

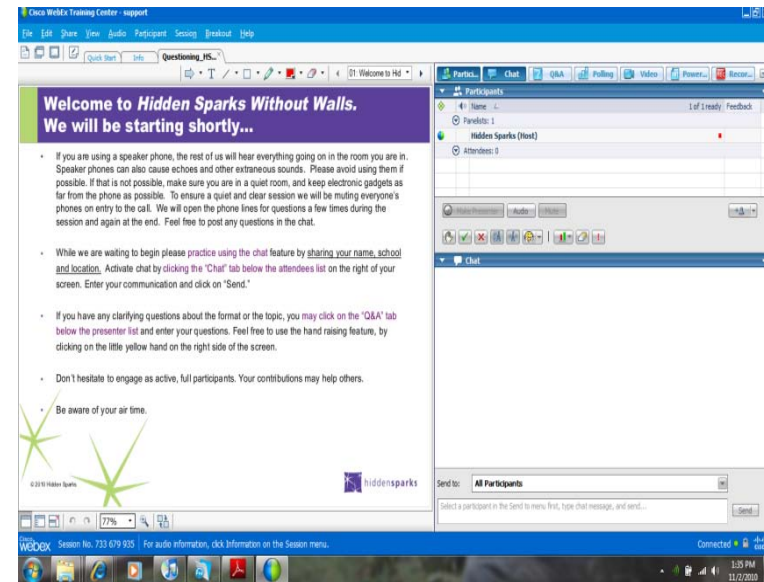
Welcome to *Hidden Sparks Without Walls*. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted. Questions and comments can be submitted via the **CHAT FEATURE**.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

When chatting, please remember:

- Select “**All Participants**” so everyone can see your message .
- If you have any clarifying questions about the format , or the topic, you may click on the “**Q&A**” tab located below the presenter list and enter your questions.
- Feel free to use the **hand raising feature** by clicking on the little yellow hand on the right side of the screen.



ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 23 Jewish Day Schools/Yeshivot in New York and with the support of a Covenant Foundation grant, in 3 schools in Baltimore, through a partnership with SHEMESH and in 2 schools in Chicago through a partnership with REACH.

More than 20 schools have received Hidden Sparks services through the No Child Left Behind program

*The Hidden Sparks Without Walls
Parent Connection Series
is made possible by the generosity of the*

**JEWISH WOMEN'S
FOUNDATION** of new york



hidden**sparks**

hiddensparks
without walls

***All Over the Place to Keeping the
Pace: Understanding Executive
Function at Home and In School***

With Mindy Rosenthal

January 7, 2015

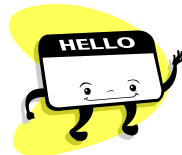


hiddensparks®
helping children reach their potential™

Welcome & Conference Etiquette

Below are some tips that will help make this conference call successful:

- **PLEASE NOTE:** We will be muting phones automatically, but when we open the lines for questions we will want to ensure that those questions can be heard and answered without undue background noise.
- **For best reception, we recommend your using a landline rather than a cellphone.**
- **Please participate in a quiet, undisturbed room** to avoid background noise if you are called on to raise a question.
- **Chat Room & Question/Answer Box** – Those participating on-line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. During the designated Q and A times, you will be able to “raise your hand” in the sidebar, and we will unmute you for questions
- **Identify Yourself** - When you ask a question verbally during the designated times, please identify yourself by name and school or state on-line in the chatroom.



•Our Guest:



Mindy Rosenthal, M.S., BCBA, is the resource director at Ilan High School and an adjunct professor at Daemen College. Her private practice, Behavior & Educational Consulting (BEC), specializes in the remediation of social skill deficits in children, adolescents and adults with ASD, ADHD, and other verbal and non-verbal learning disabilities. Mindy serves as consultant to various New York and New Jersey schools, devising and implementing social skill and behavioral programs, as well as training parents and teachers.

Session Goals

- **What?** EF List
- **Where?** Brain Model
- **When?** Developmental Stages
- **Why?** Affects all aspects of daily life
- **How?** Practical techniques

What is EF?



Emotional Control

- Cognitive Flexibility
- Inhibition and Initiation
- Impulse Control
- Manage Frustration

Organization

- Organization of space
- Organization of time
- Organization of ideas

Executive Function

Focus and Attention

- Sustain Attention
- Shifting attention to task
- Regulate and sustain alertness

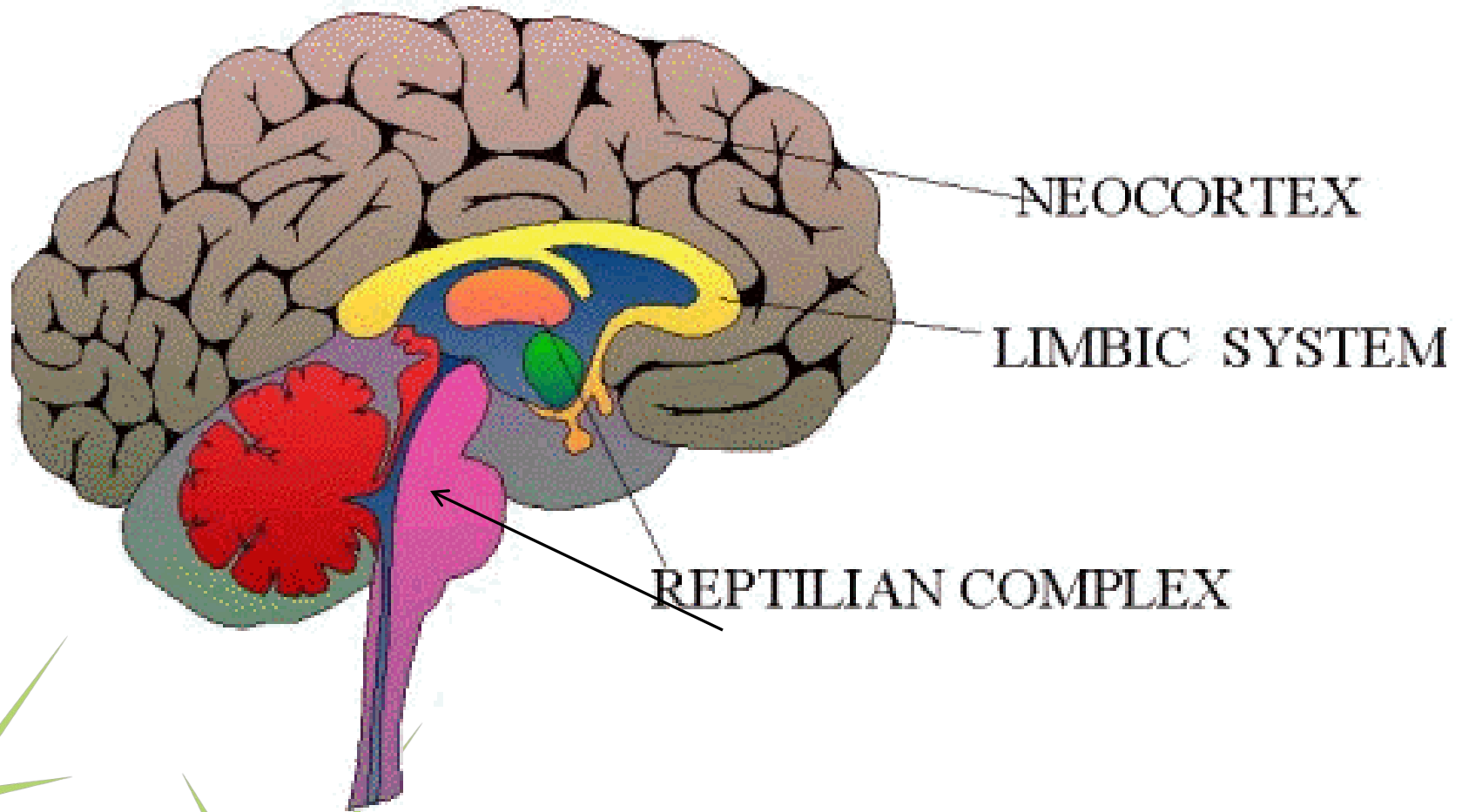
Planning and Prioritizing

- Initiation
- Problem solving
- Goal Setting
- Self monitoring

Working Memory

- Verbal working memory
- Visual working memory

Where?



© Mindy Rosenthal, Behavior & Ed. Consulting

When?

Developmental Stages of Executive Function Skills

Adapted from *Executive Function Skills in Children and Adolescents*, by Peg Dawson and Richard Guare

Preschool

- Run simple errands
- Tidy bedroom or playroom with assistance.
- Perform simple chores and self-help tasks with reminders
- Inhibit behaviors: don't touch a hot stove; don't run into the street;

Kindergarten - Grade 2

- Run errands (two to three step directions).
- Tidy bedroom or playroom.
- Perform simple chores, self-help tasks; with reminders (ex: make bed).
- Bring papers to and from school.
- Complete homework assignments (20-minute maximum).
- Decide how to spend money (allowance).
- Inhibit behaviors: follow safety rules, don't swear, keep hand to self, raise hands

Grades 3-5

- Run errands on a higher level
- Tidy bedroom or playroom (may include vacuuming, dusting)
- Perform chores that take 15-30 minutes (ex: clean up after dinner)
- Keep track of belongings when away from home.
- Complete homework assignments (1 hour maximum).
- Plan simple school project such as book reports
- Keep track of changing daily schedule
- Save money for desired objects, plan how to earn money.
- Inhibit/self-regulate: behave when teacher is out of the classroom;

When? Developmental Stages

Developmental List of Executive Function Skills

From Executive Function Skills in Children and Adolescents, by Peg Dawson and Richard Guare

Grades 6-8

- Help out with chores around the home, including both daily responsibilities and occasional tasks; tasks may take 60-90 minutes to complete.
- Baby-sit younger siblings or for pay.
- Use system for organizing schoolwork, including assignment book, notebooks
- Follow complex school schedule involving changing teachers and changing schedules.
- Plan and carry out long-term projects, including multiple tasks, & timelines
- Plan time, including after school activities, homework, family responsibilities; estimate how long it takes to complete individual tasks and adjust schedule to fit.
- Inhibit rule breaking in the absence of visible authority

High School

- Manage daily schoolwork effectively
- long-term projects
- Establish and refine a long-term goal and make plans for meeting that goal.
- Preparing for life after school
- Make good use of leisure time, including summer plans
- Inhibit reckless and dangerous behaviors (ex: use of illegal substances, sexual acting out, shoplifting, or vandalism).

Why is EF so important?

- How many EF skills is Sharon using?
- How many EF skills is Sharon's teacher using?
- How many EF skills is Sharon's friend using?

How?

Practical Techniques

1) Teach

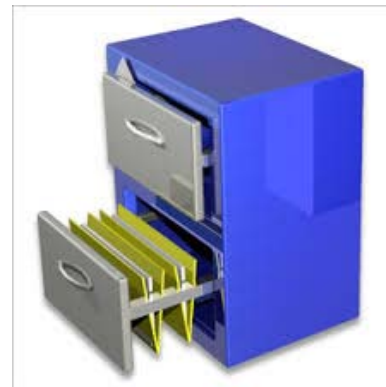
- Direct Instruction
- Task analysis
- Modeling
- Ask don't tell
- Specific Skill Techniques
- Focusing strategies, emotional regulation, time management, response inhibition, improve working memory, organization skills



How ? Practical Techniques

2) Externalize the “EF Brain”

- Planners
- Lists
- Gadgets
- Pictures
- Cues
- Prompts
- Schedules
- Timers
- Partners
- File cabinets
- iPad



How?

Practical Techniques

3) Bypass the “EF Brain”

- Practice makes Habit
- Prepare, review, reinforce



4) End First Backwards Planning

- What is the end result?
- How can I get there?
- What do I need to prepare?
- What will it look like, feel like etc.
- What is my plan?
 - Ex: clean room
 - Ex: 100 on a test
 - Ex: student of the week



Summary

What are the EF skills?

Where are the EF Skills?

When do they appear?

Why are they so important?

How can we build on them?

- 1) Teach
- 2) Externalize
- 3) Bypass
- 4) End First



**“TIME AND ATTENTION
ARE THE MOST
VALUABLE GIFT WE CAN
GIVE CHILDREN.
PLEASE BE GENEROUS.”**

Upcoming Hidden Sparks Without Walls Sessions

Tue. 2/17/2015	For Teachers and Parents Are You Thinking What I Think You're Thinking? Nurturing Social Thinking In Children – Michelle Garcia Winner
Tue. 2/25/2015	For Teachers The Art of Teaching Rashi to the Struggling Student: Demands and Strategies

For more information visit: www.hiddensparks.org

Contacting Hidden Sparks

Contact Presenter:

Mindy Rosenthal
socialskillsplus@gmail.com

Contact Hidden Sparks:

www.hidden-sparks.org

news@hidden-sparks.org (212) 767-7707

www.facebook.com/HiddenSparks



Hidden Sparks would like to thank ...

Our donors and supporters:

The George Rohr Foundation

The Covenant Foundation

FJC

Jewish Women's Foundation of New York

The Milstein Family Foundation

The Oppenheimer Haas Foundation

The Polinger Family Foundation

Slingshot

Our Institutional Partners:

Bank Street College of Education, New York, NY

The Churchill School and Center, New York, NY

Ravsak

Shemesh, Baltimore, MD

JCFS, Chicago, IL