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### **Origami As A Tool For Social Workers To Assess School-age Children**

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Assessment is a critical component of the social work field. It is crucial, as it identifies the essential needs and wants of the client (Clemons, 2014). Origami is a beneficial tool used by other mental health professionals to observe and evaluate children's dimensions such as social and motor skills, frustration, self-regulation, attention-concentration, and more (Brown and Loomis, 2016; Gold, 2016; Ho, 1993; Levinson (n.d.) However, little research has examined origami in the context of assessments used by social workers with children (Ho 1993). This primarily qualitative case study explores how social workers can benefit from origami as an assessment tool for five to twelve-year-old children. Sixteen social workers (n=16) completed an online survey about the benefits of using origami to help assess and identify children's current issues. Twelve codes and four themes were created. Results correlate with previous mental health literature stating that origami is a helpful assessment aid tool to observe motor skills, follow directions, self-regulation, social skills, creativity, spatial awareness, problem-solving, concentration, and self-esteem among children. This research provides new knowledge to help social workers assess children. It provides social workers with a tool that other mental health professionals are benefiting from. Additionally, it introduced social workers to an assessment aid that is considered easy to use (Gold, 2016), non-threatening (Ho, 1993; Kobayashi, 2007), simple, and without a cultural barrier (Kanazawa, 2016; Kobayashi, 2019). Additionally, social workers interested in other ways to understand children also benefit from this research.

### **Biography**

in 2020, Francinne completed her Master in Clinical Social Work with a concentration on Children and Families from Southern Connecticut State University. She has an Autism Certificate #AC194239 by The International Board of Credentialing and Continuing Education Standards (IBCCES), and is currently working on level two, Advance Autism Certificate. She has work with young children and families, especially with birth to three and early intervention. She is a passionate person who always wants to keep updated in her field. This has inspired her to do a significant number of training online and to join multiple associations, as well as going to conferences. She has completed multiple training including ABA training by the Institute for Behavioral Training, Child Center Play Therapy Training and Continuing Education by Play Therapy Online Training Academy, CBT for ANXIETY: The Beck Approach by The Beck Institute for Cognitive Behavior Therapy, Trauma-Informed Expressive Arts Therapy with Children and Families by Trauma-Informed Practices & Expressive Arts Therapy Institute, The Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) Clinical Workshop by WPSpublish – New York, NY, and others. She speaks, Spanish (mother language), English, German and is currently learning Norwegian. Her research “Origami As A Tool For Social Workers To Assess School-age Children” is published on ProQuest on 2020.

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