

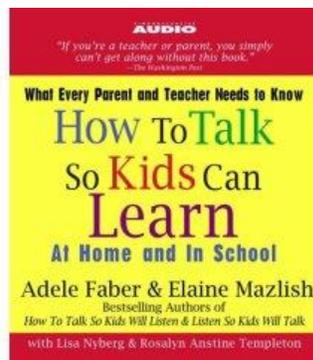
Read ~ A ~ Book

Distance Learning

Option 2: Professional Development Book Report

How To Talk So Kids Can Learn At Home and In School

By: Adele Faber & Elaine Mazlish



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.

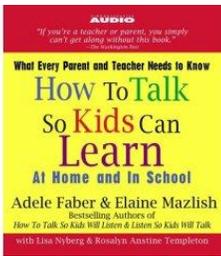
- Please visit your local public library (directory in resource section) and choose one of the *professional books listed below* to read.
- After selecting the book you wish to read (from the list below), please download the *Professional Development Book Report* materials for the professional book you 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"/> 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
 302 Turner Road, Suite D
 Richmond, VA 23225

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

Book Report for:

How To Talk So Kids Can Learn At Home and In School

By: Adele Faber & Elaine Mazlish

OBJECTIVES

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

1. Recognize how a child's approach to learning is influenced by verbal communication with adults.
2. Recognize that thoughtful and intentional adult interaction stimulate children to explore, initiate and problem solve.
3. Be aware of communication methods that inspire children to be self-directed, self-disciplined, and responsive to learning.
4. Identify activities that help children handle situations that may interfere with learning.

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.	If teachers value children’s dignity, then we need to model methods that affirm their dignity.	
2.	When teachers give information without insult, students are more likely to change their behavior.	
3.	When a youngster has strong, negative feelings about doing something, giving him choices is a good idea and won’t make him feel manipulated or entrapped.	
4.	Instead of threatening punishment, you can let the child experience the consequences of his behavior.	
5.	Group punishment is accepted and a way to help students become self-disciplined.	
6.	Using a verb as a one-word statement directs the child’s attention to the task being asked of him.	
7.	At a parent conference, it is always good to discuss with the parent the areas where the child needs to improve, what he has not done, and your plan to help him in class.	
8.	Some children may become accustomed to hearing appreciative comments and others may have an uneasy feeling of being under constant surveillance.	
9.	We want our children to be free of constraints and to be able to make a decision based on their best judgment, not how they should behave.	
10.	Learning how to solve problems and deal with disagreements is not as important a subject as math and social studies for students. These skills should be directed by a teacher who is trained.	

Multiple Choice Questions (20 points)

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

(1) Instead of labeling a child, you can:

- a. let students hear you talk about them to other teachers.
- b. model the behavior you'd like to see.
- c. tell the student how disappointed you are in them and how they can change.

(2) Rather than dismissing a child's feelings, you can:

- a. give the child in reality what you can't give her in fantasy.
- b. not acknowledge the child's feelings with a gesture.
- c. accept the child's feelings even as you stop unacceptable behavior.

(3) An alternative to losing control and spanking your child could be to:

- a. take privileges away from the child.
- b. put yourself in a time-out to cool off.
- c. have the child write what he did wrong.

(4) As teachers of students in special education, our expectations:

- a. should be high but realistic.
- b. should be lower than the rest of the students in the general education class.
- c. should be challenging because they can do it if they try.

(5) When asking children to do something, saying the word "please" should be used:

- a. whenever you are asking them to do a task.
- b. only to soften the impact of a direct order.
- c. for a situation in which you have little emotional investment and wish to model common courtesy.

(6) When teachers and students think about solving problems together it:

- a. is enough to just talk about them to each other.
- b. is effective when the adult brainstorms the ideas.
- c. is the sight of his written words on paper that inspires him to work cooperatively.

(7) When a child refuses to talk about something that is bothering him you can:

- a. let him know that you are there for him if he needs to talk it out.
- b. leave him alone and let him work out his pain or shame privately.
- c. offer an experience of your own.

(8) When students are questioned by their teachers about their feelings they:

- a. open up and discuss what is bothering them rather than shut down.
- b. become uncomfortable and would appreciate a parent or teacher who will take a guess as to how he is feeling.
- c. will respond better to an adult's feelings of comfort and discussion rather than demanding an answer.

(9) The best way to deal with a child who likes to "bully" other children is to:

- a. have him experience how he is treating the other children.
- b. use punishment that fits the crime.
- c. have him hear your expectations of him and to experience the power of your convictions.

(10) When praising a child for an accomplishment, such as getting good grades:

- a. you want the words to go inside a child and remain there.
- b. that praise should create independence and not the approval of others.
- c. your words should make the child aware of how you feel about what she has done.

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) Punishment can leave a child feeling hostile and vengeful. When a child is punished verbally, he may feel that he is not good and deserves to be punished. When a child is punished physically, he may learn that it is okay for you to hit, (when you are in charge), but not okay for him to hit.

Give an example of your own experiences with a child's misbehavior and discuss how you would use four alternatives to punishment.

Print Your Name Here

(2) *Problem Solving Together*. Give an example of your own and explain five of the six steps that encourage a child to use his creativity and commitment.

Print Your Name Here

(3) List the seven (7) skills that invite kids to cooperate.

- (4) Teachers tend to label children based on their actions and personality. Children need to be seen as learners and “encouraged to experience the joy of intellectual discovery and satisfaction of making progress.” Instead of labeling, we, as teachers, should be freeing our students from playing a certain role. List the six (6) ways we can use to free a child from playing roles.

- (5) The author of the book describes a situation in which she gives a student a “dream catcher.” Summarize her story.