EDME 359 559-ONL Community and Advocacy in Education

Julie Kugler-Ackley
ackleyjk@xavier.edu

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Title of Course: EDME 359/559 Community and Advocacy in Education

Instructor: Julie Kugler-Ackley, M.Ed. & Alexandra Naim, M. Ed.

Hours: 3 credit hours

Office Hours: By appointment

Contact Information: 513.745.3210 (work)

Email: ackleyjk@xavier.edu   naima@xavier.edu

COLLEGE OF PROFESSIONAL SCIENCES

<u>**School of Education Mission Statement:**</u>

In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

COURSE INFORMATION

Course Description

<u>How Course Content connects to the Mission Statement for the Department of Childhood Education</u>
The assignments and activities in this course support the mission statement of the Department of Childhood Education & Literacy by including class discussions, visiting members from the community, and assignments about current critical issues in early childhood education including insights about children from diverse backgrounds and from different school structures whether urban, rural, and suburban. An emphasis on diversity is woven throughout the course to help support the candidates as they learn about the academic, moral, and social development of today's students including the importance of families and communities.

Course Learning Outcomes

<u>General Statement of Purpose</u>
This course introduces the candidate to the methods and essentials of caring for children and building effective early learning communities in America. We will examine social structures and policy that impact early childhood education, practice methods of building community both in and out of the classroom, discuss ways to creating just and caring communities for children and their families, and explore avenues of advocacy. Candidates will also gain knowledge of the rules and regulations at both the state and local levels.

<u>Skill Objectives</u>
- To examine practices in care giving based on a thorough understanding of the stages of development of children from birth to six years
- To develop methods of self-evaluation in order to improves skills as an educator, practice inclusion, grow as a caregiver, and be an advocate

- To demonstrate knowledge on the importance of early childhood environments, the characteristics of quality childcare environments, and how to build a supportive community for students and families
- To develop a working knowledge of available community resources and avenues for collaboration

Attitudes/Values:
- Caregivers have a lasting influence on the emotional development of children.
- Children should not be expected to do what is beyond their normal stages of development.
- Environment has an effect on the physical, emotional, and intellectual growth of children.
- Parental involvement is very important.
- Professionals in other fields provide services to child caregivers.

Methodology
- Lectures
- Visits to Montessori schools and classrooms
- Guest Speakers
- Presentations and discussion
- Films

MACTE Competencies
1. Montessori Philosophy & Human Development
   a. Comprehends and utilizes an understanding of the stages of human growth and development and educational theories with an emphasis from two and one-half through six years of age.

   Assessment: Students will study, discuss, and review a variety of early childhood education theorists, including Piaget, Vygotsky, & Montessori. Assignments include: developmental characteristics power point presentation, Vygotsky newsletter, as well as three field experiences.

2. Classroom Leadership
   a. Demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children.

   Assessment: Students will observe and document three field experiences, including infant/toddler, pre-school, and after school care (elementary age).

3. Community Involvement & Partnership with Families
   a. Demonstrates an awareness of community resources for additional support of children and families.

   Assessment: Students will research and prepare a written report and oral presentation about two community agencies that support families and children.

NAEYC Standards
   1. Promoting Child development and Learning
      a. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

      Assessment – Through field experience observations, class discussions, and reading assignments, students will learn the characteristics of an ideal early childhood learning environment. These characteristics will be documented in a written report.

   2. Building Family and Community Relationships
      a. Knowing about and understanding diverse family and community characteristics.

      Assessment – Students will discuss the importance of family relationships and role-play parent conversations to understand and experience a variety of situations.

b. Supporting and empowering families and communities through respectful, reciprocal relationships.

Assessment– Students will read and discuss from textbook the Ten Essentials for Teacher-Family Collaboration.

c. Involving families and communities in their children's development and learning.

Assessment: Students will research and prepare a written report and oral presentation about two community agencies that support families and children.

3. Using Developmentally Effective Approaches to Connect with Children and Families
    a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
    Assessment – Through reading, role-play, discussion, and written reports, students will learn how to relate and communicate with both students and parents.

4. Become a professional
    a. Identifying and involving oneself with the early childhood field

    Assessment – Students will visit and observe during three field experiences where they will present themselves in a professional manner.

    b. Engaging in informed advocacy for young children and the early childhood profession

    Assessment – Guest Speaker regarding Child Abuse and Ohio State Requirements

AMS Competencies

6.2.5.1 Child Development/Psychology
  (1) Theories of Development
      Assessment – Students will read and discuss a variety of different early childhood Education theorists. They will complete a report and describe the key elements of each Theory.

6.2.5.2 Montessori Philosophy
  (2) Philosophy specific to the method
      Assessment – Students will read and discuss their thoughts about the method. They will complete an observation and report in a Montessori environment.

6.2.5.13 Administration
  (1) Review of Licensing Requirements
      Assessment – Students will read and review the Ohio state licensing requirements.

University Oral Communications Flag (OCF) Student Learning Outcomes (SLO)
By the end of this course you will have a better understanding of the importance of specific communication skills and knowledge to effectively build professional relationships, give lessons and advocate for children and their families.

OCF SLO 1: *"Adapt messages in a variety of communication contexts"*
As educators, candidates need to be well versed in many forms of oral communication in order to meet the many groups that work with and serve; students, parents, colleagues, administrators and legislators.
- Candidates will prepare for and present individually or in a group. (Assignment: Early Childhood Reform – Group Presentation)
- Candidate will prepare to and facilitate in large group class discussions, as well as actively participate as an audience member. (Assignment: Article & Chapter Discussions)

- Candidate will prepare for and facilitate small group class presentations, as well as actively participate as an audience member. (Assignment: Article & Chapter Discussions)
- Candidate will prepare for and facilitate a one on one interview of a professional in the field. (Assignment: Community Agency Interview & Presentation)
- Candidate will prepare for and engage in a debate with peers. (Assignment: Radio Show Debate & Discussion)

OCF SLO 2: *"Organize information effectively"*
In order to produce effective, presentations, debates and interviews our candidates will need to analyze and synthesize information from a variety of sources. The message developed will then be developed into a professional format that shows their ability to develop information into a creative and organized arrangement that the intended audience will easily be able to follow and engage with. (Assignment: Early Childhood Reform Group presentation)

OCF SLO 3: *"Advocate a supported opinion of a complex topic."*
Through speakers, literature, and current debate candidates are exposed to current issues in Early Childhood education and learn to develop opinions and advocate with and on behalf of others. Candidates listen, analyze and research key voices in the national debate of current educational issues. In addition to understanding the compelling arguments of multiple sides of an issue, candidates work to develop their own opinion and express and support their ideas with relevant research. (Assignment: This I Believe)

OCF SLO 4: *"Critique challenging messages with respect."*
Our students are required to actively participate in all discussion and presentations. All must be able to listen actively, synthesize and analyze the information presented and ask relevant questions or add to the topic presented. Candidates will provide respectful and helpful feedback.
(Assignments: This I Believe Presentation &Discussion & Article & Chapter Discussions)

OCF SLO 5: "Present messages through a variety of modalities"
In order to show efficacy in presenting, candidates show their ability to engage others through verbal and non-verbal messages, vocal messages and visual images. Various communication tools are highlighted to enhance presentations such as video, social media, Prezi, Power Point and other engaging hands-on educational materials. (Assignments: Early Childhood Reform – Group Presentation & Community Agency Interview & Presentation)

Course Materials

Required Textbook:
Mind in the Making, Ellen Galinsky

Articles and link to Gopnik TED talk
1. "Letters to a Young Teacher" by Jonathon Kozol"
2. "How Babies Think" by Alison Gopnik
3. "Education in a Multicultural Society: Our Future's Greatest Challenge" by Lisa Delpit
4. "The Poverty Clinic, Can a Stressful Childhood make you a sick adult?" by Paul Tough
5. "Unconditional Teaching" by Alphie Kohn

Films:
1. The Raising of America –
Online Access
Kanopy Streaming Video : Connect to title online

2. A Path Appears –

COURSE POLICIES
Attendance
- Attendance: The Xavier University catalogue states "In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of

reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure."

- If religious observance will cause you to be absent from class or otherwise affect your ability to complete academic assignments, you must notify the instructor in advance and make necessary arrangements to complete the entire course.

Participation
- All students are expected to participate in the class experience. Participation is also required as part of your grade. As a professional, you are expected to be on time and attend each class. You are expected to participate in reading reflections, discussions, and activities during class, as well as to come to class prepared.
- **Full Participation** is asking questions, listening respectfully to all others' questions and comments, and being a supportive and constructive colleague to all class members. Students are expected to create a conversation and share information during each class time. Each interaction will be noted by the instructor in each class. Qualitative data will be taken in anecdotal form and compiled at the end of the semester.
- **To learn, one must be present**. If you choose to use a computer for note taking you must be present and engaged in the learning process around you. You will be asked on occasions to share your notes. Please refrain from texting or taking phone calls during class. Students who engage in texting during class will be considered absent.

Academic Integrity
Professionalism - Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of a teacher preparation program that leads to professional licensure and American Montessori Society credentials. Students are required to demonstrate behavior consistent with a professional career.
Students are expected to:
- *Attend all class meetings and be on time.* The professor should be notified of any absences in advance. More than two absences may result in the candidate's need to withdraw from the class. Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education's office. "Reasonable attendance at al class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit" (Xavier University Catalogue)
- *Be responsible for your learning, prepare carefully and completely for class.* Students should read the text and handout assignments as indicated on the course calendar and be prepared to discuss assigned readings during class. Correct grammar, mechanics and spelling must be evident in all work that is submitted. All assignments must be typed. The standards for quality of written assignments is high.
- *Complete assignments on time.* Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will follow the class absence and grade form (see folder)
- *Be Professional.* Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared! (See the Professional Disposition paper)
- *Be Honest!* The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the Xavier University student catalog for the official statement.
- You should be aware of the University policy on Academic Honesty, http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm:
  "The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

Inclusivity Statement

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community, I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Student Support

Learning Assistance Center

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with document disabilities, services include accomodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at 513.745.3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. http://www.xavier.edu/lac

Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 513.745.3280 on the fifth floor of the Conaton Learning Commons, room 514, to coordinate reasonable accommodations.

UNIVERSITY POLICIES

Incomplete Policy
For undergraduate courses:
Course assignments are due at the time specified by the instructor. Extension of time beyond the termination of the course is rarely granted and only for a serious reason. If an extension of time is granted, the grade of "I"
(Undergraduate Incomplete) will be assigned and calculated as an "F" in the grade point average. Unless the work is completed and submitted by the fifteenth calendar day of the academic semester following the course, the student will fail the course and the "I" will be permanently changed to an "F" (Summer term is excluded). Exceptions to this policy must be approved in writing by the appropriate dean prior to that date. The faculty member initiates the grade change process once the student has made up the incomplete work. Deadlines for short-term courses may vary; please refer to program handbook or director.
For graduate courses:
Grades of "M" (Graduate Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended upon administrative approval but generally may not exceed a period of one year from the end of the term.

Copyright Policy
Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the library copyright Web page. You can also request copyright help from the library if you have specific questions.

Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material.   Beyond this use, no material from

the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

University Policy Regarding Gender-based Discrimination and Violence
Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier's confidential Advocacy & Prevention Coordinator and to report to Xavier's Chief Title IX Officer and/or Xavier University Police Department. Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier's Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see http://www.xavier.edu/titleix/documents/22015-16XavierGender-BasedSexualMisconductReportingSupportOptions.pdf.

Mental Health Resources
Undergraduate
Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the Psychological Services Center (located at the Sycamore House) help students cope with difficult emotions and life stressors. McGrath Counseling Services and the Psychological Services Center are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at http://www.xavier.edu/health-wellness/counseling/index.cfm and http://www.xavier.edu/psychologicalservices/welcome.cfm or by calling (513) 745-3022 for McGrath or (513) 745-3531 for Psychological Services Center.

Graduate
Life in graduate school can get very complicated. Students sometimes feel overwhelmed, experience anxiety or depression, and struggle with relationships or family responsibilities. McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the Psychological Services Center (located at the Sycamore House) help students cope with difficult emotions and life stressors. McGrath Counseling Services and the Psychological Services Center are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at http://www.xavier.edu/health-wellness/counseling/index.cfm and http://www.xavier.edu/psychologicalservices/welcome.cfm or by calling (513) 745-3022 for McGrath or (513) 745-3531 for Psychological Services Center.

Writing Center
The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students can contact the Center at 745-2875 to set up an appointment. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/writingcenter/

Mathematics Tutoring Lab
The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.
http://www.xavier.edu/mathematics/Math-Lab.cfm

KNOWLEDGE OBJECTIVES

INTERNET LINKS TO MACTE,NAEYC,CEC,OSTP, Ohio's Department of Education New Learning Standards

Standard	Links
Links to Standards, Professional Development, and Professional Conduct	
MACTE	www.macte.org
NAEYC	www.naeyc.org/ncate/files/ncate/Initial_2pager.pdf
CEC	https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
OSTP	www.cc.ysu.edu/~ramcewin/OhioStandards.pdf
ODE	http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards This link will take you to the state of Ohio's Department of Education new learning standards and model curriculum for all academic topics.
Professional Development & Licensure Code of Professional Conduct for Ohio Educators	
http://education.ohio.gov/Topics/Teaching/Professional-Development Click Here	
http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed Click Here	

Points	Assignment	Standards	Percentage of Grade
80	Mind in the Making, chapter notes & journal (8 chapters, 10 pts each)	NAEYC 1a,1b,1c OSTP 1 MACTE 1b CEC 1,2,6	16%
150	Reading Response Papers - Articles (5 articles, 30 pts each)	NAEYC 1a,1b,1c OSTP 1 MACTE 1b CEC 1,2,6	31%
50 pts *Family & Community Assignments:*	"How to Build Community" Discussion Board 25 pts ___ Community Agency Interview & Presentation 25 pts ___	NAEYC 2a, 2b, 2c; OSTP 6; MACTE 1d, 2d, 3d CEC 1,2, 5	10%
110 pts *Education & Advocacy Assignments*	The Raising of America Discussion 25 pts ___ A Path Appears Discussion 25 pts ___	NAEYC 6a OSTP 7 MACTE 2h CEC 1,2,6	22%

	This I Believe Essay 30 pts ___ (15pts– 1st draft and 15 pts final presentation) Early Childhood Reform-How Can we do Better? Raising of America 30 pts___	NAEYC 1a, 1b, 1c, 2a, 4a, 4b, 4c, 4d MACTE 1a, 1b,1d, 2d, 2h, 2i, 2j, 3d, 3e OSTP 1, 6, 7 CEC 1,2,6	
75 pts. *Field Observation Papers*	Infant/Toddler 25 pts ___ Preschool 25 pts ___ School Age Aftercare or Summer program for school age children 25 pts ___	NAEYC 3a, 3b, 3c, 4b,5a,5b,5c MACTE 3a OSTP 1, 5, 6, 7 CEC 1,2,3	15%
25 points	Final Exam	NAEYC 1a, 1b, 1c, 2a, 4a, 4b, 4c, 4d MACTE 1a, 1b,1d, 2d, 2h, 2i, 2j, 3d, 3e OSTP 1, 6, 7 CEC 1,2,6	6%
Total points = 490 points			

Assessment of Student Performance
Written Assignments:
- Must be typed in a readable font and contain correct grammar and spelling
- Will be graded on mechanics, content, and presentation of material (if applicable).
- Bibliography and references must be included, using APA format.

All assignments for this course can be submitted electronically through Canvas unless otherwise instructed.

Viewing Grades in Canvas
Points you receive for scored activities will be posted to the Canvas Grade Book. Click on the Grades link in the course menu to view your assignment scores.

Grading Scale for Course
93-96=**A-**   97- 100=**A**

84-86=**B-**   87-89=**B**   90-92=**B+**

77-79= **C-**   79- 80=**C**   81-83=**C+**

Opportunity for Extra Credit Available Upon Request

Tentative Course Schedule and Assignments* - Assignment Descriptions on Canvas

April 3	<u>Introduction</u> "How Babies Think" and TED talk by Allison Gopnik Watch Documentary: The Raising of America, Episode 1. Series link available here in this module	due by 11:59pm due by 11:59pm
April 5	Letters to a Young Teacher by Jonathan Kozol Mind in the Making - Chapter 1 - Focus & Self Control	due by 11:59pm due by 11:59pm
April 7	**"Education in a Multicultural Society: Our Future's Greatest Challenge" by Lisa Delpit**	due by 11:59pm
April 10	Field Observation Paper #1 - Infant/Toddler Mind in the Making - Chapter 2 - Perspective Taking	due by 11:59pm due by 11:59pm
April 13	Family & Community Assignment: "How to Build Community" This I Believe Essay - 1st Draft	due by 11:59pm due by 11:59pm
April 15	Mind in the Making - Chapter 3 - Communicating	**due by 11:59pm**
April 19	**"The Raising of America" Discussion Board - Episodes 2-5**	**due by 11:59pm**
April 20	"The Poverty Clinic, Can a Stressful Childhood Make You a Sick Adult?" by Dr. Nadine Burke Harris Mind in the Making - Chapter 4 - Making Connections	due by 11:59pm due by 11:59pm

April 24	Education & Advocacy - watch documentary: a path appears	due by 11:59pm
	Field Observation Paper #2 - Pre-K	due by 11:59pm
April 25	Mind in the Making - Chapter 5 - Critical Thinking	due by 11:59pm
April 28	Family & Community: Community Agency Site Visit, Interview and Presentation	due by 11:59pm
April 30	**Mind in the Making - Chapter 6 - Taking on Challenges**	**due by 11:59pm**
May 1	**This I Believe - Final Draft**	**due by 11:59pm**
May 2	Early Childhood Education - How can we do better?-In response to the Raising of America	**due by 11:59pm**
May 3	Field Observation Paper #3 - School Age After School Program	due by 11:59pm
	Final Exam - Advocacy Elevator Speech	due by 11:59pm
	Mind in the Making - Chapter 7 - Self-Directed, Engaged Learner	due by 11:59pm
	Mind in the Making: Introduction (chapter notes a journal)	due by 11:59pm

The instructor reserves the right to modify the course schedule based on the needs of the students.

Sample of a Narrative Record

Matthew stacks five blocks into a tower. The tower falls. He places a big block on two small ones. The block falls off. Matthew lines up two small blocks then puts a big block on top of a longer one.

Matthew makes a tower of five blocks, a large one at the bottom, two small ones side by side next, then two larger ones on top. The tower is solidly built and stays put. Matthew takes the two top blocks off and arranges the remaining three in a tower.
He makes another tower of four blocks of different sizes. He makes till another tower of four blocks, rearranging the positions of the blocks (he seems to be trying out consciously different designs).

Mother comes in: "What have you made?" Matthew looks at Mother and starts another one for her to see. Matthew: "Mommy." Mother: "What? What are you making?" Matthew builds a tower. Mother moves off.

Matthew calls to his mother and goes to find her in the hall. Mother: "What is it?" and accompanies Matthew back to his playroom. Mother looks on as Matthew builds a shaky tower of six blocks, two little ones at the bottom and the larger ones on top.

- Excerpt from Observing Intelligence in Young Children,
Jean V. Carew, Itty Chan & Christine Halfar, Prentice-Hall, Inc. 1976