

SCHOOL SOCIAL WORK CONTENT EXAM 184 PRACTICE (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Accountability also means providing only pertinent information. Which of the following best reflects this principle?**
 - A. Only pertinent information
 - B. All information
 - C. Personal information
 - D. Irrelevant information
- 2. Which child would NOT be an appropriate candidate for play therapy?**
 - A. Amelia who has anxiety so severe that she cannot function in a normal classroom setting and frequently misses school
 - B. Nathan a 5th grade student who is a recent victim of sexual abuse
 - C. Maricela who was traumatized by a home invasion in which her parents were killed
 - D. Jonas who has a learning disability, but does not exhibit signs of low self-esteem or other emotional problems
- 3. During a school crisis, whose job is to ensure authorized individuals pick up students from a holding area?**
 - A. Release point staff
 - B. Security supervisor
 - C. School nurse
 - D. Principal on duty
- 4. During a traumatic event, no _____ should be attempted.**
 - A. Psychological interventions
 - B. Medical interventions
 - C. Legal interventions
 - D. Social interventions
- 5. In the crisis typology, Level II is best described as what?**
 - A. A minor incident
 - B. A major personal crisis or major threatening incident
 - C. A routine disruption
 - D. A medical emergency

- 6. Which statement best describes the IQ range among students for whom English is a second language?**
- A. They typically have above-average math skills.
 - B. They have much lower IQ scores than students who speak English as a first language.
 - C. They exhibit a range of IQ scores similar to those of native English speakers.
 - D. They cannot be expected to read at grade level.
- 7. Which combination of ethical values reflects the core principles for school social workers?**
- A. Confidentiality, self-determination, and client protection
 - B. Self-determination, confidentiality, and client participation
 - C. Judgement, confidentiality, and self-determination
 - D. Self-determination, accountability, and client safety
- 8. In Weiner's attribution theory, attributing success to personal effort demonstrates attribution along which dimension?**
- A. Locus
 - B. Stability
 - C. Controllability
 - D. External
- 9. The blueprint for all that happens in the education of a child with disabilities is the what?**
- A. 504 Plan
 - B. Individualized Family Service Plan
 - C. Transition Plan
 - D. IEP
- 10. Developmental theory suggests that individuals progress through stages with psychosocial challenges at each stage.**
- A. Only genetics
 - B. Stages only
 - C. No stages
 - D. Progress through stages with psychosocial challenges

Answers

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1. A
2. D
3. A
4. A
5. B
6. C
7. B
8. A
9. D
10. D

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Explanations

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1. Accountability also means providing only pertinent information. Which of the following best reflects this principle?

A. Only pertinent information

B. All information

C. Personal information

D. Irrelevant information

Accountability means making decisions and communicating them in a way that shows the actions are justified by information that directly relates to the student's welfare and the goals of the intervention, while protecting privacy. Providing only pertinent information fits this approach because it gives stakeholders what they need to evaluate and understand the decisions without exposing unnecessary or sensitive details. In practice, you would share data that directly informs safety, needs, and progress—such as relevant observations, outcomes, and plan specifics—while omitting unrelated personal details. Sharing all information can overwhelm recipients, blur the decision trail, and increase privacy risks. Conversely, including irrelevant information muddies the purpose and undermines accountability. Personal information isn't automatically required; it should be included only if it directly affects decisions or is necessary for consent and policy. So, providing only pertinent information best reflects accountability by balancing transparency with confidentiality and ensuring decisions are based on relevant, essential data.

2. Which child would NOT be an appropriate candidate for play therapy?

A. Amelia who has anxiety so severe that she cannot function in a normal classroom setting and frequently misses school

B. Nathan a 5th grade student who is a recent victim of sexual abuse

C. Maricela who was traumatized by a home invasion in which her parents were killed

D. Jonas who has a learning disability, but does not exhibit signs of low self-esteem or other emotional problems

Play therapy helps children express feelings and cope with distress through symbolic play and age-appropriate activities, making it especially useful for kids dealing with anxiety, trauma, or abuse. In Amelia's case, the severe anxiety that disrupts functioning suggests emotional distress that play therapy can address by building coping skills and gradually reducing avoidance. Nathan's situation as a recent sexual abuse victim also benefits from a safe, therapeutic space to process trauma and regain a sense of safety. Maricela's trauma from a home invasion and the loss of her parents likewise points to emotional wounds that can be explored and worked through with play-based approaches. Jonas, however, has a learning disability without signs of low self-esteem or other emotional problems. When there aren't emotional or behavioral concerns driving the need for therapy, play therapy is not typically indicated; his needs are more academic or skill-based, requiring educational supports rather than psychotherapy.

3. During a school crisis, whose job is to ensure authorized individuals pick up students from a holding area?

A. Release point staff

B. Security supervisor

C. School nurse

D. Principal on duty

During a school crisis, the staff at the release point are charged with the reunification process, including ensuring that only authorized individuals pick up students from the holding area. They verify identifiers against the approved pickup list, confirm relationships or authorized codes, and keep a clear log of who takes each student. This role is focused on safety during hand-off, coordinating with administrators and security to ensure the right person collects each student and that the transfer is properly documented. Other roles have broader or different responsibilities. A security supervisor oversees overall safety and incident control rather than the day-to-day reunification hand-off. The principal on duty directs school-wide operations and decisions but isn't the staff member stationed at the release point handling pickups. The school nurse attends to medical needs, not the process of releasing students to authorized caregivers.

4. During a traumatic event, no _____ should be attempted.

A. Psychological interventions

B. Medical interventions

C. Legal interventions

D. Social interventions

In the midst of a traumatic event, the priority is safety and immediate stabilization. The brain is flooded with stress hormones, attention and working memory are overwhelmed, and attempting psychological processing or therapy at that moment can be counterproductive or even harmful. Because of that, psychological interventions should not be attempted during the crisis. Instead, focus on ensuring physical safety, meeting basic needs, and providing clear, calm support. Once the person is safe and stabilized, appropriate psychological support can be offered later, such as Psychological First Aid and, if needed, trauma-focused therapies. Medical, legal, and social interventions may still be necessary during the event depending on the situation.

5. In the crisis typology, Level II is best described as what?

A. A minor incident

B. A major personal crisis or major threatening incident

C. A routine disruption

D. A medical emergency

Level II targets events that cause significant distress and raise safety concerns, but aren't immediate medical emergencies. It covers major personal crises or major threatening incidents that disrupt a student's functioning and require professional support and planning, though they don't demand urgent life-saving intervention right away. Think of it as a step up from everyday stress or routine disruptions, where the school needs to mobilize a crisis response plan, assess risk, and coordinate with families and mental health resources to keep the student safe and connected to support systems. This is why describing Level II as a major personal crisis or major threatening incident fits best. A minor incident or routine disruption would fall under Level I because it involves less disruption and typically can be managed with routine supports. A medical emergency would be in a different, more urgent category that requires immediate medical intervention, often outside the school's crisis-handling scope.

6. Which statement best describes the IQ range among students for whom English is a second language?

- A. They typically have above-average math skills.
- B. They have much lower IQ scores than students who speak English as a first language.
- C. They exhibit a range of IQ scores similar to those of native English speakers.**
- D. They cannot be expected to read at grade level.

IQ scores measure cognitive ability across multiple domains, not a student's language background. For students who learn English as a second language, language proficiency can influence performance on the verbal parts of an IQ test, but the overall distribution of IQ scores generally mirrors that of native English speakers. In other words, ESL status does not predict a different IQ range; there are ESL students with a wide variety of scores just like their peers who speak English as a first language. This makes the statement that their IQ range is similar to native speakers the most accurate.

7. Which combination of ethical values reflects the core principles for school social workers?

- A. Confidentiality, self-determination, and client protection
- B. Self-determination, confidentiality, and client participation**
- C. Judgement, confidentiality, and self-determination
- D. Self-determination, accountability, and client safety

In school social work, practice hinges on honoring students' autonomy, protecting their privacy, and ensuring they have a voice in decisions about their services. The best combination reflects that by pairing self-determination, which supports empowering students to participate in choices about their lives; confidentiality, which builds trust and safeguards private information (while noting there are limits when safety or mandated reporting apply); and client participation, which ensures students and families are actively involved in planning and implementing supports. The other options mix in concepts like protection, judgment, accountability, or safety. While those are important aspects of ethical practice, they don't align as directly with the trio of empowering choice, maintaining privacy, and engaging the client in decision-making, which together capture the core ethical stance in school settings.

8. In Weiner's attribution theory, attributing success to personal effort demonstrates attribution along which dimension?

- A. Locus**
- B. Stability
- C. Controllability
- D. External

The main idea here is locus of causality. In Weiner's framework, causes are seen as internal or external. Attributing success to personal effort places the cause inside the person, so it reflects an internal locus. The other dimensions describe different aspects—stability asks whether the cause would be consistent over time, and controllability asks whether the person could influence it; attributing to effort doesn't inherently address those, and external would be blaming luck or something outside the person. So internal locus is the best fit for attributing success to personal effort.

9. The blueprint for all that happens in the education of a child with disabilities is the what?

- A. 504 Plan
- B. Individualized Family Service Plan
- C. Transition Plan
- D. IEP**

The plan that serves as the comprehensive, legally required guide for all special education services is the Individualized Education Program. This document coordinates every aspect of a student's education under IDEA, detailing where the student currently stands (present levels), the goals for the year, the specific services and supports to be provided (special education, related services, and accommodations), how progress will be measured, and how the student will participate with peers in general education. It's created with input from parents and professionals and is reviewed and updated regularly. Transition planning is included as part of the IEP, helping ready the student for post-school life. A 504 Plan, by contrast, focuses on providing accommodations to ensure access and prevent discrimination but does not establish a full, individualized educational program. An Individualized Family Service Plan is used for early intervention for younger children and centers on family-centered services. A Transition Plan is a component within the IEP rather than a standalone blueprint.

10. Developmental theory suggests that individuals progress through stages with psychosocial challenges at each stage.

- A. Only genetics
- B. Stages only
- C. No stages
- D. Progress through stages with psychosocial challenges**

This is about stage-based psychosocial development, where individuals move through a sequence of stages and face a specific psychosocial challenge at each one. Successfully navigating these challenges helps build the skills, identity, and resilience needed to progress to the next stage, which is the core idea of theories like Erikson's. While biology and genetics influence abilities, they don't by themselves explain the movement through stages or the distinct psychosocial crises at each point. The other options miss key parts: genetics alone doesn't capture the staged, challenge-driven process; stages only omits the psychosocial conflicts; and no stages rejects a fundamental feature of developmental theories.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://schoolsocialwork184.examzify.com>

We wish you the very best on your exam journey. You've got this!

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