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. 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.
She Said What?

With Zipora Schuck
April 29, 2015
Our Guest:

Mrs. Schuck is a School Psychologist from Rockland County, NY. She is dedicated to helping children find success during the school day and beyond, through her work with teachers, principals, parents and children. She holds two Master’s degrees, one in Special Education and one in School Psychology as well as having completed extensive post graduate work in administration.

After working for the NYC Dept. of Education, she assumed the role of Director of the Learning Center at the Beth Rochel School in Monsey, as well as founding Pathways Consulting Services LLC, a professional development agency. She has served as the permanent educational consultant for many schools in Monsey over the last decade, and presents trainings throughout the country. Mrs. Schuck is also an adjunct faculty instructor for Mercy College, teaching in both the undergraduate and graduate programs of Special Education and Psychology.

From all her responsibilities, she most enjoys her counseling and coaching sessions with children and teens, giving them the cognitive, linguistic, social and emotional tools they need to succeed in the real world.
Overview of the Session

Communication skills are part of the most important curricula we can teach our students. The best way to teach is through modeling effective practices on an ongoing basis. This webinar is designed to help you use communication to solve daily classroom challenges.
Session Goals

To Empower Educators by:

• Helping teachers realize that respect is the platform for effective communication with students.
• Breaking down reflective listening into clear and manageable strategies.
• Differentiating between forms of praise.
• Encouraging the use open questioning as a technique to build student’s expressive language.
• Understanding the power of validation
• Managing difficult conversations and directive statements.
Do Now: Please Check the Box Next to Any Statement...

…that would be acceptable for a principal to say publicly to a teacher at a teachers’ meeting:

- “I can’t believe you didn’t bring a pen to write with. That’s so irresponsible.”
- “You’re late again.”
- “I’m not interested in your excuse.”
- “Don’t ask me to go to be excused, you should’ve gone before.”
What are some lessons you teach outside your curriculum?
Lessons from the Apple Store

“‘Oh, we don’t recommend that.’”

Customers don’t buy a product when they’re made to feel inadequate.

What are you selling?
Effective Communication Includes...

...but isn’t limited to:

✓ Respect for students
✓ Open questions
✓ Praise and affirmations
✓ Reflective listening
✓ Acceptance of all feelings
✓ Resolution of problems
Thinking back-
Who was your best teacher ever?

- Effective Management
- Superior Lessons
- Respectful Communication
A position of authority is a position of responsibility.

- Model, Model, Model
- Public vs. Private
- Think “How would I feel if another adult said that or did that to me?”
Closed questions will always end in yes, no, or a brief specific answer.

• Who was the general?
• Did you have a nice vacation?

Open questions allow the student answering to choose the path and the length of the answer?

o Tell me about the causes of WWII?
o Which parts did you enjoy the most?
Open Questions Can Start With:

• Tell me about....
• What were some of the things...highlights...points...
• What were you thinking about...
• Please discuss...

Open questions are used for curriculum questions and during discussions with students.
Is it an Open or Closed Question?

• What parts of your vacation did you enjoy?
• What was the sports activity?
• Who was mentioned in the chapter?
• Do you know the main idea?
• In what ways did the end of the story surprise you?
• Is this an open or closed question?
Level One – Repetitions

These reflections add nothing at all to what the student has said, but simply repeat or restates it using some or all of the same words.

“So what you're saying is…”
“"I hear that...”"
Levels of Reflection

Level Two – Rephrase

These reflections stay close to what the student has said, but slightly rephrases it, usually substituting a synonym. It is the same thing said by the student in a slightly different way.

- So you mean that…
- What I'm really hearing you say is…
- It seems like…
- That’s ____
Levels of Reflection

Level Three - Paraphrase

These reflections change or add to what the students has said in a significant way, to infer the students meaning. We use level three reflections to achieve clarification.

- Double sided reaction
  “On the one hand…on the other hand”
- Simile and metaphors
  “So you're caught between a rock and hard place”
- The feeling not verbalized
- Overstated/understated reactions
The feeling not verbalized

We need to capture the feeling in order to let the person know we truly understand what their experience is.

- We often project what we would feel onto others.
- They may not feel the way we would.
- Reflecting by naming the feeling gives the speaker a chance to let us know if we got it right or if we got it wrong.
Use Your Own Voice

“That’s so_______.”

“Sounds like you’re really__________________”

Selecting the correct feeling will lead you to confirmation or further clarification.
6th grade Student to Teacher

“Its not fair. I wasn’t the only one speaking. Why do I have to get in trouble?”

What’s he/she feeling?
“Everyone knew she was going to get the main part. The school loves her family.”

She’s feeling_______________________
Parent to Teacher

“That test was completely unfair. Why would you expect student to be able to know that?!”

He’s feeling__________________________
Feeling Words for Overstated and Understated Reactions:

Overjoyed
Delighted
Tickled
Cheery
Happy
Glad
Pleased
Ok
Furious
Irate
Mad
Angry
Sore
Irked
Bothered
Irritated
Annoyed
Levels of Praise vs. Affirmations

Attending
• Good hand raising

Noticing
• I noticed your trying to raise your hand instead of calling out

Praise
• David – excellent hand raising in class today

Thanking
• Thanks for raising your hand

Affirming
• You are someone who is careful with class rules
Affirmations are specific positive statements that praise something about the student’s character or actions and speak to the student’s self worth.

“You handled that very calmly, you are so mature”

“You noticed she was upset and helped her, you are a thoughtful friend”
“It’s so cold in here, I’m freezing!”
Responses That Deny Feelings

• Denial of feelings
  *It’s not that cold in here.*

• Philosophical response
  *Life’s not always comfortable.*

• Advice
  *Next time don’t wear such a light outfit.*

• Questions
  *Why didn’t you wear a warmer sweater?*
• Defense of the other person
  *The school is trying very hard to heat the building!*

• Pity
  *You poor thing.*

• Amateur Psychoanalysis
  *Why are you always so sad?*

• Teacher is always right
  *No it’s not - I’m not cold!*
All feelings are accepted, not all actions are.

“You're feeling cold.”

Most people struggle with the great divide between empathy and acceptance.
“Even when we’re very upset, we still can’t talk like that. I want to listen so please rephrase it”

Or, if you need to end the exchange immediately…

“That sounds strong – we’ll talk later.”
The student says...

“I don’t know why you load us down with homework and tests!”
To Show Students Their Feelings are Accepted and Respected, you can...

- Listen quietly and attentively.
- Lean in.
- Make eye contact.
- Have an open stance.
- Acknowledge their feelings with listening words. - *Oh. Really...I see.*
- Give the feeling a name. “You're feeling really ------------------ about this.”
- Offer help. “I’d like to help you with this. Let’s talk after class.”
But I Have a Way to Really Help!

You can’t get to problem solving if you don’t feel their pain. Rushing to solutions leaves people feeling misunderstood, empty and belittled.

- Spend more of the time listening and reflecting.
- A calm brain is a smart brain - redoing emotionality leads to effective resolutions.
Giving Directions That Get Listened to

• Instead of blaming or commanding:
  
  “This class is always so messy. Clean up your garbage from the floor now.”

  o Describe:

  “I see a floor with things that belong in the garbage before we begin to learn. Please help.”
Talking so Students Will Listen

• Instead of accusing or insulting
  “It’s so messy in here.”

  o Give information
  “There are papers on the floor that need to be thrown in the garbage can now, please.”
Instead of Talking in Paragraphs....

• “Everyday when I come in to teach I keep thinking that maybe today will be the day that this class acts with a little more responsibility and looks around to see if there is anything that could be cleaned up round each student’s desk before we begin the lessons for the afternoon”

  o Reduce the message to a word

“The floor”
Instead of telling children what's wrong with them…

“You are so messy.”

Talk about your own feelings by using ‘I’ messages…

“It’s hard for me to be an interesting teacher when I'm so distracted by the papers on the floor.”
Beware of the Jellyfish Effect

- “This is going to be little difficult to say.”
- “This might be hard to hear”
- “I've thought about this for a long time before deciding to speak to you about this.”
- “I need to tell you something which may be difficult to hear.”
“It was a lifetime of working on my anger.”
Upcoming Hidden Sparks Without Walls Sessions and The 2015 Learning Lenses Blended Course

| Tue., May 12 8:00-9:00 | What me worry? Understanding and Managing Anxiety in Our Children with Dr. Rona Novick |

**Summer 2015**

[Hidden Sparks Learning Lenses Blended Course](#)

To find out about our course or to bring Hidden Sparks programs to your school or community, please contact Sara Diament 212-767-7707/sara@HiddenSparks.org
Contacting Hidden Sparks

Contact Presenter:
Zipora Schuck
ziporas@optonline.com

Contact Hidden Sparks:
www.hiddensparks.org
news@hiddensparks.org (212) 767-7707
www.facebook.com/HiddenSparks

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