

Appendix A



Parents: We are doing a small research project to understand and measure the learning of parents at this Parent Education Session. Our hope is that this information will help us improve the programs we offer. We would like you to complete these questionnaires. Completion of these questionnaires is optional. You do not need to fill them out; however, we would value your feedback.

Please circle the answer that you feel is most appropriate.

1) What best describes your knowledge of preschool language development?

- (a) No knowledge
- (b) Minimal knowledge
- (c) Adequate knowledge
- (d) Tremendous amount of knowledge

2) What is **NOT** a strategy that helps children learn how to communicate?

- (a) Explore
- (b) Ask yes and no questions
- (c) Interpret
- (d) Include choices
- (e) Observe, wait and follow your child's lead

3) When do children recognize a **rhyme** (such as "cat-fat")?

- (a) 18 months
- (b) 2 years
- (c) 3-4 years
- (d) 6-7 years

4) The following are '**risk**' factors for speech/language delay

(Circle **all** that apply):

- (a) ear infections
- (b) exposure to sign language, at an early age
- (c) eating broccoli
- (d) family history of speech/language or learning difficulties
- (e) early start to school (i.e. before 4 years of age)
- (f) all of the above

- 5) Learning two languages at the same time causes a speech delay.
- (a) True
 - (b) False
- 6) Switching two languages within a phrase is bad for speech and language development.
- (a) True
 - (b) False
- 7) Receptive language refers to? (Circle **all** that apply)
- (a) Following directions
 - (b) Understanding language
 - (c) What my child says
 - (d) How clearly my child speaks
 - (e) All of the above
- 8) Speech refers to? (Circle **all** that apply)
- (a) Grammar
 - (b) Vocabulary
 - (c) Literacy
 - (d) Word choice
 - (e) How clearly my child speaks
 - (f) Grouping of words
- 9) Right now, what do you do to help your child improve his/her communication?
(Circle **all** that apply)
- (a) I read to him/her
 - (b) I make my child say the word he/she does not know (I ask my child to repeat, "Say, 'chocolate chip cookie.'")
 - (c) I use words repeatedly as we play
 - (e) I sing songs to him/her
 - (f) I have him/her watch television for long periods of time
 - (g) I model action names like "jumping", and "running"
 - (h) I talk to him/her daily