

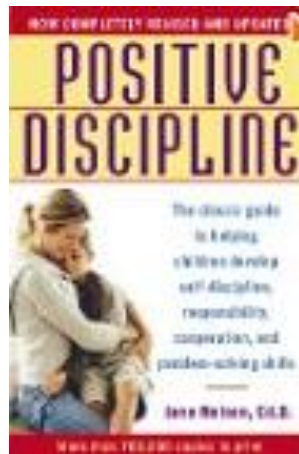
# *Read ~ A ~ Book*

## *Distance Learning*

### *Option 2: Professional Development Book Report*

#### **Positive Discipline**

By: Jane Nelsen, Ed.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.

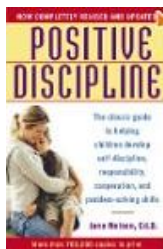
- Please visit your local public library (directory in resource section) and choose one of the *professional books listed below* to read.
- After selecting the book you wish to read (from the list below), please download the *Professional Development Book Report* materials for the professional book you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

<b>Professional Development Book List</b>		
<b>Title</b>	<b>Author</b>	<b>Credit Hours</b>
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<br><input type="checkbox"/> Licensed Child Day Center<br><input type="checkbox"/> Camp Program<br><input type="checkbox"/> Head Start Program | <input type="checkbox"/> Local DSS Certified Family Day Home<br><input type="checkbox"/> Voluntarily Registered Family Day Home<br><input type="checkbox"/> Religious Exempt Child Day Center<br><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:**

\_\_\_\_\_

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.

**Multiple Choice Questions (20 points)**

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

1. When parents continue to dress their children after the age of \_\_\_\_\_, they are robbing them of developing a sense of responsibility, self-sufficiency and self-confidence.
    - A. Four
    - B. Two
    - C. Three
    - D. Five
  2. Behavior is based on a goal to be achieved within a social context. The primary goal is to \_\_\_\_\_.
    - A. Behave
    - B. Belong
    - C. Misbehave
    - D. Cooperate
  3. The Four R’s for logical consequences are:
    - A. Relevant, Reasonable, Relaxed and Rightful
    - B. Recognize, Reconcile, Resolve, and Register
    - C. Related, Respectful, Reasonable, and Revealed in Advance
    - D. Related, Relevant, Reasonable, and Revealed in Advance
  4. Most adults do not feel like being \_\_\_\_\_ when a child is misbehaving.
    - A. Nice
    - B. Positive
    - C. Happy
    - D. Realistic
  5. Mutual respect incorporates attitudes of \_\_\_\_\_.
    - A. Interest in the point-of-view of others as well as your own
    - B. Faith in the abilities of yourself and others
    - C. Willingness to take responsibility and ownership for your contribution to a problem
    - D. All of the above
  6. When you use a(n) \_\_\_\_\_ message, you are taking responsibility for your feelings.
    - A. “You”
    - B. “We”
    - C. “I”
    - D. “Us”
-

7. Use \_\_\_\_\_ questions to help children decide for themselves what they can do to make amends.

- A. Problem-solving
- B. Curiosity
- C. Encouragement
- D. Direct

8. The purpose of a class meeting is \_\_\_\_\_.

- A. To give compliments
- B. To help one another
- C. To solve problems
- D. To plan events
- E. All of the above

9. When using Positive Discipline tools, establish \_\_\_\_\_ reminders with children for what needs to be done.

- A. Charted
- B. Verbal
- C. Nonverbal
- D. Musical

10. Avoid power struggles by getting children involved in \_\_\_\_\_.

- A. Activities
- B. Decisions
- C. Solutions
- D. Rules

### **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. What are the four steps for Winning Cooperation? Think of a challenging behavior you have been dealing with in your classroom with a child. Discuss how you would use these four steps with this child.

2. What are the four goals of misbehavior? Name the two clues for each goal that helps adults identify the goal.

3. Define Encouragement, explain the difference between Encouragement and praise, and discuss how Encouragement helps to develop a child's self-esteem.

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Print Your Name Here

4. What are the three R's and an H for focusing on solutions? Explain how you would use this process with your classroom.

5. Explain the benefits of giving choices to children versus making demands on them. Give three examples of choices that you have used with the children in your care and explain the outcomes of the choices.

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Print Your Name Here

**Application (20 points)**

Focusing on 'The Eight Building Blocks for Effective Class Meetings,' plan and hold a class meeting with your students. Explain how you planned the meeting with the students, what happened during the meeting (positive and negative) and the results of the meeting. Please provide pictures of the event.