

SOCIAL WORK CONTENT EXAM TEST PREP SESSIONS

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INST 217

AGENDA

MSW Graduation Requirements

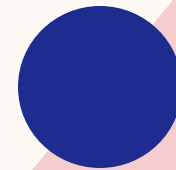
ILTS Testing Windows

Content Exam Preparatory Materials

Tips from 238 Passers

Q & A

Practice Questions Together



MSW GRADUATION REQUIREMENTS

A passing content exam score is not required for your upcoming May graduation from AU; you will earn your MSW on May 6 from AU, and your PEL will be awarded once a passing content exam score populates in your ELIS account.

Feel free and focus on wrapping up your AU semester before tackling the exam - perhaps mid to late May feels good...

CURRENT SCHOOL TRACK DATA FOR MAY AND JULY GRADUATES

There are 166 School Track students graduating in May and 8 in July.

The majority of the 174 students took and passed exam 184 before it faded away this past August.

24 students have passed 238, and 60 students, or 36% of the current School Track population, still need to pass exam 238; of those 60 students, 41 have taken it [at least once] and failed it.



ILTS TESTING WINDOWS

| | |
|----------------------------|------------------|
| <i>4/10/2023–4/23/2023</i> | <i>5/5/2023</i> |
| <i>4/24/2023–5/7/2023</i> | <i>5/19/2023</i> |
| <i>5/8/2023–5/21/2023</i> | <i>6/2/2023</i> |
| <i>5/22/2023–6/4/2023</i> | <i>6/16/2023</i> |
| <i>6/5/2023–6/18/2023</i> | <i>6/30/2023</i> |
| <i>6/19/2023–7/2/2023</i> | <i>7/14/2023</i> |
| <i>7/3/2023–7/16/2023</i> | <i>7/28/2023</i> |
| <i>7/17/2023–7/30/2023</i> | <i>8/11/2023</i> |

CONTENT EXAM PREPARATORY MATERIALS

- SSW Licensing Info Moodle Shell (ONL or on-campus)
- 238 and 184 Practice Tests
- Study.com & ASWB Practice Exams
- School Social Work Best Practice Guide
- Quizlet

TIPS FROM 238 PASSERS

I think the best tip that I got when preparing for this test was truly to pause and consider what the question is asking/looking for instead of thinking about which answer looks like the best "social worky" answer. This is what I think really helped me with passing it.

My advice for the exam would be for the test taker to really focus on exactly what the question is asking. One question on the exam asked for what the most "effective" answer to the stated scenario was while another question focused on the most "efficient" answer. While I may have had different opinions on what I personally would have done in those scenarios/questions, I focused solely on what the question was asking.

The test also asked many questions about what to do in teacher scenarios, i.e. how to best support teachers.

These are the most useful tips/tricks I can think of. Unfortunately, I believe this exam heavily emphasizes the test taker's reading comprehension skills rather than school social work knowledge.

Once you do the practice test, they show you the test again with your wrong answers as well as an explanation to why it was wrong. On top of that, I studied any terms that were featured on the test that I did not know, then made a study guide from there.

Other than that, I took my time on the test, and flagged a ton of questions to go back to if I wasn't 100% sure.

If you over think it too much, all of the answers become confusing and all seem wrong or right. Answer what you think your supervisor might recommend in the situational questions!

TIPS FROM 238 PASSERS

I studied practice questions that were created on quizlet of the previous exam. I felt like content and question wise this helped a lot even though the test is less questions than before. The other thing that helped me was ensuring I walked into the testing center with a ton of confidence. I was not confident at all when I took the exam the first time, and I also feel like the place I tested at (COD) was too busy and distracting. The second test I took was at the IT center in Naperville and that location was way less distracting, and I felt a lot more confident going into the second exam because I knew what to expect. I also highly recommend looking into interventions of grade levels you are not interning at. I am placed at an elementary school, which I feel like did not prepare me as well for middle school or high school questions, and I focused more on that while studying to take the second exam.

All I can offer as tips and tricks is to use positive self-talk and study terms we do not understand. If a question on the exam comes to the process of elimination, select the two best choices, make a note, and come back to it. Take your time in answering the "hard questions" and see yourself in the scenario. Reading through the school social work best practice manual is something I did differently from the first attempt.

Kath's Tips and Tricks

TIPS FROM 238 PASSERS

I think for me, paradoxically, my experience was in some ways my biggest obstacle taking the test. I needed to think about "the textbook" answer instead of what might transpire in real life. I found a lot of the situations in the exam had a very subjective feel, and the way I responded to that was by defaulting to the most "ideal" answer which assumed all parties did everything correctly leading up to *my* action as described by the question. In many instances, my gut instinct was "well that depends on whether or not X has already been done," or "it depends on the person and their needs," and I responded to the questions by just assuming best practices throughout the process.

I also genuinely found the practice test to be helpful and reflective of the exam content.

KATH'S TIPS AND TRICKS

Read through every question once. Ask yourself, "What is the question asking? Does my response answer the question?" If you are unsure, flag it and move on to return to later. Do not review all of your responses at the end. Simply return to the flagged questions and make your final decision on those. Do not change responses that you've already "locked in and feel good about".

Content from 4/19 and 6/5 exams:

PIE (application question)

Piaget (application question)

Group phases

NASW code of Ethics

Goal Attainment Scaling (GAS) (involves establishing goals and specifying a range of outcomes or behaviors that would indicate progress toward achieving those goals; baseline GAS scores aren't possible – GAS scores are collected at end of year)

Validity of assessment tool

Multicultural education

Ecological-biological

Ecological perspective

Substance use support – Alanon; phone call from HS parents (both scenarios)

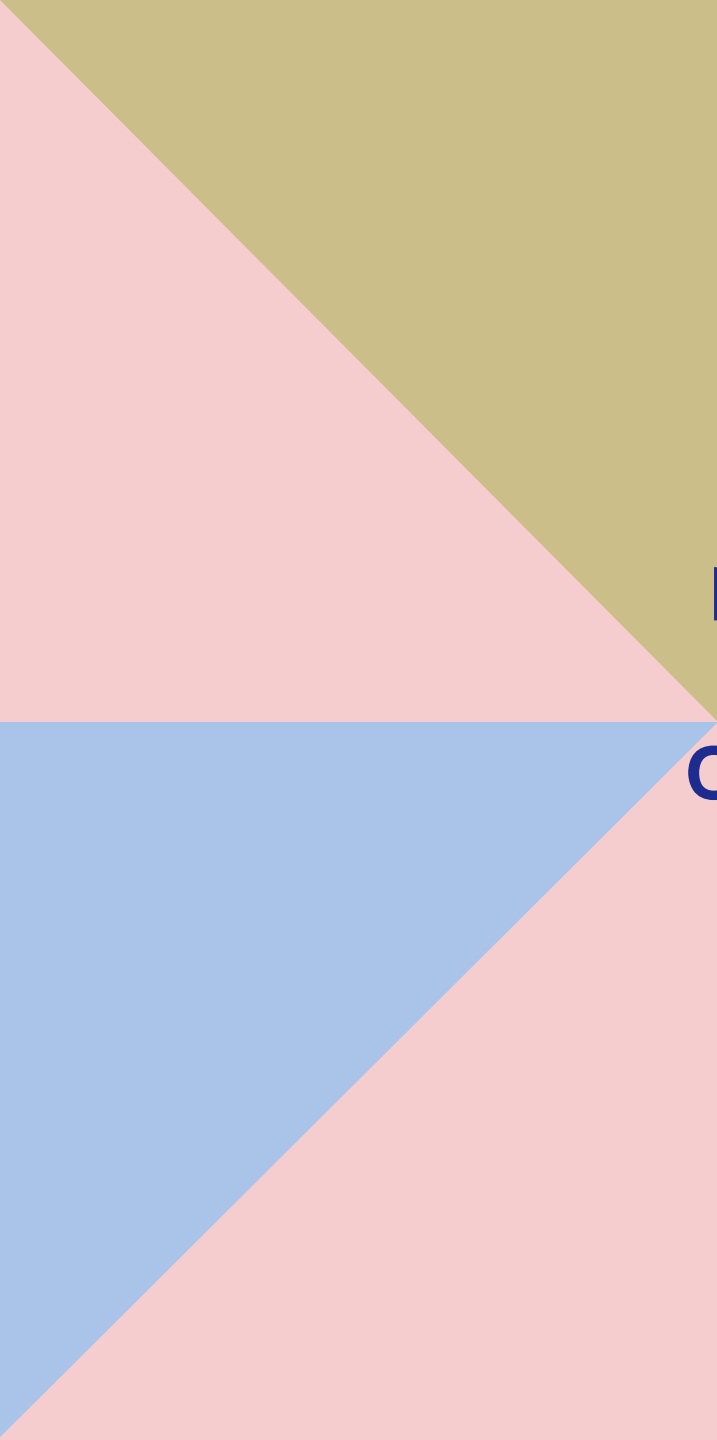
Self-assessment processes & value

SDS

FBA

Consultation w/ teachers

Supporting LBGTQ students



**NOTE: THE REMAINING SLIDES ARE PRACTICE
TEST QUESTIONS THAT ARE STRICTLY MY
OPINION. PLEASE KNOW THAT I MAY OR MAY NOT
BE CORRECT IN ALL OF MY RESPONSES.**

TIPS FOR USING THE STUDY GUIDE

SUBAREA 1 - FOUNDATIONS OF SCHOOL SOCIAL WORK

0001—UNDERSTAND HUMAN DEVELOPMENT AND LEARNING.

- * DEMONSTRATE KNOWLEDGE OF THEORIES OF DEVELOPMENT IN EARLY CHILDHOOD, MIDDLE CHILDHOOD, ADOLESCENCE, AND EARLY ADULTHOOD AND THEIR APPLICATION TO ALL STUDENTS.
- * DEMONSTRATE KNOWLEDGE OF THE EFFECTS OF BIOLOGICAL, PSYCHOLOGICAL, FAMILY, SOCIAL, HEALTH, AND CULTURAL FACTORS ON HUMAN DEVELOPMENT AND FUNCTIONING, INCLUDING VARIOUS DISABILITIES, GIFTEDNESS, AND SPECIAL NEEDS, AND THEIR IMPLICATIONS FOR LEARNING.
- * APPLY KNOWLEDGE OF LEARNING THEORIES, BEHAVIORAL THEORIES, AND HUMAN DEVELOPMENT AS THEY APPLY TO THE CONTENT AND CURRICULUM OF EDUCATIONAL PLANNING AND INTERVENTION.
- * DEMONSTRATE KNOWLEDGE OF DIFFERENCES IN APPROACHES TO LEARNING AND PERFORMANCE, INCLUDING DIFFERENT LEARNING STYLES, PERFORMANCE MODES, AND VARIATIONS OF PERCEPTION.
 - * DEMONSTRATE KNOWLEDGE OF THE WAYS STUDENTS' LEARNING IS INFLUENCED BY DIVERSE CHARACTERISTICS (E.G., CULTURE, RACE, ETHNICITY, GENDER, GENDER IDENTITY, GENDER EXPRESSION, SEXUAL ORIENTATION, AGE, LANGUAGE, RELIGION, SOCIOECONOMIC BACKGROUND, DISABILITY, PRIOR LEARNING, IMMIGRATION STATUS) AND HOW TO ADDRESS INDIVIDUAL STUDENT NEEDS.
- * APPLY KNOWLEDGE OF HOW TO CREATE AND ADAPT SOCIAL WORK-RELATED LEARNING OPPORTUNITIES AND MATERIALS, ESTABLISH EXPECTATIONS FOR STUDENT LEARNING CONSISTENT WITH STUDENTS' STRENGTHS AND NEEDS, AND SELECT AND APPLY THE MOST APPROPRIATE METHODS OF INTERVENTION TO ENHANCE STUDENTS' EDUCATIONAL EXPERIENCE

Q1: A HIGH SCHOOL STUDENT IS TRUANT AND ENJOYS SPENDING TIME WORKING AT AN AUTO REPAIR GARAGE WITH HER FATHER. HER FAMILY HAS HAD FINANCIAL TROUBLES. WHAT THEORY HELPS THE SCHOOL SOCIAL WORKER BEST UNDERSTAND THE STUDENT'S COMMITMENT TO AUTO MECHANICS? (SUBAREA 1 – 0001)

A. PSYCHODYNAMIC

B. ECOLOGICAL

C. BEHAVIORAL

D.



B. ECOLOGICAL

Q2: A THIRD GRADE TEACHER IS ANTICIPATING THE ARRIVAL OF A NEW STUDENT WITH A PHYSICAL DISABILITY WHO UTILIZES A MOTORIZED WHEELCHAIR. HOW CAN THE SOCIAL WORKER ASSIST IN CREATING A COMFORTABLE LEARNING ENVIRONMENT? (SUBAREA 2 - 0006/0007)

- A. ASK THE PARENT WHAT THE TEACHER SHOULD SHARE ABOUT THE DISABILITY.
- B. EXPLAIN TO THE CLASS WHAT THEY CAN EXPECT OF THE NEW STUDENT.
- C. THERE IS NO NEED FOR THE SOCIAL WORKER TO DO ANYTHING.
- D. GIVE THE TEACHER INFORMATION ABOUT THE DISABILITY.



**B. EXPLAIN TO THE CLASS WHAT THEY CAN
EXPECT OF THE NEW STUDENT.**

**Q3: A TEACHER, PRINCIPAL, AND SOCIAL WORKER PLAN COLLABORATION TIME BECAUSE THE TEACHER HAS SEVERAL STUDENTS IN THEIR CLASSROOM WHO EXHIBIT BEHAVIORAL ISSUES; THE SOCIAL WORKER PROVIDES SUGGESTIONS, BUT THE TEACHER IGNORES THEM AND CONTINUES TO EXPRESS FRUSTRATION THE FOLLOWING WEEK. WHAT IS LIKELY THE REASON FOR THE TEACHER NOT UTILIZING THE SUGGESTIONS?
(SUBAREA 2 - 0007)**

- A. TEACHER HAS ANXIETY DUE TO THE PRESENCE OF THE PRINCIPAL
- B. TEACHER IS FRUSTRATED BECAUSE THEY COULD NOT HANDLE THE SITUATION
- C. TEACHER QUESTIONS SOCIAL WORKER'S KNOWLEDGE OF CLASSROOM MANAGEMENT
- D. TEACHER FEELS EMBARRASSED



C. TEACHER QUESTIONS SOCIAL
WORKER'S KNOWLEDGE OF
CLASSROOM MANAGEMENT

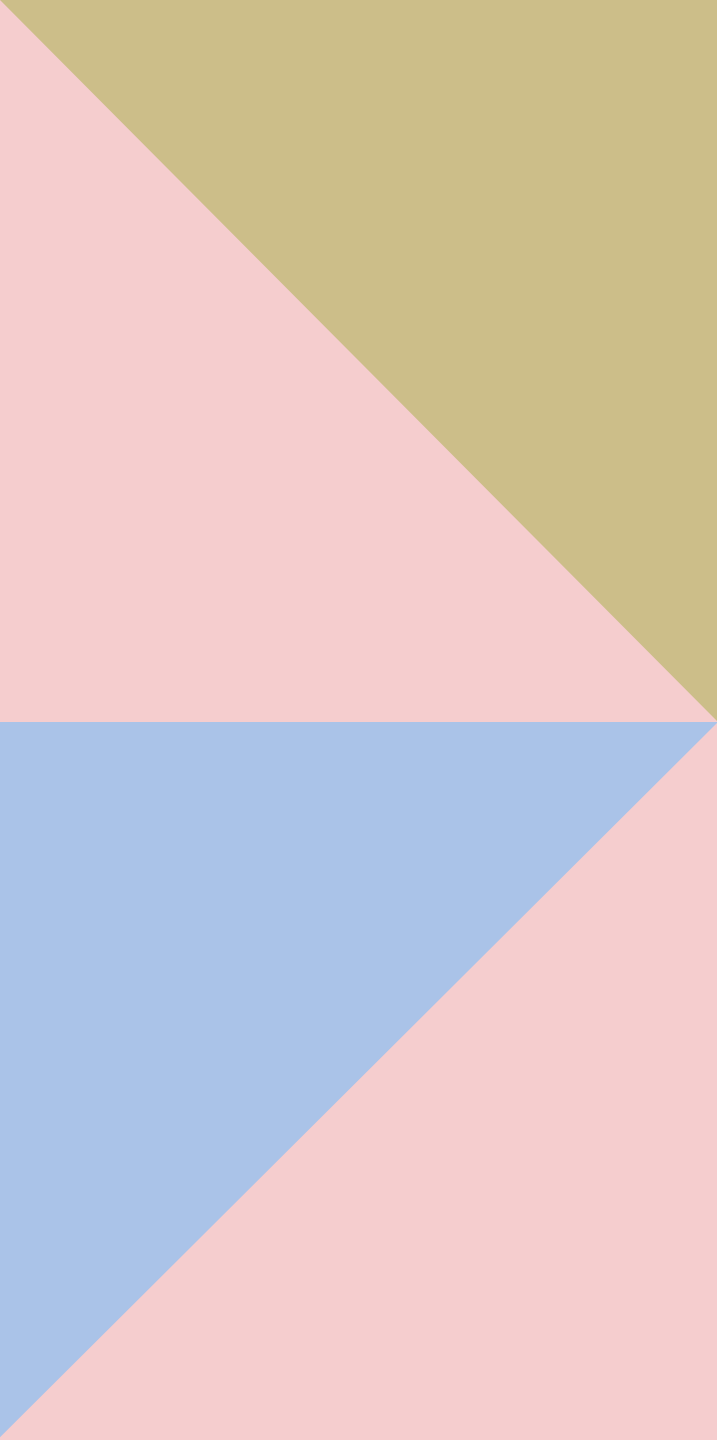


**Q4: WHY WAS THE HEAD START PROGRAM SUCCESSFUL?
(SUBAREA ??)**

A. IT ENSURES THE MEDICAL WELL-BEING OF STUDENTS.

**B. IT HELPS PREPARE CHILDREN FOR SCHOOL WHO
ARE AGED 3-5 AND FROM LOW INCOME FAMILIES.**

**C. IT SUPPORTS STUDENTS WHO ARE AT-RISK OF ACADEMIC
FAILURE.**



**B. IT HELPS PREPARE CHILDREN FOR
SCHOOL WHO ARE AGED 3-S
AND FROM LOW INCOME FAMILIES.**



Q5: WHAT IS LIKELY THE MOST TYPICAL BEHAVIOR OF A STUDENT WHOSE PARENTS ARE GOING THROUGH A DIVORCE/SEPARATION? (SUBAREA 1 – 0001)

A) TRUANCY

B) RUNNING AWAY

C) INATTENTIVENESS

D) PHYSICALLY AGGRESSION



C) INATTENTIVENESS



Q6: USING A REFRAMING TECHNIQUE IN STRENGTHS-BASED ASSESSMENT, WHAT QUESTION MIGHT YOU ASK A STUDENT?
(SUBAREA 1 – 0001/0003)

A) “WHAT ARE YOU GOOD AT?”

B) “WHY DO YOU THINK YOU RESPOND IN THAT WAY?”

C) “WHAT ARE OTHER WAYS THAT YOU COULD RESPOND TO THAT SITUATION?”

D)



~~A) “WHAT ARE YOU GOOD AT?” (APRIL 19
RESPONSE)~~

C) “WHAT ARE OTHER WAYS THAT YOU
COULD RESPOND TO THAT SITUATION?” JUNE
5 RESPONSE

Q7: YOU HAVE SEVERAL STUDENTS WITH DISABILITIES WHO ARE GRADUATING HIGH SCHOOL IN A FEW MONTHS. WHAT DOES YOUR ROLE LOOK LIKE IN THE TRANSITION PROCESS? (SUBAREA 1 – 0004)

A) GATHERING COMMUNITY RESOURCES IN ONE PLACE/DOCUMENT FOR THE PROFESSIONAL DEVELOPMENT LIBRARY AT SCHOOL

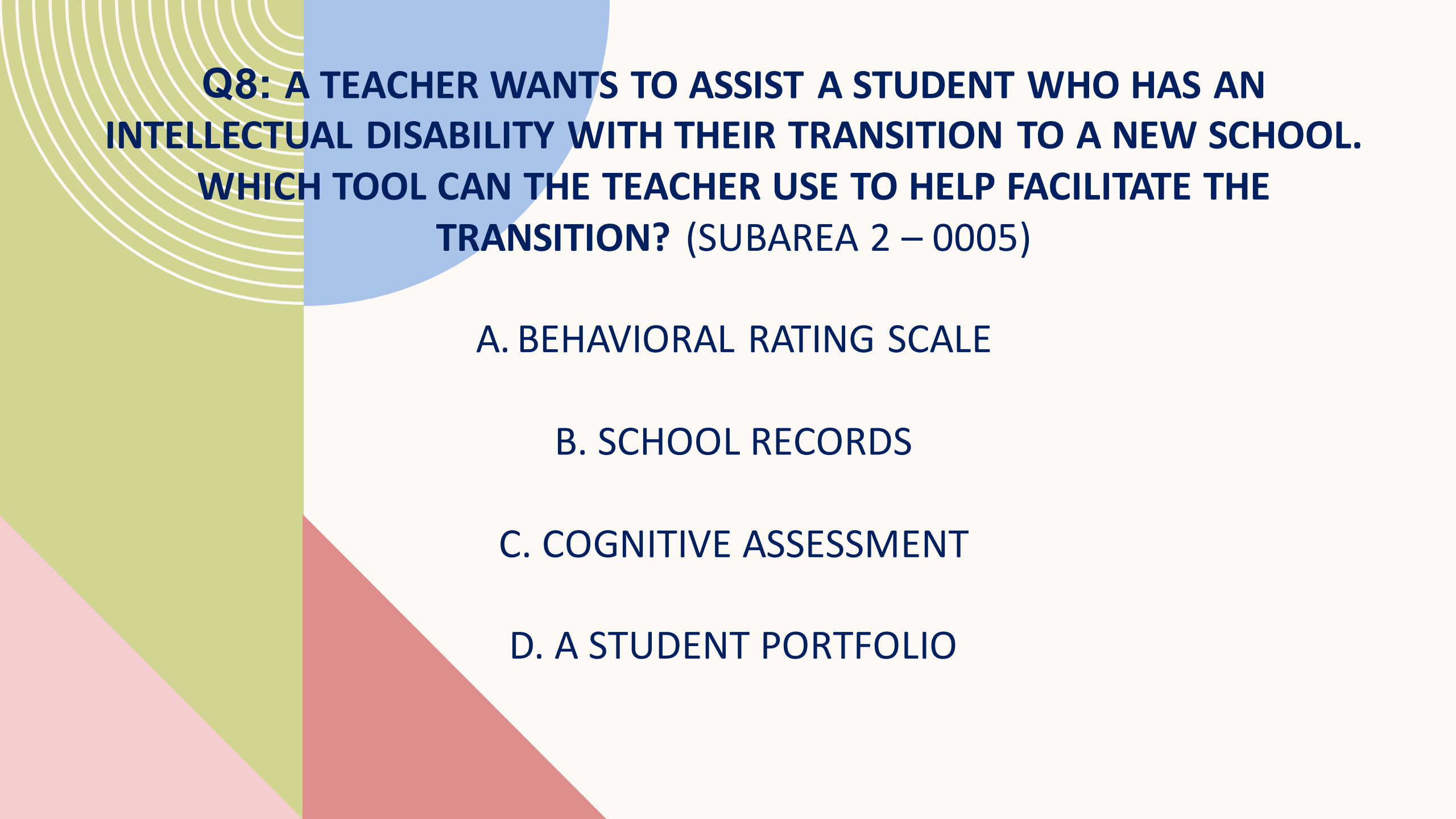
B) ASSISTING IN FINDING AND LINKING STUDENTS TO COMMUNITY AGENCIES/ JOBS/ ETC.

C)

D)



**B) ASSISTING IN FINDING AND LINKING
STUDENTS TO COMMUNITY AGENCIES/
JOBS/ ETC.**



Q8: A TEACHER WANTS TO ASSIST A STUDENT WHO HAS AN INTELLECTUAL DISABILITY WITH THEIR TRANSITION TO A NEW SCHOOL. WHICH TOOL CAN THE TEACHER USE TO HELP FACILITATE THE TRANSITION? (SUBAREA 2 – 0005)

A. BEHAVIORAL RATING SCALE

B. SCHOOL RECORDS

C. COGNITIVE ASSESSMENT

D. A STUDENT PORTFOLIO



D. A STUDENT PORTFOLIO

**THANK YOU
AND GOOD
LUCK!**

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