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## AI Case Study Assignment

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# AI Case Study Assignment

SWK 257 – Human Behavior in the Social Environment I (Life Course Development)

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## Purpose:

The purpose of this assignment is to help you develop digital literacy and social work skills by creating a social work case note using ChatGPT, Claude, or a similar AI software. By using the software, creating the note, and reflecting on the process, you will learn to:

1. appropriately integrate advanced AI technology into your work as a helping professional,
2. analyze the benefits and limits of AI usage (along with ethical considerations),
3. create a case note that is clear, concise, and comprehensive, and
4. evaluate the role of social demographics on individual well-being.

In this assignment, you are assuming the role of the social worker. However, you will also be evaluating case note content that you have only partially produced, but for which you are ultimately responsible (similar to a manager reviewing a case worker's notes that may need correcting).

## Components to Turn In:

1. SOAP note (12 pts)
2. Demographic change paragraph (4 pts)
3. AI use reflection paragraphs (4 pts)

Due 04/08. Worth 20 points total. See below for instructions and grading rubric.

## Instructions:

Students will review case examples provided during class OR posted below under "Case Studies". Then, selecting a case and using a large language model (LLM) AI software, provide a case note with two additional reflective components. You are the social worker in charge of the case.

- 1) Use AI to analyze the case and create a case note in the “**SOAP**” format:
  - a. The **Subjective** section will serve as an introduction or overview and provide a summary of the case.
  - b. The **Objective** section will address any social issue(s) and identify protective and risk factors, including what additional information you would need to gather.
  - c. Your **Assessment** will detail how you are evaluating the client (observations, measure scores, outcomes from prior interventions, etc.).
  - d. Your **Plan** should then identify overarching goals and potential action sub-steps, based upon supporting evidence, use clear language, and be in a logical order.

*Note: You may need to be creative and add in some additional context. (e.g. “Compared to how Ms. X presented in our last meeting, she is ...”)*

- 2) Next, provide 1 paragraph in which you **change one demographic** (age, gender, race, class, etc.) of the client in the case study you selected. You will discuss how/if the social issue(s), risk factors, and protective factors changed.
  
- 3) Lastly, provide 2-3 paragraphs **reflecting on the process of using AI to generate your case note**:
  - a. Reference the AI software and version used in APA format  
**Example:** OpenAI. (2023). *ChatGPT-4* (August 3, 2023) [Large language model].  
<https://chat.openai.com/chat>
  - b. What prompt(s) did you enter to provide content and directions?
  - c. How well did it work for you? Discuss the overall experience, what changes to the text you needed to make to finalize the case note, and if there were any errors that needed correcting.
  - d. Discuss the AI generated content for the “Change the Demographic” paragraph. Does it replicate bias? How well does it account for social, economic, or environmental considerations?
  - e. Would you use ChatGPT or another AI model to produce a real case note? Why or why not? Discuss the ethical considerations. (*Note: Personally identifying protected data should not be entered into any public/cloud-based AI. Only HIPAA compliant software should be used for that purpose.*)

### Rubric for grading criteria

<i>Criteria</i>	<i>Needs Work</i>	<i>Sufficiently Addressed</i>
<b>Subjective Content</b>	<b>0 points</b>	<b>3 points</b> – Information that the client reports, information pulled from case example.
<b>Objective Content</b>	<b>0 points</b>	<b>3 points</b> – Social worker observations; risk factors, protective factors, identify social issues.
<b>Assessment</b>	<b>0 points</b>	<b>3 points</b> – Responses to prior interventions, assessment findings, assessments to use.
<b>Plan</b>	<b>0 points</b>	<b>3 points</b> – Goals to achieve, activities toward goals, next steps.
<b>Change of Demographic</b>	<b>0 points</b>	<b>4 points</b> – Change 1 demographic feature. How do social issues, risk, and protective factors change?
<b>Reflection on AI use</b>	<b>0 points</b>	<b>4 points</b> – AI reflection paragraphs. Version, prompts, effectiveness, bias, future use considerations.

## Example Case and Note:

### Hannah Byrd

Hannah Byrd (DOB 07/14/07) is a thin, speech and language impaired, second grade, multiracial child at your elementary school. Hannah, her mother, father, and five-year-old brother (Sam) reside in an apartment in Maple Grove, MN. Hannah's teacher, Mrs. Anderson, is in your office to discuss the concerns that she has with regard to Hannah's peer relationships or lack thereof. Mrs. Anderson reports that Hannah was retained in the 1st grade and her scores indicate that she is in danger of failing again. The father will not allow Hannah or her brother to participate in the after-school tutoring program on the school campus. Ms. Anderson has made several attempts to get the parents in for a conference. The mother is out of town again, (working) according to Hannah. The father, a former military officer, told you at parent pickup (two weeks ago) that he would be in the following Monday. He has not shown up nor has he returned any of your calls. When Mom is in town, she does return your messages and show concern as to the academic progress of Hannah. It has been observed that Hannah tends to seek the approval of all adults and does not play with any of the girls in her class. Students have asked Mrs. Anderson why Hannah never eats. From time to time Hannah will interact with the male students, but only if it involves some sort of physical challenge. The last time Hannah challenged one of the boys to a race she fell and hurt her arm and legs. After going to the nurse, it was found that she had old bruises on the knuckles of both hands, as well as her legs. When asked how she got them, Hannah replied: "My Dad, he has me boxing 'cause I gotta get tough. He said I'm a Byrd girl and Byrd girls ain't no punks." Hannah then proceeds to mimic how she boxes and the "drills" that she and her brother do for an hour every day. Hannah's advice to you is that you should try the drills because they help her shape up. According to her, Dad says her weight is getting out of control and that's why she doesn't eat lunch some days. When questioned about the old bruises on her legs, Hannah said she fell. Hannah asked if she could go back to class and asked that the nurse not call her dad. The nurse informed her that it is school policy to call home when a child has been hurt at school. It's then that Hannah informs you that she and her brother are not supposed to come in the office or talk about what goes on at home. Hannah says, "What goes on in the Byrd house stays in the Byrd house."

<b>Social Work 257 Progress Note</b>	Client Name: Hannah Byrd Social Worker: Date: 4/1/2024
Subjective (information client reports; information pulled from case example):	<ul style="list-style-type: none"><li>• Hannah Byrd, a second-grade multiracial child, presents as thin and speech and language impaired.</li><li>• Reports difficulty with peer relationships and lack of interaction with girls in her class but seeks approval from adults.</li><li>• Her teacher, Mrs. Anderson, reports that Hannah is in danger of failing first grade for a second time</li><li>• Hannah's father will not allow her to attend after school tutoring and engages her in rigorous boxing drills</li><li>• Discloses involvement in physical challenges with male students and sustaining injuries.</li><li>• Hannah doesn't eat lunch sometimes because her dad says her "weight is getting out of control."</li></ul>

	<ul style="list-style-type: none"> <li>• Shares reluctance to discuss home life and requests not to involve her father when hurt at school.</li> </ul>
Objective (social worker observations; risk factors, protective factors, identify social issues):	<ul style="list-style-type: none"> <li>• Observable behaviors include limited interaction with peers and reluctance to engage in certain activities.</li> <li>• Physical examination reveals old bruises on knuckles and legs, consistent with reported involvement in boxing drills.</li> <li>• Academic performance indicators suggest the risk of failing again, with concerns raised by her teacher regarding peer relationships and academic progress.</li> </ul> <p>Risk Factors:</p> <ul style="list-style-type: none"> <li>• Hannah’s mother is often absent due to work</li> <li>• Potential abuse by her father</li> <li>• Speech and language impaired</li> <li>• Performing poorly in school</li> </ul> <p>Protective Factors:</p> <ul style="list-style-type: none"> <li>• She seems to have support from her teacher and the nurse</li> <li>• Her mother expresses concern about her academic performance, possibly indicating a parental source of support</li> <li>• Her desire for approval from adults could motivate her to improve her academic performance</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Hannah demonstrates signs of possible neglect and emotional abuse, as indicated by reluctance to disclose home issues and signs of father's strict disciplinary methods.</li> <li>• Academic struggles and social isolation may stem from family dynamics and lack of support or intervention.</li> <li>• Physical injuries and involvement in potentially harmful activities suggest a need for further assessment of safety and well-being at home.</li> </ul>
Plan (next steps/action steps/goals):	<ul style="list-style-type: none"> <li>• Follow school policies and procedures for reporting suspected abuse or neglect, prioritizing the safety and welfare of Hannah and her brother.</li> <li>• Collaborate with school counselors and social workers to assess family dynamics and provide appropriate support and interventions.</li> <li>• Attempt to contact and schedule a meeting with Hannah's mother to discuss academic concerns and observations regarding Hannah's well-being.</li> <li>• Ensure that Hannah has access to resources for academic support and social skills development.</li> </ul>

### Hypothetical Change of Demographic

If the demographic of gender was changed, it might change how Hannah’s father sees her. Hannah’s father seems to be concerned about her weight, even though she appears very thin. If Hannah was a boy,

their father might not be as concerned about weight, as being skinny is generally considered less important for males. It might also improve her peer interactions. Hannah seems to be more interested in socializing with boys, and being one of them might make it easier for Hannah to fit in and be a match for them physically. However, the rigorous and likely unhealthy boxing training would probably still happen, and there is no guarantee that Hannah's father would no longer restrict Hannah's diet. A different gender would also probably not make much of a difference in academic performance, as Hannah's father would still likely disapprove of tutoring.

[Instructor Note: Does this AI generated response to demographic change perpetuate narratives and contexts of oppression? Discuss.]

### **Generating the Case Note**

To generate the case note, I used Chat GPT 3.5. I first asked it to tell me what a SOAP case note was to make sure it knew what I wanted. Then I told it to create a case note for the following case. Then I pasted the full text of the case study into Chat GPT. I thought that what it came up with mostly sounded good. However, it didn't include all the relevant information, and it initially said nothing about risk and protective factors. I had to tell it to come up with some risk and protective factors, and I added the ones I thought made the most sense.

I think that I would only use an AI model to produce a real case note if doing so would have no possibility of exposing or sharing personal information about a client. I think that if the information entered into an AI model is secure, then using would be fine in most cases. However, I would check the policies of the organization I worked at. I also think it would be very important to check the accuracy of whatever the AI comes up with. Also, in this assignment, the case study paragraphs were already written, and we could just input them directly into Chat GPT. However, in a real case, we would have to write a summary for the AI. Most of what we write for the AI would be something we would write in the case notes anyway. Honestly, I think it would be simpler in most cases to just write case notes myself. In conclusion, I think that generative AI could be a useful time saving tool, but it should not be used if there is any chance of exposing client information, and everything it outputs should be checked for accuracy.

Reference:

OpenAI. (2023). *ChatGPT-3.5* (August 3, 2023) [Large language model].  
<https://chat.openai.com/chat>

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## **Case Studies (Pick one)**

### **Mrs. Smith**

Mrs. Smith., an 89-year-old widow, still lives in her isolated rural home in McIntosh county in North Dakota. Mrs. Smith. was using a kerosene heater to heat her small cinder-block home, and it was very hot inside. Her vision is quite poor, and she walks with a metal-frame walker. She does her cooking on a two-burner hot plate. Mrs. Smith. reported a lengthy story about her children stealing her land from her and wanting to put her in a nursing home. She repeatedly said that she needs a lawyer but cannot afford one. She also said, however, that her children don't really want her to go to a nursing home because it would take all her money and property. She was tearful and worried about her future, wondering how she will take care of herself. She reported that she often goes for as much as a week or two without getting out of the house or having a visitor.

### **Maria Santiago**

Maria Santiago is a 63-year-old, single Latina, in recovery after 20 years of alcohol abuse. She works in discharge planning with patients her age or older who also suffer from alcohol dependency and attends college to become a substance abuse counselor. Sexual abuse by her stepfather with no protection from family members left her feeling unprotected, depressed, and with low self-esteem. She feels cultural acceptance of drinking in the home, as she was allowed to drink at an early age. She finally attended her first AA meeting, sought therapy, and has worked a 12-step program for more than 20 years. Five years into her recovery, she was diagnosed with HIV, which she contracted years earlier when drinking. She knows she will be going to AA meetings for the rest of her life. Her boss is aware of her health problems; others at her job are not. In her job as a discharge-planning assistant, she sees homeless alcoholics with no one to take care of them. She is more confident of her ability to resist drinking, as she no longer cares what people think of her.

### **Helen and Karen**

Helen Thomas is a 94-year-old Caucasian widow who resides in a nursing home in Midwest City, Oklahoma. Mrs. Thomas suffered a Cerebral Vascular Accident (stroke) nine months ago and entered the nursing facility three months later after fracturing her right hip and falling in her home. She has difficulty feeding herself, is nearly deaf in both ears, and suffers from poor vision. The stroke has left her extremely weak, and she is confined to a wheelchair. Mrs. Thomas' children have noticed that the stroke has also affected their mother's mental functioning. She continues to recognize her family but has become increasingly confused to place and time. Mrs. Thomas' 68-year-old daughter, Karen, devotes the majority of her time to attending to her mother's care at the nursing home. Karen arrives every morning at 10:00 to visit her mother and remains at the nursing home until 8:00 each night.

Karen is in poor health herself, and has been diagnosed with Type II Diabetes, hypertension, and kidney problems. Since her mother started receiving hospice services, Karen has been hospitalized twice due to complications with her diabetes and a fall, which resulted in a broken ankle. She has lost almost fifteen pounds in the last five months. Karen has asked the hospice staff to provide her mother with volunteer sitters to keep her company during the day so that Karen can have some time to herself. The hospice is unable to comply with this request due to a lack of volunteers; however, Jenny Smith, MSW, visits Mrs. Thomas during the lunch hour twice each week.

Rather than take the time off to herself as she wanted, Karen remains present in the nursing home or runs errands for her mother during the worker's visits. The hospice staff feels that Karen is jeopardizing her own health by her constant attention to her mother, which some employees view as over-involvement. While Mrs. Thomas is benefiting from the worker's interaction, Karen's health appears to be declining. The hospice team has asked Jenny to address the situation with Karen.

### **Mr. Edwards**

Mr. Edwards is an 84-year-old, Caucasian male living in a small farming town near New Salem, ND. His wife passed away six months ago from a sudden, massive stroke. Mrs. Edwards' health had slowly been declining throughout the previous five or six years, and while her stroke was unexpected, her family was relatively prepared for her passing. Mr. and Mrs. Edwards had six children together who are all married and have children of their own. Three of the children live out of state and three live within an hour's drive of their parents' home. Mr. Edwards was his wife's primary caregiver and spent the majority of his time helping her with ADLs and taking her to doctor's appointments. After Mrs. Edwards died, Mr. Edwards continued living in their home of 40+ years on the dairy farm he used to manage.

Currently, Mr. Edwards is not in good enough physical health to keep and raise calves on his farm. His land is rented out to local farmers. Until two years ago, he was still helping with farming tasks, but while

driving a tractor his slowing reaction time contributed to the destruction of expensive farm equipment and he was encouraged to stop farming. He had been an active member of his local church but stopped attending regularly when his wife passed. Since her passing, he has become more socially isolated and very hard of hearing.

Mr. Edwards was connected with social work services through one of his children, his oldest daughter, Tiffany, who lives about a half hour's drive away. Tiffany visits Mr. Edwards' home once a week to help clean his bathroom, do laundry, and bring groceries. She is concerned that Mr. Edwards is becoming more confused, neglecting his personal hygiene, and allowing the home to become cluttered and dusty. She has suggested a maid service, but Mr. Edwards is very reluctant to have a stranger in his home and becomes offended if she suggests he cannot take care of himself.

Tiffany and her siblings feel their father has been depressed and apathetic since the loss of his wife. They are also concerned that he is still driving. A neighbor recently called Tiffany to say they had seen Mr. Edwards wandering around the grocery store parking lot, unable to find his car or remember how to get home. Some of the siblings would like Mr. Edwards to move into a retirement community so that he will be socially engaged and have meals prepared for him, but Mr. Edwards would like to remain in his home. His oldest son, John, would also like to take his car keys so that he cannot drive, but the younger siblings are hesitant to create another loss in their father's life.

Tiffany reports that John has been managing their father's finances for the past few years, but visits rarely. As the oldest, he tends to be the decision maker among the siblings, but the out-of-town siblings resent their lack of control over their father's circumstances. Tiffany is also feeling unsupported by her siblings, both local and out of state, as she has provided the majority of hands-on assistance to meet their father's needs. Her siblings tend to call her to check up on their father, but do not offer their direct support and contact him only a few times a year.

## **Dee**

Dee is a 66-year-old African American woman who was born with a developmental disability and several physical disabilities, including limited use of her arms and legs. Dee can sometimes walk short distances, but she has used a wheelchair for many years. She has a difficult time controlling the chair alone and will often bump into objects around the home when attempting to move from room to room if she is not assisted. She is able to make her needs and wishes known, though she must be spoken to in clear, simple language. In the past few months, Dee has also been diagnosed with multiple sclerosis.

For most of her life, Dee lived at home with her mother, Elsa, and Dee's younger brother, George. They lived in a rural area about a 2-hour drive and across a county line from a major U.S. city. This location makes public transportation to the hospital and Dee's doctor difficult to access. Elsa drove Dee to and from appointments and acted as Dee's primary caregiver until 2 years ago when they hired a Medicaid funded in-home caregiver, Frances, to provide hands-on care and drive Dee to appointments. Elsa passed away 6 months ago from heart disease and Frances continued working with Dee until two weeks ago. Frances has been terminated due to a Medicaid fraud investigation. Dee and George also have two younger siblings who live in the city and come to visit only once or twice per year for holidays.

Due to Frances's recent and sudden termination, George has taken over as Dee's primary caregiver. George is 65 years old and recently retired from a grocery store management position. He has always been involved in Dee's life and enjoys being close to her, but he resents his new responsibility as a caregiver, especially since his two younger siblings have not offered any assistance or showed any interest in her care. George decided to approach the social worker from DSHS to consider plans for Dee's long-



term care. He does not wish to continue caring for Dee in the home alone, but Dee is adamant that she does not want to leave the home. George would like to work with all three of his siblings to make plans for Dee's future.

### **Mr. Douglas**

Mr. Douglas is a 76-year-old, Italian man who was admitted to a rehabilitation facility after a fall in which he fractured his right hip. He has had asthma, hypertension, and arthritis for several years. He is participating in occupational and physical therapy with the goal of rebuilding his strength and avoiding future falls. Mr. Douglas has never been married and lives alone in a large, three-story home in a nearby neighborhood. He has owned his home for 45 years and he was a small business owner. Mr. Douglas ran a small antique shop and he enjoys chatting to staff members about vintage furniture and jewelry he has collected over the years. His shop went out of business around 10 years ago and Mr. Douglas took most of his things home or gave them to friends. He is well known and well liked among his neighbors, but has no family. His sister and parents passed away and he never had children of his own.

After two weeks of therapy, Mr. Douglas' physical therapist, Trish, came to the rehabilitation facility's interdisciplinary team with concerns about Mr. Douglas' living environment. Trish reports that she suggested Mr. Douglas might use of a four-wheel walker in the future to avoid falls. Mr. Douglas protested, saying that he would not be able to ambulate through his home with a walker. He described his home as being cluttered and disorganized and said he has several television sets in his entryway as well as furniture in the hallway. He does not believe that he could fit a walker through the narrow space. Trish also reports that Mr. Douglas often becomes breathless during his exercises and requires the use of oxygen at times. Trish is concerned that Mr. Douglas may be living in an unsafe and overcrowded environment, which is particularly worrying due to his severe asthma symptoms.

As Mr. Douglas' social worker, you are responsible for his safe discharge, but his situation has become quite complicated. Mr. Douglas plans to return home after his rehabilitation stay and has expressed some homesickness and anxiety about not being able to watch over his things. He has also been visited by neighbors who have brought items from his home at his request. His room at the facility is also becoming somewhat cluttered and his roommate has complained to staff that Mr. Douglas will sometimes store food in his bedside table and allow it to rot, creating an odor in the room. Trish attempted to approach Mr. Douglas about his living environment, but states that he became somewhat defensive and claims that he plans to give away many of his collected items as soon as he returns home. She and his occupational therapist expect that Mr. Douglas will physically be ready for discharge in approximately six weeks.

### **Joy Martinez**

Joy Martinez (date of birth 01/12/06) is a Hispanic 5th grade, exceptional education student at your school. She and her family reside in an apartment in Fargo, ND. Joy has been sent to the office because she has soiled her clothes again and is presently menstruating. She has a history of head lice and often comes to school dirty, hungry, and in need of feminine products. Her other siblings (two sisters and one brother) have all attended your school in the past. Both sisters were pregnant (by adult males) by the time they turned 13 and 14 years old. In an effort to help the family, staff members always donate food and clothes to the family, and make sure that they receive help during the holidays. Child Protective Services is involved with the family, as are other community providers, school social worker, and other school personnel. Joy has been observed to be more withdrawn than normal. She frequently sits by herself at lunch and during school activities.

After being sent to the school clinic because she appeared very lethargic in class, Joy told the nurse: "I'm okay. Can I stay at school today? I don't want to go home...my sister is gonna be mad." Joy said that she told her sister she needed a pad, but her sister said they didn't have any. "I didn't tell Mama 'cause she came home happy for the party." Joy said that sometimes she stays at home alone with her five nieces and nephews. Joy's mother, who speaks no English, says through an interpreter that "Joy just want attention...I work two jobs now." Her mom has not shown up for conferences in the past and according to the children often has strange men visiting the home.

### **Shawn Innes**

Shawn Innes (DOB: 8/15/10) is a 5-year-old white student at your elementary school. He and his mother, Hope Innes, reside in a home in Grand Forks, ND. Shawn and his mother recently moved to Grand Forks. Hope is active in the school PTO and volunteers at your school. She and Shawn don't have any family here in Grand Forks and have befriended the school staff and their neighbors. Shawn was observed by his teacher during recess to engage other students in a new game of hide and seek. While showing a female student what happens when she's found, Shawn touches her crotch. After stopping Shawn and returning to class, the teacher sends Shawn to the social worker. The social worker asks Shawn where he learned the new hide and seek game. Shawn responds by saying that Johnny (a 5th grade student at your school) and his 7-year-old sister, Bobbie (also a student at your school), taught him the game this summer. The designee asks what happens when someone is found. Shawn says, "Johnny humps them or kisses their chest with their shirt up." In the midst of explaining how Johnny humps them, Shawn shows you how Johnny touched his "Private" and made it hurt. Shawn also tells you that sometimes Angela, Carrie, and Anna play the game too. Shawn says that he likes the game but doesn't like when he gets found.

### **Todd Hart**

Todd Hart (DOB: 05/21/04) is a White 6th grade student at your middle school. Todd, his mother, and father live together in Sioux Falls, SD. Todd is in the gifted program at your school. He's very outgoing and active in the various clubs and organizations throughout the school. A month ago, he told you in confidence that his father, a former military officer, punched him in the chest and shoved him into the wall. According to Todd, the beating from his father was because he didn't like the hair cut Todd had gotten earlier in the day. While talking to you about this, Todd said that his speaking to you about the beating was a violation of the pledge that his father had forced him to sign. Some of things the pledge was said to include were: a) No communication to ANYONE, ANYWHERE without prior approval; b) when told to do something I will complete to the satisfaction of Mr. Hart; c) failure to comply with said rules will result in swift and necessary punishment. On Monday, Todd came to school dressed in a long sleeve shirt and cargo pants, despite the fact that it's 90 degrees outside. He has also shaved his head and is walking with a limp. He hasn't turned in any homework for your class in the past week. He has remained uninvolved in classroom discussions and appeared to be crying. You ask what's wrong and let him know that you are available if and when he wants to talk. Todd responds by telling you that it's nothing he can talk to you about. Today is Thursday, and you haven't seen Todd since Monday. A female student comes in and tells you that she keeps hearing yelling and loud noises coming from Todd house. The student says that she hopes he is okay because his father is strange.

### **Sophia Garcia**

Sophia Garcia (DOB 05/04/02) is a 13-year-old Hispanic student at your middle school. Sophia, her three younger sisters (Macie, Abby, and Ella), and her mother reside in Bismarck, ND. Ms. Garcia emigrated to the United States, but the children were all born in Florida. Sophia recently confided in you that she has a boyfriend and she may be pregnant. As a result of this information, a referral was made to the Teen

Parent Program social worker for your area. After interviewing Sophia at school, the social worker made a home visit. The social worker came back and expressed some concern about the situation at home. Because Ms. Garcia speaks very little English, your school has arranged for Ms. Garcia to come to school today for a conference with the teen parent social worker and other support staff, including a Spanish translator. During the conference it is revealed that the father of Sophia's child is 23 years old and resides in the home with the family. He has a full time job and provides significant financial support to the family. Ms. Garcia also works full time, but at a low paying job due to her lack of education and of English fluency. The mother is aware of the age of Sophia's boyfriend, but thinks that there is nothing wrong with the age difference. In fact, it appears that she has encouraged their relationship as a way of improving the family's financial condition. Ms. Garcia states that Sophia's boyfriend is a good man who loves the family and takes care of them.

### **Julia Sween**

Julia Sween is an 18 year old, Asian, English-Second-Language (ESE) student who has a specific learning disability (math). Her date of birth is 12/18/91. Julia is in the 12th grade and on a standard diploma track. She hopes to graduate this year. Julia lives with her father, Carter Sween, her step-mother, Emma, and four siblings in Alexandria, MN. She is the oldest of the children and is expected to help out a lot around the home. She occasionally visits her mother, Jessica. At ESE reviews and parent conferences, Mr. and Mrs. Sween complain about Julia's failure to follow directions properly and that she doesn't come back from the grocery store with all of the items on her list or the right change. Julia's mother never attends these meetings, although she is invited. The ESE family counselor is working with Julia and her family to address their concerns and improve parental understanding of Julia's disability and it's implications for her task performance. The parents seem to feel shamed by Julia's learning disability, and think that it reflects poorly on them. Teachers have focused on communicating Julia's positive academic and social/behavioral achievements to her family. Julia has reported being called demeaning names in Chinese by her stepmother and being verbally threatened by her biological mother. The family counselor is also working on this concern. Today, Julia reported to one of her teachers that last night she was setting the table for dinner and Emma didn't like how it was being done. The stepmother started yelling at Julia and then called for her father to come. Carter sharply said "You better get it right!" He grabbed her by the hair, hit her in the face, and banged her head against the wall. Other extended family members were in the kitchen, but no one said anything or did anything to stop him.

### **Lydia Noots**

Lydia Noots (date of birth: 01/14/94) is a multi-racial student at your high school. She and her family reside in St. Cloud, MN. Lydia lives with her mother (Sarah Noots), her mother's boyfriend, and two younger siblings (Hayley and Addy). According to her music and speech teachers, Lydia has been observed to be withdrawn and uninterested in class. Typically, Lydia is upbeat, and very active in class as she dreams of being a singing superstar. She's often seen around the school singing and dancing and is a part of the school chorus. Ms. Soprano, her music teacher, talked with Lydia privately to ask how things were going. Initially, Lydia said that she was fine, however, shortly thereafter she began to sob silently. After a little encouragement Lydia quietly said that she was tired and didn't know what to do. Lydia went on to say that she has considered killing herself because she can't keep pretending that everything is all right. She reported that her mother has been beating her for years, and she's had bruises all over her legs and back. In addition to the beatings, Lydia says that her step dad and mother are fighting frequently, her mother is no longer giving her lunch money, and that she's having nightmares again. According to Lydia, singing has always been her outlet but it's just not working anymore. She reports that she feels like the weight of the world is on her shoulders.

**Nick Adams**

Nick Adams is a 16-year-old black male, who is in 10th grade at your school, although by academic credit he would still be considered a 9th grader. Ben's parents emigrated from a Caribbean country where harsh physical discipline is considered the norm. His father, Ben, left the family after his 8-year-old sister was born and returned to his native country. There has been no further contact with him. The family resides in Mandan, ND. Nick reports that last year his mother, Ella, bit him during an argument. She was arrested after the police were called. Nick reports that he's been hit a lot since he was about 8 or 9 years old. At school, Nick has many friends of both sexes. He has been assigned to Saturday School several times as a result of coming late to school and cutting a few classes. Sometimes his socializing with peers has left him locked out of class after a period change. Nick has avoided getting caught up in fights, threats, or other antisocial, aggressive acts. He likes to talk with the track coach (although he can't compete due to a low grade point average), and he hangs out around the ROTC office. Today, Nick came to school and said that his mother will not allow him to return home. The guidance counselor called the home, but the phone number is no longer in service. He also called the mother's place of employment, but she no longer works there. There are no other emergency contacts.