Illinois Licensure Testing System

STUDY GUIDE

School Social Worker (184)

This test is now delivered as a computer-based test.

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Illinois State Board of Education

IL-SG-FLD184-03

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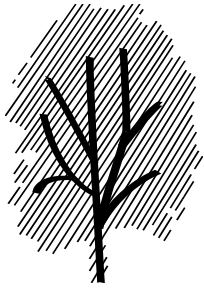
General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the Illinois Licensure Testing System

Field-Specific Information

- **Test Subareas and Objectives**
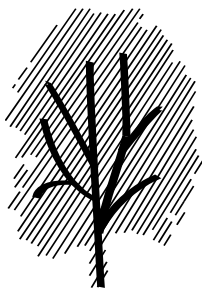- **Practice Test Questions and Answers**
- **Explanation of the Test Score Report**

INTRODUCTION

The content-area tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and

2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.

- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.

- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

I. Social Work Theories, Interventions, and Services
II. Assessment, Planning, and Evaluation
III. Consultation, Collaboration, Advocacy, and Facilitation
IV. The Learning Community and the School Social Worker

SUBAREA I—SOCIAL WORK THEORIES, INTERVENTIONS, AND SERVICES

0001 Understand theories of growth, development, and learning.

For example:

- Demonstrate knowledge of theories of normal and exceptional 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.

- Demonstrate an understanding of the application of social learning and behavioral theories to identify and develop broad-based prevention and intervention programs.

- Demonstrate knowledge of various emotional, cognitive, and physical disabilities and their implications for learning and of approaches to learning that address individual student needs.

0002 Understand theories of school social work practice with home, school, and community systems.

For example:

- Demonstrate knowledge of small- and large-group dynamics and effective interventions within a group or classroom.

- Demonstrate knowledge of theories utilized when working with families.

- Demonstrate knowledge of principles of organizational functioning, the organization and operation of school systems, and strategies for effective behavior and social management within the school environment.

- Demonstrate knowledge of mediation and conflict resolution strategies and ways to develop conflict resolution programs within the school environment.

- Demonstrate an understanding of theories of crisis intervention.

- Demonstrate knowledge of system theories as they relate to classrooms, schools, families, and communities.

0003 **Understand the influence of a broad range of diversities within the social environment.**

For example:

- Demonstrate an understanding of the ways students' learning is influenced by diverse characteristics (e.g., culture, race, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic background, disability, prior learning).

- Demonstrate an understanding of differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.

- Demonstrate an understanding of the effects of diversity (e.g., culture, race, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic background, disability, prior learning) in the educational environment.

- Demonstrate an understanding of the issues of second-language acquisition, ways in which similar behaviors may have different meanings in different cultures, the nature of immigrant experience, and the need to develop strategies to support children/students and families for whom English is not a primary language.

0004 **Understand methods of school social work practice with individuals.**

For example:

- Demonstrate knowledge of strategies for the provision of individual, group, and family counseling/therapy, crisis intervention, case work, consultation, and community organization services to enhance success in the educational process.

- Demonstrate an understanding of the applications of social learning and behavioral theories for identifying and developing broad-based prevention and interventions, methods of school social work service delivery, the person-in-environment context of social work, and ways to integrate content knowledge for service delivery.

- Demonstrate knowledge of methods for developing and implementing prevention and intervention plans that enable children/students to benefit from their educational experiences.

- Demonstrate knowledge of methods for developing and providing training and educational programs in the school and community and for mobilizing the resources of the school and community to meet the needs of students and their families.

- Demonstrate familiarity with processes for initiating referrals and linkages to community agencies and maintaining follow-up services on behalf of identified students and their families.

- Demonstrate knowledge of the prereferral process, strategies, and intervention techniques to enhance student success in regular education.

0005 **Understand methods of school social work practice with home, school, and community systems.**

For example:

- Demonstrate knowledge of strategies for the provision of group and family counseling, crisis intervention, consultation, and community organization services to enhance success in the educational process.

- Demonstrate an understanding of the person-in-environment context of social work, the applications of social learning and behavioral theories for identifying and developing broad-based prevention and interventions, methods of school social work service delivery, and ways to integrate content knowledge for service delivery.

- Demonstrate knowledge of methods for developing and implementing prevention and intervention plans that enable groups of students to benefit from their educational experiences.

- Demonstrate knowledge of methods for developing and providing training and educational programs in the school and community and for mobilizing the resources of the school and community to meet the needs of students and their families.

- Demonstrate familiarity with processes for initiating referrals and linkages to community agencies and maintaining follow-up services on behalf of identified students.

- Demonstrate knowledge of prereferral processes, strategies, and intervention techniques to enhance system responsiveness to students' needs.

0006 **Understand procedures used to plan educational and school social work services.**

For example:

- Demonstrate an understanding of learning theories, behavioral theories, and human development as they apply to the content and curriculum of educational planning and intervention.

- Demonstrate knowledge of ways to develop and help students create long- and short-term plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

- Demonstrate knowledge of ways to consider environmental factors (e.g., poverty, abuse/neglect, transiency) when planning interventions to create an effective bridge between students' experiences and goals and ways to integrate students' life experiences and future career goals.

- Demonstrate knowledge of ways to create and adapt 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.

- Identify strategies used to collect, analyze, interpret, and maintain relevant data to assist in planning, management, and evaluation of school social work and for evaluating and modifying interventions when necessary.

SUBAREA II—ASSESSMENT, PLANNING, AND EVALUATION

0007   **Understand principles of measurement, assessment, and evaluation.**

For example:

- Demonstrate knowledge of various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.

- Demonstrate knowledge of strength-based assessments and practices that support growth and development.

- Demonstrate knowledge of multiple assessment techniques, such as observation, structured/clinical interviews, archival records, performance-based assessments, and standardized assessments, and their purposes, characteristics, and limitations.

- Demonstrate an understanding of evidence-based practice resources available for intervention and program development.

- Demonstrate an understanding of ways to integrate and use technology for assessments, interventions, and information management.

0008   **Understand methods for evaluating a student's emotional/mental health and social and overall functioning.**

For example:

- Demonstrate knowledge of methods for conducting formal and informal assessments of adaptive and maladaptive behavior, self-esteem, social skills, attitudes, interests, and emotional/mental health and methods for making accurate mental health diagnoses based on the *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition (1994).

- Demonstrate an understanding of methods for gathering and interpreting appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect students' learning.

- Demonstrate knowledge of assessments that can be used to evaluate a student's emotional, cognitive, and physical development and the student's behavior and attitude in different settings.

- Demonstrate knowledge of ways to evaluate patterns of achievement and adjustment at critical points in a student's growth and development and patterns of interpersonal relationships in all spheres of the student's environment.

- Demonstrate knowledge of ways to evaluate family history and cultural factors that influence a student's overall functioning.

0009 Understand the uses of assessment to develop interventions.

For example:

- Demonstrate knowledge of the process for conducting needs assessment, referrals, and resource development to plan for service delivery in both regular and special education.

- Demonstrate knowledge of the social-developmental study with its focus on the student's functioning within the educational environment.

- Demonstrate knowledge of the domains considered in a Full and Individual Evaluation.

- Demonstrate familiarity with the assessment tools used by other professionals in the school.

- Demonstrate an understanding of ways assessment and evaluation results can be used to develop student interventions, including recommendations for eligibility and placement.

- Recognize appropriate uses of a variety of nondiscriminatory formal and informal tools and techniques, including observation, interview, archival records, performance-based assessments, and standardized instruments, to evaluate the understanding, progress, and performance of students in the school environment.

- Demonstrate knowledge of diagnostic assessments; the relationship between assessment, eligibility, and placement decisions; eligibility conferences for special education and other programmatic options (e.g., the development of Individualized Education Programs, students' educational planning conferences); and conferences with parents/guardians.

- Demonstrate knowledge of functional behavior assessment and its link to behavioral intervention plans.

0010 Understand the process of assessment to support student learning.

For example:

- Demonstrate an understanding of how to use assessment results to identify student learning needs and to assist in aligning and modifying instruction, designing intervention strategies, and determining the efficacy of intervention and programs.

- Demonstrate knowledge of strategies for documenting assessment and evaluation results and presenting assessment results in an easily understandable manner.

- Demonstrate knowledge of strategies for collaborating with parents/guardians and other professionals regarding the assessment process and for involving students in self-assessment activities to help them become aware of their strengths and needs and establish goals.

- Demonstrate knowledge of parents'/guardians' and students' rights regarding assessment and evaluation and of strategies for informing parents/guardians of those rights.

- Demonstrate an understanding of the interpretation and utilization of research to evaluate and guide professional interventions.

- Demonstrate an understanding of ways to utilize appropriate assessment tools and intervention strategies that reflect diverse student needs and make referrals for additional services or resources to assist students with diverse learning needs.

SUBAREA III—CONSULTATION, COLLABORATION, ADVOCACY, AND FACILITATION

0011 Understand the use of effective communication strategies.

For example:

- Demonstrate knowledge of language development, communication techniques, and the role of communication in the learning environment.

- Demonstrate an understanding of the use of empathy in interpersonal relationships.

- Recognize how formal and informal political implications affect communication and the importance of audience and purpose when selecting ways to communicate ideas.

- Demonstrate knowledge of strategies for modeling and promoting effective communication among group members or between groups and of ethical practices for confidential communication.

- Demonstrate knowledge of effective communication modes that can be used with diverse target groups.

- Demonstrate an understanding of systems theories as they relate to classrooms, schools, families, and community and the uses of varied interview techniques and written communication with all persons within a student's system.

0012 Understand the use of effective consultation strategies.

For example:

- Demonstrate an understanding of the school's role within the context of the larger community.

- Demonstrate knowledge of the principles, practices, and processes of individual and organizational consultation.

- Identify strategies for initiating, developing, and implementing consultative relationships with teachers, administrators, paraprofessionals, other school personnel, parents/guardians, and community agencies.

- Demonstrate an understanding of the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members and between groups.

0013 Understand the use of effective collaboration strategies.

For example:

- Demonstrate knowledge of ways to encourage professional relationships among colleagues to promote a positive learning environment.

- Identify strategies for collaborating with colleagues, parents/guardians, and community personnel about students' needs.

- Identify strategies for leading and participating in interdisciplinary teams and ways to facilitate a collaborative relationship between general and special education systems to promote a unified system of education.

- Demonstrate an understanding of the collaborative process with parents/guardians, school personnel, community-based organizations, and agencies to enhance students' educational functioning.

- Demonstrate an understanding of collaborative decision making and problem solving to promote students' success.

0014   Understand the use of effective advocacy and facilitation strategies.

For example:

- Demonstrate an understanding of the role and the methods of advocacy and facilitation at all levels of the system that affect individuals and their families and of ways to develop skills in advocacy, case management, community organization, consultation, and in-service training.

- Demonstrate knowledge of ways to empower students, their families, educators, and others to gain access to and effectively use school and community resources and ways to support students' transitions across environments.

- Demonstrate knowledge of appropriate ways to identify areas of need, to access or create resources and services, and to advocate for students with other members of the educational community for the purpose of enhancing students' functioning in the learning environment.

- Demonstrate an understanding of when and how to make referrals for programs and services at the district, community, state, and federal levels.

- Recognize current available resources for students and families within the school and community and ways to improve access to services and resources.

- Demonstrate knowledge of ways to use research and technologies to help students, families, school, and community access resources.

SUBAREA IV—THE LEARNING COMMUNITY AND THE SCHOOL SOCIAL WORKER

0015   Understand organizational principles and the functions of individuals and groups in the learning community.

For example:

- Demonstrate an understanding of how to work with administrators and other school personnel to make changes within the school environment.

- Demonstrate an understanding of ways in which people's attitudes within the educational environment influence behavior of individuals.

- Demonstrate an understanding of ways to help students work cooperatively and productively and ways that service learning and volunteerism promote the development of personal and social responsibility.

- Recognize the importance of parents'/guardians' participation in fostering students' positive development and strategies for promoting the active participation of parents/guardians within the educational environment.

0016   **Understand strategies for promoting a healthy learning community.**

For example:

- Demonstrate knowledge of ways to encourage the development of a learning community in which students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.

- Demonstrate knowledge of methods for analyzing educational environments and working effectively to create or enhance a supportive learning climate.

- Identify strategies for collaborating with community agencies in school-linked service learning projects or other programs and for increasing access to services and resources.

- Identify strategies for promoting understanding of factors that affect the educational environment and facilitate systems improvement.

- Identify strategies for designing, implementing, and evaluating programs that enhance a student's social participation in school, family, and community.

- Identify strategies for developing needs assessments and working as a change agent to create identified services.

- Demonstrate familiarity with strategies for encouraging motivation and engagement through mutual respect and cooperation and strategies for promoting the effective utilization of school social work services.

0017   **Understand strategies to support diversity in the learning community.**

For example:

- Identify strategies for facilitating a learning community in which individual differences are respected and for utilizing students' diversity to enrich the educational experiences of all students.

- Demonstrate knowledge of intervention strategies appropriate to students' developmental stage, learning style, strengths, needs, and diverse characteristics (e.g., culture, race, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic background, disability, prior learning).

- Demonstrate knowledge of strategies to develop services that promote multicultural sensitivity that decrease negative effects of cultural barriers on education.

- Demonstrate an understanding of ways to interpret information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.

0018   Understand professional conduct and ethics for the school social worker.

For example:

- Demonstrate knowledge of the professional code of conduct and ethical practice guidelines stated in the "National Association of Social Workers (NASW) Standards for School Social Work Services."

- Demonstrate knowledge of the professional code of conduct and ethical practice guidelines stated in the "NASW Code of Ethics."

- Demonstrate an understanding of federal and state laws and regulations as they pertain to ethical practice and the legal and ethical principles of confidentiality as they relate to the practice of school social work.

- Demonstrate knowledge of the legal issues in education (e.g., persons with disabilities, child welfare, mental health, juvenile justice, children's and adolescents' rights), the importance of promoting the rights of students, and current federal and state laws and regulations.

- Recognize the role of school personnel as mandated reporters of child abuse and neglect and of strategies for assisting mandated reporters in relaying and documenting information to the state's child welfare agency.

- Recognize the importance of understanding and abiding by current legal directives and school policies and procedures and of participating in district activities such as policy design, curriculum implementation, staff development, and meetings of organizations involving parents/guardians and students.

- Demonstrate an understanding of the importance of active participation and leadership in professional education and social work organizations.

0019   Understand issues relating to professional development for the school social worker.

For example:

- Recognize the importance of taking responsibility for self-evaluation as a competent and ethical practitioner and the effects of personal strengths and needs on service delivery.

- Demonstrate an understanding of methods of inquiry, frameworks for self-assessment and self-improvement, and the use of supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.

- Demonstrate an understanding of how to use continuing education, research, professional literature, observations, and experiences to enhance professional growth and to guide evaluation of professional practice.

- Recognize the limits and boundaries of the professional role and the necessity of maintaining an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.

- Recognize the importance of assuming the roles of learner and facilitator/educator in maintaining a broad knowledge base for professional development.

- Demonstrate an understanding of how to use self-assessment and performance evaluations to identify areas for professional growth and to actively seek consultation to improve professional practice.

- Recognize the importance of participating in professional activities and organizations that promote and enhance school social work practice and of assuming responsibilities for enhancing practice through various professional development activities.

1. According to Maslow's hierarchy of needs, in which of the following situations would a new student most likely be at the level of safety and security?

    A. Jackson knows only his next-door neighbor, who attends school with him. He plays basketball, but practice does not start for another two months.

    B. Jenny is living temporarily with relatives as a result of her parents' recent divorce and her family's long-term history of domestic violence.

    C. Juan moved to the area as a result of his father's job transfer. He is nervous about school and concerned about his appearance.

    D. Jamie's former school closed as a result of budget cuts. She knows most classmates but is concerned about losing touch with her old school friends.

2. The mother of an intact family with four children seeks treatment for depression. The mother begins to function more effectively in the home and in the community. According to family systems theory, which of the following outcomes can be most clearly predicted for the family?

    A. Each member of the family will experience a significant improvement in his or her general affect.

    B. The mother's experiences will influence the roles or functions of each family member.

    C. The children in the family will look for new ways to ensure that their safety and security needs are met.

    D. The mother's experiences will prompt the father to seek greater personal and social power.

3. A teacher who is planning a long-term assignment could most effectively accommodate the diverse learning styles of third grade students by:

A. having students work independently when planning and working on their assignments.

B. providing students with clear guidelines regarding grading of the assignment.

C. allowing students to work cooperatively when planning and working on projects.

D. having students draw topics from a hat to determine the assignments and pairing students as working partners.

4. Which of the following describes the first step a school social worker should take before initiating referrals to community agencies for a student's family?

A. Identify the appropriate agency to meet the family's needs.

B. Assist the student's parents/guardians as they complete an agency's forms.

C. Ensure that the family is financially able to pay an agency's fees for service.

D. Assess the effectiveness of the programs provided by an agency.

5. A school social worker is starting a group for middle school students at risk for using drugs and alcohol. The social worker has obtained several referrals from teachers and interviewed the students individually. Which of the following would be the most appropriate goal for the group's first session?

A. making sure that students honestly disclose their experiments with drugs and alcohol

B. establishing a sense of safety by creating clear rules and expectations

C. describing the possible emotional and social costs of substance abuse

D. discovering the students' misconceptions about drugs and alcohol

6. The school social worker is meeting with each of the teachers of a seventh grade student who has recently been diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD). Of the following interventions the school social worker could suggest to a teacher, which would best help the student remain on-task during class?

A. designing instruction that includes frequent breaks

B. implementing firm rules for all students' classroom behavior

C. providing direct instruction for basic academic skills

D. permitting all students to move about freely in the classroom

7. Which of the following is the best confirmation of the *reliability* of data obtained in behavioral research?

A. The data collected for one research project can be used in another project examining a similar behavioral process.

B. A researcher is able to show that the data reflect the behavioral process being examined.

C. A researcher takes special precautions to ensure that his or her preconceptions do not influence the data collection process.

D. Several independent researchers achieve similar results using the same methodology.

8. Which of the following is the most effective first step in gathering information to assess the medical factors that affect an elementary student's learning?

A. interviewing the student about his or her medical history

B. arranging for the student to be examined by a local pediatrician

C. interviewing the student's physician about his or her medical history

D. asking the student's parents to release the student's medical records

9. In the course of developing a Behavioral Intervention Plan for a seventh grade boy, the school social worker interviews him, observes him in the classroom, and asks his parents and teachers to complete behavioral rating scales about him. This evaluative process can be best described as:

A. a social-developmental assessment.

B. an adaptive behavior assessment.

C. a functional behavior assessment.

D. an informal individual assessment.

10. The most effective way for a school social worker to include parents/guardians in the special needs assessment process for their child is to:

A. wait for them to signal when they are ready to take a role in the process.

B. make a home visit to explain the benefits of their participation in the process.

C. mail them an information packet with instructions for how to participate in the process.

D. ask the teacher to call them with updates about their child and the assessment process.

11. Which of the following communication techniques would be most effective for a school social worker to use to avoid adversarial discussions with students' parents/guardians?

A. expressing concerns in a non-judgmental manner

B. controlling facial expressions

C. being open and honest about important information

D. summarizing important points

12. When initiating a consulting relationship with teachers, a school social worker's most effective strategy would be offering to:

A. identify important needs in different areas.

B. recruit community resources.

C. mediate between students and their teachers.

D. build rapport with teachers.

13. Jane is a middle school student new to the school district with a recent history of a disrupted adoption and school discipline problems. Her caseworker would like to add school-based services to the therapy and specialized foster care that Jane receives. Of the following interventions, which would be the most proactive and collaborative one for the school social worker to suggest?

A. inviting Jane to join a support group for new students

B. meeting with Jane, her caseworker, and her therapist to develop a supportive plan for her at school

C. meeting with Jane and her teachers to build relationships and identify school resources

D. pairing Jane with a peer "buddy" to help her adjust to the school

14. When survey results indicate a high rate of depression among local high school students, it would be most appropriate for the school social worker to advocate for:

A. sending parents/guardians a letter informing them of treatments for depression.

B. presenting a school assembly on the causes of depression.

C. creating a program to screen students for depression.

D. distributing a flyer listing the symptoms of depression.

15. Which of the following would best pro-
    mote the development of social responsi-
    bility in a student who is working to
    manage her anger more effectively?

    A.   mentoring a younger student with
         similar issues

    B.   joining a school-based support
         group

    C.   keeping a journal to reflect on her
         emotional growth

    D.   getting involved in student
         government

16. Three students with attendance problems
    report to the school social worker that
    they are being bullied in one wing of the
    school building. The school social worker
    requests a meeting with the principal to
    address bullying and the climate in the
    wing. Which of the following would be
    the most effective approach to engage the
    principal in an effort to change the school
    climate?

    A.   giving the principal research data
         about the way bullying affects
         students

    B.   having the three students attend the
         meeting and describe the bullying

    C.   suggesting that the principal ask
         teachers in that wing about the
         bullying

    D.   bringing objective information and
         evidence of the bullying to the
         meeting

17. Which of the following interventions
    would be most likely to promote within
    the school staff an understanding of
    factors that affect the educational
    environment?

    A.   asking teachers to observe an after-
         school program in which students
         at risk of academic failure tutor
         younger students

    B.   giving teachers the address of a Web
         site listing social services available
         in the community

    C.   providing workshops for teachers
         about the social and cultural barriers
         to learning

    D.   encouraging teachers to discuss
         student employment with local
         businesspeople

18. A fourth grade teacher is planning a lesson
    on family history. Knowing that families
    have different structures, the teacher is
    concerned about having the class make
    family trees and has asked the school
    social worker for advice. Which of the
    following suggestions would be the most
    appropriate for the school social worker
    to offer in this case?

    A.   Make the assignment and ignore the
         family differences.

    B.   Give some children a parallel
         project to complete while others
         make their family trees.

    C.   Use a different activity that will
         accommodate a variety of family
         constellations.

    D.   Ask children to write about their
         families and read their work aloud
         for the class.

19. According to the National Association of Social Workers (NASW) standards, school social workers who are developing plans of action for students should give particular consideration to the capacity of all students to:

   A.   be involved in directing their own learning.

   B.   distinguish between appropriate and inappropriate behavior.

   C.   understand the consequences of their actions.

   D.   learn from the examples of their teachers and peers.

20. Membership in a national organization provides a school social worker with which of the following benefits?

   A.   annuities and other investment options for retirement accounts

   B.   medical and prescription drug insurance

   C.   legal representation for malpractice claims

   D.   information about current research and practices in the field

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	B	Understand theories of growth, development, and learning.
2.	B	Understand theories of school social work practice with home, school, and community systems.
3.	C	Understand the influence of a broad range of diversities within the social environment.
4.	A	Understand methods of school social work practice with individuals.
5.	B	Understand methods of school social work practice with home, school, and community systems.
6.	A	Understand procedures used to plan educational and school social work services.
7.	D	Understand principles of measurement, assessment, and evaluation.
8.	D	Understand methods for evaluating a student's emotional/mental health and social and overall functioning.
9.	C	Understand the uses of assessment to develop interventions.
10.	B	Understand the process of assessment to support student learning.
11.	A	Understand the use of effective communication strategies.
12.	D	Understand the use of effective consultation strategies.
13.	B	Understand the use of effective collaboration strategies.
14.	C	Understand the use of effective advocacy and facilitation strategies.
15.	A	Understand organizational principles and the functions of individuals and groups in the learning community.
16.	D	Understand organizational principles and the functions of individuals and groups in the learning community.
17.	C	Understand strategies for promoting a healthy learning community.
18.	C	Understand strategies to support diversity in the learning community.
19.	A	Understand professional conduct and ethics for the school social worker.
20.	D	Understand issues relating to professional development for the school social worker.

OVERVIEW

The score report indicates whether or not you passed the School Social Worker test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the School Social Worker test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

Passing Score

The School Social Worker test is scored on a scale from 100 to 300. To pass the test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice test questions you answered correctly.

Subarea Scores

- Subarea scores are presented on the same scale as the total test score.

- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.

- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a School Social Worker test score report is provided below.

Test: 184 School Social Worker	
Your Scaled Total Test Score: 238 ← ②	**Your Status: Did not pass** ← ①

Number of Test Items in Subarea	**Subarea Name**	**Subarea Score**	**Performance Graph**
31 to 40	Soc. Work Theories, Interv., & Services	247	
⑤ 21 to 30	Assessment, Planning, and Evaluation	273 ← ③	
21 to 30	Consult., Collab., Advocacy, & Facilitation	252	
21 to 30	Learning Comm. & School Soc. Worker	198 ← ④	
	Scaled Total Test Score	**238**	100------------------240-------300

According to the above sample, the examinee did not pass the School Social Worker test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the Assessment, Planning, and Evaluation section ③ of the test than on the Learning Community and the School Social Worker section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.