2

Massachusetts
CSEFEL Pyramid Model
Partnership

Promoting Social Emotional Competence in Massachusetts' Young Children

Social Emotional Development within the Context of Relationships

Learning Objectives

- Participants will be able to describe the importance of building relationships with infants and young children.

- Participants will be able to describe what is meant by "attachment" in social emotional development.

- Participants will be able to identify strategies for building nurturing and responsive relationships with young children.

Suggested Agenda

I.	Introduction to Session 2	5 min
II.	The CSEFEL Pyramid Model	10 min
III.	Social Emotional Development within the Context of Relationships	25 min
IV.	Interactions, Relationships, and Attachment	25 min
V.	Developing Nurturing Responsive Relationships	45 min
VI.	Wrap-Up and Evaluation	10 min
Total Time		120 Minutes (2 hrs)

Materials Needed

□ Session 2 PowerPoint Slides

□ Flip chart or large paper or white board and markers

□ Video Clips

   2.1   Two Conversations with Babies

   2.2   Adult-Child Conversation

□ Handouts

   2.1   PowerPoint Presentation Slides

   2.2   Reflective Inventory

   2.3   Hot Button Activity

   2.4   Reframing Activity

   2.5   Session 2 Evaluation

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*Foundations of the CSEFEL
Pyramid Model*

Session 2 p. 2
August 2010

Part I: Introduction to Session 2 (5 min)

1.

2.

3.

Part I: Introduction to Session 2 (5 min)

A. **Show Slide 1.** Welcome the group to Session 2 entitled, *Social Emotional Development within the Context of Relationships*.

B. **Show Slide 2**. Review the agenda with participants.

C. **Show Slide 3.** Review the **Learning Objectives** with participants.

D. Draw the group's attention to the Session 2 materials in the Course Binder including all handouts and other resources.

E. Address logistical issues (e.g. breaks, bathrooms, etc.).

F. Encourage participants to ask questions throughout or describe an alternative way you will be handling questions (e.g., save for specific times during the presentation.)

Part II: The CSEFEL Pyramid Model (10 min)

4.

Part II: The CSEFEL Pyramid Model (10 min)

A. Show **Slide 4.** Review the CSEFEL Pyramid. Draw the group's attention to **Handout 1.4: The Pyramid Model.** Encourage participants to laminate the Pyramid and display it in their classrooms/family childcare settings as a reminder of Pyramid practices.

B. Point out that today's session will be focused on **Relationships**, as strong relationships form the foundation of the Pyramid and are necessary for everything else caregivers do with young children. Remind participants that we will be talking about children birth through five years old (i.e. infants, toddlers, and preschoolers) and the role that the caregiver plays in supporting children's social emotional development. All those who provide care and education to children need to have knowledge about the impact of relationships on children's social emotional development.

(Handout 1.4)

Part III: Social Emotional Development within the Context of Relationships (25 min)

5.

The capacity to form close and trusting relationships with caregivers is critical to a child's developing capacity for:

• Self-control
• Making friends
• Taking on challenges
• Exploring the environment and becoming an engaged learner

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 6

6.

C. Let participants know that this session provides an introduction to the very broad topic of the importance of relationships. This session is only a small part of the comprehensive information and materials that can be found on the CSEFEL website: http://www.vanderbilt.edu/csefel/.

Part III: Social Emotional Development within the Context of Relationships (25 min)

A. **Show Slide 5.** Point out that social emotional development begins at birth and continues throughout life. It provides a foundation for meaningful relationships and learning throughout life.

Point out that babies are born with an ability to communicate with others. Babies, in utero, know their parent(s') voices and respond differently to those familiar voices than to the voices of strangers. As babies develop, they learn how to communicate their needs to their caregivers in order to have those needs met, how to face challenges, and how to experience and "regulate" or "control" their emotions.

B. Remind participants of the **CSEFEL Definition of Social Emotional Development** that was discussed during Session 1. Point out that the definition underscores that one of our most important roles in supporting healthy social emotional development with young children is to establish **nurturing and trusting relationships**. It is through these relationships that young children learn about their world and their place in it.

C. Show **Slide 6**. The capacity to form close and trusting relationships with caregivers is critical to a child's developing capacity for:

– Self-control
– Making friends
– Taking on challenges
– Exploring the environment and becoming an engaged learner

When children experience difficulty in acquiring social emotional skills, they are at increased risk emotionally, developmentally, and academically.

D. Families and other significant caregivers have the most continuous and emotionally charged relationship with

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*Foundations of the CSEFEL
Pyramid Model*

Session 2 p. 4
August 2010
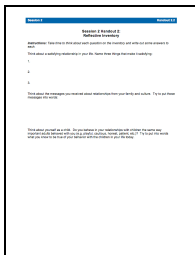
children and it is within these significant relationships that children learn to experience and communicate emotion.

Therefore, building positive relationships with the babies and children you care for as well as with their families is essential to healthy development.

E. Ask participants what they think the difference is between relationships and interactions. Take some responses from the group.

Show **Slide 7.** Review the bullet points on this slide: Relationships

- Have emotional connections
- Endure over time
- Have special meaning between the two people
- Create memories and expectations in the minds of the people involved

F. Point out that our own prior relationships create feelings, expectations and behaviors that we bring to each new relationship, including those with the babies and young children we care for:

– If we have a personal history, going back to our childhood, of basically satisfying and supportive experiences, we are likely to go into new relationships with the expectation that these relationships will also be satisfying and supportive.

Activity: Reflective Inventory. Show **Slide 8.** Suggest to the participants that when we start to talk about children's relationships, it is helpful to reflect on the role that relationships have played in our own lives. Draw the group's attention to **Handout 2.2**: **Reflective Inventory.** Ask participants to respond to the questions posed in the Reflective Inventory.

After participants have had time to complete the inventory questions, ask for comments from the group.

Let them know that this activity is included to restate the importance for all caregivers of very young children to develop the capacity to reflect on why they do what they do or why they say what they say to children.

Ask the group for their reactions to this activity. Did it help them think about their own experiences? Elicit responses that focus on the discovery or awareness of patterns in their own behavior with children.

7.

Relationships are Different from Interactions

- Relationships:
  – Have emotional connections
  – Endure over time
  – Have special meaning between the two people
  – Create memories and expectations in the minds of the people involved

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 7

8.

Activity

Complete Reflective Inventory

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 8

(Handout 2.2)

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Foundations of the CSEFEL
Pyramid Model

Session 2 p. 5
August 2010

Part IV: Interactions, Relationships, and Attachment (25 min)

Part IV: Interactions, Relationships, and Attachment (25 min)

A. Remind the group that earlier we discussed the differences between interactions and relationships. Now we are going to learn more about how these are related to attachment.

B. Point out that many of us have heard the term *Attachment*, sometimes coupled with other words, e.g. *Secure* or *Insecure Attachment*

Attachment

Attachment is a pattern of interaction that develops over time as the infant or toddler and caregiver engage.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 9

9.

C. Show **Slide 9.** Have a participant read the slide: "Attachment is a pattern of interaction that develops over time as the infant or toddler and caregiver engage." John Bowlby, one of the first writers and researchers to write about attachment, describes the term "attachment" as **the emotional bond that develops between a baby and a caregiver.**

So, how are interactions, relationships and attachment connected?

D. Make the following points:

Show **Slide 10.**

Repeated interactions allow the infant or young child to learn what to expect from the other, his/her caregiver. These repeated interactions lead to fairly predictable relationships.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 10

10.

- Repeated interactions allow the infant or young child to learn what to expect from the other, his/her caregiver. These repeated interactions lead to fairly predictable relationships.

Show **Slide 11.**

It is through this give and take pattern of "call and response" that infants and young children form deep emotional connections with their caregivers.

"Attachment" describes these interactions, this emotional bond.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 11

11.

- It is through this give and take pattern of "call and response" that infants and young children form deep emotional connections with their caregivers.
- "Attachment" describes these interactions, this emotional bond.

Show **Slide 12.**

Secure and insecure attachments are reflective of the quality of the relationships between caregivers and children.

Young children make these connections with family members and with you, the childcare provider.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 12

12.

- Secure and insecure attachments are reflective of the quality of the relationships between caregivers and children.
- Young children make these connections with family members and with you, the childcare provider.

E. Babies also arrive ready to engage in these patterns of interaction. The infant is, in fact, biologically "wired" to use his caregiver(s) as a provider of comfort, or as it is sometimes called -- a "secure base".

For example: when infants feel threatened, they turn to

the caregiver for protection and comfort. The caregiver's consistent, accurate response to the infant's signal of need, such as crying, helps mold the attachment relationship into a predictable, back and forth pattern of interaction that develops over the first year of life.

Another example: you have probably seen a toddler venture off to try something new, but keep looking back to make sure that you (his secure base) are still there and close by if he needs you.

F. In contrast: when we are unpredictable, unresponsive, insensitive, or even threatening, insecure attachments develop. Insecure attachments can make children feel bad about themselves and feel that they aren't important. They may feel a lack of control over their environment and may struggle to develop positive relationships with others.

Keeping this in mind, we can begin to explore our own actions and strategies in working with children and families to facilitate the development of strong attachment relationships.

Part V: Developing Nurturing and Responsive Relationships (45 min)

13.

"Every child needs one person who is crazy about him."
- Uri Bronfenbrenner

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 13

14.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 14

(Video Clip 2.1 and/or 2.2)

Part V: Developing Nurturing and Responsive Relationships (45 min)

A. Show **Slide 13.** Ask for a volunteer to read the Urie Bronfenbrenner quote. Ask the group what they believe Bronfrenbrenner meant by this. Emphasize Bronfrenbrenner's conviction that positive relationships – even **one** positive relationship with a caregiver can make a profound impact on a child's development. Let's look at some concrete ways that teachers working with young children are going about nurturing relationships with young children.

B. **Activity: Observing Relationship-Based Interactions.** [**Note:** Video Clip 2.1 depicts two vignettes of caregiver/infant interactions. Video Clip 2.2: Adult Child Conversation depicts an interaction between a teacher and a preschooler. If time permits, consider showing both of these videos. You may choose to show only one, depending on the age-group focus of the participants.]

Ask participants to watch **Video Clip 2.1** – **Slide 14** and/or **Video Clip 2.2: Adult Conversations – Slide 15** and observe the give and take between the caregivers and the children. After viewing, ask participants to share how the caregivers did (or did not) promote and support relationships and attachment with the children in their care. List ideas on large paper.

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*Foundations of the CSEFEL
Pyramid Model*

Session 2 p. 7
August 2010

Video 1.1: Adult Child Conversations 🎥

clip 1.1

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 15

15.

Examining Our Attitudes about Challenging Behaviors

• What behaviors push your buttons?

• How do these behaviors make you feel?

• How does this impact your relationship with a child and his/her family?

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 16

16.

Session 2   Handout 2.3
Session 2 Handout 3:
Hot Button Activity

On each circle going across, write down the behaviors that push your buttons.

On each circle going across, write down your feelings when faced with these behaviors.

On each circle going across, write down the impact your feelings have on your relationship with the children who exhibit these behaviors.

(Handout 2.3)

C. Tell participants that during our childhoods, we all received messages about ourselves. We are likely to send some of those same messages on to the children we care for, whether we intend to or not. Sometimes these messages are verbal and sometimes they are non-verbal.

We are better able to recognize the impact of our personal experiences on the messages we send children in our care if we reflect on how we interpreted the messages we received in childhood. Point out that this is why, as caregivers, we must build skills in observation and self-reflection.

D. Show **Slide 16.** Review the questions on the slide.

Explain to the group that the next exercise will help us reflect on these questions.

Activity: Hot Buttons. Ask for volunteers to name some of the behaviors that "push their buttons" (this can also be described as *behaviors that bother you the most*, *set off your temper*, *confuse you the most*.) Write down responses on large paper.

Make the point that what pushes one person's buttons might be very different from what pushes another individual's buttons, depending on:

- Past experiences with children
- Training
- Level of support for dealing with challenging behavior.

Draw the group's attention to **Handout 2.3.** Ask participants to fill in the top row with their own "hot buttons."

Now ask participants to think of children with whom they have worked who have behaviors that "push their buttons". Ask participants to complete the second row of circles by listing feeling words (how they felt when they were working with that child or how they felt when people were sharing their list of behaviors that "pushed their buttons").

Ask participants to share their responses, and write them on the large paper.

Examples of responses might include:

- "It makes me frustrated."
- "I feel like I don't know what am doing."
- "It makes me mad."
- "I feel like a failure."

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*Foundations of the CSEFEL
Pyramid Model*

Session 2 p. 8
August 2010

– "It makes me want to get another job."

Now ask participants the third question on the handout: "How do these feelings affect your interactions with children when they engage in these behaviors?"

Ask participants to write responses to the third question on the third row of circles on the handout.

As adult caregivers of babies and very young children, it is not easy to be calm and supportive when the children are behaving in ways that we don't understand or that are causing problems for themselves or others. Make the point that many feelings or emotional reactions can make it difficult to be effective with children. If we have not experienced relationships in our own personal lives that helped us deal with stressful feelings, we may find it particularly hard to help a child who is stressed. It is important that all of us have the opportunity to think about and discuss the impact of our past experiences on our current behavior and relationships with other adults and children as part of ongoing professional development. Working to become more self-aware helps us separate our current feelings and reactions from those generated in past experiences.

That is precisely why it is important to acknowledge our hot buttons and situations that trigger these feelings – so that we can work on a plan and strategies for dealing with these.

E. Explain to the group that you want to close by talking about how we can use these feelings and reactions as a positive tool —signaling us to think of new ways to deal with a situation (e.g., focusing on the positive, asking for help, reframing).

Activity: Reframing. Draw the group's attention to **Handout 2.4: Reframing Activity**. Go through the examples at the top of the handout and discuss with the group that these are examples of reframing a behavior in order to understand it and respond to it differently.

Show **Slide 17.** Go through the steps outlined on the slide. Ask participants to reflect on each of their "hot buttons," reread it, and consider how they can reframe the behavior to interact with the child to build a more positive relationship with him or her.
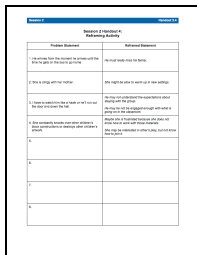
(Handout 2.4)

Reframing Activity

- In pairs or in small groups:
  – Read the four examples listed and generate two to three other challenging behaviors and how you might reframe each one.
  – In reframing the challenging behaviors, do not come up with solutions but rather restate the behaviors to make them more manageable.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 17

**17.**

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Pyramid Model*

Session 2 p. 9
August 2010
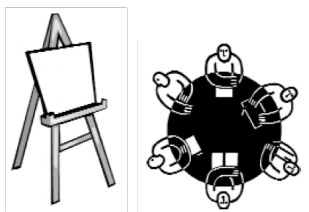
Part VI: Wrap Up and Evaluation (10 min)

Major Messages from Session 2

- Strong relationships form the foundation of the Pyramid Model and are necessary for everything else caregivers do with young children.
- It is within families and caregiving relationships that children learn to experience and communicate emotion.
- In order to support the emotional wellness of infants and toddlers, as well as their families, we need to be aware of our own emotional history.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 18

18.
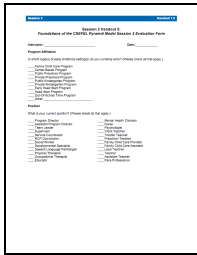
(Handout 2.5)

Part VI: Wrap-Up and Evaluation (10 min)

A. Show **Slide 18**. Review the Major Messages:

- Strong relationships form the foundation of the Pyramid Model and are necessary for everything else caregivers do with young children.
- It is within families and caregiving relationships that children learn to experience and communicate emotion.
- In order to support the emotional wellness of infants and toddlers, as well as their families, we need to be aware of our own emotional history.

B. Thank participants for their attention and participation.

C. Ask participants to complete the **Handout 2.5: Session 2 Evaluation Form.**

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*Foundations of the CSEFEL
Pyramid Model*

Session 2 p. 10
August 2010

2

Foundations of the CSEFEL Pyramid Model

Massachusetts
CSEFEL Pyramid Model
Partnership

Promoting Social Emotional Competence in Massachusetts' Young Children

Session 2:
Social Emotional
Development
within the Context
of Relationships

Connected
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Session 2 Agenda

I. Introduction to Session 2
II. The (CSEFEL) Pyramid Model
III. Social Emotional Development within the Context of Relationships
IV. Interactions, Relationships, and Attachment
V. Developing Nurturing Responsive Relationships
VI. Wrap up and Evaluation

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 2

Session 2 Learning Objectives

• Participants will be able to describe the importance of building relationships with infants and young children.
• Participants will be able to describe what is meant by "attachment" in social emotional development.
• Participants will be able to identify strategies for building nurturing and responsive relationships with young children.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 3

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Handout 2.1 p. 1
August 2010

CSEFEL Pyramid Model

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 4

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Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 5

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The capacity to form close and trusting relationships with caregivers is critical to a child's developing capacity for:

• Self-control
• Making friends
• Taking on challenges
• Exploring the environment and becoming an engaged learner

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 6

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Foundations of the CSEFEL
Pyramid Model

Handout 2.1 p. 2
August 2010

Relationships are Different from Interactions

- Relationships:
  - Have emotional connections
  - Endure over time
  - Have special meaning between the two people
  - Create memories and expectations in the minds of the people involved

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 7

Activity

Complete Reflective Inventory

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 8

Attachment

Attachment is a pattern of interaction that develops over time as the infant or toddler and caregiver engage.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 9

Repeated interactions allow the infant or young child to learn what to expect from the other, his/her caregiver. These repeated interactions lead to fairly predictable relationships.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 10

It is through this give and take pattern of "call and response" that infants and young children form deep emotional connections with their caregivers.

"Attachment" describes these interactions, this emotional bond.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 11

Secure and insecure attachments are reflective of the quality of the relationships between caregivers and children.

Young children make these connections with family members and with you, the childcare provider.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 12

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Foundations of the CSEFEL
Pyramid Model

Handout 2.1 p. 4
August 2010

"Every child needs one person who is crazy about him."
- Uri Bronfenbrenner

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 13

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clip 1.1

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 14

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Video 1.1: Adult Child Conversations

clip 1.1

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 15

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Pyramid Model

Handout 2.1 p. 5
August 2010

Examining Our Attitudes about Challenging Behaviors

• What behaviors push your buttons?

• How do these behaviors make you feel?

• How does this impact your relationship with a child and his/her family?

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 16

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Reframing Activity

• In pairs or in small groups:
  – Read the four examples listed and generate two to three other challenging behaviors and how you might reframe each one.
  – In reframing the challenging behaviors, do not come up with solutions but rather restate the behaviors to make them more manageable.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 17

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Major Messages from Session 2

• Strong relationships form the foundation of the Pyramid Model and are necessary for everything else caregivers do with young children.
• It is within families and caregiving relationships that children learn to experience and communicate emotion.
• In order to support the emotional wellness of infants and toddlers, as well as their families, we need to be aware of our own emotional history.

Foundations of the CSEFEL Pyramid Model | Session 2 | Slide 18

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Handout 2.1 p. 6
August 2010

Handout 2.2:
Reflective Inventory

Instructions: *Take time to think about each question on the inventory and write out some answers to each.*
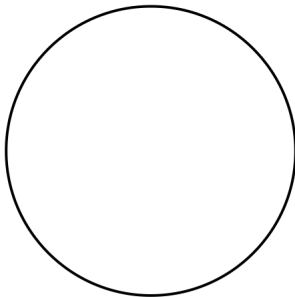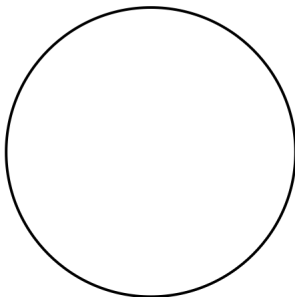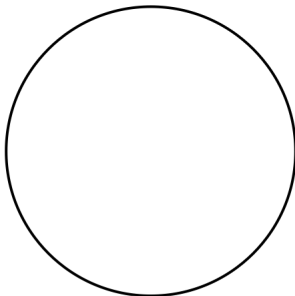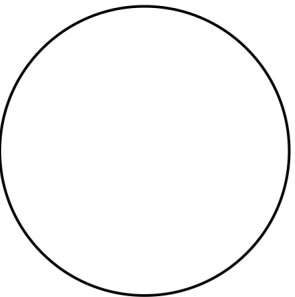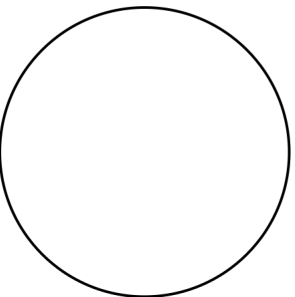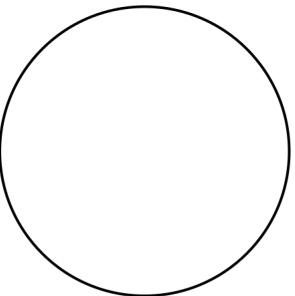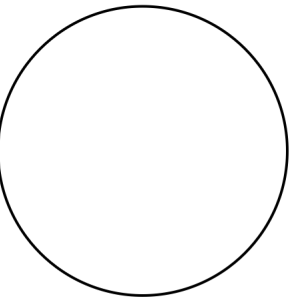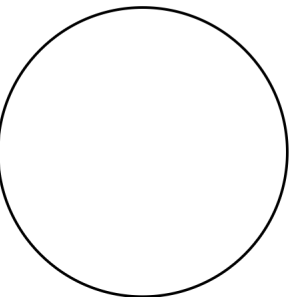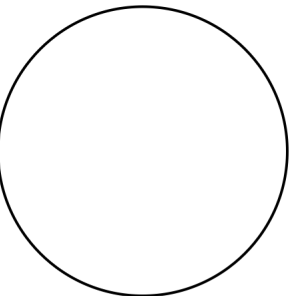
Think about a satisfying relationship in your life. Name three things that make it satisfying:

1.

2.

3.

Think about the messages you received about relationships from your family and culture. Try to put those messages into words:

Think about yourself as a child. Do you behave in your relationships with children the same way important adults behaved with you (e.g. playful, cautious, honest, patient, etc.)? Try to put into words what you know to be true of your behavior with the children in your life today.

Handout 2.3:
Hot Button Activity

On each circle going across, write down the behaviors that push your buttons.

On each circle going across, write down your feelings when faced with these behaviors.

On each circle going across, write down the impact your feelings have on your relationship with the children who exhibit these behaviors.

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*Foundations of the CSEFEL
Pyramid Model*

Handout 2.3 p. 1
August 2010

Handout 2.4:
Reframing Activity

Problem Statement	Reframed Statement
1. He whines from the moment he arrives until the time he gets on the bus to go home	*He must really miss his family.*
2. She is clingy with her mother.	*She might be slow to warm up in new settings.*
3. I have to watch him like a hawk or he'll run out the door and down the hall.	*He may not understand the expectations about staying with the group.* *He may be not be engaged enough with what is going on in the classroom.*
4. She constantly knocks over other children's block constructions or destroys other children's artwork.	*Maybe she is frustrated because she does not know how to work with those materials* *She may be interested in other's play, but not know how to join it.*
5.	
6.	
7.	
8.	

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Foundations of the CSEFEL
Pyramid Model

Handout 2.4 p. 1
August 2010

Handout 2.5:
Session 2 Evaluation Form

Instructor: _____   **Date:_____**

Program Affiliation

In which type(s) of early childhood setting(s) do you currently work? (Please check all that apply.)

____Family Child Care Program
____Center-Based Program
____Public Preschool Program
____Private Preschool Program
____Public Kindergarten Program
____Private Kindergarten Program
____Early Head Start Program
____Head Start Program
____Out-Of-School Time Program
____Other _____

Position

What is your current position? (Please check all that apply.)

____Program Director   ____Mental Health Clinician
____Assistant Program Director   ____Nurse
____Team Leader   ____Psychologist
____Supervisor   ____Infant Teacher
____Service Coordinator   ____Toddler Teacher
____RCP Coordinator   ____Preschool Teacher
____Social Worker   ____Family Child Care Provider
____Developmental Specialist   ____Family Child Care Assistant
____Speech Language Pathologist   ____Lead Teacher
____Physical Therapist   ____Teacher
____Occupational Therapist   ____Assistant Teacher
____Educator   ____Para-Professional

Measuring Learning Outcomes

Below are the learning outcomes for this session. Please read each learning outcome below. Then **place an X in the box** that you feel best describes how well the learning outcomes (what you have learned or what will change as a result of your experience in this training session) have been met. *Please choose ONE answer (only put one X) for each learning outcome/row.*

Learning Outcomes	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Session 2				
I am able to describe the importance of building relationships with infants and young children.				
I am able to describe what is meant by "attachment" in social emotional development.				
I am able to identify strategies for building nurturing and responsive relationships with young children.				

Please respond to the following questions regarding this training session:

The best features of this training session were:

Suggestions for improvement:

Other comments and reactions I wish to offer (please use the back of this form for extra space):