

**UNIVERSITY OF SWAZILAND
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK
RE-SIT EXAMINATION QUESTION PAPER, JULY 2018**

TITLE OF PAPER: SOCIAL WORK IN SCHOOLS

COURSE CODE: SWK 230

TIME ALLOWED: TWO (2) HOURS

INSTRUCTIONS:

- 1. ANSWER ANY THREE (3) QUESTIONS**
- 2. ALL QUESTIONS CARRY EQUAL MARKS**
- 3. TOTAL MARKS 100**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION IS GRANTED
BY THE INVIGILATOR**

QUESTION ONE

School social workers must become familiar with specific state laws and regulations as well as policies governing confidentiality of minor students seeking professional treatment for different issues.

Critically discuss the statement using relevant examples.

QUESTION TWO

School social workers have a duty to warn and report incidents that have the potential to harm children.

Discuss how this role can create a barrier between social worker and other professionals within the school system.

QUESTION THREE

- a) Critically discuss the nature and extent of bullying in the school you were observing at.**
- b) What are the concrete steps school social workers can take to protect victims of bullying**

QUESTION FOUR

Children with special needs can and should be identified prior to beginning kindergarten, and placed in classrooms that are appropriate to their individual needs.

Critically discuss the need for early diagnosis of developmental disorders in order to help families understand, accept and deal with the child's problem(s). Use examples to support your views.

QUESTION FIVE

Max was lying on the floor of his kindergarten classroom screaming and crying when the school social worker walked in. His special education teacher had called the social worker to see

if she could help calm him down. Max had been crying and screaming for the previous hour. It was the second week of school and Max had exhibited the same behavior every day.

The social worker sat on the floor with Max while the teacher removed the other students from the classroom. She started speaking slowly and softly, telling Max that he would be okay and that he was safe. The social worker was able to calm him down by giving him individual attention and speaking in a soothing, non-threatening voice that constantly reassured him. Once Max was calm, the social worker was able to find out that he was frightened and that he did not want to be at school because he didn't know the teacher or his classmates.

For the next week, the social worker met Max at the door when he came to school and talked to him about what would happen during the day. Max was able to begin meeting his classmates and forming relationships with them. The constant reassurance and intervention helped him relax at school. Max was developmentally delayed and afraid, and did not want to be in school.

The social worker worked closely with Max's teacher to find out what was planned for the next week at school. The social worker wrote down the lesson plans and called Max's mother weekly to inform her what would be covered in school each day. Max's mother was able to prepare Max for school activities and eliminate the element of surprise. It helped him begin to look forward to school. The social worker also referred Max to the community mental health center so that he could be evaluated for medications. The mental health center determined that he needed medication and provided it. The combination of daily intervention at school to help him feel at ease, meetings with the mother, and intervention from an outside agency helped Max adjust to school.

- a) Using the case above, list ways in which school social workers assist in the assessment process.
- b) How can school social workers develop positive connections between the home and school?