The Post Test Study Guide

Integrated Child Welfare Pre-Service Training

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Prepared by Florida International University

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Introduction

Purpose

The study guide is designed to help you prepare for the Integrated Child Welfare Pre-Service Training Post Test. The purpose of the guide is to help you become familiar with the structure, format, and content of the test and help you effectively prepare for a successful test-taking experience.

Child Protection Certification Program Overview

The State of Florida's Child Protection Certification Program requires people responsible for child protection to demonstrate that they have the basic knowledge, skills and abilities needed to effectively deliver services. A single, mandated competency-based core training curricula and testing materials ensure a systematic approach to staff development and training.

Written tests are administered to:

- assess the pre-existing knowledge level of newly hired workers;
- measure each candidate's mastery of the core training curricula;
- re-test candidates who do not pass; and
- waive candidates out of all or part of the pre-service training

The test that you will take, Protective Investigations or Case Manager, is based on your job classification/title and mirrors the curriculum that was delivered during your pre-service training cycle. The tests are based on the curricula and reflective of the 142 Florida Child Welfare Core Competencies. Only the information contained in the curricula is reflected on the post-test, except for information from the FSFN computer instruction. There are no test items about FSFN functionality on the post test.

Each agency is responsible for administering classroom pre- and post-tests, and any re-takes, to certification candidates. The Department of Children and Families has set statewide standards that each agency must follow to ensure that this process is equitable and fair for everyone.

Overview of the Testing Requirements (F.A.C. 65C-33)

Pre-test

The purpose of the pre-test is to provide feedback to curriculum developers about the candidate's knowledge levels before attending any classroom training. Differences, or gain scores, from pre- to post-testing provide information about the immediate effectiveness of the curricula and associated teaching and learning activities on learning.

The pre-test does not address all curriculum competencies.

The pre-test cannot be used for pre-employment screening purposes, practice preparation for the post-test, or any other purpose. You may only take the pre-test once during any employment period or once during any pre-service training cycle if you must attend pre-service training more than once during any employment period.

Agencies may use pre-test scores as a measure of candidate and trainer performance by comparing individual and aggregate pre- and post-test scores.

Post-test

The post-test is a competency test that is taken after the completion of all required pre-service training. Completion of one hundred percent of the required curricula is mandatory before you are eligible to take the post-test. This test was designed to measure your mastery of the basic knowledge required for your position. You must score a minimum of 80 points to pass.

If you score 70-79 your agency decides if you can take the post-test one additional time, or if you must leave your position within 10 business days of receipt of the post-test results. Post-test re-takes must be administered no later than 15 business days following the initial post-test date absent special circumstances approved the agency.

Remedial Training Plans

Before scheduling a post-test re-take, your supervisor must initiate the development of a Remedial Training Plan to discuss your deficiencies in the pre-service training courses, modules or the post-test. Your input and that of a certified trainer must be included in this process.

Each Remedial Training Plan must identify the roles and responsibilities of all participants and include a schedule of dates and times when you will review specific parts of the pre-service curricula.

Scores 69 or below

If you score 69 or below on the first post-test attempt your agency decides if you can repeat the entire pre-service training during the next training cycle, or if you must leave your position no later than 10 business days after the agency receives the post-test results. If you repeat the pre-service training cycle you remain in **trainee status.**

Post-test (Second Attempt)

You must take the second attempt of the post-test within 15 business days after the initial post-test date, absent special circumstances approved by your agency or training entity. If you score below 80 on the second post-test attempt your agency decides if you will take the entire pre-service training again during the next training cycle or leave your position within 10 business days after receipt of the post-test results. If you repeat the pre-service training you remain in **trainee status**.

TRAINEE STATUS:

Trainees cannot:

- carry a caseload,
- assume responsibility for any cases,
- conduct any unaccompanied or unsupervised home visits,
- perform unsupervised home studies or interviews of children or adults,
- conduct risk assessments
- have primary responsibility for any investigation, child, family or case

Waiver Test

If you meet the minimum educational and experiential criteria of a Child Protection Professional you are eligible to take the waiver test and enter into an individualized waiver plan, instead of participating in the entire pre-service training program.

The waiver test is designed to measure the level of your basic knowledge of Florida child protection laws, principles, and policies and assess your ability to integrate and apply fundamental child welfare/child protection concepts in the decision-making process.

Waiver tests may also be administered to currently certified child welfare professionals who change their position classification (e.g., Protective Investigator to Case Manager) or previously certified child welfare professionals whose certification has expired.

General information about the Post Test

Test Development Process

Creating tests for the Integrated Child Welfare Pre-Service Training is a complex, ongoing process. Development of the test materials is a joint effort of key State of Florida Department of Children and Families employees, Sheriff's Offices, and Community Based Care Provider employees deemed subject matter experts. These subject matter experts are trained in test development by participating in Test Item Writing Workshops that are delivered throughout the state.

The focus of these Test Item Writing Workshops is identifying the specific content that learners need to know, should be expected to know and is important enough to be part of the test. The Integrated Child Welfare Pre-Service Training curriculum contains a lot of information that is necessary for learners to know and understand. However, much of this content does not rise to the level that requires testing. The content addressed in the test is the knowledge that employees who have approximately six weeks of experience need to know and understand to make effective child safety decisions. Much of the content that is in the Integrated Child Welfare Pre-Service Training curricula is expected to be expanded on by using field training and in-service trainings.

Test questions are developed through a process to ensure that they are clear, concise and have only one correct answer. Specifically, they are written in a single, clearly stated manner that allows for an informed person to be able to recognize the answer to the question without reading all alternatives.

Characteristics of the Tests

All tests are computer based, requiring access to a working computer to take the test. The test is accessed through the designated database that the Department of Children and Families utilizes to capture the certification requirements for all child protection professionals. This system, SkillNET, requires you to have a user code and password.

The tests included in the Child Welfare Pre-Service Certification Program are criterion referenced and competency based. A criterion-referenced test is designed to measure a learner's knowledge and skills in relation to an established standard of competency (criterion) rather than the performance of other learners.

All tests include multiple-choice questions containing four options, three distracters and one correct answer. Each option has a radio button located next to it and allows for the selection of one answer. You can skip questions and return to those questions before ending your test. Your answers are scored automatically by SkillNET, so you will receive your score from your proctor before you leave the testing environment.

Test Administration

Taking the Child Welfare Pre-service certification exam on the computer is simple. It is designed identically to the pilot/practice tests that you take during your training cycle. You do not need extensive computer experience or typing skills. You only use the keyboard to enter your SkillNET ID and password. All questions are answered by pressing a single button on the mouse. During the test, to answer each question, move the mouse pointer over the circle (radio button) next to the answer of your choice and click the left mouse button. Read each question carefully and select only one answer as your choice.

Your agency trainer (or designee) will administer the test. The Department of Children and Families has set statewide standards that each agency must follow to ensure that this process is equitable and fair to all candidates across the state. Certification exams and instructions administered under controlled and standardized conditions ensure reliability. Your agency trainer (or designee) will tell you the testing location, date and time of your test. Your testing location must include:

- Working computers
- Proper lighting
- Comfortable room temperatures
- Sufficient space
- Controlled entrance and exit
- Accessible restrooms
- Adequate technical support in the event of an emergency

You must provide photo ID and sign in upon entering the testing room and cannot bring cell phones, bags, etc. You cannot be interrupted to take job-related calls, and can only be called from the test room for personal emergencies which are handled according to your agency protocols.

You are not allowed to bring any resources into the test room such as papers, pens, notes, lap tops, etc. and no talking is permitted during the test. Should you have any questions, you must raise your hand for assistance.

The test proctor cannot answer any questions about the test content, nor can he/she help by re-wording test items or by trying to interpret technical words. Any questions on the proper method of completing the test process or any procedural questions can be discussed.

You are permitted to comment on any test item by completing an Examinee Test Item Comment Form. You must use one form per test item and the comments are forwarded to the test developers.

There are no breaks during the three hour test administration. If you need to use the restroom, you must raise your hand and the proctor will temporarily close your session. **Only one person is allowed out of the room at a time.** When you return from the restroom, your test session is restored.

Test Scores

Your test scores are immediately recorded in SKillNET once you have completed the test. Your agency test proctor will provide you with your test score before leaving the testing session. Agencies have developed and follow protocols for distributing individual test scores to appropriate personnel.

Preparing for the Test

Identify Resources

The first step in preparing for the Child Welfare Pre-Service Post Test is to identify the sources of information that were provided to you doing your pre-service training.

- Classroom participant guides for each course

- Program Overviews and corresponding checklists
- On-line courses and quizzes
- Module/course review questions
- Post test study guide
- Class Notes

Do not study or use any job aids, handouts, policies, etc. that you receive during your field activities as these items may be agency specific and may not be consistent with the information contained in the curriculum. Remember that the curriculum focuses on standardized, state mandated laws, policies and procedures. Only study the information that is contained in the standardized curriculum. Again, there are no questions about the information from the FSFN computer instruction, so you do not need to study this information.

Study Techniques

- Preparation for the test should begin the first day of class.
- Plan reviews as part of your regularly weekly study schedule; so you review over the whole training cycle rather than just at post test time.
- Reviews are much more than reading and rereading all assignments. You need to read over your lecture notes and ask yourself questions on the material you don't know well. (If your notes are relatively complete and well organized, you may find that little rereading of the material for detail is needed.) You may want to create a study group for these reviews to reinforce your learning.
- Review for several short periods rather than one long period. You will find that you retain information better and get less fatigued.
- Turn the main points of each topic or heading into questions and check to see if the answers come to you quickly and correctly. Try to predict examination questions; then outline your answers.
- It may seem "old-fashioned," but flashcards may be a helpful way to review in courses that have many unfamiliar terms. Review the card in random order using only those terms that you have difficulty remembering.

Review and Practice Test-Taking Skills

Each module contained/course in the pre-service curriculum has a review. These reviews are questions asked by your trainer that will assess your understanding of the material discussed in that module. Pay attention to these questions and make sure that you take notes on the topics and answers. Also make sure that you speak up if you do not understand a concept or topic and make sure that you are clear before allowing the trainer to proceed to the next module/course.

In addition, there are tests associated with all core and specialized courses that provide test-taking practice. These tests provide a review of the information that is covered in the modules/courses as well as the ability to assess your learning. These tests allow you to identify your strengths and needs as you progress through the training process.

Pilot Tests

SkillNET contains several pilot post tests to be used in preparation for taking the post test. You should make sure to take these tests and pay close attention to the content. The pilot tests will help you by providing:

- examples of the content that you can expect in the actual post test
- experience in taking the multiple choice tests on the SkillNET system

The pilot tests serve the purpose of validating questions to ensure validity and reliability before the questions being placed into the test item bank for use in the post tests.

Job Task Analysis and Competencies

Task Analysis Competency Topics

A job task analysis is the systematic process of collecting and making certain judgments about all important information relating to the nature of a specific job. It is used to determine the knowledge, skills, and abilities (KSAs) necessary for an individual to perform a job.

The job tasks analysis was the primary step in the test development process to ensure the assessment had content validity. Content validity refers to the extent to which the test items represent the skills in the specified subject area. The process followed in developing this post test adhered to strict national standards. These standards afford confidence that the test is a valid instrument in discriminating between candidates who have the knowledge and skills required to perform the tasks of an entry-level child protection professional and candidates who do not.

After the tasks were rated, they were clustered into the following topic areas:

- Case Initiation
- Child Safety Assessment
- Family Assessment
- Interviewing Skills
- Case Plan
- Service Provision and Coordination
- Administrative or Court-Related Activities
- Case Closure
- Removal and Placement Activities
- Staffing
- Termination of Parental Rights

The chart below associates the 142 identified competencies and their location within the specific topic areas.

Case Initiation

1	Address values and ethics when making decisions in public child welfare practice.
2	Use child protection standards and principles as guides when interacting with children and families.
3	Implement the child protection process when working with children and families.
4	Interact with systems of care and public or local assistance programs.
5	Apply basic principles of contracting for services in public child welfare.
6	Apply the state's legal definitions of child abuse, abandonment, and neglect when

	working with children and families.
8	Implement the philosophy, purpose, requirements and application of federal and state child welfare policy and legislation in child welfare practice.
10	Consider exposure to liability claims when working with children and families.
11	Apply confidentiality requirements to common casework tasks.
31	Use the Abuse Hotline procedures and follow reporting requirements.
32	Analyze specific elements of the Hotline Abuse report.
33	Use the Child Maltreatment Index to define a specific allegation and maltreatment type.
34	Evaluate prior abuse report information and determine its relevance to the current investigation and/or case specifics.
139	Resolve potentially harmful situations using knowledge of organizational risk management issues.
141	Recognize situations that place the worker at risk, including escalating emotions of families.
142	Use techniques to ensure personal safety, including requesting assistance from colleagues and law enforcement to facilitate staff safety.

Child Safety Assessment

25	Consider personal, interpersonal, family, social and environmental factors that influence the incidence of child maltreatment when working with children and families.
26	Recognize indicators of abuse, neglect and abandonment with maltreatment as specified in the department's child maltreatment index, Florida Statute, and

	administrative code when working with children and families.
27	Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.
28	Identify and document indicators of domestic violence.
29	Identify and document indicators of substance abuse by adults and youth.
30	Identify and document indicators of mental health issues of adults and children, age birth through eighteen years of age.
37	Assess and document child safety using the FSFN CSA (Child Safety Assessment) and consider the need for removal and placement ant the existence of maltreatment according to Florida Statute and rules.
38	Gather appropriate information to assess or verify indicators of abuse and neglect.
39	Interpret the results of the department's child safety assessment protocol to make appropriate child safety determinations.
41	Identify and document conditions and behaviors within the family related to the alleged maltreatment.
67	Identify and document the parent or caregiver's parenting and disciplinary strategies and their appropriateness for the developmental and individual needs of the child.

Family-Centered Service Assessment

16	Develop ethnically and culturally sensitive assessments and intervention plans for children and families.
20	Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.

36	Access intensive, family-centered, in-home supportive services when protection of a child is necessary.
42	Identify situations where preventative and/or in-home services and a safety plan cannot protect the child from continued abuse, abandonment or neglect and make an emergency removal of the child.
49	Consider the forms and mechanisms of oppression and discrimination pertaining to low income and single parent families and use this information in providing appropriate child welfare services.
50	Protect children and provide services that support families as caregivers.
51	Implement pre-placement preventative services when working with children and families.
52	Plan, rather than react, when preparing for contact with children and families.
53	Identify and involve extended family and other community resources that can strengthen a family's ability to care for their children.
54	Implement family-centered services to prevent the removal of children from their homes while fostering positive behavior change.
55	Assess the dynamics of resistance and use preventative casework methods to defuse family members' hostility, fear and anger.
56	Communicate and collaborate with community prevention services agencies to meet the needs of the child and family.
64	Engage and assess families from a strengths-based person in environment perspective and develop and implement a case plan based on this assessment.
65	Use strength-based perspectives and empowerment approaches to influence growth, development and behavior change.
66	Identify and use the family's strengths to assure continuing safety.

69	Identify and evaluate the family's existing and accessible resources and support systems to help the family meet their own needs.
70	Work with the family to engage support systems or services to match the family's needs and to reduce risk factors.
78	Match services with the specific, individual needs of the child, family and caregivers.
79	Ensure age appropriate referrals for treatment strategies and services that allow the child to develop physically, mentally and socially.
80	Identify and address barriers to effective services.
81	Identify and make referrals to appropriate provider and community services.

Interviewing Skills

15	Demonstrate sensitivity to cultural differences and ethnicity among clients.
17	Communicate with family members and collaterals by asking parents or guardians to elicit, define, and prioritize concerns and needs.
18	Interact with persons allegedly responsible for maltreatment in a way that allows information to be communicated in a non-confrontational manner.
19	Utilize interviewing techniques and strategies to prepare for and conduct age-appropriate interviews with the child, the caregiver and the family.
21	Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
22	Demonstrate sensitivity to differences in human development.

23	Consider behavioral indicators and dynamics of adolescent depression, suicide, or other emotional disturbances when working with children and families.
24	Communicate how to manage difficult stages of childhood.
35	Use specialized observation, assessment and interviewing techniques to assess the risk and safety factors in a situation of suspected maltreatment and weigh their effects on the overall need for protection of the child.

Case Plan

14	Gain court approval and abide by statutory case plan timeframes.
71	Work with family members and other parties involved in the case to develop an individualized, family-centered, assessment-based, and outcome-driven case plan.
72	Develop a case plan that maintains the child in the home if possible through managing or changing behaviors or conditions in the child's environment.
73	Address legal sufficiency when developing case plans.
74	Work with the family and all parties to develop goals, tasks, and objectives to assure safety.
75	Use concurrent case planning.
82	Comply with legal requirements for assessments and case planning.
83	Integrate assessment information in case planning.
84	Determine when concurrent case planning is needed.
85	Plan, prioritize, and monitor completion of case plan activities and tasks within required timelines.

86	Work with the family and all parties to the case to evaluate progress toward achieving case plan goals and assure on-going safety.
87	Review, renegotiate, and update case plans with input from the family and all parties to the case.
88	Assess the child's progress toward the goal of overcoming the effects of abuse, abandonment and/or neglect.
89	Monitor services on a regular basis to ensure that all of the child's educational, physical and mental needs, including prescribed medications and routine medical care, are being met.
90	Assess service frequency, intensity, and duration for effectiveness and appropriateness.
91	Make appropriate referrals for additional services: physical and mental health, domestic violence, substance abuse and educational.
92	Obtain feedback from providers to incorporate into case planning and assessment processes on an on-going basis.
93	Reassess the overall effectiveness and appropriateness of the case plan.
94	Assure substantial compliance with the case plan by reacting appropriately to elements of compliance and non-compliance.

Service Provision and Coordination

40	Build and maintain a physical record of the child beginning at the first interaction, including photographs and fingerprints according to Florida Statute.
43	Identify, document and conduct on-going, age-appropriate assessment activities that ascertain if a child's physical, mental, social, and educational needs are met.
68	Identify children and families that have physical, mental or developmental

	disabilities.
76	Assure that children and family members visit as frequently as possible and according to statutory requirements.
95	Assess need/readiness for permanency planning, including reunification, long term foster care, adoption, and/or emancipation.
96	Assess compliance with requirements for diligent efforts by a parent.
97	Assess compliance with requirements for diligent efforts by the state.
98	Obtain progress and/or termination summaries from providers in making determinations regarding permanency planning.
99	Prepare the family and child for reunification, including formalizing support systems to assure safety from recurring harm.
100	Develop, implement and monitor a post-reunification plan.
101	Identify and implement independent living services and programs.
102	Identify and document a family's on-going needs and assess the appropriateness of the child and family for reunification, long-term licensed care, relative care, or independent living.
103	Prepare the family and child for long-term licensed care, relative care, or independent living, including formalizing support for systems to assure safety from recurring harm.
104	Develop and implement a post-placement plan.
110	Monitor a post-placement plan.
112	Develop documentation that communicates the child's safety, quality case management and information essential to court proceedings.

113	Build and maintain an up to date, organized and accessible case file.
114	Document events, information/contacts and actions related to the child and family in a method that facilitates clear communication among all parties in the case.
115	Prepare written reports in a timely manner, including those for legal and financial purposes.
116	Ensure that all documentation regarding the child's safety, risk, placement and services is gathered and included in the case file.
119	Utilize the case manager's role to create and sustain a helping system for clients, a system that includes collaborative child welfare work with members of other disciplines.
120	Use job functions and roles within the agency/unit to connect with community partners.
121	Collaborate with various individuals, groups and systems within the agency and community public child welfare network.
122	Request advice and/or input from the supervisor.
123	Serve as a counselor and communicator of information between all parties in the case and identified stakeholders, including medical, educational and mental health providers.
124	Work with a variety of community service agencies and in partnership with law enforcement officials for the safety of children, families and case managers.
128	Recognize the roles and responsibilities of staff who conduct licensure, placement, eligibility, and revenue maximization tasks.
129	Work collaboratively with placement and licensure staff if incidents occur or problems are identified with placements.

Administrative or Court Related Activities

6	Apply the state's legal definitions of child abuse, abandonment, and neglect when working with children and families.
7	Carry out the child protection professional's role and responsibility in dependency court and provide appropriate evidence and testimony.
9	Adhere to legal obligations that dependency laws place on child protection professionals.
12	Work with Children's Legal Services Staff to prepare for legal action.
13	Prepare and participate in administrative, citizen, and judicial reviews and communicate with the court regarding case plan progress.
58	Identify the purpose and timeframes for dependency court hearings and petitions.
105	Comply with legal requirements, including timeframes for termination of parental rights.
118	Report, document and follow up on critical incidents.
140	Implement stress and time management techniques, including how to access resources and supports designed to minimize work-related stress.

Case Closure

111	Comply with the legal requirements and tasks for supervising and closing a case.
130	Provide input and use various child welfare data systems used by child welfare services staff.
131	Enter and retrieve data from the various child welfare systems used by child welfare staff.

132	Adhere to and use the Quality Assurance process and standards as determined by the agency, unit, region, circuit and/or department.
133	Integrate documentation, data systems and quality assurance systems.
134	Comply with quality assurance practices, including meeting Quality Assurance standards on all cases undergoing review and internal/external audits.

Removal and Placement Activities

44	Initiate/conduct diligent searches for relatives.
45	Complete home studies.
46	Determine the appropriateness of placement in meeting the needs of the child and siblings.
47	Conduct on-going assessments of risk factors related to the child and siblings' safety.
48	Conduct visits with children and parents and/or caregivers that include on-going assessments of child safety, permanency, and well being.
57	Comply with legal requirements and tasks when removing and placing children.
59	Recognize probable cause/grounds for removal.
60	Complete all legal activities required for removal and placement, including documentation for reasonable efforts and contrary to the welfare within required timeframes.
61	Identify circumstances during the removal process that do not require reasonable efforts.
77	Consider behaviors of children and families related to separation and loss.

125	Initiate or update the child's Health and Educational Passport.
126	Use a method, such as a life book, to ensure that each child in care has a life history traced over time.

Staffing

63	Participate in staffings of various types and purposes.
117	Organize and/or prepare required documentation for staffings and assure methods for transferring case information among various individuals.
127	Prepare for and participate in staff meetings.

Perform Assessment for Termination of Parental Rights (TPR)

62	Comply with legal requirements when filing the TPR petition.
106	Prepare for the termination of parental rights (TPR) and work with the family and child to prepare them for the TPR process.
107	Prepare the family and child for adoption, including formalized supports to prevent adoption disruption.
108	Implement the adoption process.
109	Match the child's needs to the child-placing agency that can best meet these needs and make appropriate referrals.

Sample Test Questions

Case Initiation

A reporter's name cannot be released to which party? a. Child Protection Team b. Children's Legal Services c. Law Enforcement d. A Judge	Correct Answer: **d**
The primary purpose of a safety plan is to provide a. documentation to the court about the child's permanency b. immediate intervention that provides child's safety c. ongoing supervision to the child and family d. legal documentation for the commencement of an intake	Correct Answer: **b**

Child Safety Assessment

While conducting the initial assessment, you observe a two-year-old with bruises on his buttocks. You must first a. leave the house to contact the child protection team b. ask the caregivers how the child received the bruises c. contact the child's day care teacher d. remove the child from the home	Correct Answer: **b**
A safety assessment is used primarily to a. determine the overall safety of a child based on the family's strengths and weaknesses b. determine the safety measures for a child based on the actual family size and their relative income c. advise the court of the child's immediate risk d. match alleged maltreatments to the child maltreatment index	Correct Answer: **a**

Family – Centered Service Assessment

The duration of family assessment activities can best be described as a. ending once services are in place b. ending once services are initiated c. continuing after the case is closed d. continuing until the case is closed	Correct Answer: **d**
When assessing the strengths and needs of a family, you must speak with all parties except a. members of the immediate family b. service providers and other case managers c. neighbors, teachers, medical, and law enforcement	Correct Answer: **d**

professionals d. employers of the household members	

Interviewing Skills

Which question is appropriate to ask a five year old child? a. Does your family have enough money? b. How does your father deal with stress? c. What discipline methods do your parents use on you? d. What makes you sad?	Correct Answer**: d**
What is a good method of engaging a family member who is not participating in an interview? a. Direct questions to that person b. Remain calm, lower your voice and speak slowly c. Ask others to speak for him d. Ask everyone else to leave the room	Correct Answer**: a**

Case Plan

Which is a permanency goal? a. Emergency shelter b. Judicial In-Home Services c. Permanent Guardianship d. Family services	Correct Answer**: c**
What must you do if a parent does not comply with the conditions of the case plan? a. Report the non-compliance to your supervisor and close the case b. Assess the level of risk and consult with your supervisor and CLS c. Have the court find the parent in contempt of court d. Remove any children from the home and place them in shelter	Correct Answer**: b**

Service Provision & Coordination

Contacts with parents must be purposeful and focused primarily on activities related to a. achievement of the case plan goal b. the child's educational goals c. the parent's experiences with services and providers d. what parents have learned and changes to make in the future	Correct Answer**: a**
Which is a goal of family preservation services? a. Ensure protection of parent's health and safety	Correct Answer**: b**

b. Ensure protection of child's health and safety c. Provide full time child care when parents are unable d. Locate substitute caregivers to meet child's needs	

Administrative or Court Related Activities

All are "standards of proof" for dependency court EXCEPT a. Clear and convincing evidence b. Beyond a reasonable doubt c. Preponderance of the evidence d. Probable cause	Correct Answer**: b**
Which explains the purpose of and the requirements for juvenile court hearings? a. Juvenile Administrative Code b. Florida Statutes c. Operating Procedures for Juveniles d. Florida Rules of Juvenile procedure	Correct Answer**: d**

Case Closure

What is the best way to notify parents of pending case closure? a. Send them a letter, a copy of their case plan, and a copy of the court order b. Involve the family in making the decision c. Refer the case to the unit supervisor to notify the family d. Refer the case to the program office to notify them in writing	Correct Answer**: b**
Before recommending case closure, you must a. consult with children's legal services b. assess for child safety c. staff the case for services d. file a petition for closure	Correct Answer**: b**

Removal and Placement Activities

Upon removing a child from the home, you must a. immediately notify the parents of the shelter hearing date and time b. bring the child to a medical professional for a head lice evaluation c. notify the child's relatives of the shelter location d. make sure the child is fed within two hours	Correct Answer**: a**

How many days after initial placement must a child age three or older be fingerprinted? a. 3 b. 7 c. 15 d. 21	Correct Answer: **c**

Staffing

A staffing is required a. when a parent has requested the services of a private attorney b. before recommending reunification to the court c. within one week of the beginning of the case plan d. after three successful visits with the parents	Correct Answer: **b**
What is essential to a successful staffing? a. All programs within the agency are represented b. All parties involved with the family work together c. The staffing are held within a central location d. The agency administrator is invited to attend	Correct Answer: **b**

Termination of Parental Rights

A petition for Termination of Parental Rights (TPR) may be filed in which instance? a. The parent's explanation is consistent with the injury b. The abuse is egregious in nature c. The family denies the child was abused d. Voluntary termination of parental rights of the child's sibling is a precedent	Correct Answer: **b**
All are possible grounds for termination of parental (TPR) rights except a. Confirmed substance abuse b. Failure to comply with the case plan c. Egregious child abuse d. Involuntary TPR of the child's sibling	Correct Answer: **a**

Pilot Test Items

Pilot test items are used to gain statistical information to decide if the item can be used as a scored item on future tests. Pilot test items do not affect your test score but item statistics are used to evaluate each item in terms of the difficulty level and other information. The current pre- and post tests contain pilot test items. You cannot identify which questions are pilot and which are active, so answer all questions as if they are scored.

Pilot test items are written and reviewed noting the following characteristics of the item's content:

- Is the content based on the job task?
- Is the content current?
- Is there one correct or clearly best answer?
- Does the content apply to all regions/circuits?
- Is the content free of bias?
- Is the content entry-level?

The Day of the Test: Helpful Hints

Preparation

Arrive on time

Make sure you allow plenty of time to travel to the test site. You should arrive early, relaxed, and ready to begin the test when instructed to do so.

Dress Comfortably

Wear clothing that allows you to adjust to fluctuations in room or body temperature. Wear comfortable shoes and permit you to leave your seat without disturbing other people in the room taking the test.

Food and Rest

Get a good night's sleep before the test and don't go to the test on an empty stomach. You are not allowed to bring in any food and/or drink.

Reducing Test Anxiety

Anxiety is not bad! General stress helps motivate us to succeed. Stress only becomes our enemy when it becomes an end in itself. When the focus of our energy turns to anxiety rather than the task at hand, it becomes detrimental to your efforts.

Short Term Relaxation Techniques

- Put your feet flat on the floor
- With your hands, grab underneath the chair
- Push down with your feet and pull up on your chair at the same time for about 5 seconds
- Relax for five to 10 seconds
- Repeat the procedure two to three times.
- Relax all your muscles except the ones that are actually used to take the test

Test-Taking Strategies

Follow Directions

At the beginning of the test session and throughout the test, follow all directions carefully. Your test proctor will read scripted oral directions just before beginning your test. The scripted directions contain general directions for the test and specific directions about asking/recording questions/comments on any test item while taking the test.

Pace Yourself

You have three hours to complete the test, which is more than enough time without hurrying. The test proctor will make two announcements during the test indicating the time left, at the 30 minutes left mark and at 5 minutes left. Do not rush through the test or leave without answering all the test questions.

The test is designed to allow you to allocate your time. You determine how much time you need to spend on each question. Because allocating the available testing time is your responsibility, it is important to pace yourself during the test. You may complete the test in the order you choose. If you want to skip a test question or several test questions at a time you may do so. However, make sure you return to the skipped questions and select an answer as any unanswered test questions are scored as incorrect.

You may find that you need less time than 3 hours to complete the test. If so, you have the option of reviewing your test questions if you so choose as you have the entire 3 hour allotted time period. If you finish the test in less than 3 hours you may sign out with the test proctor at the time of completing the test.

Read Carefully

Read each question and the response options carefully. Many questions call for the best answer. Do not choose the first option that seems reasonable; evaluate all choices to identify the best answer. Do not skim the questions trying to save time; you may misread key words and select the wrong answer. The test questions are designed to be straightforward, not tricky, so do not read meaning into them.

Mark selected-response answers carefully

During the test, to answer each question, move the mouse pointer over the circle (radio button) next to the answer of your choice and click the left mouse button. Be careful to make sure that you place and click the mouse pointer over the radio button next to the answer of your choice. The answer you select will have a black dot in the center of the circle (radio button). If you need to select an alternate answer, simply move the pointer over the radio button next to the alternate answer and click again ensuring a black dot is in the center of the circle (radio button).

Guess wisely

If you cannot find the best answer to a selected-response question, try to eliminate as many of the possible responses as you can. Then choose from the remaining choices. Do not leave any test question unanswered as it is automatically scored as incorrect.

Check accuracy

Save time at the end of the exam to review your test and make sure all questions are answered. You may want to review the questions that were difficult for you to answer on your first try, if you have extra time.

Tips for Multiple Choice Tests

- Read the question carefully before you begin eliminating answers. Make sure you understand what you are being asked and specifically look out for the word 'NOT' in the question.

- Make sure you read through every answer even if you are sure the first or second is correct.
- As you go through each answer, eliminate the ones that you know are incorrect. If you have four possible answers and you can eliminate two, you've increased your odds for a correct answer to 50%.
- Pay close attention to the grammar of the question, assuring that it matches your chosen answer.
- If opposite answers are given as choices, one of them is often the right answer.
- Anticipate the answer before you look at the choices. Physically cover the answers to see if you can answer the question first.
- Some examiners give away answers in their tests. By answering one question, you may be able to realize the answer to another question.
- If you must guess, keep in mind the following tips for multiple choice tests:
    - Sometimes long or highly specific answers are the correct answer.
    - Be aware of words like "always," "never," "only," “must," and "completely." These are usually the wrong answers because there are many exceptions to rules. These are extreme words that are more than likely to be the wrong choice.
- Do not linger too long on any one question. Move on and return later to select your answer.
- Reread all questions containing negative wording such as **"not"** or **"least."** These must be read carefully to assure full understanding.
- Be alert for grammatical inconsistencies between the question stem and the answer choices on multiple-choice questions. A choice is usually wrong if it and the stem do not make a grammatically correct sentence.
- Be cautious about changing your answer without a good reason. Your first "guess" is more likely to be correct than are subsequent "guesses," so be sure to have a sound reason for changing your answer.