

School Social Work Competency Exam Study Guide

Virtual Expectations:

- Please mute your mic
- Write questions in the chat
- If I talk to fast please feel free to ask me to slow down-clarify and talk slower
- We only have a few hours and I would like to leave room for questions
- Please be respectful of your peers
- If we have time, I have created a few sample questions at the end to read to you- this will give you an Idea of what the test questions may consist of. These questions are **NOT** part of the praxis exam.

When I refer to the pupil service team that consists of: school social workers, school psychologist and school counselors.

Standard 1:

History of SSW: Visiting teachers (the work between home and school)-focus was on the conditions of: family, neighborhood or schools itself that prevented students from attending school.

Students of focus: immigrants, impoverished, the economically and socially oppressed, the delinquent and those students with disabilities.

Compulsory School attendance laws:

Was passed roughly from 1895-1918-no **longer for the elite but for everyone.**

Education was then considered a necessary preparation for modern life. To help a child adjust normally to their environment.

Court case:

Brown vs Board of Education of Topeka (1954)

- This case signified that it was a constitutional right, if available to any must be available to all on an equal basis.

School Social Work Association of America

Goals of Public Education

- Cultural competency and awareness

- Civic responsibility
- Student achievement

Various SSW roles

- Consultation
- Assessment
- Mental Health Provider
- Attendance
- Special Education

Models of SSW (indirect and direct)

Macro-State-Legislation

Micro-Direct-Front line-hands on

Indirect: Consultation

IDEA: Individuals with Disabilities Education Act

- It makes available a free and appropriate education to eligible children with disabilities.
- Least restrictive placement
- Ensures special education and related services are provided to students with disabilities
- Requires all states to find children in need of special education and educate them regardless of whether or not they attend private school.

NCLB: No Child Left Behind

- This act reauthorized the Elementary and Secondary Education Act (ESEA) -It included Title I provision applying to disadvantaged students.
- Purpose is to ensure that students in every public school achieved important learning goals while being educated in safe classrooms by well-prepared teachers.
- School districts must work toward a staff to student ratio of 2 SSW's to 800 students
- Ensures that the schools boost the performance of those disadvantaged students.

ESSA: Every Student Succeed Act (replaced NCLB)

- Purpose is to make sure public schools provide a quality education for all kids. ESSA gives **states (local districts)** more of a say in how schools account for student achievement.
- ***Provides funding to school and school districts with a high percentage of students from low-income families.***

FERPA: The Family Educational rights and Privacy Act

- Enacted in 1974 that protects the privacy of student education records
- Gives parents certain protections with regard to their children education records
- Such as report cards, transcripts, disciplinary records, contact and family information, class schooled, etc.
- Parents can inspect and review these records and seek corrections if they feel they are inaccurate

Education for all Handicapped Children Act, PL 94-142 states:

Guarantees a free, appropriate public education for each child with a disability in every state and locality across the country.

HIPAA: Health Insurance Portability and Accountability Act

- A federal law that protects sensitive patient health information

FAPE: Free Appropriate Public Education

McKinney Vento: Is a Homeless Assistance Act that authorizes the federal Education for Homeless Children and Youth. It provides rights and services to children and youth experiencing homelessness.

- Provides transportation for youth
- Free field trips
- Free uniforms
- Free breakfast and lunch

Wisconsin Attendance Law***DP/ Regulations*****What is truancy and habitual truancy? (Updated October 2020)**

A student is considered truant if he/she is absent without an acceptable excuse for all or part of one or more days during which school is held. A student qualifies to be habitually truant when he/she is absent without an acceptable excuse all or part of five or more days in a school semester, Wis. Stat. sec. 118.16(1)(a) and (c).

If a student misses' part or all of five (5) or more days without an acceptable excuse in a school semester, the student is "habitually truant" and a truancy referral may be made by the school against the student under Wis. Stat. sec. 118.16(5), to the juvenile court intake worker or municipal court.

Court Cases:

Board of Education of Oklahoma City v. Dowell: Set a precedent to allow school districts to be released from desegregation orders if they could prove that they had successfully integrated their public school.

- The end of federal court desegregation orders
- Even if it meant that the schools would be re-segregated

What is the Kerner Commission?

The Kerner Commission of Illinois (headed by Governor Otto Kerner-of Illinois) was an 11- member Presidential Commission established by President Lyndon B Johnson in Executive Order 11365 to **investigate the cause of the 1967 race riots in the United State and to provide recommendations for the future.** The riots killed 43 Detroit and 26 in Newark

- The report stated that poverty, institutional and white racism were driving the inner-city violence.

Horace Mann (American Educator for public education)

Stated that the primary purpose of education is to enhance societal well-being/self-efficiency. He believed education should be:

- Universal
- Free
- Non-sectarian
- Civic virtue
- Builds character

Mann believed education was central to: Good citizenship, democratic participation and societal well-being. He took the stance that every child should receive a basic education funded by local taxes.

Standard 2: Social Work Values and Ethics

The Code of Ethics: SSW represents social justice, advocacy and social change. To be used to:

- Determine if a SSW acts unprofessionally
- Serves as a guide to SSW's
- Summarizes the values which the profession is based

NASW CODE of ETHICS (6) Values:

1. Competence
2. Integrity
3. Service
4. Social Justice
5. Dignity and Worth of a person
6. Importance of human relationships

NASW Standards (11):

1. Ethics and Values
2. Qualifications
3. Assessment
4. Intervention
5. Decision Making and Practice Evaluation
6. Record Keeping
7. Workload Management
8. Professional Development
9. Cultural Competence
10. Interdisciplinary Leadership and Collaboration
11. Advocacy

NASW Code of confidentiality can be violated:

- For compelling professional reasons

Ethical Problem-Solving Steps from the book: SSW Practice, Policy and Research

1. Know Yourself
2. Analyze the Dilemma
3. Seek Consultation
4. Identify the Courses of Action
5. Manage the Clinical Concerns
6. Enact the Decision
7. Reflect on the process

Duty to Warn

- SSW can disclose confidential information when it poses a threat to themselves or someone else
- SSW do NOT have to disclose if a student is using illegal drugs

Informed Assent: is a term to express willingness to participate in research but are too young to give informed consent but are old enough to understand the proposed research in general.

- The student has some acceptance with working with the school social worker

Standard 3: Social and Economic Justice and Populations at Risk

Know Terms such as:

Resilient: A Person that is able to withstand or recover quickly from difficult conditions.

At-risk youth: A person who is less likely to transition successfully into adulthood.

Racism: Prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.

- The belief that one race is superior over another
- It's a socially and politically construction of race

Ethnicity: The fact or state of belonging to a social group that has a common national or cultural tradition.

- Common racial
- National
- Tribal
- Religious
- Linguistic
- Cultural origin
- Background

Institutional Racism: Also known as systematic racism, is a form of racism that is embedded as a normal practice within society or an organization.

Covert Racism: It is a form of discrimination that is disguised and subtle, rather than obvious.

- Housing discrimination
- Redlining
- Unfair lending prices
- Denying access

Overt Racism: It is a form of discrimination that is observable

- Stereotyping
- Language
- Racist speech
- Attitude
- Derogatory remarks
- Intention to scare/intimidate/terrorize

Prejudice: is a bias or a preconceived opinion, idea or belief about something. Especially if these opinions are hostile regarding an ethnic, racial social or religious group.

Oppression: Prolonged cruel or unjust treatment or control

- The state of being subject to unjust treatment or control
- Mental pressure or distress

Discrimination: the unfair or prejudicial treatment of people and groups on characteristics such as race, gender, age, or sexual orientation.

- Stems from fear and misunderstanding

Ableism: Is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior.

Sexism: Prejudice, stereotyping or discrimination, typically against women on the basis of sex.

Classism: Prejudice against or unfavored of people belonging to a particular social class.

Microaggression: A statement, action, or incident regarded as an instance of indirect, subtle or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

- Indirect
- Subtle
- Unintentional
- Discrimination

intersectionality Theory: The idea that people whose individual identities overlap with a number of marginalized groups experiences: multiple overlapping threats of discrimination/oppression (Demographics)

- Race
- Class
- Gender Identity
- Sexual orientation
- Religion

Stereotyping: A stereotype is a mistaken idea or belief many people have about a thing

or group that is based upon how they look on the outside, which may be untrue or only partly true. Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is.

Social Oppression: is unfairly treating a person or group of people who are different from other people or groups of people.

- *One group benefit from the systematic abuse (white privilege or gender) and benefits from the exploitation of the other group (discrimination)*

Stratification: An arrangement of something into different groups. Categorization of people into different social classes. **Structured Inequality**

- Inequity in income
- Wealth
- Distribution
- Social status

Pluralism: Political theory of power-sharing among political parties. A system in which two or more states, groups, principals, sources of authority coexist.

- *Maintain own traditions but work together to value the traits of other traditions*

Ethnocentrism: That one may see his/her culture as the correct way of living.

Affirmative Action: A policy in which an individual color, sex, race, religion or natural origin is considered to increase opportunity provided to an underrepresented part of society.

****Background and experiences of oppressed people are not the same**.**

Self-Advocacy

- Know yourself
- *Know your needs and how to get needs met*
- *Know how to respect others*

Advocacy: Public support for OR recommendation of a particular cause or policy.

Standard 4: Assessment

Individualized Family Service Plan (IFSP): Is a plan to obtain special education services for young children within the US in public schools. It is provided by law to families of eligible children from birth to 3 years old.

- The primary agency in managing the plan is the family

Individualized Education Program (IEP)

IEPs are reviewed and revised yearly....

- SSW need to have problem solving and team building skills
- SSW does not have to share all of the information received from the social history during an IEP. Only certain type of information should be shared if it impacts the student's academics or behavior at school; such as:

Trauma
Mental Illness
Substance Abuse

- A major part of the social history obtained from the parent's during an IEP is to understand how the background environment of the student may impact school performance.
- A school team has 60 days after consent has been obtained to complete an IEP

In regards to IEP's SSW should know

- What testing criteria should be used based on the criteria area for example if an SSW is on the IEP team that is looking at a student for Intellectual Disability (ID). the SSW should know that they should conduct a ABAS assessment, an interview and a parent's social history.
- Transition plans consists of: student's strengths, preferences and needs
- Parent/guardian, the LEA (Local Educational Agency), a regular education teacher and someone to interpret the results
- Post-secondary transition to training starts at age 16
- Parents can bring an attorney to the IEP
- Foster parents can refer a student for an IEP but cannot sign consent
- Voucher/Choice school in WI are NOT required to provide special education
- SSW can provide counseling services as a related service
- Counselors can NOT provide SSW services as a related service.
- Students with disabilities should be educated in the least restrictive environment
- A student can meet criteria for special education but may not need a IEP, they could however be eligible for a 504.
- SSW as a related service should be to support the student in the area of the criteria

If a student meet criteria for EBD and require social emotional skills a SSW could be written into the IEP

If a student meets criteria for a specific learning disability and is angry at his math support teacher (he would not receive SSW services as a related service-as someone to talk to).

Disability Criteria Areas:

- Specific Disability
- Intellectual Disability
- Autism
- Emotional Behavior Disability (need to present in two areas: home/community and school)
- Significant Developmental Delay
- Other Health Impairment
 - Visual
 - Deafness
 - Hearing Impairment
 - Deaf-blindness
 - Orthopedic impairment
 - Multiple disabilities
 - Trauma Brain Injury
- Speech and Language is another criteria (however SSW is never on a speech and language IEP-there must be another area of disability criteria that must be looked at in order to have the presence of a SSW such as ID).

504: A student is determined to have a disability if they have a physical or mental impairment affecting the body such as:

- Diabetes
- Cancer
- Sickle Cell

A medical diagnosis *is NOT a requirement to* qualify for a 504.

It does **NOT** require a special education teacher to be assigned.

Does **NOT** require a **school social worker to be a part of the team**

Assessing Adaptive Behavior: *What a student typically does*

- Must be done in multiple environments

Can also be done by:

- ▶ Interviewing Student

- ▶ Interviewing Parents
- ▶ Interviewing Teachers

Adaptive Assessments can be given to:

- Teachers
- Parents
- Paraprofessional
- Whomever interacts with the student
- Especially when the parent has either elevated or low scores

Naturally one of the SSW roles is to obtain the adaptive skills information, as that information deals with how the student functions in their environment.

A young child typically performs "self-care" as part of their adaptive skills

Functional Behavioral Assessment (FBA)

- An approach to figure how why a student behaves a certain way
- It uses different methods to figure out what is behind behavior challenges
- The basic idea is that student's behavior serves a purpose
- Students act a certain way for a reason
- **Steps include:** Interviewing and Observing students and asking the teacher and parent to complete a behavior rating scale.
- **Helps support the BIP, best practice to complete first**
- **Required for an IEP**

Behavior Intervention Plan (BIP)

- It is based on the results of an FBA
- It includes a description of the problem behavior
- Hypothesis as to why the problem behavior occurs
- Interventions strategies that include positive behavioral supports
- **After creating the plan develop a *Progress Monitoring Tool* (that's how we know it's working)**

Observations

ABC: Antecedent Behavior Consequences. It is a direct observation tool that can be used to collect information about the events that are occurring within a student's environment.

- It's time for Math-Student acts out-Student is kicked out of the classroom

Event: Involves the observation of specific actions, incidents or behavior. It observes or records how many times a child shows a specific action or behavior. The purpose is to understand why a child may display such actions/behaviors.

- Out of seat
- Leaving the classroom
- Talking out of turn

Duration and Latency: These observations measure time, however, latency is how long it takes the behavior to start and duration is how long the behavior lasts.

- Disrupting class

RIOT: Review Interview Observe and Test

- Review of historical records
- Interview of key stakeholders
- Observe performance in real time functional settings
- Test students through careful use of appropriately matched measurement technologies.

Standard 5: Prevention and intervention

Trauma:

- How does it impact students?
- What do students need?
- They need structure and predictability
- *Students heal from cognitive-behavioral therapy*

ACE: Adverse Childhood Experiences: A traumatic experience in a person's life occurring before the age of 18.

- Trauma
- Poverty
- Homelessness
- Out of Home Care
- 34.8 million children are impacted

Restorative Justice/Practices Can be used to:

- Address discipline infractions
- Build community
- Hear from victims
- Relationship building
- Resolve disagreements
- Engage in acts of empathy and forgiveness

- Take ownership of one's behavior

Group Work

- Beginning-building rapport-establish group rules and expectations
- Middle- group functioning on its own-curriculum should be implemented with fidelity
- End: Termination

Social Emotional Developmental Stages

Ages 0-3: During this stage children learn about the work and their senses and the manipulation of objects; develop memory and imagination.

Ages 4-6: Identifies with parents; becomes more independent; sensitive to other's feelings.

Ages 7-12: Develops greater sense of self; focuses on school activities, negotiates for greater independence.

Ages 13-18: Develops own identity; builds close relationships, tries to balance peer group with family interest; concerned about appearance.

Erikson's

Initiative v Guilt: A sense of competence rather than guilt develops when assertiveness is allowed.

- Learning Basic Trust Versus Basic Mistrust (**Hope**) ...
- Learning Autonomy Versus Shame (**Will**) ...
- Learning Initiative Versus Guilt (**Purpose**) ...
- Industry Versus Inferiority (**Competence**) ...
- Learning Identity Versus Identity Diffusion (**Fidelity**) ...
- Learning Intimacy Versus Isolation (**Love**)
- Learning Generativity Versus Self-Absorption (**Care**)
- Integrity Versus Despair (**Wisdom**)

What is used to determine the effectiveness of a potential **curriculum**:

- **Evaluation**

Professional Development

Adult learner:

Opportunity for engagement, focus on the information that is relevant to the audience.

Transference:

The ability to apply or practice what has been learned in a new setting

Self-determination: A-point in which a person controls their own life.

Consultation: Teacher consultation is important as it helps teachers with student behavior challenges (it alleviates the amount of SSW referrals)

- Ability to help staff become more effective in dealing with their work-related problems

Zero tolerance: what is zero tolerance: It is a strict enforcement of regulations and bans against behaviors of the possession of items deemed undesirable by said schools. It does not allow for any mitigating circumstances.

Zero Tolerance policies are associated with:

- Racial disproportionality
- Increased incident of suspensions and expulsion
- Elevated dropout rates for minorities

Suspension-Black and Brown Children are impacted by zero tolerance policies (much higher rates than any other race or ethnicity)

RTI/PBIS Framework

Tier 1: Universal (80%) respond

Tier 2: CICO (10-20%)

Tier 3: Educational Wraparound (5%)

Essential Component to RTI is: *Progress Monitoring*

Strengths Based

- All people have strengths and capacities
- People can change and grow through their strength and capacities
- People's problems can blind them from recognizing their strengths
- Resilience is the ability to overcome stress or trauma

- *Change is difficult, even for individuals who are well adjusted.*

Relationship Development:

Build trust

Mental Health Framework

1. Strong Universal Implementation
2. Integrated Leadership Teams
3. Youth-Family-School-Community Collaboration
4. Culturally Responsive Evidence-Based Practice
5. Data-Based Continuous Improvement
6. Positive School Culture and Climate
7. Staff Mental Health Attitudes, Competencies and Wellness
8. Systemic Professional Development and Implementation
9. Confidentiality and Mental Health Promotion Policies
10. Continuum of Supports
 - Satellite clinics co-located in schools
 - Mental health services delivered by pupil service providers with referrals to community-based providers
 - Community-based mental health service providers as partners
 - Community based mental health providers do not provide ALL of the mental health services to students. School based pupil service team also provides support to students.

Cognitive Behavior Therapy:

CBT is a psycho social intervention that aims to improve mental health. CBT focuses on challenges, changing unhelpful cognitive distortions and behaviors, improving emotional regulation and the development of personal coping strategies target solving current problems.

Proactive Strategy:

Focuses on issues pertaining to family structure, roles and relationships.

****Remember when referring to a community partner a release of information is ALWAYS required.**

Standard 6: Human Behavior and the Social Environment

Analytic skills: you use these skills when you detect a pattern brainstorm, observe, interpret, integrate, theorizing and making decision based on the multiple factors and options available

Political skills: you use these skills when you have the ability to influence others, networking ability, serving on a school association legislative committee, advocating, providing input on bills, etc...

Value Clarifying Skill: you use these skills when you include integrity, privacy, family, honesty, harmony and loyalty.

interactional Skill: you use these skills when you actively listen, collaborating well with others, utilize clear communication skills, the ability to bring people together to resolve conflicts and form committees

Mobilization: The process of making something capable of movement to have people and resources ready to move or act.

Systems Theory: is an interdisciplinary theory about the nature of complex systems in nature, society, and science, and is a framework by which one can investigate and/or describe any group of objects that work together to produce some result.

- Interrelationships in nature, physics, chemistry, biology and social relationships

Psychodynamic Theory: sometimes called psychoanalytic theory explains personality in terms of unconscious psychological processes (for example, wishes and fears of which we're not fully aware), and contends that childhood experiences are crucial in shaping adult personality.

- Emotions has a central place in human behavior

Conflict Theory: is a theory that society is in a state of perpetual conflict because of competition for limited resources. Conflict theory holds that social order is maintained by domination and power, rather than by consensus and conformity.

- Power is unequally divided

Social Learning Theory: emphasizes the importance of observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others. Social learning

theory considers how both environmental and cognitive factors interact to influence human learning and behavior.

- Observations

Biopsychosocial Model:

- Hereditary
- Emotional problems
- Psychological problems
- Social influences environmental problems

Case management Guiding Principles:

- Autonomy
- Nonmaleficence
- Justice
- Beneficences

Standard 7: Diversity

Cultural competence: it is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses:

- Being aware of our own world view
- A good place to begin to develop a multicultural environment

When working with diverse populations:

- Make sure everyone feels valued
- Feel included
- *Best way is to assign random groups together*

Affirming: Validating a student's concern (offer emotional support/encouragement)

Advocating: Publicly supporting or recommending a particular cause/policy/person.

Analyzing: Examine methodically and in detail the constitution or structure of (something, especially information), typically for purposes of explanation and interpretation.

Assessing: Evaluate or estimate the nature, ability, or quality of.

Cultural Humility: A lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but one starts with an examination of her/his own beliefs and cultural identities.

- Gives value to the practice of listening
- Embracing voices other than your own

Standard 8: Research

Evidenced Based Social Work Practices:

- Decision making based on research
- SSW clinical expertise
- SSW values
- Client wishes

Norm referenced tests are tests that compare a person to another person that should be at the same developmental "normal" level.

Problem Solving Steps:

1. Define the problem
2. Clarify the problem
3. Define the goals
4. Identify the root cause of the problem
5. Develop an action plan
6. Execute the action plan
7. Evaluate the results
8. Continue to improve

Qualitative Data: is defined as the data that approximates and characterizes This data type is non-numerical in nature. This type of data is collected through methods of observations, one-to-one interviews, conducting focus groups, and similar methods.

- A teacher overview of how a student is doing
- Time sample observation
- Focus groups
- In-depth Interviews
- Case studies

Quantitative Data: Is data expressing a certain quantity, amount or range. Usually, there are measurement units associated with the data, e.g. meters, in the case of the height of a person. It makes sense to set boundary limits to such data, and it is also meaningful to apply arithmetic operations to the data.

- CICO data
- Probability and nonprobability sampling

Reliability: Is defined as the probability that a product, system, or service will perform its intended function adequately for a specified period of time, or will operate in a defined environment without failure.

T step?