

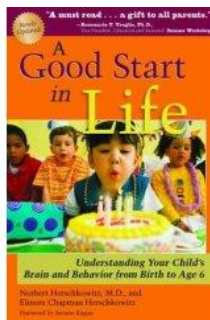
Read ~ A ~ Book

Distance Learning

Option 2: Professional Development Book Report

A Good Start in Life: Understanding Your Child's Brain and Behavior

By: Norbert Herschkowitz, M.D. and Elinor Chapman Herschkowitz



Child Care Aware of Virginia



Option 2: Reading Professional Development Books

For Option 2, you may choose to read ONE of the professional books listed below and then complete the *Professional Development Book Report* developed for each book. Each Virginia public library has at least one copy of these books.

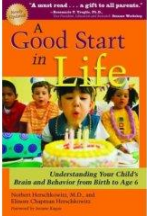
- Please visit your local public library (directory in resource section) and choose one of the *professional books listed below* to read.
- After selecting the book you wish to read (from the list below), please download the *Professional Development Book Report* materials for the professional book you selected at www.va.childcareaware.org.
- Email questions to JodiR@va.childcareaware.org or call (804) 285-0846.

Professional Development Book Report

After reading the selected book, complete the *Professional Development Book Report* for that book. Each professional development book report includes:

- 10 True/False questions
- 10 Multiple Choice Questions, and
- Five Essay Questions
- Clock hours for reading the professional books and completing a *Professional Development Book Report* are listed below and are based on the length and difficulty of the book you chose to read.
- Clock hours will be awarded based on the following grading scale:
 - 80 - 100 Full credit
 - 60 – 79 Half credit
 - 59 and below No credit

Professional Development Book List		
Title	Author	Credit Hours
A Child's Work: The Importance of Fantasy Play	Vivian Gussin Paley	6 clock hours
A Good Start in Life: Understanding Your Child's Brain and Behavior	N. Herschkowitz, M.D., and E. Herschkowitz (2002)	10 clock hours
Beyond Baby Talk: From Sounds to Sentences	Kenn Apel, Ph.D., and Julie J. Masterson, Ph.D. (2001)	10 clock hours
How To Talk So Kids Can Learn: At Home and In School	Adele Faber and Elaine Mazlish (1995)	6 clock hours
Positive Discipline	Jane Nelsen, Ed.D	10 clock hours
Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever	Mem Fox (2001)	6 clock hours
Starting Out Right: A Guide to Promoting Children's Reading Success	The National Research Council (1999)	6 clock hours
Start Smart: Building the Brain Power in the Early Years Revised Edition	Pam Schiller	6 clock hours
Tumbling Over The Edge	Bev Bos & Jenny Chapman	6 clock hours



Read ~ A ~ Book

Option 2

Professional Development Book Report

First Name		Middle Initial	
Last Name			
Home Street Address			
City			
State		Zip	
Home Phone			
Email Address			
Facility Name			
Facility Address			Facility Phone
City			
State		Zip	

Provider Type (Please check one)

- | | |
|---|---|
| <input type="checkbox"/> Licensed Family Day Home
<input type="checkbox"/> Licensed Child Day Center
<input type="checkbox"/> Camp Program
<input type="checkbox"/> Head Start Program | <input type="checkbox"/> Local DSS Certified Family Day Home
<input type="checkbox"/> Voluntarily Registered Family Day Home
<input type="checkbox"/> Religious Exempt Child Day Center
<input type="checkbox"/> Other (specify) |
|---|---|

IMPORTANT REMINDERS

THIS SHEET MUST BE SUBMITTED ALONG WITH YOUR BOOK REPORT!

- Be sure to include your name on EACH page of the professional development book report!
- Please double-check your work. Make sure you have answered ALL questions. Incomplete materials will be returned to you.
- Complete the report individually and report in your own words.
- Make yourself a copy of the Professional Development Book Report BEFORE mailing.
- Mail Completed Read-A-Book Professional Development Book Report along with **\$20.00** check or money order, payable to Child Care Aware of Virginia at:

Child Care Aware of Virginia
 Read-A-Book Program
 804 Moorefield Park Dr., Ste. 101
 Richmond, Virginia 23236

PLEASE ALLOW FOUR (4) TO SIX (6) WEEKS FOR PROCESSING AND GRADING BOOK REPORTS.

Book Report for:

A Good Start in Life:
Understanding Your Child's Brain and Behavior

By: Norbert Herschkowitz, M.D. and Elinor Chapman Herschkowitz

OBJECTIVES

At the end of this read-a-book lesson, you should be able to:

1. Recognize that the brain is a multifunctional organ that requires nourishment and exercise.
2. Recognize that the human brain develops on a general time table with a wide range of individual variation.
3. Recognize that each stage of development has an impact on the child's transition to the following stage.

General Directions:

- Please print the test questions.
- You may write directly on the printed test question sheets.
- Additional pages may be added for “Apply Your Knowledge” answers.

True/False Questions (20 points)

Write “True” or “False” in the blank after the statement.

		True or False
1.	Ultra-sound techniques are harmful for the fetus.	
2.	After the end of the fourth month, there are indications that females are ahead of males in brain development.	
3.	The fetus detects the mother's internal changes such as nervous system reactions, which cause a change in heart rate, body movement, and adrenalin production in the fetus.	
4.	Low-level worry in the mother has no long-term effect on the baby's development.	
5.	By the age of two months, babies love to watch activity around them. Before 2 months, a baby's visual repertoire is limited, only seeing things about three feet away.	
6.	By 3 months, children still are not able to enjoy a hanging mobile.	
7.	Language functions are mainly located in the left hemisphere of the brain.	
8.	Plasticity is the ability of the brain to compensate for lost functions by employing other areas of the brain.	
9.	The two hemispheres of the brain collaborate, as in the child looking at a picture as a whole, (left hemisphere) then saying “it’s a forest”, seeing the detail (right hemisphere).	
10.	A two-year-old says "NO" as a sign of disapproval or negativity.	

Multiple Choice Questions (20 points)

Choose the correct answer by circling (a), (b), or (c) for each multiple-choice question or statement.

- (1) The baby's sense of touch develops:
 - a. after birth.
 - b. just before birth.
 - c. in the uterus, with a lot of practice before birth.

- (2) A fetus will respond to sound:
 - a. just before birth.
 - b. at the beginning of development.
 - c. around 5 months, when the inner ear begins to function.

- (3) Can the baby hear a mother's voice while in utero?
 - a. Yes, by the last month of development.
 - b. No, never.
 - c. Yes, if the mother talks loud enough.

- (4) "Habituation", which used to be called the "memory trace", is:
 - a. the development of certain habits through life.
 - b. the ability to react less strongly to a repeated stimulus.
 - c. the ability to recognize the mother's habits.

- (5) 1,000 years ago, China established "prenatal clinics" for what purpose?
 - a. to check on the mother's health.
 - b. to distribute special herbs.
 - c. to keep mothers tranquil; this was thought to be necessary in order to maintain the fetus' psychological health.

- (6) Choose the one statement that is **NOT true** about the following sentence.
Investigators in Canada found that mothers who experienced constant, high, personal tension during pregnancy (mainly marital discord) had babies with the following problems
- increased risk of eczema and a tendency to reach motor milestones later.
 - were more fretful and restless and had trouble quieting down.
 - tendency to be left handed.
- (7) Which of the three statements is **NOT true** regarding bottle-feeding?
- It has a negative effect on brain development.
 - It allows the father to share close time with the infant.
 - It may be necessary.
- (8) Which of the following does **not** need to occur in order for toilet training to take place?
- His nervous system has developed to where he can control his sphincter and bladder muscles voluntarily, and he has to make a connection between a feeling in his body and impending urination or defecation.
 - He has to be at least 3 feet tall.
 - The parents must look for a pattern in his elimination times and get him to the toilet.
- (9) By the age of 6 years, children exhibit which of the following:
- They play together instead of side by side and are learning to get along with a wider circle of people.
 - They are getting ready to control many of their own daily activities, leaving total parental control.
 - Both (a) and (b) are true.
- (10) Studies have shown that irritable or difficult babies are:
- given a lot of time and patience by the mother
 - generally ignored by the mother, who plays less with them.
 - get more attention from the father.

Print Your Name Here

Apply Your Knowledge Short Answer Questions (60 points)

(12 points for Excellent, 9 points for Above Average, 6 points for Satisfactory, 0 points for Unsatisfactory)

- (1) Give a good explanation of why babies should not be shaken, and explain three things a mother (or caregiver) can do to cope with the baby's crying.

Print Your Name Here

- (2) Discuss the different temperaments of “Emily” (who was the least disturbed by the unfamiliar objects or events) and of “Anna”, (who was most disturbed by them). What were they like in preschool? Which temperament was outgoing and which one was shy? How did they change by first grade?

- (3) Using the theory of "nature vs. nurture", explain the four reasons why siblings living in the same family can be very different from each other.

- (4) Give an example of the effect that parenting styles can have on a child's temperament. Explain how and why parents must use different styles with different children?

- (5) When toilet training, there is a prerequisite for learning to use the toilet. Discuss this prerequisite and the developments that must take place before a child can learn to use the toilet.