

**Case Assessment & Research Intervention Paper**

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LS was referred to Danville Pittsylvania Community Services for Part C Early Intervention services by her primary doctor, Dr. Roach-Gerald. LS is an 18 month-year-old white female living with her mother, father, younger sister, cousin, and uncle. LS and her family live in Danville, Virginia. LS's mother states that she stays home while the father works outside of the home. LS and her family depend on her father's wages. LS has Medicaid to help assist with her medical needs. LS has the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and food stamps to help assist with her nutritional needs. LS was born at 41 weeks gestation at SOVAH Hospital in Danville, Virginia weighing 6lbs 13oz. LS's mother states that she had anemia during her pregnancy. When LS was born, she had to stay in the hospital for three days under a heat lamp. Dr. Roach-Gerald referred LS for Part C Early Intervention due to speech development.

LS and her mother came in to do an intake and an assessment with an Early Intervention Pediatric Developmental Service (PDS) worker to see if LS is eligible for Part C Early Intervention Services. In order to be eligible, there has to be a 25% delay in one of the categories that will be tested. During the intake and assessment, the PDS asked LS's mother questions about LS's birth, what she can and cannot do, and what words she can say. LS's mother stated that LS can say "mama", "dada", "sissy", "hi", "bye", "nana", "nemo", and "bye." LS's mother stated that she will only say about 5-10 words and she will not use words to label, request, or comment. LS was observed by the PDS interacting with different toys throughout her assessment. At the beginning of the intake and assessment, LS was very shy and would not interact with the PDS. As the intake and assessment continued, LS became more comfortable with the PDS as she did a task that she was asked to do which was to scribble with a crayon. LS attempted to do the wheels on the bus motion while PDS sang "Wheels on the Bus." The PDS asked LS's mother if LS picks up a toy and acts like it is a

phone, LS's mother mentioned that she does and then LS did it in front of the PDS. PDS asked LS's mother if she can follow tasks such as "where is the ball?" or "where is mama?" LS will turn her head towards the person or object. LS is able to follow simple and familiar tasks such as "go get your pappi" or "come here."

Based on the tasks that LS is able to do and the questions that LS's mother answered, the PDS was able to score LS to see if she would be eligible for Part C Early Intervention. LS is eligible for Part C Early Intervention Services due to a 25% delay in her fine motor skills with questionable delays in her social and developmental skills. LS also had a 25% delay in her expressive and receptive language skills. During the intake and assessment, an Individualized Family Service Plan (IFSP) was created as LS will be having a service coordinator coming to her home to give her services. On the ISPF, there are short and long-term goals listed to help assist LS. Some of the goals that are listed are to be ongoing goals while some are listed to be achieved within a year. LS's service coordinator will be coming to her home.

The impression that was given off about LS is that she needs Part C Early Intervention to help her with her fine motor skills and language. While LS is being assisted with Part C Early Intervention her mother and the service coordinator will need to work with her as they try to help her reach her goals. LS will be in Part C Early Intervention until she is three years old, so it is very important that she improves within the next year. It is difficult to see her behind in any development, but she is receiving the best services she can at her age. LS's mother seems to be concerned, so that will help LS receive the services that she needs. If it is not for LS's mother then LS may not improve as it is very important for the parent/guardian to advocate for their child.

The Social Learning Theory is important in assessing LS because it is a theory that the social behavior is learned by observation and imitating the behavior (*Introduction to*

*social learning theory*, 2022). According to Bandura, the clients learn behavior through observation of their environment (*Introduction to social learning theory*, 2022). As LS has goals to accomplish, she will have to observe and imitate what she is hearing and seeing from her mother and service coordinator. If LS observes her mother and service coordinator then she can improve her fine motor skills and language. If LS's mother and the service coordinator puts in a positive reinforcement for her then that could show her the behavior that she is doing is correct. If LS sees that it is a positive reinforcement then that could help her continue to do it. The data that was used to help research the best theory for LS was to look at what her IFSP listed and what she was having to do in order to improve her services. This client's strength is from her mother who wants her to be at the developmental age of children her age. LS's mother has already mentioned that she will do what she can to help LS out. LS also understands certain words and objects, so the service coordinator can use what she already knows to help improve more words. LS will impact the service plan by having a service coordinator come out to her home to help provide the services she needs in order for her to be where she should be at her age.

The agency addressed that LS and her mother have human rights and if they feel like their human rights have been violated then they can contact the executive director. The agency also addressed that LS and her mother will not have to come back to the agency as their appointments from now on will be taken at their home. The PDS asked LS mother if she was comfortable with that which she was. The PDS explained all of the paper work to LS's mother and had her signed everything that was needed to be signed.

The policies that are implemented for LS is that she is treated with respect whether she were to receive Part C Early Intervention Services or not. LS is to have her own human rights and she is to not be discriminated based on her developmental delay. Another policy that is implemented for LS is the paper work that her mother signed. The PDS worker is to

explain everything that is being signed to ensure that whoever is signing understands what they are signing. The paper work that her mother signed is to only go to the service providers that are listed as it is confidentiality. All of LS information are to go into the system that only the agency has access too.

The outcome of the services that were implemented for LS is unknown at this time as LS receives her services at her home by the service coordinator. The PDS is the one who does the intakes and assessments to help come up with the services that are needed. The service coordinator keeps up with LS outcomes through her service plans and logs it into the agency's file. Anyone who has access to LS's file could look to see the outcomes of the services. The services and goals that were given to LS were effective as her mother agreed with the goals and believes that they will be beneficial for LS.

The Social Work values were used from the NASW Code of Ethics (NASW, 2021). The value service and dignity and worth of the person were the two values that were valued more throughout LS's intake and assessment (NASW, 2021). The value service is an important value in the social work profession. Social Work cannot provide services without the value service. LS received services from the PDS to see if she was eligible for Part C Early Intervention. Since LS is eligible then she will be receiving services from the service coordinator. Dignity and worth of the person was valued through LS's intake and assessment by the PDS treating LS and her mother by being respectful and understanding LS's mothers concerns about LS delay in her speech (NASW, 2021). The PDS did not discriminate against the differences in LS development from other children. There were no diversity issues throughout the intake and assessment for LS.

Part C Early Intervention is available from birth to the age of three, so LS is in the age range to receive Part C Early Intervention. LS will not be terminated for services until she is the age of three. As of right now, she will be receiving services from the service coordinator

that will be coming to her house to work on her goals along with other ideas that they think may be beneficial for LS. LS and her mother will be following up with the service coordinator that comes to their home along with LS's primary doctor.

The PDS did everything that was required to see if a client was eligible for Part C Early Intervention services. There is nothing else that could have been changed or done in this process for LS. Although, it would be nice to have an update on LS to see how she is doing since the goals have been put in her IFSP. All that can be done at this moment is to hope for the best with the service coordinator, LS, and her mother as they are working hard to improve LS's fine motor skills and language. Overall, Part C Early Intervention has their own criteria that they go by to provide services for their clients as they do an assessment to see if the client is eligible for services.

In conclusion, LS was referred to Danville Pittsylvania Community Services for speech development. While LS and her mother attended an intake and assessment appointment with an PDS she was scored to be eligible for Part C Early Intervention Services due to her development in her fine motor skills and language. LS has a IFSP with an service coordinator that will be going to her house to help her reach her goals. LS and her mother were treated with respect and was not discriminated against as the PDS followed the policies for the agency. LS case involves the social learning theory as she will be observing her mother and the service coordinator do the goals that she has to do. The Social Work values service and dignity and worth of the person from NASW Code of Ethics was used during the intake and assessment appointment (NASW, 2021).

## References

*Introduction to social learning theory*. CORP-MSW1 (OMSWP). (2022, June 9).

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