

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

City University of New York

Teacher Education Department

Title of Course: ECE 209.130W-Lecture Infant Care and Curriculum	Class hours: 2 Lab hours: 2 Seminar hours: 2
Semester: Fall 2021	Instructor Information: Name: Jen Longley, Ed.D. Office: S-616C Office hours: Thursday 2:45-4:15 PM & 5-6:30 PM Other times by appointment Phone: 212/ 220-1321 (office) or 917/318-3133 (cell) Email: jlongley@bmcc.cuny.edu
Day/Time: Thursday 1-2:40 PM on Zoom https://bmcc-cuny.zoom.us/j/7550991402 Meeting ID: 755 099 1402 1(929) 205-6099	
Credits: 4	

Course Description: This course focuses on the theories, methods and materials of early childhood education for infants (birth to eighteen months), with an emphasis on addressing developmental needs and culturally appropriate practices in their education and care. The following topics are explored in depth: social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; the role of parents and establishing partnerships with families.

Prerequisites: ENG 95, ESL 95 and ACR 95; C or better in ECE 110

Basic Skills: N/A

***FIELDWORK SEMINAR**

Students complete the required 30 hours of fieldwork for this course by enrolling, attending and participating in the ECE 209 fieldwork seminar. The fieldwork seminar will meet two hours a week at your enrolled day/time/location. The ECE 209 fieldwork seminar is graded pass/fail based on participation in class activities.

Any student who fails the fieldwork seminar AUTOMATICALLY fails the entire ECE 209 course, regardless of your earned grade in the lecture portion of ECE 209.

What makes this course a Writing Intensive Course?

This is a Writing Intensive course that fulfills the WI requirement for graduation. Writing intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework in general. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for a significant portion of your grade and will include opportunities for revision.

Supplemental Instruction:

BMCC is committed to student success, so many foundational and gateway courses have the support of a Supplemental Instructor (SI). Supplemental Instructors are paid student advocates who work with students in and out of the classroom. Our SI will attend all class meetings and join with the professor to engage students in working with the course content. Additionally, our SI will schedule sessions (2 hours per week) to meet with students to review course content and assignments. These sessions will offer the opportunity for one-on-one meetings and/or small group work. NOTE: The SI does not grade student papers or influence student grades. If you have questions about how SI works in our class, please reach out to the SI and the professor.

ECE 209-Lecture Mission Statement: ECE 209-Lecture will prepare preservice teachers to work with infants birth to 18- months by building skills and knowledge in relationship-based practices, infant curriculum, infant development, activities that facilitate infant learning, and environments that support infant well-being.

Course Format

Our class will be blended synchronous and asynchronous, meaning we will meet weekly for class sessions on Zoom and you will complete assigned work independently each week. Our weekly Zoom sessions will be on Thursday at 1-2:40 PM. The link for our Zoom sessions is: <https://bmcc-cuny.zoom.us/j/7550991402> Meeting ID: 755 099 1402, 1(929) 205-6099

Our section of ECE 209 will be housed on BMCC's Open Lab. Open Lab is a web-based platform that is an alternative to Blackboard. All course materials and activities will occur on BMCC's Open Lab. Join BMCC's Open Lab by logging on (<https://openlab.bmcc.cuny.edu/>) and creating a profile. Once you are a member of Open Lab, you have to join our class. You can access our class here (<https://openlab.bmcc.cuny.edu/ece-209-130w-lecture-infant-care-curriculum-fall-2021-j-longley/>). We will use Blackboard to:

- 1) Submit papers and projects for ECE 209-Lecture
- 2) View your scores for ECE 209-Lecture on the Grade Center.

Teacher Education Department Student Professionalism Policy Statement:

This semester, you will receive and be asked to sign the Teacher Education Department professional policy statement. The policy is summarized here: The Teacher Education Department of Borough of Manhattan Community College requires that all students conduct themselves in a professional manner during class, site visits, internships, course related activities and interactions with members of the Teacher Education Department and college community. The Teacher Education Department defines professional behavior in alignment with the National Association for the Education of Young Children (NAEYC) Code of Ethics (NAEYC 2005). By reading and signing a copy of the Teacher Education Student Professionalism Policy, you agree to abide by these policies and understand the ramifications of failure to abide by these policies. If you have any questions concerning this policy, please contact me or a faculty member of the Teacher Education Department.

ePORTFOLIO AND ACADEMIC PORTFOLIO ARTIFACTS

This semester, you will continue working on your electronic portfolio which is a required record of your preparation in early childhood education at BMCC. In this course, you will: 1) Add your Infant-Family Case Study Commentary Paper to your e-Portfolio, and 2) Update your initial professional development plan.

****Academic Portfolio Artifact:** For this course, you are required to complete an Infant-Family Study Project that meets the expectations for inclusion in your Academic Portfolio. By the end of semester, if you have an Infant-Family Study Project that has not met expectations, then you will receive an incomplete in the course. For the Fall semester, you will have until March 15th and for the Spring/Summer semesters, you will have until November 1st to revise your Infant-Family Case Study Project to meet expectations and receive the grade you had earned at the end of the semester. **After these dates, if your Infant-Family Case Study Project still does not meet the expectation for inclusion in your Academic Portfolio, then your final course grade will automatically become an "F".**

Student Learning Outcomes:

ECE 209 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Recognize that each infant is a unique person with developing strengths and capacities who is worthy of respect	Reflections on Respect Paper; Interview with the Family of an Infant; Observation of an Infant; Commentary Paper
2. Identify multiple influences that impact infant behavior and development, in particular the relationships between the infant, the significant others in the infant's life, the environment and the cultural setting	Interview with the Family of an Infant; Observation of an Infant; Commentary Paper

3. Explain the benefit of building caring and responsive relationships with infants and families, including distinguishing the attributes of respect, consistency, trust and continuity of care	Reflections on Respect Paper: Commentary Paper
4. Apply knowledge of infant development and care practices that recognize the importance of social/cultural influences to design healthy and supportive learning environments for infants	Play Material Presentation: Commentary Paper
5. Design meaningful, differentiated, relationship-based infant care experiences that emphasize play, multi-model integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional, physical and self-help)	Commentary Paper
6. Demonstrate an advocacy perspective for the need for high quality infant care, taking into account current early childhood policy and reform efforts as well as the responsibilities of early childhood educators	Commentary Paper
7. Articulate their emerging identity as an early childhood professional	Teaching Beliefs Statement
8. Complete formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.)	Reflections on Respect Paper: Interview with a Family of an Infant Paper Observation of an Infant Paper; Commentary Paper

	BMCC General Education Goals: (Checked goals indicate college-wide goals that will be covered and assessed in ECE 209.)	Measurements (means of assessment for general education goals listed in first column)
<input checked="" type="checkbox"/>	1. Communication Skills- Students will write, read, listen and speak critically and effectively.	Reflections on Respect Paper; Play Materials Presentation; Interview with a Family of an Infant Paper Observation of an Infant Paper; Commentary Paper
<input type="checkbox"/>	2. Quantitative Reasoning- Students will use quantitative skills and the concepts and methods of mathematics to solve problems.	
<input type="checkbox"/>	3. Scientific Reasoning- Students will understand and apply the concepts and methods of the natural sciences.	
<input checked="" type="checkbox"/>	4. Social and Behavioral Sciences- Students will understand and apply the concepts and methods of the social sciences.	Reflections on Respect Paper; Play Materials Presentation; Interview with a Family of an Infant Paper Observation of an Infant Paper; Commentary Paper
<input type="checkbox"/>	5. Arts & Humanities- Students will develop knowledge and understanding of the arts and literature.	
<input type="checkbox"/>	6. Information & Technology Literacy- Students will collect, evaluate and interpret information and effectively use information technologies.	
<input checked="" type="checkbox"/>	7. Values- Students will make informed choices based on an understanding of personal	Teaching Belief Statement; Interview with a Family of an Infant Paper

	values, human diversity, multicultural awareness and social responsibility.	Observation of an Infant Paper; Commentary Paper
--	---	--

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

Required Text & Readings:

1. The course is a Zero Textbook Cost (ZTC) using Open Educational Resources (OER).
2. Assigned course readings and materials are housed on BMCC's OpenLab.
3. Read and review assigned material before class, be prepared to discuss the content during class

Technological Requirements to Successfully Participate in ECE 209-Lecture

TOOL	WHO TO CONTACT IF YOU HAVE A PROBLEM ACCESSING
A device (desktop, laptop, tablet, etc.) with internet/Wi-Fi connectivity	BMCC Student Affairs Office studentaffairs@bmcc.cuny.edu in the subject line the problem you are experiencing (e.g. Need a Computer, Need Internet)
Blackboard, OpenLab & Zoom	BMCC e-Learning Center (S-510A), 212/ 220-1243, elearning@bmcc.cuny.edu
BMCC email CUNY First account Other technical issues	BMCC Service Desk (S-141), 212/ 220-8379 servicedesk@bmcc.cuny.edu
BMCC Library Video Databases	BMCC Library https://bmcc.libguides.com/az.php?t=35954
ECE E-Portfolio	Jen; BMCC e-Learning Center (S-510A), 212/ 220-1243, elearning@bmcc.cuny.edu
FlipGrid	Jen; https://info.flipgrid.com/
Google Folder & Google Documents	Jen: https://www.google.com/docs/about/
Hypothesis	Jen: https://web.hypothes.is/
Jamboard	Jen; https://jamboard.google.com/
Remind	Jen; https://www.remind.com/
Slido	Jen; https://www.sli.do/
You Tube	Jen: https://www.youtube.com/

Evaluation & Coursework Requirements of Students:

Course Requirements

- Goal Setting
- Goal Monitoring
 - Week 8
 - Week 16
- Reflections on Respect Paper
- Play Materials Presentation
- Infant-Family Case Study
 - Initial Contact with the Family of an Infant
 - Interview with the Family of an Infant Paper
 - Observation of an Infant Paper
 - Commentary Paper, draft
 - Commentary Paper, final

Your Infant/ Family Case Study must “meet expectations” to be added to your e-Portfolio.

***NOTE:** In order to progress to the 300-level courses in the ECE sequence you MUST: 1) pass ECE 209-Seminar, and 2) earn a grade of “C” or better in ECE 209-Lecture.

How Grades Are Determined

Your grade for ECE 209 will be determined by the following four components:

1. **ECE 209-Seminar:** Successful completion of ECE 209-Seminar
2. **Goal Setting:** At the start of the semester, you will create goals that you hope to achieve in ECE 209. The goals will focus on what you hope to learn, how you hope to grow, the tasks you hope to achieve, and the processes you hope to acquire as a result of participating in ECE 209.
3. **Goals Monitoring:** At the mid-point and end of the semester you will submit and reflect upon work and assignments that you believe demonstrates your progress towards meeting, or have achieving, your goals for ECE 209. Goal monitoring will happen during:
 - a. Week 8
 - b. Week 16

4. **Conferencing:** At the end of the semester, you will schedule a conference with Jen during which we will discuss the following:
- Your progress toward achieving your goals for ECE 209 that you developed at the start of the semester
 - How assignments and work you select demonstrates your progress towards achieving the goals for ECE 209 that you developed at the start of the semester
 - The grade you should receive for ECE 209 and why; we decide together which grade you will receive.

You will receive feedback from me for all assignments you submit; however, you will not receive a score for any assignments. Again, your grade for ECE 209 is determined during the end-of-semester conference you have with me based on your progress towards achieving the goals you identify for ECE 209. Please contact me at any time if you would like to set-up a meeting to discuss your progress toward achieving your goals

COMMUNICATING WITH JEN

In addition to my office hours, I am available by:

- 1) cell phone at 917/318-3133, for voice call, text, What's App, FaceTime, etc.
- 2) email at jlongley@bmcc.cuny.edu;
- 3) the Remind app, instructions on how to join the Remind app on Open Lab, in the 'About this Class' menu item under 'Instructor: Jen Longley'.

I typically respond to emails or messages within 12 hours, so if I have not responded to you by then, please reach out again. I aim to provide feedback on work within 7 days after it has been submitted.

I want you to be successful – in ECE 209, but more importantly in life! If any issue is preventing you from fully demonstrating your abilities or participating in our learning community, please contact me as soon as possible! We will work together to facilitate your success.

Outline of Topics: subject to change

MODULE	READING	ONLINE ACTIVITIES & ASSIGNMENTS DUE	DUE BY
8/25-9/1 Module 1: Introductions	Davis & Thompson (2014)	1. Scavenger Hunt 2. Prenatal & Parental Development 3. Creating Goals 4. Self-reflection	9/1 at 11:59 PM
9/2-9/8 Module 2: Relationship-Based Practices	Cheshire (2007) Christie (2018)	1. Introduction to Relationship-Based Practices 2. Review Infant/ Family Case Study 3. Self-reflection	9/8 at 11:59 PM
9/9-9/15 Module 3: Overview of Development	Gillespie & Adams (2014)	4. Developmental Domains 5. Reflections on Respect Paper 6. Self-Reflection	9/15 at 11:59 PM
NO CLASS SESSION 9/16 9/16-9/22 Module 4: Attachment	Post, Hohmann & Epstein (2011) Gillespie & Hunter (2011) Snyder (2011)	1. Attachment 1. Self-reflection	9/22 at 11:59 PM
9/23-9/29 Module 5: Teaching Infants	Barbre (2013) Responsive Caregiving (2016)	1. Teaching Infants 2. Initial Contact with the Family of an Infant Report 3. Self-reflection	9/29 at 11:59 PM

MODULE	READING	ONLINE ACTIVITIES & ASSIGNMENTS DUE	DUE BY
<u>9/30-10/6</u> Module 6: Social/Emotional Development	Darling-Bohlander & Kuria (2014) Elliott & Gonzalez- Mena (2011) Wittmer (2012) Allred & Hunter (2010)	1. Infant Social-emotional development 2. Self-reflection	10/6 at 11:59 PM
<u>10/7-10/13</u> Module 7 Language & Communication	Kovach & Da Ros- Voseles (2011) Gillespie (2019)	1. Language & Communication Skills 2. Infants Development: 6 months of age 3. Interview the Family of an Infant Paper 4. Self-reflection	10/13 at 11:59 PM
<u>10/14-10/20</u> Module 8: Sensory Processing & Theories	Honig (2007) Sensory Honig (2005)	1. Sensory Processing 2. Goal Monitoring 3. Self-reflection	10/20 at 11:59 PM
<u>10/21-10/27</u> Module 9: Physical Development	Pica (2010) Honig (2007) Physical	1. Physical 2. Observation of an Infant Paper 3. Self-reflection	10/27 at 11:59 PM
<u>10/28-11/3</u> Module 10: Cognitive Development	Peterson (2012)	1. Cognitive Development 2. Self-reflection	11/3 at 11:59 PM
<u>11/4-11/10</u> Module 11: Play & Math for Babies	Geist (2009) Greenberg (2012) Shabazian & LiSoga (2014) Guyton (2011)	1. Play & toys 2. Math concepts for babies 3. Play Materials Presentation (in class) 4. Self-reflection	11/10 at 11:59 PM
<u>11/11-11/17</u> Module 12: Curriculum in Infant Classrooms	Anderson (2018) McMullen (2018)	1. Curriculum in Infant Classrooms 1. Play materials presentation (in class) 2. Self-reflection	11/17 at 11:59 PM
<u>11/18-11/24</u> Module 13: Commentary Paper		1. Commentary Paper Draft	11/24 at 11:59 PM
NO CLASS SESSION 11/25 11/25-12/1 Module 14: Environments	Gonzalez-Mena (2013) Isbell & Isbell (2007) Post, Hohmann & Epstein (2011)	1. Environments 2. Play materials presentation (in class) 3. Self-reflection	12/1 at 11:59 PM
<u>12/2-12/8</u> Module 15: Experience Plans		1. Commentary Paper Final 2. Goal Monitoring 3. Experience Plans	12/8 at 11:59 PM
<u>12/9-12/15</u> Module 16 Meetings with Jen		1. All Work for ECE 209 due 12/15 at 11:59 PM	

MODULE	READING	ONLINE ACTIVITIES & ASSIGNMENTS DUE	DUE BY
12/16 Last Class Session			

ECE 209-L ASSIGNMENT GUIDELINES

This packet contains information for the assignments and assessment guidelines for ECE 209-L.

Assignment	Pages	Due Window
Grade Determination Guidelines	8	
Goal Setting	9	By 11:59 PM on 9/1
Goals Monitoring	9	
• Week 8	9	By 11:59 PM on 10/20
• Week 16	9	By 11:59 PM on 12/15
Reflections on Respect Paper	9-10	By 11:59 PM on 9/15
Play Materials Presentation	10-11	Be ready to share 11/11
Infant/ Family Case Study:	11-18	
1. Initial Contact with a Family Report	12 & 21	By 11:59 PM on 9/29
2. Interview with a Family Paper	12-14	By 11:59 on 10/13
3. Observation of an Infant Paper	14-16	By 11:59 PM on 10/27
4. Commentary Paper, Draft	16-17	By 11:59 PM 11/24
5. Commentary Paper, Final	16-18	By 11:59 PM on 12/8
APA Citation Guidelines	18-20	

GRADE DETERMINATION GUIDELINES

Your grade for ECE 209 will be determined by the following four components:

5. **ECE 209-Seminar:** Successful completion of ECE 209-Seminar
6. **Goal Setting:** At the start of the semester, you will create goals that you hope to achieve in ECE 209. The goals will focus on what you hope to learn, how you hope to grow, the tasks you hope to achieve, and the processes you hope to acquire as a result of participating in ECE 209.
7. **Goals Monitoring:** At the mid-point and end of the semester you will submit and reflect upon work and assignments that you believe demonstrates your progress towards meeting, or have achieving, your goals for ECE 209. Goal monitoring will happen during:
 - a. Week 8
 - b. Week 16
8. **Conferencing:** At the end of the semester, you will schedule a conference with Jen during which we will discuss the following:
 - a. Your progress toward achieving your goals for ECE 209 that you developed at the start of the semester
 - b. How assignments and work you select demonstrates your progress towards achieving the goals for ECE 209 that you developed at the start of the semester
 - c. The grade you should receive for ECE 209 and why; we decide together which grade you will receive.

You will receive feedback from me for all assignments you submit; however, you will not receive a score for any assignments. Again, your grade for ECE 209 is determined during the end-of-semester conference you have with me based on your progress towards achieving the goals you identify for ECE 209. Please contact me at any time if you would like to set-up a meeting to discuss your progress toward achieving your goals

GOAL SETTING & GOAL MONITORING

Purpose: The purpose of Goal Setting & Goal Monitoring is to develop the following skills and knowledge required to be a masterful ECE teacher:

- Identify goals for professional learning and growth
- Monitor learning and growth
- Continue to build your identity as an ECE teacher
- Foster your ability to reflect
- Evaluate the process of life-long learning

Task – Goal Setting involves the following 2 process:

Goal Setting

At the onset of the semester, identify 3 or 4 goals that you would like to achieve in ECE 209. The goals should be based on the knowledge, skills, and/ or abilities, that you would like to master during ECE 209. Throughout the semester, you will work toward achieving the goals and monitor your progress. You will determine your grade for ECE 209 based on your self-assessment of your progress toward reaching the goals.

Goals should be written using the following format, “By the end of ECE 209, I will... (the knowledge, skills, and/ abilities you would like to achieve in ECE 209).”

Goal Monitoring

Throughout the semester, you will track your progress towards meeting your goals in the following ways:

- For each module, you will write a self-reflection describing how what you learned, the insights, and skills you gained in that module relates to your goals and the progress you have made toward achieving your goals.
- At two points in the semester (week 8 and week 16) you will formally reflect on and assess your learning, growth, and progress toward achieving your goals by submitting a Goal Monitoring Reflection.
- At the end of the semester, you will meet with Jen to discuss what you have personally and professionally learned, how you have grown, and the progress you have made toward achieving your goals. *At the conference, you will determine your grade for ECE 209.*

Goals Monitoring Reflection questions:

1. What are your goals for ECE 209?
2. What specific information/knowledge have you gained in ECE 209 thus far toward achieving your goals?
3. The insights (ah-ha’s or connections) you have made in ECE 209 thus far toward achieving your goals?
4. The skills you have developed in ECE 209 thus far toward achieving your goals?
5. What papers and projects from ECE 209 thus far best demonstrates your growth and development toward achieving your goals?
6. Why?
7. How?
8. *(Week 16 only)* Based on your learning, growth, and progress towards your goals, what grade should you receive for ECE 209? Why?

Reflections on Respect Paper

3-4 pages, typewritten, double-spaced, 1” margins, 12 pt font, APA format for citations

Purpose: The purpose of the Reflections on Respect Paper is to:

- Enhance your self-reflection skills
- Develop a develop of respect
- Conceptualize how to respect infants & families
- Continue to develop your identity as a teacher

Task: Respect is an important element of working with infants, families, and colleagues. In this paper, you will think about yourself and respect. Reflect on an experience you had with respect, what respect means to you, and how respect connects to working with infants and toddlers and families. Your paper should include the following five parts:

Part 1: Story

- Tell the story of an interaction when you felt respected
- Choose a story that you are willing to share with members of our learning community.

Part 2: Definition of Respect

- Based on your story, explain what "respect" means to you.
- Connect your definition of respect to your story of being respected.

Part 3: Respecting infants and families

- Infants
 - Describe how and why babies in infant classrooms should be respected. Explain your beliefs about respecting infants and the role respect plays in working with infants.
 - Give specific examples of how babies in infant classrooms should be respected.
- Families
 - Describe how and why families in infant classrooms should be respected. Explain your beliefs about respecting families and the role respect plays in working with families.
 - Give specific examples of how families in infant classrooms should be respected.
- Connect your definition of respect to how you believe babies and families should be respected.

Part 4: Connections

- Compare your ideas of respecting infants to Chesire (2007), Christie (2018), and Baker and Manfredi/Pettit (2004)
- Make specific connections between your concepts of respecting infants and families to class discussions

Part 5: Conclusion

- In a paragraph, summarize your thoughts and main ideas in a paragraph.

REFLECTIONS ON RESPECT PAPER CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PAPER:	Y/N
YOUR STORY	Contain a story that was clear, thorough & full of rich, vivid details so the reader could picture what happened?	
DEFINITION OF RESPECT	Include a clear, well-developed definition of respect in your own words that was meaningfully & thoughtfully connected to the story & working with infants & families?	
RESPECTING INFANTS	Include a clear, well-developed explanation of how infants should be respected, & several examples of how to respect infants, with rich, vivid details?	
RESPECTING FAMILIES	Included a clear, well-developed explanation of how families should be respected, several examples of how to respect families, with rich, vivid details?	
CONNECTIONS	Include 3+ assigned course readings in context, appropriately, & meaningfully connected to what you wrote? Are the sources cited in APA format?	
CONNECTIONS	Include 3+ thoughtful connections to class activities (videos, discussions, etc.)?	
CONCLUSIONS	Summarize the main ideas and key points from the paper?	
CLARITY	The paper was clear, organized, coherent, was full of examples, & there was evidence of proofreading	

INFANT PLAY MATERIALS PRESENTATION

5-7 minute engaging presentation, groups of 3-4

Purpose: The purpose of the Play Materials Presentation is for you to:

- Refine your skills presenting information
- Identify play materials appropriate for infants
- Analyze play materials for infants

Task: As infant/ toddler professionals, we are responsible to identify appropriate materials for infants and toddlers. In this presentation, you will analyze play materials to explain how infants and toddlers explore or manipulate materials and how the materials support a child's learning. You will work in small groups with two or three others to create an infant play materials presentation. Your group will find play material(s) that support infant learning in the following domains/areas:

- fine motor skills
- gross motor skills
- language and communication skills
- cognition
- math concepts
- social and emotional skills

Your group will explain to the class how the play materials specifically supports the development and learning of infants and toddlers. Your group will also explain how the material relates to the NYS Early Learning Guidelines (2020).

For this project your group should:

1. Share a picture of the item(s)
2. Know the name of the item(s)
3. Explain how an infant would explore and manipulate the material in a classroom setting
4. Describe how the play material promotes development and learning in each domain.
5. Use information from 5 or more assigned course readings to support your presentation
6. Connect the play material to the NYS Early Learning Guidelines (2020)

PLAY MATERIALS PRESENTATION CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PRESENTATION:	Y/N
PLAY MATERIALS SELECTION	Identify play materials that are appropriate for infants (0-18 mos) & provide a clear, thorough explanation of how the materials would be used with rich, vivid details?	
USE OF SOURCES	Include info from 5 or more course readings, materials, & NYS Early Learning Guidelines (2020) thoughtfully, meaningfully & in context?	
DEVELOPMENTAL EXPLANATION	Explain how the play materials promotes development accurately and appropriately?	
GROUP WORK	Have all members of the group contributing & presenting?	
CLARITY	Include content that was clear, organized, coherent, polished, & organized, that was presented in an engaging manner?	

INFANT/ FAMILY CASE STUDY

To enhance your skills as an infant professional, you will conduct research on an infant and family throughout this semester. You will gather information about the infant and their family, then apply what you have learned from class to paint a picture of the baby and the family. Instead of a final exam, you'll write a Commentary Paper about a child in the context of their family and culture. You will complete the Infant/ Family Case Study in five stages:

1. Initial Contact with the Family of an Infant Report
2. Interview with a Family of an Infant Paper
3. Observation of an Infant Paper
4. Commentary Paper, Draft
5. Commentary Paper, Final Paper

INITIAL CONTACT WITH THE FAMILY OF AN INFANT REPORT

complete & submit form on last page of the Assignment Guidelines or on Blackboard

Purpose: The purpose of the Initial Contact with the Family of an Infant Report is to:

- Identify a family for your Infant-Family Case Study
- Begin to form a relationship with a family you do not know
- Analyze the initial information you learn/ know about a family

Task: The first step for your Infant/ Family Case Study is to find a family to work with. You should carefully choose the family. Select a family who:

1. Has a child who was born between March 2020 and July 2021 and is two to 18 months old
2. Is willing to meet with you for about an hour in the beginning of the semester
3. Enjoys talking to you about their child and family
4. *Is not someone you already know well**

After your approach the family to introduce yourself, explain the project, and ask if they are willing to participate complete the *Initial Contact with the Family of an Infant Report*, which is page 15 of your Assignment Guidelines and on Blackboard and OpenLab

*Choosing a family:

It is okay for you to choose a family you know, but please **do not use a relative or close friend** for this assignment. We tend to have ideas and opinions about the people we know well. For this project, the goal is to learn about a family and child, and that will be easier to accomplish if you do not work with someone already close to you. **If you know a family well who fits the age range and other criteria, please let me and/or your peers know so one of your colleagues can work with that family.**

When you contact the family via phone or in person, introduce yourself as a student at BMCC who is studying infant and toddler development and learning. Explain that you are approaching this assignment as a professional and will respect the family's privacy. Although you will ask questions about the child's birth and earliest years, family members are welcome to respond to only those questions that they wish to answer. You also will be doing an observation to get to know the child. Assure the family that you are *not* assessing the child.

Please also explain that you are working within a tight time frame. Make sure that the family can be available when you need them. Ask the family if they can be available for additional visits and phone calls in case you have questions or want to gather more than the minimum amount of information.

CONDUCTING & WRITING THE INTERVIEW WITH THE FAMILY

Now it is time to get to know your family in more depth. To ensure everyone stays safe and healthy, conduct the visit remotely. Schedule an appointment with the family to talk by **phone** or **video conference**. You will need about an hour to conduct the interview; you may need longer. During the interview, ask the family member for permission to take notes as you talk. If the family would like a note of introduction from me, please let me know.

This interview is an opportunity to gather background material for your Commentary Paper. Here are some categories of questions to ask:

- Pregnancy and birth
- First weeks and self-regulation
- Eating, sleeping, toilet learning
- Ability to do new things (such as rolling over or reaching, for example)
- Communication, including linguistic background, what languages the family speaks
- Gaze and interest
- Play activities

- Relationships with key people, who child spends time with, who's important
- Reactions to strangers
- Temperament
- Family culture, important beliefs and practices that affect childrearing
- Anything else you think of or that the parent wants to tell you

Try to conduct the interview as casually and conversationally as possible. Ask the family's permission to take notes during your interview. Together we will develop questions in class that will get the family members talking openly and in detail. Most people love to talk about their children when they know someone is respectful and interested. Please do not give advice.

Conduct the interview as soon as you can – *no later than October 6th*-- so you have plenty of time to write up your notes from the interview in detail. As you write your paper, do not write what you and the family said verbatim. Instead, summarize what you have learned from the interview for each question.

Interview with the Family of an Infant Paper

~3 pages, typewritten, double-spaced, 12 pt font, standard 1" margins

Purpose: The purpose of the Interview with the Family of an Infant Paper is to:

- Develop a relationship with families you do not know
- Enhance your interview skills
- Learn about a baby and family through the family
- Create questions to learn about a family
- Summarize information from your interview and present it in a narrative

Task: In this paper, you will summarize your conversation with the family, sharing what you learned about the family and baby. This will lay the foundation of knowledge and information for your Commentary Paper. Use the notes from your interview to write a paper with the following 3 sections:

Section 1: Introduction

Section 2: Summary of the Interview

Section 3: Conclusion

Section 1: Introduction:

- Begin your paper by describing:
 - Who was involved in the interview?
 - When the interview take place? (date and time)
 - Where/ how the interview took place?

Section 2: Summary of the Interview

- Include detailed information on the following topics:
 - Pregnancy and birth experience
 - First weeks of life
 - Eating, sleeping, eliminating/ toilet learning
 - Ability to do new things (such as rolling over or reaching, for example)
 - Gaze and interest
 - Play activities
 - Relationships with key people (who child spends time with, who's important)
 - Reactions to strangers
 - Communication (including linguistic background, what languages family speaks)
 - Temperament and self-regulation
 - Family culture, important beliefs and practices that affect childrearing
 - Anything else you think of or that the family wants to tell you

Section 3: Conclusion

- Close your paper with a concluding paragraph that explains:

- What struck about the family when you when you were conducting the interview, reviewing the notes and/or reflecting on your interview while writing your paper?
- How does what you learned during the interview connect to class? Make specific connections
- What you hope to learn from your next visit with the family, which will be to observe the child?

INTERVIEW WITH THE FAMILY OF AN INFANT PAPER CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PAPER:	Y/N
INTRODUCTION	Include substantive info with answers to all of the questions about when & where the interview took place & who was involved with rich, vivid details?	
PREGNANCY, BIRTH EXPERIENCE, & 1 st WEEKS OF LIFE	included substantive info with answers to all of the questions in the sections about the pregnancy, birth experience & 1 st weeks of life with rich, vivid details & well-developed examples?	
EATING & SLEEPING PATTERNS	Include substantive info with answers to all of the questions about the child's eating & sleeping patterns with rich, vivid details & well-developed examples?	
LEARNING, PLAY & INTERESTS	Include substantive info with answers to all of the questions about the child's ability to learn new things, interests & play with rich, vivid details & well-developed examples?	
RELATIONSHIPS & REACTION TO STRANGERS	Include substantive info with answers to all of the questions about the child's relationships with key people & reaction to strangers with rich, vivid details & well-developed examples?	
COMMUNICATION	Include substantive info with answers to all of the questions about the family & child's communication with rich, vivid details & well-developed examples?	
SELF-REGULATION	Include thorough info with answers to all of the questions about the child's ability to self-regulate with rich, vivid details & well-developed examples	
CULTURE	Included substantive info with answered all of the questions about the family's culture & childrearing practices with rich, vivid details & well-developed examples?	
CONCLUSION	Include substantive reflections about what you learned from the interview & what you hope to learn during the observation with rich, vivid details & well-developed examples?	
CLARITY	The paper was coherent, clear, organized, had many rich, vivid supporting details & had been proofread?	

Conducting & Writing Observation of an Infant

Now it is time to get to know the baby in more depth. To ensure everyone's health and safety, the observation will be conducted virtually. Pick 1 video to watch and use this footage as your observation of an infant. Pretend the baby in the video is the infant from your Infant/ Family Case Study family.

<https://www.youtube.com/watch?v=C71gk7wi480&list=PLJl2Nb6CivEGHs1WN2a33PjzaM4rPBN4G>

Your observation should be detailed, descriptive, non-judgmental (objective) and written in chronological order..

When watching the video look for the following:

- Where the observation takes place? Describe the space in detail. Who was present?
- What the baby look like – hair, skin, facial features, body type, and clothing? (if you have seen your Infant/ Family Case Study baby, you can describe them in detail)
- What the baby does, in general, during your observation?
- How the baby moves (please include all types of movements)?

- What the baby looks at, gaze at?
- What seems to attract the baby's interest? How can you tell?
- What toys, materials, and/or furniture the baby uses while you are observing? How?
- How the baby vocalizes, including cries, babbling, and using real words?
- What other ways the baby communicates, including facial expressions and gestures?
- How the baby interacts with people including you?
- What routines (eating, sleeping, toileting/ diapering, bathing, playing, transitions, etc.) you observe the family engage in? What happens during the routines? How does the baby react?
- Anything else you notice.

Try to notice and record scenarios. Capture the details of interactions between the baby and the environment, including the people in that environment.

Observation of an Infant Paper

~3 pages, type written, double spaced, standard 1" margins

Purpose: The purpose of the Observation of an Infant Paper is for you to:

- Enhance your skills as an observer
- Focus on nuances in a child's behavior and interactions
- Create field notes of an observation of a child
- Document what you observed in a detailed, non-judgmental and chronological format

Task: In this paper, you will summarize what you observed to share what you saw and learned about the infant. This will build on your foundation of knowledge and information for your Commentary Paper. Use the notes from your observation to write a paper that had the following three sections:

- Section 1: Introduction
- Section 2: Objective, Sequential Narrative Summary of the Observation
- Section 3: Conclusion

1. Introduction

- Provide the following details about the observation:
 - Describe the setting of the observation.
 - Where did the observation take place?
 - Describe the physical space.
 - What furniture, materials, equipment were in the space?
 - How was the furniture, materials and equipment positioned/ arranged?
 - Who was present?
 - Describe the child.
 - How old is the child?
 - Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

2. Objective, Sequential Narrative Summary of the Observation

- Share a chronological overview of the baby's actions during your observation.
- Begin with what happened at the start of your observation.
- Capture the baby's behavior, interactions and reactions in descriptive vignettes, or short stories. You should include 4 vignettes/ short stories of what the babies did, and how, from your observation. These vignettes/ short stories should be presented in sequential order. They should describe the baby's behavior in detail.
 - Use objective, non-judgmental language to describe the baby's actions, interactions, and reactions.
 - Describe the baby's behavior and reactions using rich vivid details so the reader can picture the baby's actions.

- Close with what happened at the end of the observation
- 3. Conclusion
 - Answer the following questions in the final paragraph:
 - What did you learn about the baby during your observation?
 - What struck you from the observation, either while you watching the video or when you were writing your paper?
 - How does this observation connect to what you have learned in class? Make specific connections

OBSERVATION OF AN INFANT PAPER CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PAPER:	Y/N
INTRODUCTION	Include a substantive description of the setting & baby with many rich, vivid details?	
SEQUENTIAL NARRATIVE	Have an observation that was written in chronological narrative format with 4 detailed vignettes & what happens at the start & end of the observation, & included a chronological overview of activities?	
DESCRIPTION OF THE BABY'S BEHAVIOR	Substantively describe the baby's vocalizations, behavior, or interactions with & reactions to their environment?	
OBJECTIVE LANGUAGE	Use objective, non-judgmental language throughout?	
USE OF DETAILS	Use many rich, vivid details to describe the baby's actions, reactions & interactions with their environment & people so the reader can picture the baby	
CONCLUSION	Substantively answer the questions outlined with meaningful & reflective responses?	
CLARITY	The paper was coherent, clear, organized, had many rich, vivid supporting details & had been proofread?	

Commentary Paper Draft & Final Paper

6+ pages, type written, double-spaced, 12 pt font, 1" margins, APA format for citations

Purpose: The purpose of the Commentary Paper is for you to:

- Engage in the recursive writing process of revising your writing based on feedback
- Analyze what you learned about a family from an interview
- Analyze what you learned when observing a child during the observation
- Create a report of the child and family that would provide the necessary information to support the family to transition to group programming

Task: In this paper you will have the opportunity to analyze all of the information you have gathered about the baby and family you studied to give a coherent and thoughtful picture of the infant in the context of their family. You will describe the child and family, then compare and analyze what you have learned about the baby and family to what you have learned in the class. Over the course of this semester, you have gathered information about the child and family in the following ways:

1. By interviewing/ talking to family members.
2. By observing the baby and family.
3. Interacting with the baby

Stage I: Commentary Paper Draft

- Reread your Interview with the Family of an Infant Paper and Observation of an Infant Paper. Decide what you want to include from each paper.

- Look over your course readings and materials. Mark pages in assigned course readings, other readings you have done on your own, and other materials from class. Note where in your paper you will want to include those ideas or quotations.
- Review your class notes. Decide how they support or are in contrast to what you have said in your papers so far.
- Cite your readings whenever you refer to one. See the APA Guideline starting on page 15.

When developing your draft, ask yourself the following questions:

1. Is it complete? Have you written about analyzed information on:
 - The child's appearance
 - The child's prenatal history, birth, and early days
 - Developmental domains
 - Play & learning
 - Caregiving routines
 - The family & cultural practices
2. Does the paper refer to six assigned course readings, and class materials?
3. Are observations and interpretations non-judgmental (objective) and respectful of the baby and family?
4. Does the organization of the paper make sense?
5. Is it written in a way that enables the reader to picture the infant and family?

Note: *You are expected to revise your draft based on the comments & feedback you receive to create the final version.*

Stage II: Commentary Paper Final

This paper is in place of a final exam.

COMMENTARY PAPER CRITERIA FOR ASSESSMENT

ELEMENT	DOES YOUR PAPER:	Y/N
USE OF FEEDBACK	Thoughtfully incorporate the feedback & comments, demonstrating evidence of revising & restructuring,	
INTRODUCTION	Include a substantive introduction of the baby and family that uses many rich, vivid details?	
BABY'S APPEARANCE	Include a rich, detailed vivid description of the baby's appearance so the reader could picture the baby?	
BABY'S PRENATAL HISTORY, BIRTH & EARLY DAYS	Include detailed info about the prenatal history, birth, & early days with thoughtful analysis & well-developed conclusions?	
DEVELOPMENTAL DOMAINS	Include detailed info about how the child used each developmental domain with thoughtful analysis of how it impacts the baby & their future teachers with well-developed examples?	
PLAY & LEARNING	Include detailed info about play & learning with thoughtful analysis of how it impacts the baby & their future teachers with well-developed examples?	
CAREGIVING ROUTINES	Include detailed info about the family's caregiving routines with thoughtful analysis of how it impacts the baby & their future teachers with well-developed examples?	
FAMILY & CULTURAL PRACTICES	Include info about the family's & their cultural practices with thoughtful analysis of how it impacts the baby & their future teachers with well-developed examples?	
USE OF SOURCES	Clearly connect & integrate 6+ course readings/ materials into what was written about the child/ family & the materials were meaningfully used to support ideas presented?	

CONCLUSION	Substantively answer the questions outlined with meaningful & reflective responses?	
CLARITY	The paper was coherent, clear, organized, had many rich, vivid supporting details & had been proofread?	

Your Commentary Paper must meet the criteria of a “Learner” in ALL FOUR criteria areas in order to be uploaded into your e-Portfolio:

ASSESSMENT RUBRIC

CRITERA	COMPETENT	LEARNER	NOVICE
LEARNING ABOUT THE CHILD	The paper included rich, vivid detailed info that demonstrated research & thoughtful reflection about the child over time.	The paper has few details, in not specific, & does not did not demonstrate significant learning about the child.	There is no evidence of visits with the child.
LEARNING ABOUT THE FAMILY	The paper included rich, vivid detailed info that demonstrated research & thoughtful reflection about the family over time.	The paper has few details, in not specific, & does not did not demonstrate significant learning about the family.	There is no evidence of visits with the family
UNDERSTANDING OF THE INFANT IN CONTEXT OF THEIR CULTURE	The paper analyzed the family’s culture with rich vivid details & the interpretations show understanding & appreciation of the family’s culture	The paper partially described & interpreted the family’s culture.	The paper expressed judgements as fact & ignored the family’s culture
OBSERVING TO LEARN ABOUT DEVELOPMENT	The paper demonstrated in-depth understanding of child development as illustrated by rich, detailed descriptions & analysis of the child.	The paper demonstrated little understanding of child development as illustrated by descriptions & analysis of the child.	The paper does not demonstrate an understanding of child development as illustrated by descriptions & analysis of the child.
APPLICATION OF MATERIAL FROM CLASS	The paper fully integrated, used & applied material from class in the paper (role of play, infant curriculum, etc.).	The paper showed little evidence of the curriculum from class was applied &/ or used in the paper to the child (role of play, infant curriculum, etc.)	The paper showed no evidence that the material from class was applied & used in the paper (role of play, infant curriculum, etc.).

APA Citation Guidelines

Overview:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. These guidelines will give you an overview of how to cite your sources in a **List of References** (which comes after the last page of your paper, and sources are listed in alphabetical order), as well as **In Text Citation**.

Step One: Parenthetical Notes in the Text of Your Paper

Always cite when you quote sources, paraphrase them, or summarize their ideas in your paper, like this:

If the author whose ideas are being summarized or quoted is not named in the sentence, include the author's last name and the date of publication in parentheses.

Social networking is good for students, not bad for them (Sanders, 2010).

If the author's name is included in the sentence, the note has two parts.

The date is inserted after the author's name. The page number is listed at the end of the quote, preceded by the abbreviation "p."

Klinger (2010) wrote that the story "symbolized the frustration of women being confined" (p. 53).

Step Two: The References Page at the End of Your Paper

The References page is at the end of your paper, alphabetized by authors' last names, and double-spaced.

Book

Author's last name, Author's initials. (Year of publication). *Title of book*. Place of publication: Publisher.

Kutner, L., & Olson, C. K. (2008). *Grand theft childhood: The surprising truth about violent video games and what parents can do*. New York: Simon & Schuster.

**A book with an editor has the abbreviation (Ed.) after the editor's name. Plural is (Eds.)
E-book in library databases: APA Style no longer requires database information in citations.**

Author's last name, Author's initials. (Year of publication). *Title of book*. Place of publication: Publisher.

Jacobson, M. (2005). *Downsizing prisons: How to reduce crime and end mass incarceration*. New York: New York University Press.

Chapter from an e-book:

Kellaghan, T., & Madaus, G. F. (2000). Outcome evaluation. In D. L. Stufflebeam, G. F. Madaus, & T. Kellaghan (Eds.), *Viewpoints on educational and human services evaluation* (2nd ed., pp. 97-112). Hingham, MA: Kluwer Academic Publishers.

Encyclopedia article in a database:

Author's last name, Author's initials. (year of publication). Title of chapter or entry. Editor's first initial Editor's last name (Ed.), *Title of book* (Vol. #, pp #s). Place of Publication: Publisher.

Baron-Cohen, S. (2005). Autism. In B. Hopkins (Ed.), *The Cambridge encyclopedia of child development* (pp. 398-401). Cambridge, UK: Cambridge University Press.

Electronic journal article from databases or sources with DOI number:

The DOI number is a consistent link to the article's location online, since web addresses and databased can change.

Author's last name, Author's initials. (year of publication). Title of article. *Title of Journal*, volume #(issue #), page #s. doi: xx.xxxxxxxx

Fields, S., Collins, C., Leraas, K., & Reynolds, B. (2009). Dimensions of impulsive behavior in adolescent smokers and nonsmokers. *Experimental and Clinical Psychopharmacology*, 17(5), 302-311.
doi:10.1037/a0017185

Electronic journal, magazine and newspaper articles without a DOI number in databases or online:

Cite the URL of the publication's homepage, not the database. Do not include the date retrieved.

Fratzscher, M. Steffen, C. G., & Reith, M. (2014). GDP-linked loans for Greece, *DIW Economic Bulletin*, 4(9), 40-49. Retrieved from http://www.diw.de/en/diw_01.c.375799.en/publications_and_events/publications/diw_economic_bulleti.html

MacFarquhar, L. (2015, August 3). The Children Of Strangers. *The New Yorker*, 91(22), 30. Retrieved from <http://www.newyorker.com/>

Smale, A. (2015, August 19). German parliament approves Greek bailout. *New York Times*. Retrieved from <http://www.nytimes.com/>

Corporate reports from a database or a print version:

Apple, Inc. (2014). Annual report pursuant to section 13 or 15(d) of the securities and exchange act of 1934 pursuant to section 13 or 15(d) of the securities exchange act of 1934: For the fiscal year ended September 27, 2014. Cupertino, CA: Author.

(“Author” indicates that the author (the corporation) is also the publisher of the report.)

Corporate reports found online:

Apple, Inc. (2014). Annual report pursuant to section 13 or 15(d) of the securities and exchange act of 1934 pursuant to section 13 or 15(d) of the securities exchange act of 1934: For the fiscal year ended September 27, 2014. Retrieved from <http://investor.apple.com/secfiling.cfm?filingid=1193125-14-383437&cik=>

Web pages on websites:

Kappelman, J. (2001). *The eSkeletons project*. Retrieved from the University of Texas at Austin website: <http://www.eSkeletons.org/>

Source: American Psychological Association (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association. Also see “How to Cite: APA” on the BMCC Library website: <http://lib1.bmcc.cuny.edu/help/citing/citingapa.html> Revised by Professor Lane Glisson 08-19-2015.

Your Name:

Date of Contact:

Initial Contact with the Family of an Infant Report

Child's first name only:

Child's Nickname

Child's date of birth:

Child's Age:

1. What do you know about this child from your first contact with the family?
2. What do you know about the family based on this initial conversation?
3. What makes you think this will be an interesting child and family to get to know?
4. What are you hoping to learn about this child and family?
5. How did you identify or select this family to be your Infant/ Family Case Study family?
6. Other comments: