

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.

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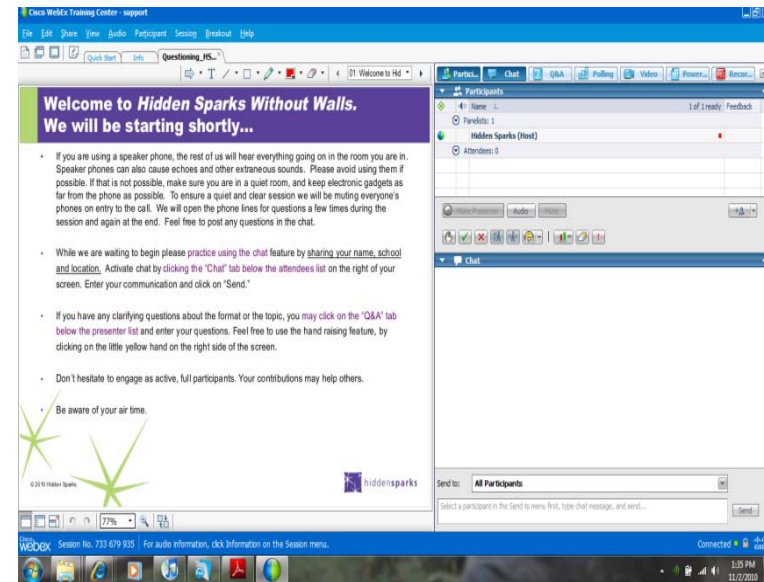
Welcome to *Hidden Sparks Without Walls* Parent Connection. We will be starting shortly...

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.



hiddensparks
without walls

Getting Leor on the Guest List: Boosting Social Success for Your Students

Mindy Rosenthal, M.S. – BCBA,
November 19, 2014

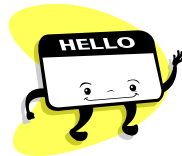


hiddensparks®
helping children reach their potential™

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 an adjunct professor at Daemon College and Resource Director at Ilan High School.

Her private practice, Behavior & Educational Consulting (BEC), specializes in the remediation of social skill deficits in children, adolescents and adults with ASD and non-verbal learning disabilities

. She 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.

Overview of the Session

Teachers play an integral role in facilitating social and emotional competence in their students. Within their academic curriculum, regular routines, and free play, teachers can instruct, model, and direct fundamental social skills that can generalize to all areas of life. Social expectations for various ages, capitalizing on “teachable moments,” and specific games and activities will be included in tonight’s presentation.

Session Goals

- Understanding **Awareness**, a prerequisite of social skills
- Addressing common teachers' concerns
 - Is this normal/age appropriate?
 - How do I teach boundaries?
 - What about manners?
 - Specific social concerns
- Capitalizing on teachable moments
- Games and activities that promote effective social skills
- Pair work

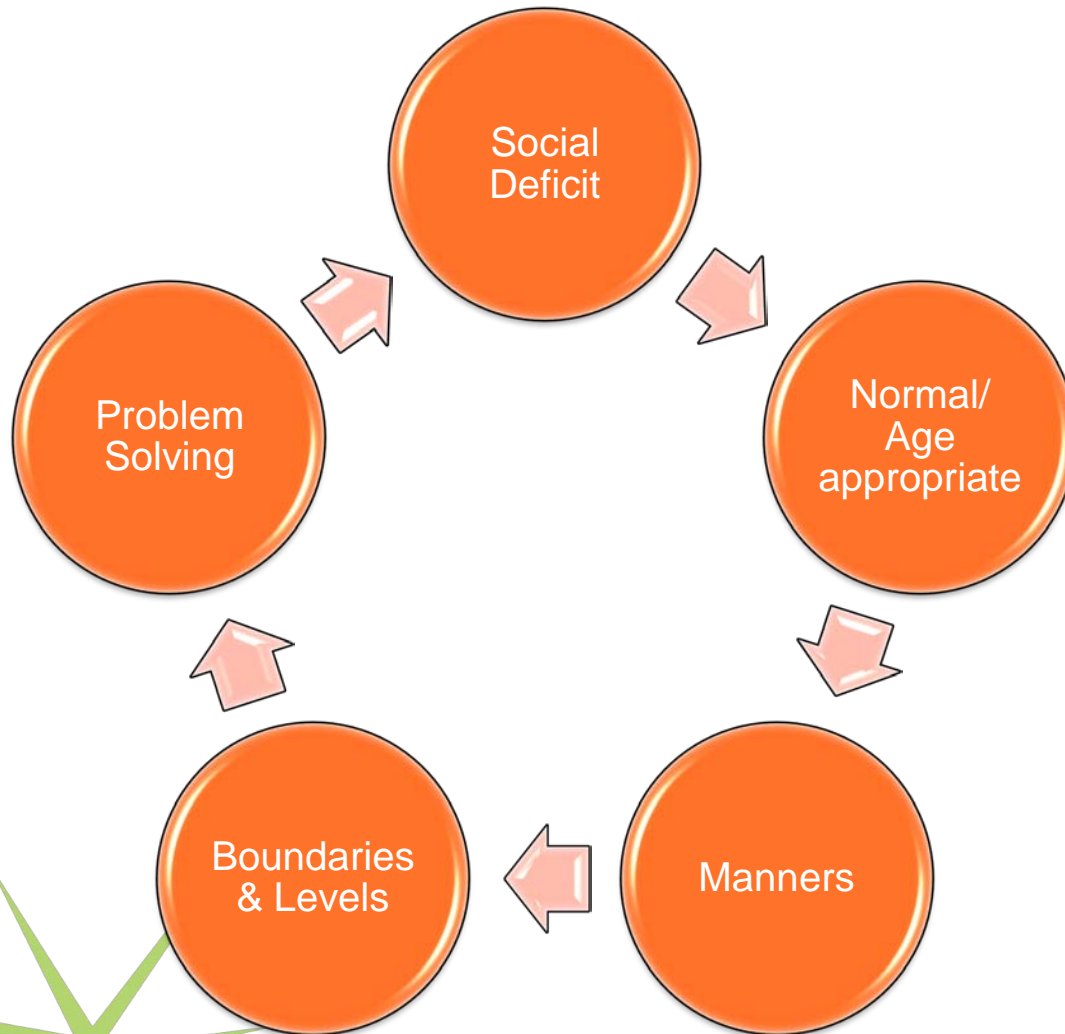
- **A**wareness
- **B**ackground
- **C**onstantly Changing

What should I be aware of? (Brooks, 1996)

- Artifactual systems
- Kinesics
- Proxemics
- Vocalics
- Staging/timing
- Emotional awareness (EQ)



Teachers' Concerns



What are the underlying skill deficits?

Normal Child Development

- Social milestones
- Teachable moments

Manners

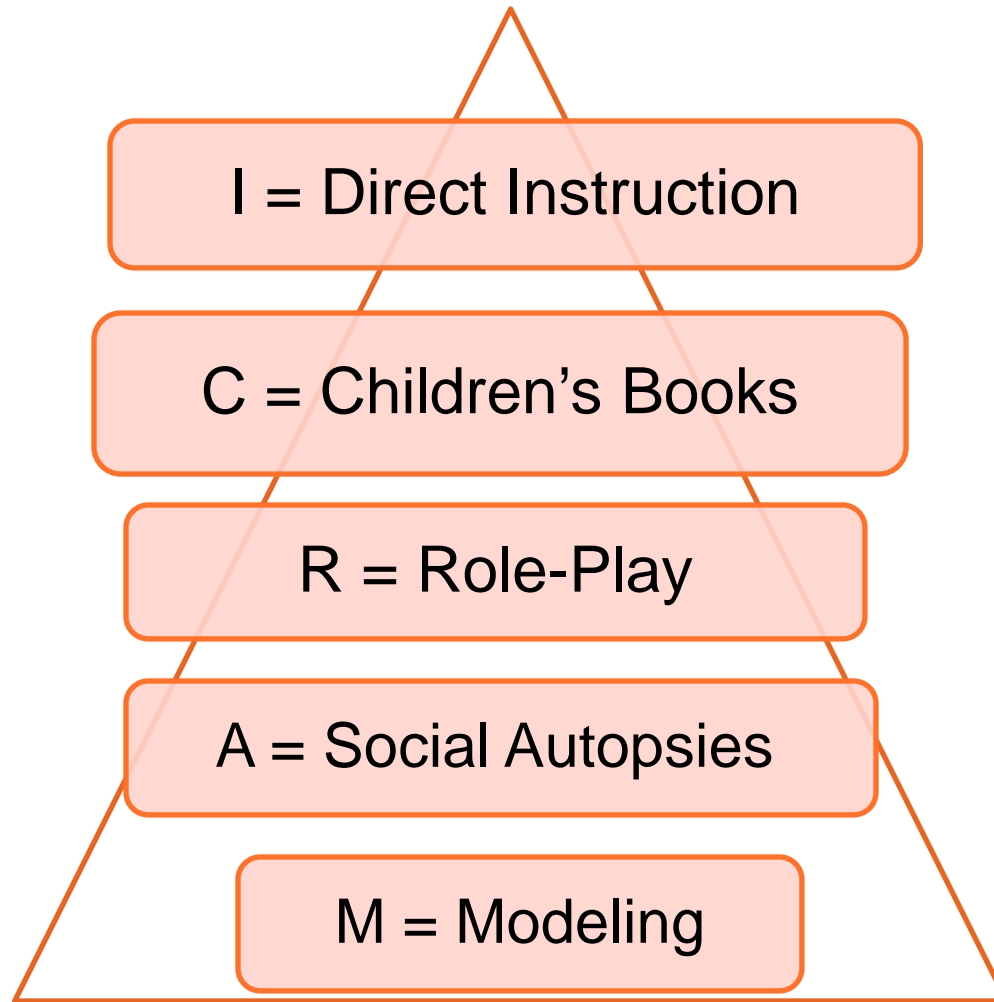
- Direct instruction
- Habit

Social Skills

- Books
- Role-play
- Awareness

Problem Solving

Capitalizing on Teachable Moments



How can you tell?

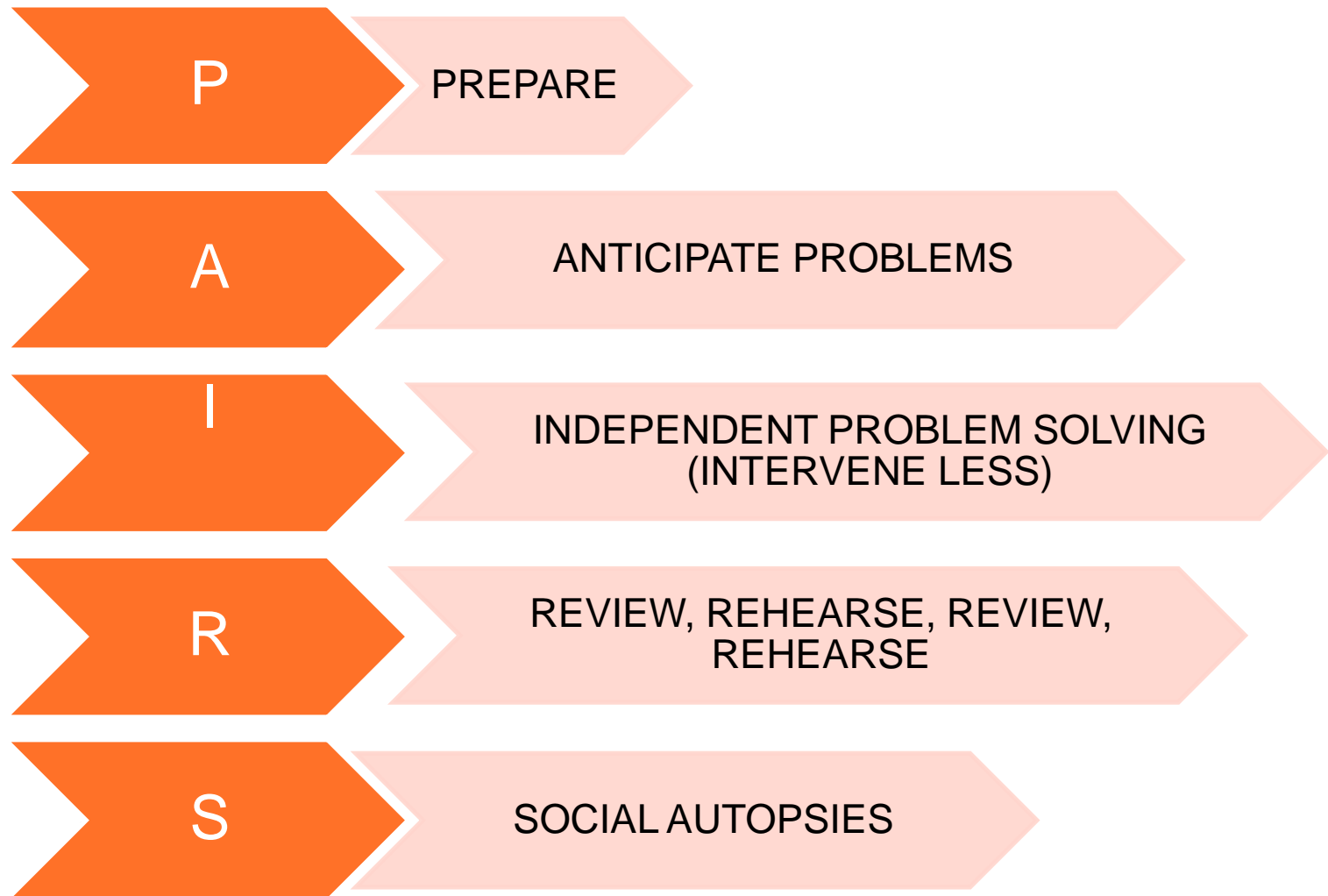
- | | |
|----------------|------------|
| 1) Looking | charades |
| 2) Listening | blindfold |
| 3) Asking | telephone |
| 4) Remembering | predicting |



- Detectives
- Matching
- Timing
- Reciprocity
- No sleeping on the job!
- Keeping up with Jones'



Group Projects = PAIRS



Tools of Instruction

- What if? Then what?
- What else can it mean?
- Rephrase/ Let's try it again
- How can you tell?
- Digital Camera
- Plays
- Mute videos
- Character analysis
- Story Books (HO)

Questions for FAST Social Success

Flexibility

- What else can I do/say/think?
- What else can he mean?
- Can I think of a different way?
- Is there another solution?
- What is the flexible way?
- How can I change my perspective?
- Can I bend my mind?
- What is the silver lining?
- How can I jump this hurdle?
- What would my parents/teachers/therapist do?

Awareness

- What is everyone else doing right now?
- What should I be doing?
- How am I feeling?
- What am I thinking?
- What is my “body language” saying?
- What is their body language saying?
- Is now a good time?
- What is the mood in the room?
- What is the tone in the room?
- How can I “match” my environment?

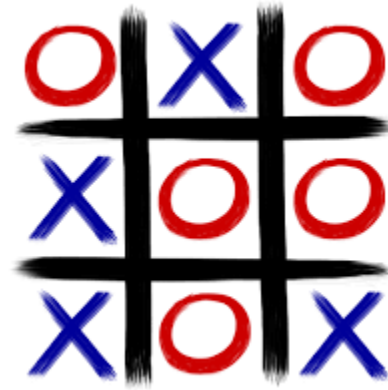
Self-Control

- What can I do now to calm down?
- Take a break?
- Deep breathing?
- Pause?
- Go for a walk?
- Wash my face?
- How can I change my thoughts to stay in control?
- What’s more important?
- What will happen next?
- What happened last time?
- What is my end goal?
- How does this rate on a scale from 1-10?

Thinking Socially

- What are the people around me thinking?
- How can I affect their thoughts?
- How can I use my eyes, ears, and brain to figure out the expected behavior?
- What is the “expected” behavior now?
- What will make people have normal thoughts about me?
- How can I use my eyes to communicate?
- What can I do/say that will make other people feel good?
- If I say/do something, what will they think of me?
- How do I want other people to see me?
- Is there an equal give and take?

- Feeling Cards
- Tic-tac-toe
- Charades
- Secret code
- Sisters/brothers
- Consensus
- I Spy
- You're pulling my leg



Games/Activities (cont.)

- Buzz
- 2 truths 1 lie
- Things
- What would you do if
- Party Planner
- Fruit/animal
- **Group Projects**
- **Homework Buddies**



- ABC's of Social Skills
- Teachers' Concerns
- Social Skill Milestones – Is this age appropriate??
- Teachable Moments

I CRAM

- The link between social skills and self-esteem
- Awareness
 - What
 - How
 - Tricks
- PAIRS
- Tools, Games, Phrases, and Activities

Upcoming Hidden Sparks Without Walls Sessions

Tue 12/2/14	<i>For Parents:</i> “More Home, Less Work” with Zipora Schuck
Wed 1/7/15	<i>For Teachers and Parents:</i> “All Over the Place to Keeping the Pace: Understanding Executive Function at Home and in School” with Mindy Rosenthal

For more information visit: www.hiddensparks.org

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CONTACTING HIDDEN SPARKS

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Our Supporters and Partners

Hidden Sparks thanks our supporters and partners who have made our work possible.

Foundation supporters:

The George Rohr Foundation

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The Leo Oppenheimer & Flora Oppenheimer Haas Foundation

Slingshot

Our Partners:

The Churchill School and Center, New York, NY

JCFS, Chicago, IL

Ramapo for Children, New York, NY

Shemesh, Baltimore, MD