

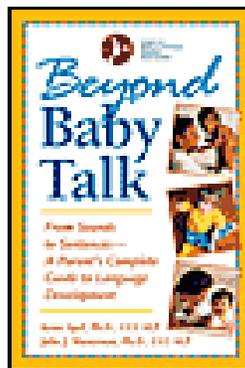
Read ~ A ~ Book

Distance Learning

Option 2: Professional Development Book Report

Beyond Baby Talk: From Sounds to Sentences A Parent's Complete Guide to Language Development

By: Kenn Apel, Ph.D., and Julie J. Masterson, Ph.D.



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.

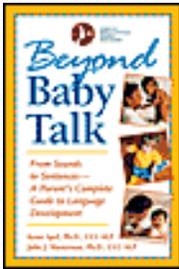
- Please visit your local public library (directory in resource section) and choose one of the *professional books listed below* to read.
- After selecting the book you wish to read (from the list below), please download the *Professional Development Book Report* materials for the professional book you 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 Ed	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"/> Local DSS Certified Family Day Home |
| <input type="checkbox"/> Licensed Child Day Center | <input type="checkbox"/> Voluntarily Registered Family Day Home |
| <input type="checkbox"/> Camp Program | <input type="checkbox"/> Religious Exempt Child Day Center |
| <input type="checkbox"/> Head Start Program | <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:

Beyond Baby Talk: From Sounds to Sentences

A Parent's Complete Guide to Language Development

By: Kenn Apel, Ph.D., and Julie J. Masterson, Ph.D.

OBJECTIVES

At the end of this Read-A-Book lesson, you should be able to:

1. Recognize that parents are first and primary language and literacy role models for children.
2. Recognize how children acquire speech and language skills and the factors that influence their development.
3. Recognize the possible causes and indications of speech and language delays.
4. Recommend appropriate language and literacy activities that parents and providers can use to facilitate understanding of oral and written language.
5. Identify the five aspects/systems of communication that make up language.

Print Your Name Here

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.	When selecting books for your toddler to read, they should be picture books that encourage labeling.	
2.	A three-year-old child will probably have a vocabulary of more than one thousand words and have an understanding of even more.	
3.	Younger children actually learn valuable language skills when they are around their older siblings.	
4.	When a child is producing typical nonfluencies or non-typical dysfluencies, one of the best approaches for a parent is to repeat what you think they are saying.	
5.	Media such as television, video games, and computers negatively influence language development.	
6.	Babies do not need to be read to before they are a year old to learn and develop language.	
7.	Siblings, gender, and birth order are the only influences that can and do impact language development.	
8.	A parent’s role is not to sit down and teach children language but to provide lots of good models of speech and language, using encouraging and supportive comments and feedback.	
9.	The greater the hearing loss, the greater the chance that spoken language will be delayed.	
10.	It is not difficult for professionals to diagnose students who may have ADD/ADHD because there are specific criteria for this diagnosis.	

Multiple Choice Questions (20 points)

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

1. Most babies use their first true words:
 - (a) between the ages of 3-6 months.
 - (b) between the ages of 6-9 months.
 - (c) between the ages of 9-12 months.

2. When a child is language-delayed, it means that he:
 - (a) will require special input and modeling to help his brain learn language.
 - (b) will probably learn to read at a much older age.
 - (c) will be better at mathematics than in reading and reading comprehension.

3. Early phonological awareness lays the foundation for:
 - (a) children becoming early readers.
 - (b) learning the alphabet.
 - (c) future skills that are crucial for reading and spelling.

4. Children learning two languages simultaneously will:
 - (a) not master both languages before they are seven years old.
 - (b) have a slow rate of development.
 - (c) become successful communicators in each language in about the same time as children learning only one language.

5. Studies have shown that child-directed speech on some television shows:
 - (a) may delay a child's development of positive imaginative play.
 - (b) promotes the development of vocabulary and pre-literacy skills.
 - (c) provides little help in developing a child's language skills.

6. All of these statements are true except:
- (a) Standard American English is most commonly used in written language and in television.
 - (b) Most dialects have been influenced by different languages used in a particular region or culture.
 - (c) Dialects can limit language development, either in the preschool years or in later school years.
7. Parents should choose video and computer games that:
- (a) the child can play by him/herself.
 - (b) allow multiple players at the same time.
 - (c) have different levels so the child can correct his mistakes.
8. All of these statements are true except:
- (a) The quality of a child's life is dependent on her ability to speak early and use sounds appropriately.
 - (b) Infants prefer their mother's voice to other voices of women.
 - (c) The sounds in a word often determine whether a baby wants to say the word.
9. Children begin to show some cause and effect and a "plot" in the stories they tell:
- (a) at about the age of six.
 - (b) because they are using experiences that are familiar to them.
 - (c) due to viewing television and playing video games.
10. Sensorineural hearing loss is caused when there is a problem with:
- (a) the inner ear itself or the transfer of messages from the inner ear to the brain.
 - (b) something blocking the sound from getting to the eardrum.
 - (c) something causing the middle ear bones not to move, like buildup of fluid.

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) There are many ways to help your preschooler learn about literacy. As parents and/or early childhood educators, we have the materials and knowledge to help our preschoolers learn to read and write. List three main activities, outside of school, which parents can do with their preschooler to provide rich learning experiences. For each activity, elaborate (using two examples each) on the ways that the opportunity can be used as a means of facilitating your child's understanding of written language.

- (2) Identifying a child's first word may be difficult. Four characteristics can be used to qualify a group of speech sounds as a word. List all four of them with elaboration.

Print Your Name Here

- (3) Language is made up of five aspects of communication. Name all five aspects and describe each one.

- (4) Television and movies may hinder a child's language development. Name and discuss three effects of television viewing that may impact a child's language and social development in a negative way.

- (5) Computers may help or hinder language development. Discuss the ways computers can enhance a child's language development but may also take away from experiences that are more beneficial.