

# **Illinois Licensure Testing System**

## **FIELD 184: SCHOOL SOCIAL WORKER**

### **TEST FRAMEWORK**

**February 2004**

<b>Subarea</b>	<b>Range of Objectives</b>
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# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 184: SCHOOL SOCIAL WORKER

### TEST FRAMEWORK

Social Work Theories, Interventions, and Services  
Assessment, Planning, and Evaluation  
Consultation, Collaboration, Advocacy, and Facilitation  
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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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 parent/guardians and students.
- Demonstrate an understanding of the importance of active participation and leadership in professional education and social work organizations.

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**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.