

Subject: Conference call with Betina and Kimberly

Time: 1:02 – 1:40

B: I got your notes, and it's really fascinating to see things from your perspective. It was great to read your notes. I haven't finished reading your notes

L: Yeah they're very long

B: Yeah, in that respect well, it's in keeping with how the other instructors approach as well. That doesn't make it right, but it's something to consider. Based on my memories of sitting in on Russell's class, and people who have moved on, they seem to be very much clear about what their position is regarding things, and um, hm. And that, they're pretty fixed about it? so when they have these exchanges with the students, it's pretty clear that the teachers and student are disagreeing and some additional students will jump in to defend that student, but everybody walks away **thinking the same thing**

K: But it's the goal, the point of Baby college that **there is a right answer?**

B: I think you do want to suggest that **there is a right answer**. Like with the spoiling answer, I think people who thought [?] still walked away [?], Dr. Brazelton said no [babies can't get spoiled], and the instructor said no, and I didn't know if it would be picked up again. [?]so it's not so much that I object to the fact that the instructor indicates that there's a right way to do it. it's just this, **unhelpful dynamic of the students pitting themselves against the teacher**.

Linda: Brazelton: one place where [acknowledgement of concerns about autism and vaccines]

B: useful to have the kids in the classroom, demonstration, eye contact, [voice drops] he did go a little overboard

L: I tried to capture the touchy-feely

K: I actually have a question, is it possible to jot down the times more frequently? To match up what we're doing structurally

B: sure, we had a meeting yesterday, Monday?

K: Monday

B: difficulty, so much going on, so we're gonna make a few changes to the formatting of the form? Just to make it easier to put info [?] not looking at the room arrangements. (L: mmhm) What they start with is what they end up with? (right) And there were a few areas where we might have coded it slightly differently? I'm trying to remember what they were now...

38p

39p

54p

57p

56p

48p

52p

304

361

362

363

364

365

Oh, the times when the students talked about, a student engages with language with her daughter, put her hands on her mouth, I hope I didn't make that up,

L: I don't remember

B: it was the woman sitting behind us

And um, so I wasn't sure, whether that should be demonstration by student, or personal anecdote, and I had [?] personal anecdote, and we decided it was a demonstration, but it was so on point.

K: instructional nature

B: student engagement, defined it as low, 20% or lower students were engaged... so we had some discussion how that didn't capture what we wanted, the **level of intensity and excitement**. So when Brazelton was talking about autism, I think people were much more on the edge of their seat.

L: [I tried to capture that there was less side-talking] what would signal that to you?

B: there was less side-talking, it wasn't so much that people weren't looking, because people were looking at Marie, maybe **body language**?

L:

B: [Marie has been an instructor for] six years

[I talked with her afterwards and] she started talking about **that one student** and saying **how she's been a problem since the beginning**, and just feels like everything she says needs to be treated like a pearl of wisdom...

B: you must think you know more than I do

Well I think I'll just stay quiet  
but she didn't

L:

B: Yeah that space is just horrible

And with the kids in the room

And I asked if it was because... and the parents were uncomfortable with it, and she said no, they used to... and the parents loved it. they didn't want

- measures for student engagement

L:

K: for me it was to be able to use your notes in conjunction with what we are doing. I really liked how you were able to capture the flavor of what was happening. Instructor not reinforcing or

B: I had also asked Marie about that Columbia study thing that she handed out? And she said she had no idea what it was. (huh) it was handed to her by one of the staff members at Baby College.. that was really odd. As a teacher [you should be familiar with your materials]

L: [but the lists were similar to hers on chart]

B: I remember she said them out loud, but I was surprised that she didn't indicate what she was saying

- specific uses of instructional materials

K: another thing Linda, what you said about tone of voice? Page 8 I made a note here. One parent mentioned Biggie Smalls, [?] computer [?] I'm wondering [about Marie didn't seem happy]

L: [facial expression, lack of response. Need to look up]

B: does anybody sing nursery rhymes

L:

B: the tv thing, and we're not in agreement with that, so, that was another place where people

L: dealing with a crying baby, that's where it would be useful for me to talk with people in the class? [underlying issues, like the idea of dealing with the medical establishment]

B: I recall something, you don't have to be the only one who teaches your kid.

L: [I only got part of it, that's also how I understood it]

B: so babies manipulate us? And somebody said, we underestimate them. She has a 2-year old

L: [Mr. Russell vs. Ms. Marie] Mr. Russell as charismatic

Yeah yeah

B: a whole nother dynamic going on with the home visits, and how that reinforces, and that one-on-one discussion

L: absolutely. And they're in the homes, right?

B: didn't you think that sign lang was kind of odd? Rayven

L: was it the same person?

B: it was kind of odd to me. Not that it was completely off topic, but, it seemed that she was being a jester. I mean, I guess she was traveling from class to class.

L: I liked it, long class, no break

B: oh that white lady, she had actually got up and went to the back of the auditorium, she was actually breast-feeding.

L: I didn't even turn around. And I didn't note when she came back, because I saw that she came back. [because of how we were sitting, with people on both ends, I couldn't] get up and walk around. Do you know if we were introduced?

B: no, I don't believe so. I thought that when they introduced Dr. Joshua Sparrow they'd introduce us.

L: some people are new, but are people in the class used to people dropping in?

B: funders, well, they usually come to graduation, practitioners institute, people who want to replicate will come to visit. Both Marie and Russell have had people come to their classrooms. But yeah,

L:

B: No not really, but I don't actually know what the staff has been told, but .... I don't know if they were told to convey anything to students, to participants

L: mr. Abasi, he already knows

B: I don't know if it would be good to, but since the program director is on vacation, she gets really sensitive about these things, I don't think she would like him knowing more than her.

L: ok, I'll wait for Marilyn Joseph to come back.

K: I think if you give people a general sense of we're observing, I don't know how specific we need to go?

L: okay

K: oh, and it's kind of off topic,

L:

B: I did call

L: I also wanted to ask, looking at my notes, is there anything you think I need to know,

B: I don't see anything jumping out at me, as being, the result of faulty assumptions, I think that,

L:

B: Yeah. Okay. Alright. So I'll

- jot down times more frequently
- look for signs of student engagement

I missed a couple of times when I directly asked Kim what she thought.