressure that teachers are currently facing. Additional training and weekly evaluation sessions would only reduce the amount of time teachers have available for planning, and thus would contribute to the problem rather than addressing it.

73. D: Creating a student's Individualized Education Plan (IEP), designing a school-to-work transition plan, and implementing pre-referral interventions should all be done in collaboration with the student's parents and regular education teachers. Both parents and teachers can provide valuable input in these processes.

74. A: The social worker should suggest that the students be allowed to participate in the creation of the classroom rules. This is a common practice used by teachers to help students feel more invested in the rules, and thus more likely to participate. In some cases, the students even suggest rules that are stricter than what the teacher would have proposed. Making individualized sets of rules would be too cumbersome, and while role-playing and asking students to sign copies of the rules can increase rule adherence, they are not designed to make students feel invested in the rules themselves.

75. B: Now that Ms. Johns has identified the purpose of the assessment, her next step should be identifying the specific population within the community to be studied. Ms. Johns will need to determine whether her assessment will include all community members involved with the school, only students, or only specific groups of students (special education students, minority students, students in certain grade levels, etc.). After the population has been determined, the next steps would be to decide how the assessment will be conducted, and to choose a survey instrument if necessary.

76. B: Mr. Ulrich can most effectively promote his alternative policy approach to the school's administration by using the school's data on attendance, 9th grade academic performance, and dropout rates to demonstrate empirically that his approach would be more effective. While gaining the teachers' approval and discussing the idea one-on-one with the principal may also be effective methods of advocacy, providing empirical results that clearly support his approach would be the option most likely to elicit a change in school policy.

77. C: Designing lessons that tap into students' own personal interests is an example of a teaching strategy that uses intrinsic motivation. Intrinsic motivation refers to students' own natural desire to learn and do well. Extrinsic motivation refers to motivation that is inspired by external rewards like grades and prizes. By presenting lessons that revolve around students' personal interests, the students will have more natural motivation to engage with the lessons.

78. A: It is not true that cultural competence dictates a focus on the weaknesses of the culture in question. In contrast, cultural competence approaches are strengths-based, meaning that they attempt to identify and work with positive ideas and values promoted by the culture in question.

79. C: Cultural competency involves acknowledging, exploring, and celebrating cultural differences as opposed to ignoring them. Specifically, cultural competence involves acknowledging cultural differences, understanding one's own culture, engaging in self-assessment, acquiring cultural knowledge and skills, and viewing individuals' behavior within the context of their culture.

80. C: A cultural competence approach to education encourages school social workers to acknowledge differences and learn as much as possible about the cultural backgrounds of the populations with which they are interacting. It focuses on self-awareness (exploration and understanding of one's own cultural beliefs and values) as a method for identifying areas where one's own culture is similar to and different from other cultures.

81. C: The National Association of School Social Workers' Standards for Cultural Competence does not tell school social workers to avoid political or legal advocacy on behalf of clients from diverse cultural backgrounds. In fact, Standard 6 calls for school social workers to "be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate."

82. B: The school social worker should suggest that Shauna's teacher allow Shauna to type or dictate her written assignments for grading, but also require her to turn in handwritten versions of some assignments so that she can work on improving her handwriting. Shauna should not be immediately referred for special education services, nor should she be denied modifications that could help her succeed in the regular classroom. Rather, pre-referral interventions such as typing and dictating assignments should be tried, and a referral should only be made if these adaptations do not result in success for Shauna.

83. B: The social worker's first step in remedying this problem should be to speak with the student and her teachers to find out whether the curriculum has been sufficiently modified to meet her needs. Students who act out in class often do so because their needs are not being met. This particular student's behavior might improve if she is challenged further.

84. B: School social workers may branch out into new practice areas if they attain appropriate training and supervision, but they should not represent themselves to clients as being competent in areas in which they are not. It is true that school social workers should approach emerging areas of practice with caution if recognized standards for those areas do not yet exist. However, it is not true that social workers should avoid straying beyond their areas of expertise if a patient requires services in which they are not well-versed. Social workers have a responsibility to constantly engage in professional development in order to better serve their clients.

85. D: It is true that school social workers should continually assess their personal strengths and needs to find ways to improve their practice. According to the National Association of Social Workers, self-assessment is an important part of effective social work practice that extends beyond cultural competence. Social workers need to continually analyze their interactions with clients to identify ways in which they can provide better service. However, there are no specific professional or legal requirements for self-assessment.

86. A: In order to learn more about the disability and ensure that the student receives appropriate accommodations, Ms. Leyva should conduct research on reliable Internet sites or at her local library to become more familiar with the learning disability. As a professional, it is Ms. Leyva's responsibility to learn about and help to provide appropriate accommodations for all students who attend the school. However, independent research would most likely be sufficient to help the social worker gain the necessary knowledge about the disability, and it would not be necessary for her to take a college course.

87. D: It would be a conflict of interest for a school social worker to work with a student whose parent is his ex-wife, because this would make it difficult for the social worker to pursue all options for care and would likely reduce the quality of care for the student. While the other situations mentioned do present minimal risks for a conflict of interest to emerge, they can be easily managed by a vigilant and responsible professional.

88. C: Social workers may engage in physical but non-sexual contact with clients if they have set clear, appropriate boundaries with the client and are certain that no psychological harm will result.

However, school social workers are prohibited from engaging in sexual relations with current or past clients or their families (even if the clients or family members are of age and the relationship is consensual), and they are prohibited from working with clients with whom they have had a past sexual relationship.

89. A: The person-in-environment system was developed primarily to provide a standardized classification system for social workers. Prior to the creation of the person-in-environment system, social workers had relied primarily on the DSM-IV, as well as medical and penal code classification systems, to categorize patients. The person-in-environment system includes assessments of the client's social functioning and environmental factors that give a fuller picture of his or her quality of life.

90. A: Experts recommend that children who participate in group counseling sessions all be relatively close in age. This ensures that the participants share similar attention spans and maturity levels. Each group member should also share some common traits with at least one other member of the group, so that no members are ostracized. For example, it is critical to ensure that the group members are either all the same gender, or a relatively equal mix of boys and girls.

91. A: Social learning theory is a body of literature which shares the theme that individuals will mimic behaviors of other people when those people are rewarded, and that they will avoid mimicking behaviors for which they observe other people being punished. These theories reject the idea that behavior is only or largely driven by internal factors like genetics and personality, and that behavior can be and often is learned in one's social environment.

92. B: The purpose of the pre-referral process is to attempt to identify reasonable accommodations that can be made in the regular classroom so that the student in question need not be referred for special education services. If it is determined that all reasonable attempts to accommodate the student in the mainstream classroom have not been successful, then the student will be referred for special education services, and an Individualized Education Plan (IEP) will be created.

93. D: Students who are evaluated for special education services are typically referred by the people who know their behavior best: their parents and their teachers. Special education teachers do not typically make referrals because the students with whom they are working have already been referred.

94. C: Before escalating the matter by bringing it up with their superiors, the team should try asking a colleague to speak with Mr. Arbuckle. This approach follows the social proof model of persuasion, in which individuals are motivated to change their behavior because that behavior is working for others, or because it is advocated by individuals that they respect.

95. C: The social worker would very likely suggest that the student's classroom teachers allow the student to take short, scheduled activity breaks during tests and assignments. This intervention would be helpful because students with ADHD tend to suffer academically because of poor concentration. Allowing the student to take breaks might be a successful intervention because it could improve the student's academic performance and obviate the need for special education services.

96. B: IEP goals should be stated positively and should be as specific and measurable as possible. They should also be aimed at encouraging behaviors that will ultimately allow the student to be integrated back into a general education setting.

97. C: The Individuals with Disabilities Education Act requires that students who qualify for special education services be placed in the least restrictive environment possible. This means that students are often placed in a regular education setting for most of their time in school, but visit a special “resource room” for targeted instruction for short periods of time.

98. D: Section 504 protects individuals with disabilities from discrimination, while IDEA provides procedural safeguards for children who have disabilities that interfere with their learning. IDEA requires that students demonstrate that their disability interferes with their learning in order to qualify for protection; Section 504 does not. Only students who qualify for protection under IDEA are entitled to Individualized Education Plans (IEPs).

99. D: A student who is in a wheelchair, but has no other disabilities, would most likely qualify for protection under Section 504 of the Americans with Disabilities Act, but not the Individuals with Disabilities Education Act (IDEA). This is true because, although this student has a disability, it only interferes with her physical access to educational opportunities and not with her ability to learn. This would mean that, although she is entitled to modifications that allow her to access the same educational opportunities available to other students, she would not be entitled to an IEP or other procedural protections offered under IDEA.

100. B: Reevaluations must be conducted at the parents’ request, and they are necessary before a student can be exited from the special education program. Although a Section 504 Accommodation Plan could be developed to replace Thomas’ IEP, this is not a requirement for exit from special education.