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” if you would like everyone to see your message. Select “All Panelists” if you would like only the presenter and facilitator to 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.
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.

Since inception, Hidden Sparks has trained **190 coaches in 65 Jewish day schools in the New York Metro area, Baltimore, MD, Boca Raton, FL, and Chicago, IL, and 3 Israeli cities (Jerusalem, Ramle, Ra’anana)**

Hidden Sparks Without Walls Parent Connection is a series of courses designed to bring together parents and educational professionals in order to improve the quality of the educational experience for all of our students and children, including those that struggle.
Planning Judaic Studies for all Learners: How Understanding Neurodevelopment Helps you Reach All Students

With Dr. Tamar Bauman

Feb. 23, 2016
Our Guest: Dr. Tamar Bauman

Dr. Tamar Bauman, a School-Clinical psychologist, has worked as a Hidden Sparks coach in Jewish day schools for the last 10 years. She has helped educate teachers and administrators to better understand children’s social, emotional, and learning needs in order to help maximize their potential both in school and in life. Dr. Bauman has lectured on a range of topics including understanding student learning, childhood development, behavior management, combatting bullying, and teaching social skills to students. Dr. Bauman has experience in both mental health and school psychology. She has worked for Long Island Jewish Medical Center’s On-site School Program for Mental Health helping children and their families with a range of behavioral and emotional issues. Dr. Bauman also has expertise leading social skills groups and has organized a social skills curriculum for elementary school students.
Overview of the Session

• What neurodevelopmental demands are made on children when we ask them to find and put their finger on the place in a chumash, to read and translate a pasuk, and to copy words and definitions off the blackboard?

• What strategies can be employed for students who have challenges in attention, memory, language or other areas of neurodevelopment?

• In this webinar, you will learn to analyze and effectively design your Judaic Studies lessons using a neurodevelopmental lens allowing for maximal success for all your students.
TODAY WE WILL WORK TOGETHER TO:

1. Build an understanding of the neurodevelopmental constructs which impact all of our learning.
2. Analyze the lessons we teach and tasks we assign regarding the neurodevelopmental constructs embedded within.
3. Learn how to adjust and redesign a lesson to help fit the needs of the students in our classroom.
Let’s Begin with a Task to get Oriented with the Neurodevelopmental Constructs

**TASK:**

1. Please read the following pesukim to gain understanding.

2. Then take 90 seconds to write a paragraph of what these pesukim mean to you. You can relate them to your life or to anything else that comes to mind:

   8. Remember the Sabbath day to sanctify it.

   9. Six days may you work and perform all your labor.

   10. but the seventh day is a Sabbath to the Lord, your God; you shall perform no labor, neither you, your son, your daughter, your manservant, your maidservant, your beast, nor your stranger who is in your cities.

   11. For [in] six days the Lord made the heaven and the earth, the sea and all that is in them, and He rested on the seventh day. Therefore, the Lord blessed the Sabbath day and sanctified it.
Which of the neurodevelopmental constructs did you use in order to help you effectively complete the Chumash? In what way did you use these constructs?

8 Neurodevelopmental Constructs/Learning Pathways

Sequential Ordering
Spatial Ordering
Neuromotor Functions
Language
Memory
Attention
Higher Order Cognition
Social Cognition
OUR OWN STRENGTHS AND STRUGGLES

Please take 60 seconds to analyze how your own personal strengths and weaknesses surfaced in your completion and comfort level with the task we just did:

1. How did you do with following directions? (Sequential Order, Receptive language)
2. Did you have a hard time keeping your place in the pesukim? (Spatial Order)
3. Did you have trouble coming up with a relatable experience and thinking through its impact on you? (HOC, Memory)
4. Did you find it easy to jot those words down on paper and to express what it is that you meant to say? (Expressive language-semantics, discourse)
5. How was your vocabulary, grammar, spelling, and sentence structure? (Language-semantics, syntax, morphology, long term memory)
6. Look down at your paper. Was your handwriting legible? If not, why? (Graphomotor)
7. Did you have difficulty focusing during the task. Was your mind wandering? (Attention)
8. If we were completing this task in a classroom, might you have been afraid that I would ask you to share your essay with the class? (Social Cognition)
Of the 8 neurodevelopmental constructs listed below, which **2** were **most** required in order to successfully complete the chumash task that we just completed?

- Sequential ordering
- Spatial ordering
- Neuromotor functions
- Language
- Memory
- Attention
- Higher Order Cognition
- Social Cognition
8 Neurodevelopmental Constructs/Pathways

- Sequential Ordering
- Spatial Ordering
- Social Cognition
- Higher Order Cognition
- Attention
- Memory
- GRAPHOMOTOR
- LANGUAGE

2015 Hidden Sparks
• Each and every task we assign or lesson we teach incorporates and impacts on numerous learning pathways.

• Our own personal profile of strengths and weaknesses interacts with the information that comes our way to create a “learning experience”.

• That experience can either add to our understanding of the world or conversely it can have little positive impact.
• All students have continuously developing neurodevelopmental profiles with strengths and weaknesses in the various constructs.
• Just as no two people have identical handprints, so too, the profile package of strengths and weaknesses found within two people are not the same.
There are times where a student’s profile aligns nicely with the demands of school, but there are other times where a mismatch occurs making it difficult for those students to learn.
LET’S PLAY THE MATCHING GAME

• As the facilitator of students’ learning, a teacher is responsible for being sure that the lessons taught align well with the students’ learning profiles.

• Our aim as teachers is to find the best match between our students’ minds (neurodevelopmental profile) and the construct demands of the lessons that we are attempting to teach them.
In order to effectively find this match, we must begin by taking the time to reflect on the minds of the children that we are educating. This requires a teacher to step back and think through what they know about how each of their students best learn.
The next step in finding this match involves taking the time to **analyze the task demands** of the lessons that we are aiming to teach and understanding which of the neurodevelopmental pathways are embedded within the lesson.
GOALS OF THE FOLLOWING THIRD GRADE CHUMASH LESSON:
Children will be able to read and demonstrate understanding of 2 new pesukim in the curriculum.

INSTRUCTIONAL STRATEGIES THAT TEACHER WILL USE TO MEET THE ABOVE GOAL:

1. In a 30 minute lesson the teacher will instruct students to find the perek and pasuk in the chumash that they will be covering.

2. Students will point to the place and follow along as teacher reads 2 pesukim. Teacher will then translate the pesukim and write the unfamiliar words on the blackboard.

3. Students will be asked to copy the words from the board into their notebooks. Teacher will then call on random students to review the pesukim to see if they can effectively read and translate.

4. Teacher will encourage students to use the words on the board for help with translation.

WHICH NEURODEVELOPMENTAL CONSTRUCTS ARE REPRESENTED IN THE LESSON ABOVE?
1. Finding the proper perek and pasuk in the chumash

2. Pointing in chumash while following along as *teacher reads*

3. Students listen to *teacher translating* pasuk

4. Students copy the new vocabulary words from the board into their notebooks

5. Children read the pesukim when called on

6. Children each translate one of the pesukim out loud.
# Breaking Down the Lesson into its Smaller Parts

<table>
<thead>
<tr>
<th>Classroom Task</th>
<th>Spatial Ordering</th>
<th>Sequen tial Ordering</th>
<th>Neuro-motor</th>
<th>Language</th>
<th>Memo ry</th>
<th>Attention</th>
<th>Higher Order Cognition</th>
<th>Social Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding the proper perek and pasuk in the Chumash</td>
<td>Spatial Memory</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Pointing in Chumash while following along as <em>teacher reads</em></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>Students listen to <em>teacher translating pasuk</em></td>
<td>Receptive</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students copy the new vocabulary words from the board into their notebooks</td>
<td>Graphomotor</td>
<td>✓</td>
<td>Short Term</td>
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<tr>
<td>Children read the pesukim when called on</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Children each translate one of the pesukim out loud.</td>
<td>Receptive</td>
<td>Expressive</td>
<td>Morphology</td>
<td>Semantics</td>
<td>Syntax</td>
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<td>Long Term</td>
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</tbody>
</table>
Please know that if we utilize the same format for teaching our lessons, day in and day out, and this format does not work for a particular type of student, that student will suffer terribly in our classroom.
What can we do to help students who are struggling with a particular type of lesson that we are trying to teach?

As the facilitator of students’ learning, a teacher must consider alternative lessons to achieve the same goals.

**Our Chumash Lesson Goal:** Children will be able to read and demonstrate understanding of 2 new pesukim.
## Alternative Lesson 1: Classroom Tasks

<table>
<thead>
<tr>
<th></th>
<th>Spatial Ordering</th>
<th>Sequential Ordering</th>
<th>Neuro-motor</th>
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<th>Memory</th>
<th>Attention</th>
<th>Higher Order Cognition</th>
<th>Social Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children use tabs to find the proper <em>perek</em> and <em>pasuk</em> in the parsha.</strong></td>
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<tr>
<td><strong>Students are asked to highlight words in the verses that they’re already familiar with and teacher writes translations on the board.</strong></td>
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<tr>
<td><strong>A conversation ensues about the meaning of the unfamiliar words with students guessing what the words mean based on prior knowledge. New vocabulary is written on a separate area of the board.</strong></td>
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<tr>
<td><strong>Students listen to teacher translating <em>pasuk</em> phrase by phrase, using vocabulary on the board.</strong></td>
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<tr>
<td><strong>Children practice reciting and translating the pesukim to each other in chavrusa, first using the words written on the board and then without. Chavrusas help encourage or correct each other.</strong></td>
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</tbody>
</table>
### Alternative Lesson 2: Classroom Tasks

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Spatial Ordering</th>
<th>Sequential Ordering</th>
<th>Neuro-motor</th>
<th>Language</th>
<th>Memory</th>
<th>Attention</th>
<th>Higher Order Cognition</th>
<th>Social Cognition</th>
</tr>
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<tbody>
<tr>
<td>Teacher tells the story of the pesukim.</td>
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<tr>
<td>Teacher recites the pesukim three times together with their translation. Students repeat the verses.</td>
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<td>✅</td>
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<tr>
<td>Students work in small groups choosing from a variety of options to demonstrate their understanding of the pesukim: (in all 3 instances, children must use accountable talk to show how the pesukim relate to their presentation.)</td>
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<tr>
<td>a. write a skit based on the pesukim using relevant concepts</td>
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<tr>
<td>b. Draw a picture or create a model to illustrate understanding of the pesukim</td>
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<tr>
<td>c. Talk about a real life connection that can be understood through the pesukim</td>
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</table>

**Our Chumash Lesson Goal:** Children will be able to read and demonstrate understanding of 2 new pesukim.

**DOES THIS LESSON REALLY ACCOMPLISH OUR GOAL?**

2015 Hidden Sparks
The Superhuman Teacher?

How is it possible to individualize all of our lessons to suit the needs of our students?

After all, isn’t there only one of us in a classroom?
STRATEGIES FOR DIFFERENTIATION:

1. **Pepperling** our lessons with new tasks involving numerous neurodevelopmental constructs.

2. Introducing an element of **choice** into classroom activities.

3. Working cooperatively in **groups or pairs**.
STRATEGY 1: Peppering the Lesson

Try to **pepper** each of our lessons with tasks that impact more than the same few neurodevelopmental constructs offering variety within the lessons that we teach.
STRATEGY 1: Peppering the Lessons

Spatial:
Create a picture book about content; use graphic organizers: have students draw shorashim definitions on flashcards; use maps; use artifacts and pictures from biblical time period to reinforce spatial memory; show relationships using family trees.

Memory:
Memory matching games with chumash vocabulary (shorashim, prefixes, suffixes), teach shorashim or new vocabulary through song; create keyrings for important words using them as flashcards to memorize meanings.

HOC:
Connect ideas that students have learned in another place to a concept that they’re learning currently, ask students to relate their learning to their personal life, ask students to think about questions that they have on a pasuk, keep record on classroom walls of important questions that students have asked, ask students to think through what Rashi’s question might be.

Neuromotor:
Use hand motions to correspond to definitions of shorashim; have students use art projects to display understanding; use writing activities related to chumash.
STRATEGY 1: Peppering the Lesson Continued

Temporal Sequential:
Relay the sequence of the story that takes place in Chumash; use time lines and keep on walls for future reference; give advanced warning of information that will involve sequences and outline the number of steps that will be included; put sequences in chumash to song (ie. order of the parshios).

Language:
Share the story of the pesukim; create charts of prefixes, suffixes, and root words; verb charts; vocabulary wall; have Judaic dictionaries or reference books available for students.

Attention:
Ask students to identify the main idea of each of the pesukim being covered; ask students to discuss one topic in the Chumash/pasuk for 2 minutes straight; involve movement and hands on chumash activities to minimize the burden on attention and focus; develop activities that vary in rate and move students from one chumash activity to another to increase satisfaction level.

Social Cognition:
Have students engage in cooperative work in any capacity possible in class lesson; have students identify the thoughts and feelings of characters in the chumash; have students discuss conflicts that they detect in the chumash.

(Further Resource: Hidden Sparks’ Judaic Studies Guide)
If we introduce choice into classroom tasks, allowing students to determine which activities work for them, children will more easily find the right fit for their learning style.
“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin

A 2008 meta-analysis of 41 studies* found a strong link between giving students choices within the classroom and:

1. Their intrinsic motivation for doing a task.
2. Their overall performance on the task.
3. Their willingness to accept challenging tasks.

Researchers indicate that although choice is good, they warn teachers to refrain from giving too many choices, as this can be overwhelming to students.

*(Patall, Cooper, & Robinson, 2008).*
STRATEGY 2: Introducing the Element of Choice continued:

When students have organized choices in classrooms they become better problems solvers, are more creative, and are more engaged.

Example of **Choice Board** used in Classrooms:

<table>
<thead>
<tr>
<th>Task</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview a character in the chumash asking at least 4 different questions.</td>
<td>Draw/find a picture that connects to the story line in the pesukim. Write a caption to display the connection.</td>
</tr>
<tr>
<td>Go through the Pesukim and create a timeline of events as listed in the parasha.</td>
<td></td>
</tr>
<tr>
<td>Write a paragraph about the what occurred in the pesukim with a topic sentence and at least three supporting details to describe the events.</td>
<td>Write a poem or song about the Pesukim.</td>
</tr>
<tr>
<td>Draw an illustration of the time and place that the pesukim are referring to.</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGY 3: Cooperative Learning

Allow children to find their own voice in their learning by giving them opportunity to work in pairs or groups utilizing the very strengths that they bring to the table.
JUDAIC SOURCES FOR CHAVRUSA AND CHABURA LEARNING:

- Based on numerous stories and statements in the Mishnah and Gemara, chavrusa learning was an essential feature of yeshivahs during the time of the Tanaim (Mishnaic period, 10-220 CE) and Amoraim (Talmudic period, 200 to 500 CE). The Rabbis repeatedly encouraged their students to have a study partner; R’ Yosi ben Chalafta told his son R’ Abba that he was ignorant because he did not study with someone else. (Yerushalmi Nedarim 11:1, 41c.)

- In Bava Metzia 85b a conversation between R Chiye and R Chanina is recorded. R Chiye indicates “my methodology of teaching will have the effect that Torah will not be forgotten from the Jewish people”. What was his method? He described the lengths in which he went to get parchment to write the five Chumashim on. Once they were written, he described teaching 5 children one of each of the sefarim of chumash and 6 children one of each of the sedarim of Mishnah. He then instructed his students to teach one another the Chumash and Mishnayos that they were taught. R’ Yehuda Hanasi commented “Great are the actions of R Chiye”.

STRATEGY 3: Cooperative Learning continued

The Maharsha on this story explains: that each one of the 11 children would be a learner and a teacher, that this is the loftiest level of Torah, and in this way “Torah would not be forgotten from Yisroel”. (JIGSAW)

- In Brachos 63b “Ayn Hatorah Nichnes Elah Bechaburah”. Torah doesn’t enter, except in a group.
- In Pirkei Avos (Ch 6) it says that one of the ways to acquire Torah is with “dibuk Chaverim”- learning amongst friends.
In the Cooperative Learning Classroom:

- Students benefit from the coaching, encouragement, and feedback of their peers.
- Learning moves from teacher focused to student focused, allowing the students to be more actively involved and engaged in their own learning. The responsibility of learning lies in the hands of the student.
- Teachers are able to spend more time working with individuals and small flexible groups to target specific skills or topics that students need reinforcement in.
- Social interaction during cooperative learning supports cognitive functioning, lodging learning experiences into sections of the brain that causes the memory of those learning experiences to be stronger than if learned alone.
- Cognitive rehearsal, clarification, and reteaching all take place when working with others in groups and has a positive impact on academic achievement.
- Students can discuss new concepts with someone close to their own level of understanding. They get to try out new ideas and ask questions in a small group before speaking to the whole class or finishing a written product.
- When students discuss and defend their ideas or solutions with groupmates, they learn to think problems through, support their own opinions, and critically consider the opinions of others before drawing a conclusion. Higher Order Cognition is strengthened in classrooms where cooperative learning is used.
These informal groups are made of small, ad hoc groups of students that work together for a short amount of time, often less than or up to a class period. Informal groups are useful for breaking up a lecture into shorter segments interspersed with group activity. While this method leads to less time for lecture, it will increase the amount of material retained by students as well as their comfort level in working with each other. (Johnson, et al., 2006, p.3: 10)

<table>
<thead>
<tr>
<th>Think-Pair-Share</th>
<th>The teacher asks a discussion or thinking question. Students are instructed to think or write about the answer. Students then turn to a peer to discuss their response. Groups then share their responses with the whole class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Instruction</td>
<td>Teacher poses a question that is typically a conceptually based multiple choice question. Students think about their answer and vote on a response. They then turn to a peer to discuss. Students can change their response after discussion. Sharing involves teacher revealing the graph of student responses and uses their responses to carry on a greater class discussion. This approach works well in large classes.</td>
</tr>
<tr>
<td>Jigsaw</td>
<td>Groups of students work in larger teams (ie. four, five, six) to become experts in one segment of the new material that’s being taught, while other “expert teams” work on other segments of the new material. This work is all happening simultaneously. Teacher provides resources to students and can spend some time with each of the teams. The class is then rearranged, forming new groups that have one member from each of the “expert teams”. The members of the new group take turns teaching each other the material that they are experts in. Teacher cycles the room, monitors progress, and evaluates group and individual performance.</td>
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</tbody>
</table>
Formal Cooperative Learning Groups

• The instructor defines the learning objectives for the activity and assigns students to groups.

• The groups are usually heterogeneous, with particular attention to the skills that are needed for success in the task.

• Within the groups, students are often assigned specific roles, with the instructor communicating the criteria for success and the types of social skills that will be needed. (ie. reader, translator, questioner, recorder, sense maker, listener, encourager, researcher, summarizer, time keeper).

• Teacher plays an active role during group work, cycling the room, monitoring progress, and evaluating group and individual performance.

• Teacher takes time at the end of the period to encourage groups to reflect openly on their interactions and to identify potential improvements for working together more effectively.

• In formal cooperative learning students work together for one or more class periods to complete a joint task or assignment and may work together for an extended number of weeks.

(Further Resource: HSWOW Webinar on Cooperative Learning by Harriet Lenk)
LET’S REVIEW

TODAY WE’VE LEARNED:

There are **2 steps** involved in matching our lessons to our students’ neurodevelopmental profiles.

1. As teachers we must take the time to reflect on the minds of the students that we’re educating and gain an understanding of the way that each of our students best learn.

2. As teachers we must consider the lessons we teach and identify the neurodevelopmental task demands that are embedded within each lesson.

WE CAN THEN EFFECTIVELY MATCH STUDENTS’ STRENGTHS AND ABILITIES TO THE LESSONS WE TEACH.
LET’S REVIEW

WE CAN ALSO USE THIS INFORMATION TO:

1. Motivate us to move away from teaching our lessons in the same format day in and day out and try instead to use a wide variety of techniques and tasks to teach the material that we’re trying to impart.

2. Pepper each of our lessons with tasks that will impact more than just a few neurodevelopmental constructs offering variety within the lesson itself.

3. Introduce choice into classroom tasks, allowing students to determine which activities work best for them and their learning styles.

4. Encourage students to find their own voice in their learning by giving them opportunity to work in pairs or groups utilizing the very strengths that they bring to the table.
Upcoming Hidden Sparks Without Walls Sessions

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<td><strong>For Parents and Teachers</strong>&lt;br&gt;How to Help Your Child or Student with Attention Struggles – Claire Wurtzel</td>
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<td><strong>For Parents and Teachers</strong>&lt;br&gt;Dyslexia 101 Clarifying the Facts and Dispelling the Myths – Karen Kruger</td>
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If you are interested in bringing Hidden Sparks to your school or city, please contact us: 212-767-7707 or sara@hiddensparks.org
Contacting Hidden Sparks

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