The article “Early Brain Development for Social Work Practice: Integrating Neuroscience with Piaget’s Theory of Cognitive Development”, written by Tess Lefmann and Terri Combs-Orne, is essentially about how social workers should be taught about brain development at infancy using a curriculum that incorporates early brain development so that social workers can better understand children’s behavior. The authors claim that the topic of infancy development is underrepresented in the curriculum, and this is dangerous since most of the issues social workers deal with come from issues that most likely started in infancy. The author feels that understanding how the brain functions, will serve social workers in well in there field; and not just in theory. I think that the authors’ argument is very well supported and that the conclusions and connections that they make are logical and informative. I agree with the author's argument because in order to understand and fully help these children, social workers need to be as informed as they can about the roots of these problems. The strengths of this article would be: the information is concise and the arguments are very convincing. The weakness of this article would be that there were not any case studies as proof.