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Child Case Study: Zoe Frank

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### Introducing Zoe Frank

Conducting a case study of another human being is a radical departure from an ordinary graduate level course assignment like conducting a literature review. Living people are extraordinary more interesting than paper and ink. While books are an indispensable repository of knowledge, it takes imagination to bring them to life. People, on the other hand, especially four-year-old girls like Zoe Frank, are a creation too wonderful for human comprehension. The purpose of this qualitative research case study is to observe, interview, and report findings on a four-year-old subject relative to six development elements.



Figure 1 - Zoe Frank

### Methodology

The author took a qualitative research approach comprised of observation; an emailed survey tool, and caregiver interviews. The selected caregivers included the parents, the nanny, the primary teacher, and finally, Zoe herself. The author completed the same survey tool as the other caregivers completed to synthesize reflections from the two observation periods. The rationale behind selecting these particular caregivers is to gather a representation of persons who have known the subject for various lengths of time and under different conditions.

### **Zoe's parents**

Dan and Jennifer Frank are the parents of not only Zoe, but her two-year-old brother, Asher. The parents, obviously, have known Zoe her entire lifespan, so their observations and perspectives which are represented as one unit in the tables in this study, are far more reliable than any other perspective that will be featured.



**Figure 2 The Frank Family (from left: Asher, Jennifer, Zoe, Dan)**

### **Zoe's nanny**

Abigail Robertson is the nanny providing caregiving on a regular basis. Abigail (“Abbey”) has observed Zoe in her home environment on a multitude of occasions over the years and has spent the night so her perspective involves bedtimes and wake up times as well. It is reported by the parents that their daughter loves Abbey and is able to be her natural self when Abbey is providing caregiving duties. Abbey’s childcare responsibilities provide a unique view of life at home with Zoe’s sibling on “their own turf.”



**Figure 3 - Abigail Robertson with Zoe**

### **Zoe's teacher**

Shelley Jefsen is Zoe’s teacher at Christian Life Church, located about 2 miles from the Frank residence. Shelley is the teacher of the “Praise & Preschool” class that Zoe attends each Sunday morning. The class services both 4 and 5 year old youngsters. Shelley has been a Christian educator in Zoe’s young life for some time and provides insight to Zoe’s behavior in the context of Zoe’s peer group. Shelley is also the leader of a Parenting Focus Group where she facilitates curriculum for young couples and single parents.



**Figure 4 - Zoe and Shelley Jefsen**

**Zoe's sibling**

Asher Frank is a rough and tumble thrill seeker whose smile is infectious. He is full of energy and provides his big sister endless hours of delight and agony.



**Figure 5 - Zoe and Asher**

## Observation Experiences

### Dates/times/venues

The research goal was to conduct two separate observation periods on different dates and times in different locations. The first observation date was conducted on September 11, 2011 in Zoe's classroom at church with the permission of her parents and teacher. The second observation period was conducted on September 24, 2011 at Zoe's home with her entire family present. Both the observation and interview periods lasted approximately one hour.

### Family of Origin

The Frank home is an environment conducive to raising healthy and well-adjusted children. The physical house is situated in a quiet residential area in a middle-class section of the city. The home is neatly kept, tastefully decorated but functional for children, and provides a fenced-in back yard with a swing set and other objects of delight for two growing children.

Santrock, the author *Essentials of Life-span Development*, writes regarding families: "Authoritarian, authoritative, neglectful, and indulgent are four main parenting styles. Authoritative parenting is the style most often associated with children's social competence" (Santrock, 2008, p. 172). The Frank home aligns itself with the norm in that Dan and Jennifer Frank provide an authoritative parenting style that ensures that their offspring enjoy reasonable boundaries for physical safety as well as balanced emotional development.

### Nature versus Nurture

Nature has given Zoe the biological advantage. She is a picture of health with no major (or minor) health concerns. She is normal in most ways as the tables below will demonstrate, however she seems to be unusually bright and articulate for her age. Her mind whirls at an astonishing rate as if to drink in her environment. Zoe's mental developmental process is uncharacteristically advanced as every adult I interviewed attested.

The nurture factor in Zoe's life was observed to be a predominant factor in her lifestyle as a member of the Frank household. Her father cuddles with her often (the author has observed this behavior over the course of many months in public services) and Zoe seems to have an abundant natural affection for her father. Zoe also receives constant attention from her stay-at-home mother who is engaged in every aspect of the child's life. It is evident that Zoe adores her mother and that the nurturing that Zoe receives from her mother and father around the clock is contributing to a sense of security, well-being, and confidence as a developing four-year-old child. To summarize, the environmental factors that the author can account for seems to suggest that every possible condition exists in favor of Zoe's ability to grow and flourish as a young emerging elementary school child.

## Developmental Considerations

With the exception of Table 1 which deals with only identifying information, Tables 2-7 report data that are linked to six developmental elements including physical, emotional, social, cognitive, language, and moral development respectively. The format of this case study will provide the category heading of each of the six developmental elements followed by an appropriate quote chosen from our textbook. The case study will conclude with a general assessment from the author's perspective examining a few key considerations including:

- Transcript of an interview with Zoe
- Comparison: Zoe and her peer group
- Outstanding characteristics
- Additional information needed
- Development stage perspectives in focus
  - Piaget
  - Vygotsky

Let us begin by examining some identifying information about Zoe Frank and her family.

<b>Table 1</b>	
<i>Zoe's Identifying Information</i>	
Birthdate	5-15-2007
Age	4
Sex	Female
Birth order	Firstborn
Height	3'4" (40")
Weight	30.6 lbs.
Educational background of parents	<ul style="list-style-type: none"> <li>• Father – College Graduate; Mother – Some college completed</li> <li>• Both currently enrolled in a 2-year Bible Institute</li> </ul>
Occupation of parents	<ul style="list-style-type: none"> <li>• Father – CEO of The Frank Group, Inc., a human resources company located in Murfreesboro, TN</li> <li>• Mother – Partner in The Frank Group, Inc., &amp; homemaker</li> </ul>
Age of parents	Father (32), Mother (32)
Nature of community	Metropolitan
Community demographics	The Franks live in Murfreesboro, Tennessee, the county seat for Rutherford County. According to the Chamber of Commerce (2009), "Rutherford County is the fastest

	<p>growing county in Tennessee” (Chamber of Commerce, 2009. ¶ 1).</p> <p>2009 population estimate: 255,239</p> <ul style="list-style-type: none"> <li>• 2009 average HHLD income: \$61,011 (Chamber of Commerce, 2009, ¶ 2).</li> <li>• Racial composition: White Non-Hispanic (84.5%), Black (9.5%), Hispanic (2.8%), Other race (1.3%), two or more races (1.2%), Other Asian (1.2%), American Indian (.06%). (City Data, 2003, ¶ 1)</li> <li>• Rutherford County gender demographics: Males – 90,585 (49.8%); Females – 91,438 (50.2%). (City Data, 2003, ¶ 4)</li> <li>• Age: Median resident age – 32.2 years; Tennessee median age – 35.9 years. (City Data, 2003, ¶ 4)</li> </ul>
<p>Table 1: Adapted from the CEPD 8102 Assignment 2: Child Case Study assignment description in the course syllabus</p>	

### Physical Development

The average child grows 2 ½ inches in height and gains between 5 and 7 pounds a year during early childhood. Growth patterns vary from one child to another, though...from ages 3 to 6, the most rapid growth in the brain occurs in the frontal lobes...gross and fine motor skills increase dramatically during early childhood...the child’s life should be centered on activities, not meals. (Santrock, 2008, p. 146)

**Table 2**

*Zoe’s Physical Development*

<i>Variable</i>	<i>Parent’s Perspective</i>	<i>Nanny’s Perspective</i>	<i>Teacher’s Perspective</i>	<i>Author’s Perspective</i>
Appearance	Petite and Beautiful	Well put together	Dressed appropriately and in good hygiene	Zoe is a “girly-girl.” She is feminine and carries the “princess” mentality. She is a lovely young girl who dresses and carries herself like a little lady
Motor coordination	Good	Strong development	Strong fine and gross motor skills	I observed her climb on a table in her class, jump up and down singing songs from memory with



				accompanied hand motions. Zoe kept up with the fast-paced class exercise.
Muscular strength	Fair – she is slight	Appropriate for age	Petite	She is tiny but strong enough to move her body weight around easily and onto tables at her pleasure
Growth pattern	She is always on the low end of the growth scale - 10 <sup>th</sup> percentile generally	Petite girl	Petite	She is slightly smaller than her peers, even the boys her age who tend to grow at a slower pace
Degree of activity	Very high level of activity	Very active	Moderate to highly active	She was very active on both occasions of my observations
Comparison with peers	Normal	Close to peers	Comparable to other girls of same age	Zoe is a slightly smaller than some of her female peers but then other of her peers were her size as well
Table 2: Adapted from the CEPD 8102 Assignment 2: Child Case Study assignment description in the course syllabus				

### Emotional Development

The young child's growing awareness of self is linked to the ability to feel an expanding range of emotions. Young children, like adults, experience many emotions during the course of a day. Their emotional development allows them to try to make sense of other people's emotional reactions and to begin to control their own emotions. (Santrock, 2008, p. 151)

<b>Table 3</b>				
<i>Zoe's Emotional Development</i>				
<i>Variable</i>	<i>Parent's Perspective</i>	<i>Nanny's Perspective</i>	<i>Teacher's Perspective</i>	<i>Author's Perspective</i>
Expressions of aggression	Varies from yelling to sulking	Infrequent	Minimal	Did not observe the emotion of anger in my observations
Incidence of temper tantrums	None to speak of – however inconsolable cry fits do occur	Occasional but rare.	Have never witnessed	Did not witness but was told by the nanny that some separation anxiety occurs when parents leave (on occasion)

Extent of self-control	Not great unless she knows that the parent is at the end of their proverbial rope	Great for the average 4-year-old	Age appropriate	Seemed normal to my view
General disposition	Varies greatly	Energetic, Content with self, manipulative at times; overall happy girl.	Soft spoken majority of time but not shy; asserts herself well.	Zoe seems like a happy, well-adjusted child who is content most of the time
Emotional problems	None	Anxious at times, mountains for mole hills, very dramatic.	Occasionally over dramatic when she feels left out. Can be brought to tears if she feels something is not fair.	Did not observe any emotional problems in my two observation periods
Self-concept	She is confident	Healthy outlook about herself, a little insecure about her capabilities.	Over all confident in her personal identity, happy and comfortable as a little girl.	Zoe seems to be very comfortable with herself
Self-esteem	She is confident	Healthy	Healthy	Seems healthy
Egocentric behavior	She hoards toys	Scale from 1-10, about a 7	Scale from 1-10, 6	During my interview, Zoe had some difficulty differentiating between my perspective as an interviewer and her perspective as an interviewee

Table 3: Adapted from the CEPD 8102 Assignment 2: Child Case Study assignment description in the course syllabus

### Social Development

“Many social scientists do not locate the cause of psychological gender differences in biological dispositions. Rather, they argue that these differences are due to social experiences (Best, 2010). Their explanations include both social and cognitive theories” (Santrock, 2008, p. 154).

**Table 4**

*Zoe's Social Development*

<i>Variable</i>	<i>Parent's Perspective</i>	<i>Nanny's Perspective</i>	<i>Teacher's Perspective</i>	<i>Author's Perspective</i>
Expressions of	In general she is compliant here	Average.	Average, needs reminding.	She shared toys with others in her class,

basic courtesies				she told another boy who was acting silly that he was funny
Peer relations	Varies greatly	Overall team player, edifying others.	Plays well in group games.	Took her place in group activities, did not seek out more attention, listened to others and interacted with them well
Sibling relationship	In general very loving	Healthy, normal. Love on each other, fight each other.	N/A	When her dad dropped her off at class he said, "Zoe might be in a bad mood, she's just been disciplined for trying to push her brother down the stairs." Probably very normal behavior for an older sibling to try and dominate a younger sibling with no malice intended
Relationship with adults	Good	Relates well with adults.	Communicates and relates very well with adults.	She interacted well with all adults I observed

Table 4: Adapted from the CEPD 8102 Assignment 2: Child Case Study assignment description in the course syllabus

### Cognitive Development

Young children make substantial strides in executive and sustained attention. Significant improvement in short-term memory occurs during early childhood. Theory of mind is the awareness of one's own mental processes and the mental processes of others. Children begin to understand mental states involving perceptions, emotions, and desires at 2 to 3 years of age and at 4 to 5 years of age realize that people can have false beliefs. (Santrock, 2008, p. 146)

**Table 5**

*Zoe's Cognitive Development*

<i>Variable</i>	<i>Parent's Perspective</i>	<i>Nanny's Perspective</i>	<i>Teacher's Perspective</i>	<i>Author's Perspective</i>
Intelligence	Very Intelligent	High.	Bright child.	Seemed to exhibit high intelligence especially in comparison with some of her peers in a group setting

Academic success/failure	Has been positive up to this point in pre-school	N/A	N/A	N/A
Thought processes	Clear to random	Zoe's thought process is very deep, she reasons beyond her years.	Within normal limits.	Seems to be normal from every indication
Interest in school	High	Zoe loves learning and considers the opportunity of learning within a school special.	N/A	In my interview, Zoe talked excitedly about attending pre-school:
Attention span	Typical of a 4-year-old	Above average.	High	Higher than other children I observed. Her eyes were glued to the video presentation in her class and she follow every command her teacher gave her instantly
Memory	Excellent	Exceptional. Zoe can tell you something you said 3 weeks ago and her memory serves her well concerning her obedience.	Very good. Excels with memory verse.	Even though she cannot read she knew the words to every song in her class. It's obvious she has excellent memory skills.
Ability to reason	Very good	She has the capacity for her age level.	Average	Seemed average
Table 5: Adapted from the CEPD 8102 Assignment 2: Child Case Study assignment description in the course syllabus				

### Language Development

Young children increase their grasp of language's rule systems. In terms of phonology, children become more sensitive to the sounds of spoken language ... Preschool children learn and apply rules of syntax and how words should be ordered. In terms of semantics, vocabulary development increases dramatically in early childhood. Young children's conversational skills improve in early childhood. Early precursors of literacy and academic success develop in early childhood. (Santrock, 2008, p. 146)

**Table 6**

*Zoe's Language Development*

<i>Variable</i>	<i>Parent's Perspective</i>	<i>Nanny's Perspective</i>	<i>Teacher's Perspective</i>	<i>Author's Perspective</i>
Vocabulary	Increasing all the time	Excessive	High	Timid at first but once you get her

				going she is very articulate
Grammar	She switches word order regularly	Above average	Average	Age appropriate
Intelligibility	Fairly good	Very High	High	Articulated her words plainly in my presence

Table 6: Adapted from the CEPD 8102 Assignment 2: Child Case Study assignment description in the course syllabus

### Moral Development

[Santrock] holds that the processes of reinforcement, punishment, and imitation explain the development of moral behavior. When children are rewarded for behavior that is consistent with laws and social conventions, they are likely to repeat that behavior. When models who behave morally are provided, children are likely to adopt their actions. And when children are punished for immoral behavior, those behaviors are likely to be reduced or eliminated. (Santrock, 2008, p. 154)

<b>Table 7</b>				
<i>Zoe's Moral Development</i>				
<i>Variable</i>	<i>Parent's Perspective</i>	<i>Nanny's Perspective</i>	<i>Teacher's Perspective</i>	<i>Author's Perspective</i>
Zoe's view of right and wrong	I would say that in general she has a good understanding of a moral compass and can grasp where she fits here	Zoe has a good sense of what is right and what is wrong. As a human, Zoe makes choices as to which one is to her advantage.	Zoe knows right from wrong. Like many 4 – year-olds she will sometimes prefer whatever scenario is beneficial to her, however she will make the “right” choice the majority of the time.	If Zoe is a product of her environment she will develop a strong moral compass when she reaches an age of understanding and accountability. Her parents consider morality to be a core value and intentionally mentor both of their children on values of right and wrong

Table 7: Adapted from the CEPD 8102 Assignment 2: Child Case Study assignment description in the course syllabus

## General Assessment

This case study has been a joy to conduct given the subject and her family. Zoe Frank is a delightful young lady whose family of origin is a superb example of nurturing parents who conscientiously provide for the physical, emotional, educational, spiritual, and social needs of their children. The environment in which this four-year-old is being raised and trained up is stable, safe, and happy. While no parents are perfect and every family struggles with their share of problems, the family highlighted in this case study, in the opinion of the author, provides an environment in which any child – biological, foster, or adopted – would flourish and prosper.

## The Zoe Interview

On September 24, 2011, the author made an appointment with Dan and Jennifer Frank to interview Zoe at her home. Before Zoe's interview, the author conducted a pre-interview with the parents to cover questions relating to Piaget's and Zygotsky's research. The parents' responses will be shared in the next sections.



Figure 6 - Zoe Frank

The author pre-released seven questions to the parents by email to secure permission to ask their daughter (which they approved). The objective was to obtain insight directly from Zoe on the key relationships previously identified in the study: Zoe's parents, nanny, sibling, and teacher. The seven questions were:

1. What are some of your favorite things to do for fun?
2. Can you tell me about your little brother Asher?
3. What are some things you like about Miss Shelley's class at church?
2. How do you know that mommy and daddy love you?
5. What makes hanging out with Abbey fun for you?
6. What do you want to be when you grow up?
7. What makes you happy?

As always, with the parents' permission (and in their presence), the author recorded the interview on a digital voice recorder for playback and transcription into this document.

- Author: "What are some of your favorite things to do for fun?"
- Zoe: "Asher had a birthday...he likes to play tag...[the father asks, "So you like to play tag?"]..."uh-huh." "I like to play Simon Says." "I like talking about Jesus." "I like having a

phone...a pink phone!” [the mother, asks, “why is pink your favorite color?”] “Because that’s the way God made me!” “I can draw a flower all by myself.”

- Author: “Can you tell me about your little brother Asher?”
- Zoe: [No discernable answers...only “yes” answers to inquiries about her younger brother.]
  
- Author: “What are some things you like about Miss Shelley’s class at church?”
- Zoe: “I like to sing songs.” [The author asked: “How do you know Miss Shelley loves you?”] “Because she loves me so much.”
  
- Author: “Why do you like to hang out with Abbey [the nanny]?”
- Zoe: “Cause.” [Author: “Cause why?”] “Cause.” “We jump on the bed and have fun and play games in my room.”
  
- Author: “What do you want to be when you grow up?”
- Zoe: “I’m going to turn five when I grow up.” “After I grow up I’m going to go to a school.”
  
- Author: “Are you looking forward to going to school?”
- Zoe: “Yeah, I don’t know how to read yet I just look at the pages.” [Author started to say the alphabet...”a,b,c,d,e,f,g...” and Zoe picked up right there and sang the rest of the alphabet and also counted to ten after that.]
  
- Author: “What makes you happy?”
- Zoe: “I like to laugh at my brother when he is tagging me.”
  
- Author: “How do you know that mommy and daddy love you?”
- Zoe: “Because they love kissing me.”

### **Comparison: Zoe and Her Peer Group**

Zoe has social skills that are age appropriate. Though she is on the petite size, she has no trouble mixing with her peers and jumping right in to learn, play, and engage her playmates. In the observation period in the Bible class at her church, Zoe was not unusually timid or shy nor unusually extroverted or outgoing. She blended in appropriately with her peers and seemed to enjoy very much being in the company of those of her age category.

### **Outstanding Characteristics**

Zoe is an encourager. Abbey, the nanny, reported a time when she got up to turn up the volume on the television that Zoe chimed in, “Good job! That was very good, Abbey! Good job!” In my interview with Abbey, she commented that this is not an isolated incident with Zoe.

Zoe is unusually bright. Most parents naturally think their child is extraordinarily intelligent but it seems to be the case with Zoe. Zoe has a rapidly-increasing vocabulary and seems to ponder and think through new concepts. A trained counselor, Monica Robertson, who is close to the family, shared an observation that Zoe is able to use cognitive skills while interacting with adults.



Figure 7 - Zoe's artwork - "Jonah and the Whale"



Figure 8 - Zoe's artwork –  
Pink is her favorite color

### Additional Information Needed

Two observation periods is hardly sufficient time to gather more than the most superficial of impressions from a research standpoint. This case study has had to rely on the testimony of the parents, the nanny, and the primary teacher who each have had unique exposure to Zoe in different periods of time and in diverse venues. To better understand some of the commonalities and peculiarities of Zoe's unique personhood, it would require more observation periods, further interviews with the parents of greater depth involving professional surveys prepared by social scientists, and other research data gathered by experts in early childhood development.

### Development Stage Perspective

While the work of Erikson and Kohlberg is important, this case study will submit Zoe's development through the framework of Piaget and Vygotsky.



## **Piaget**

Zoe falls into Piaget's preoperational stage - ages 2-7, (p. 128). To study the limitations of Zoe's preoperational thought, the author of this case study looked to the textbook question proposed in Figure 5.5 which reads: "What characteristics of preoperational thought do children demonstrate when they fail [the] conservation task?" (p. 131). The author conducted an experiment with Zoe using the length test whereby two sticks are aligned in front of the child and asked if the sticks are of the same length (Zoe agreed). Then, the experimenter moves the top stick slightly to the right and asks the child if they are equal in length. Predictably, Zoe responded that the stick on the top was longer thereby confirming Piaget's conservation task theory.

Using a series of questions extracted from the textbook section on Piaget's theories, the author conducted an interview with the parents to better understand where Zoe is relative to Piaget's teachings.

### **Piaget's Symbolic Function Substage Questions**

- Author: "Does Zoe like to draw?"
- Father: "Yes, it's one of her favorite things to do."
  
- Author: "Does Zoe show signs of reasoning?"
- Mother: "Sometimes, not always."
  
- Author: "Does Zoe believe in Santa Claus or fairy tales?"
- Mother: "No. As parents we help her understand reality. We cannot justify lying to our child."

### **Piaget's Symbolic Function Substage Questions**

- Author: "Is Zoe able to mentally represent objects that are not present?"
- Father: "Yes. An example is the swing set in the backyard. Later on today, we'll be going to Chuck E. Cheese's and she knows all about that."
  
- Author: "Does Zoe engage in pretend play?"
- Mother: "Yes. She plays house, doctor, pirates..." [The mother recalled a time when she and Zoe were playing house and they reversed roles. Zoe, the "mommy," was reported to have said, "I just need a break from these kids!"]

### **Piaget's Egocentrism Questions**

- Author: "Is Zoe able to distinguish between her own perspective and someone else's perspectives?"
- Mother: "While she understands feelings I would have to say 'yes' and 'no.' She's getting there."

### **Piaget's Animism Question**

- Author: "Does Zoe believe that inanimate objects have life-like qualities and are capable of action?"
- Mother: "No. She knows the difference between an inanimate object and a live object."

### **Piaget's Intuitive Thought Substage Question**

- Author: "Does Zoe ask a lot of 'why' questions?"
- Father: "Yes, constantly!" The father reported that this is a frequent response to many statements either parent makes to Zoe. Examples include: "Zoe, you have to eat your dinner." (Zoe responds with "why?") "Zoe, mommy is not coming home right now." (Zoe responds with "why?")

Zoe appears to be normal on all accounts in light of Piaget's research findings.

## **Vygotsky**

Vygotsky's theory emphasized the social context of learning and the construction of knowledge through social interaction (p. 132). He postulated what he called the "zone of proximal development" (ZPD) which meant "the range of tasks that are too difficult for the child to master alone but can be learned with the guidance and assistance of adults or more-skilled children" (p. 132). In Vygotsky's mind, "buds, flowers, and fruits" of development exist to help place a child's cognitive growth status. When these terms were presented to the parents regarding their daughter, they related stories about Zoe's cognitive development along these lines and even produced artifacts (see Figure 7 and Figure 8).

Zoe is learning from adults at home, in preschool, and at her church. Vygotsky's concept of "scaffolding," or changing the level of support (p. 132) as the child develops, is being experienced by Zoe according to her mother. Jennifer Frank related on this topic how she has been training Zoe to pump her legs on the swing set in order to swing under her own power. Over time, the mother reports, Zoe has required less and less intervention and is now able to swing by herself without fear, thus validating Vygotsky's concept of scaffolding. Similarly, according to her parents, Zoe is now dressing herself, doing her chores, and performing other age-appropriate responsibilities for a four-year-old child.

### **Vygotsky's Language and Thought Question**

- Author: "Does Zoe enjoy talking to herself?"

- Mother: “Oh yes. On a recent 8-hour drive from New York to home [Tennessee], Zoe talked the whole way except for about 1 ½ hours.”

According to Vygotsky’s theory, Zoe’s healthy self-talk would translate to a more social competent child.

### **Conclusion**

From every indication, Zoe Frank is a well-adjusted, healthy, happy, and beautiful little girl. She is normal in most categories but seems to display advance tendencies in a few areas of cognitive development. While nature has dealt her a favorable deck of cards with a strong, petite, blond-headed frame, the nurture variable of Zoe’s environment carefully provided by engaged parents seems to ensure that Zoe has every advantage and opportunity to continue her maturation process into a fine young lady.

It has been this author’s genuine pleasure to interview, observe, and interact with this family on this case study. The author wishes to extend sincere appreciation to the Frank family for assisting in this research and gratefully acknowledges their role in providing accurate and valuable information.



**Figure 9 - The author (David) and Zoe**

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