

# School Social Work (SWK) Content Exam 184 Practice (Sample)

## Study Guide



**Everything you need from our exam experts!**

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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. Which of the following is NOT part of an IEP team?**
  - A. The student and his or her parents**
  - B. The special education teacher**
  - C. The classroom teachers**
  - D. The school administrator**
  
- 2. Which phase of emergency management focuses on prevention?**
  - A. Phase two**
  - B. Phase one**
  - C. Phase four**
  - D. Phase three**
  
- 3. Accountability to the secretary includes which practice?**
  - A. Being informed regarding where the school social worker intends to be and how to reach him/her if necessary**
  - B. Keeping all information confidential from the secretary**
  - C. Reporting only to the principals**
  - D. Avoiding communication with community agencies**
  
- 4. A thorough needs assessment should determine which of the following?**
  - A. The numbers of all school service personnel required to appropriately meet student and staff needs**
  - B. The school's budget for personnel**
  - C. The district's political climate**
  - D. The number of classrooms in the building**
  
- 5. Which department oversees Section 504?**
  - A. The Department of Education**
  - B. The Office of Civil Rights**
  - C. The Department of Health and Human Services**
  - D. The Equal Employment Opportunity Commission**

- 6. What is the primary purpose of an Individualized Education Program (IEP)?**
- A. The blueprint for a child's special education program**
  - B. A general classroom plan**
  - C. A school safety plan**
  - D. A district budget plan**
- 7. Which intervention best supports a recently immigrated student who is struggling academically due to language and cultural adjustment?**
- A. Lowering academic standards**
  - B. Telling families to only speak English at home**
  - C. Providing more visuals, slower instruction, and clearer explanations**
  - D. Refer the student to special education**
- 8. Who is considered the father of school social work?**
- A. Ray Graham**
  - B. Jane Addams**
  - C. Lily Chen**
  - D. David Jones**
- 9. A curriculum designed to teach conflict resolution would most likely include which of the following?**
- A. Emphasis on the fact that conflict is a normal part of life**
  - B. Training students to value diversity**
  - C. All of the above**
  - D. Role-playing to practice conflict resolution strategies**
- 10. According to Weiner's attribution theory, attributing a person's success to luck is an example of which attribution?**
- A. Internal attribution (effort and ability)**
  - B. External attribution (luck)**
  - C. Self-serving bias**
  - D. Stability attribution**

## Answers

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

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## **Explanations**

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**1. Which of the following is NOT part of an IEP team?**

- A. The student and his or her parents**
- B. The special education teacher**
- C. The classroom teachers**
- D. The school administrator**

An IEP team is made up of people who know the student well and can contribute to planning services. The team typically includes the student (when appropriate) and the parents, the special education teacher, a regular education teacher who can speak to how the student participates in the general curriculum, a representative from the school district who can commit resources, and any related services professionals who provide needed supports. A school administrator is not a required member of every IEP team, though they may attend or serve as the district representative when appropriate. That's why the option describing a school administrator isn't universally part of the team, while the student, the parents, the special education teacher, and classroom teachers are standard members to ensure the plan addresses both specialized and general-education needs.

**2. Which phase of emergency management focuses on prevention?**

- A. Phase two**
- B. Phase one**
- C. Phase four**
- D. Phase three**

In emergency management, stopping hazards before they become disasters is the focus of the initial phase. This phase emphasizes prevention and risk reduction through activities like risk assessment, mitigation planning, strong policies, and public education to reduce exposure and vulnerability. That is why the first phase is the best answer. For context, the other phases cover different work: preparedness involves planning and training so agencies and communities are ready; response is the immediate actions taken during an emergency to protect lives and property; recovery focuses on restoring services and improving systems after the event, with lessons learned to reduce future risk.

**3. Accountability to the secretary includes which practice?**

- A. Being informed regarding where the school social worker intends to be and how to reach him/her if necessary**
- B. Keeping all information confidential from the secretary**
- C. Reporting only to the principals**
- D. Avoiding communication with community agencies**

Open, coordinated communication with the school's administrative staff is essential for accountability. Being informed about where you plan to be and how to reach you if needed helps ensure student safety, smooth scheduling, and timely coordination across teachers, administrators, and support staff. It allows the secretary to contact you during emergencies, arrange access to the building, or connect other staff with you as needed, which demonstrates professional responsibility and reliability within the school setting. Keeping information from the secretary would hinder operations and safety. Only reporting to principals narrows oversight and collaboration, reducing the team-based approach that schools rely on. Avoiding communication with community agencies cuts off valuable resources that often support student success. The best practice is to keep the secretary informed about your whereabouts and contact methods to support effective, accountable service.

**4. A thorough needs assessment should determine which of the following?**

- A. The numbers of all school service personnel required to appropriately meet student and staff needs**
- B. The school's budget for personnel**
- C. The district's political climate**
- D. The number of classrooms in the building**

A thorough needs assessment focuses on identifying how many and what kinds of personnel are required to meet student and staff needs. It looks at what services are needed, the workloads and caseloads people must handle, and whether current staff can deliver those services effectively. By specifying the exact numbers and roles of school service personnel—such as social workers, counselors, psychologists, or other support staff—it provides a clear staffing plan that aligns resources with the actual needs of the students and staff. Budget, political climate, and the number of classrooms are important considerations in overall planning, but they are not the primary outcome of a needs assessment aimed at determining staffing levels. The main purpose is to ensure appropriate staffing to deliver necessary supports, and then use those findings to inform budgeting and broader decisions.

**5. Which department oversees Section 504?**

- A. The Department of Education**
- B. The Office of Civil Rights**
- C. The Department of Health and Human Services**
- D. The Equal Employment Opportunity Commission**

Section 504 is a civil rights provision that protects students with disabilities in programs receiving federal funds. The enforcement and oversight for Section 504 in educational settings is carried out by the Office for Civil Rights, which is the civil rights enforcement arm within the Department of Education. OCR investigates complaints, ensures schools provide appropriate accommodations, and works to prevent discrimination. The other options do not oversee Section 504 in schools—one is the broader department, another handles health-related matters, and another focuses on employment discrimination.

**6. What is the primary purpose of an Individualized Education Program (IEP)?**

- A. The blueprint for a child’s special education program**
- B. A general classroom plan**
- C. A school safety plan**
- D. A district budget plan**

An IEP is the written, legally binding plan that translates a child’s eligibility for specialized instruction into an individualized program. It lays out present levels of performance, annual goals, the specific special education and related services the student will receive, accommodations and modifications, and the placement settings that will be used (all within the least restrictive environment). It also defines how progress toward goals will be measured and communicated to parents, and includes transition planning when appropriate. Because it details exactly what services, supports, and placement the student will receive to help them learn, it serves as the blueprint for the child’s entire special education program and ensures they receive a Free Appropriate Public Education. The other options describe more general or separate plans (a general classroom plan, a school safety plan, or a district budget plan) and do not reflect the individualized, service-focused purpose of an IEP.

**7. Which intervention best supports a recently immigrated student who is struggling academically due to language and cultural adjustment?**

- A. Lowering academic standards**
- B. Telling families to only speak English at home**
- C. Providing more visuals, slower instruction, and clearer explanations**
- D. Refer the student to special education**

When a student is newly immigrated and coping with language and cultural adjustment, the most effective approach is to adapt instruction to be more accessible: use visuals, teach at a slower pace, and give clearer explanations. Visuals provide concrete representations of ideas, so meaning comes through even if the student is still learning the language. Slower instruction gives ample time to process new vocabulary and concepts, reducing overwhelm and increasing retention. Clear explanations with explicit steps and checks for understanding help connect content to language, making expectations explicit and doable. Lowering standards undermines long-term learning and motivation, and telling families to speak only English at home disregards the student's bilingual strengths and can create unnecessary stress. Referring to special education should be reserved for students with demonstrated learning disabilities, not as a default for language and cultural adjustment. This approach supports language development while maintaining high academic expectations.

**8. Who is considered the father of school social work?**

- A. Ray Graham**
- B. Jane Addams**
- C. Lily Chen**
- D. David Jones**

The idea being tested is who is recognized as the founder of school social work. Ray Graham is widely credited as the father of school social work because he helped formalize the role of social services within public schools, promoting collaboration between school staff, families, and community resources to support students' learning and well-being. His work established the professional practice of providing in-school counseling, case management, and advocacy, which became the foundation for how school social workers operate. Jane Addams is a landmark figure in social reform and the settlement house movement, which influenced the broader field of social work, but she did not originate the school-based practice. The other two names aren't connected to the development of school social work history. So, the best answer is Ray Graham because his contributions specifically shaped the emergence and structure of school-based social work.

**9. A curriculum designed to teach conflict resolution would most likely include which of the following?**

- A. Emphasis on the fact that conflict is a normal part of life**
- B. Training students to value diversity**
- C. All of the above**
- D. Role-playing to practice conflict resolution strategies**

A strong conflict resolution curriculum works by combining understanding, attitudes, and hands-on practice. When students are taught that conflict is a normal part of life, they become less anxious or defensive about disagreements and more ready to engage in constructive dialogue. Adding a focus on valuing diversity ensures that students consider multiple viewpoints and learn to respect differences, which helps prevent biased or polarized reactions during disputes. The role-playing component then provides authentic, low-stakes practice of the actual skills used to resolve conflicts—active listening, using I-statements, paraphrasing, negotiating, and mediating—so students can try these strategies, receive feedback, and apply them in real situations. Because all three elements reinforce each other, including normalizing conflict, embracing diversity, and practicing with role-plays creates a comprehensive, effective approach. That’s why all of the above is the best choice.

**10. According to Weiner's attribution theory, attributing a person's success to luck is an example of which attribution?**

- A. Internal attribution (effort and ability)**
- B. External attribution (luck)**
- C. Self-serving bias**
- D. Stability attribution**

In Weiner's attribution theory, the way we explain a success or failure depends on the locus of causality. Attributing a person’s success to luck places the cause outside the person, which is an external attribution. Luck isn’t something the person did or could control, so it fits external rather than internal explanations like effort or ability. It’s also typically seen as unstable—luck can change from moment to moment—further supporting the external attribution label. Self-serving bias is a bias about how people present causes to protect self-esteem, not a straightforward type of causal attribution, and stability attribution concerns whether the cause is stable over time, which isn’t the primary issue when labeling luck. So the best fit is external attribution (luck).

## 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](mailto:hello@examzify.com).**

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

**<https://schoolswkcontent184.examzify.com>**

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