

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.

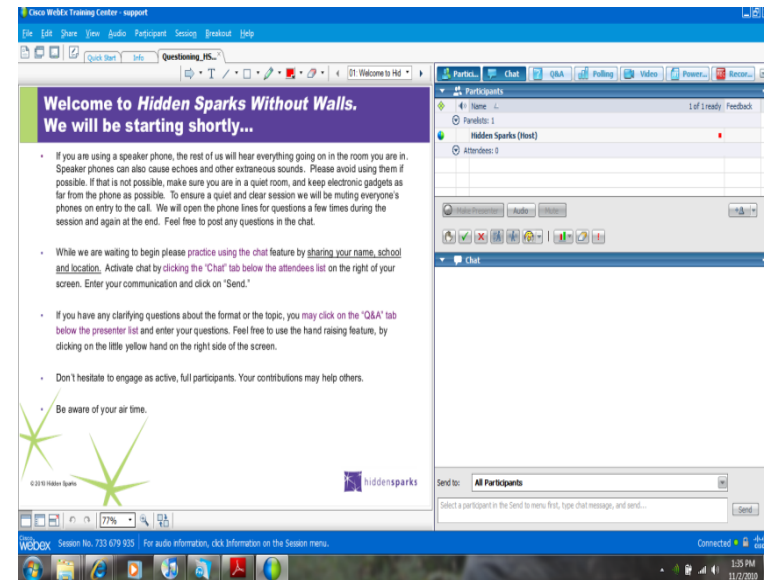
Questions and comments can be submitted via the **CHAT FEATURE**.

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.



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 45 Jewish Day Schools/Yeshivot in NY, NJ, Baltimore and Chicago.

hiddensparks
without walls

***A Balancing Act: The Intersection
Between Student Temperament and
Classroom Ecology***

With Hollis Dannaham

November 4, 2015



hiddensparks®
helping children reach their potential™

Our Guest



Hollis Dannaham, M.Ed., is a Hidden Sparks External Coach, a mentor to new Internal Coaches, and a regional meeting facilitator. She has been empowering complex learners for 30 years as a learning specialist, special educator, administrator, and consultant in public, private, and charter schools. Hollis created Transform Boundaries, an organization dedicated to helping schools create programs and creative solutions for reaching their complex learners. She served as the Director of Academic Intervention at Explore Charter School and co-created the Carmel Alternative High School for at-risk teens. Hollis also worked as a learning specialist at the Student Success Center of All Kinds of Minds. It is Hollis' passion to understand the unique cognitive underpinnings of each learner's triumphs and challenges to create more targeted interventions and solutions to facilitate joyful learning and student success.

Overview of the Session

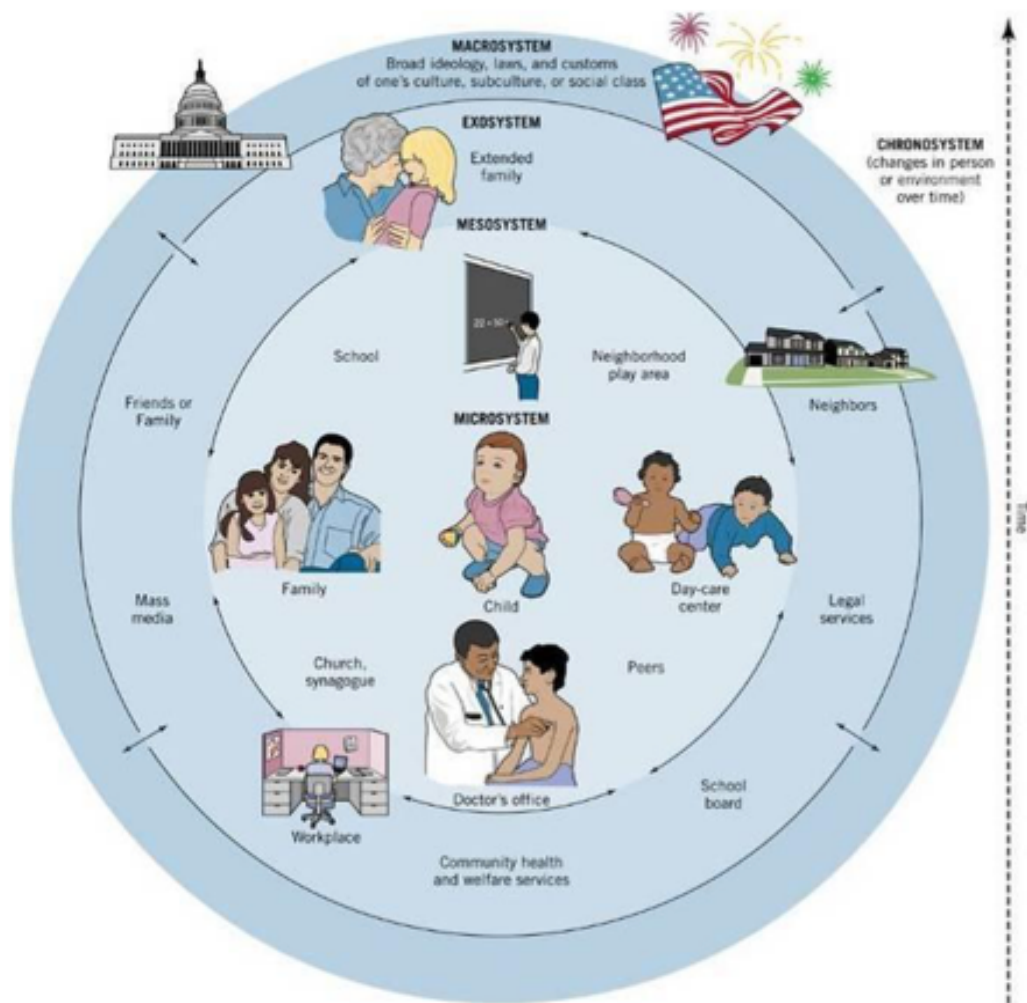
- **Identify and reflect on the 5 components of Classroom Ecology**
- **Identify and understand the 9 Temperamental Traits**
- **Use case studies to discover strategies to adapt elements of your classroom ecology to support different Temperamental traits**

Please use the Chat feature at any time to ask questions, add comments, or respond to queries.

Session Goals

- **To develop a new understanding of how some student behavior is a result of innate temperamental traits**
- **To recognize the control you have over the ecology in your classroom**
- **To feel comfortable adapting your classroom ecology to support various student temperaments**

BRONFENBRENNER MODEL OF ECOLOGICAL SYSTEMS THEORY



Classroom Ecology

1. **General Management and Organization**
2. **Community**
3. **Instruction**
4. **Behavior Management**
5. **Teacher Style, Mindset, and Tone**



9 Temperaments

- **Activity Level**
- **Distractibility**
- **Intensity**
- **Rhythmicity**
- **Sensory Threshold**
- **Approach/Withdrawal**
- **Adaptability**
- **Persistence**
- **Mood**



The child's "idle speed"

- **Hard to motivate to move**
- **Prefers sedentary activities**



- **Always on the go**
- **Wiggly**
- **Hard to sit still**



Distractibility

The degree of concentration displayed when not particularly interested in an activity

- **Stays on task even with distractions present**
- **Hard to attract student's attention when s/he is fully engaged in a task**



- **Easily distracted by sounds, sights, or peers**
- **Side tracked while working on a task**
- **Unwanted behavior is easily diverted by alternate activity**
- **Incomplete work**



Intensity

The energy level of response either negative or positive

- When upset gets quiet
- Easy going in difficult situations
- May not be able to express feelings



- Reacts strongly and loudly to everything, even small events
- Shows upset and pleasure dramatically



The predictability of biological functions

- **Unpredictable** regarding hunger, tiredness, or bathroom needs



- **Gets hungry, tired, or needs the bathroom at predictable times**



Sensory Threshold

Sensitivity to physical stimuli

- Does not respond to loud sounds
- Doesn't recognize when full or hungry
- Does not recognize being physically hurt
- Needs constant physical stimulation



- Startles easily to sounds
- Picky eater/bothered by some food textures
- Responds strongly to the feel of clothing textures



Approach/Withdrawal

Characteristic response to new situations or strangers

- **Jumps into new situations without thinking**
- **Will approach strangers without hesitancy**
- **Can appear aggressive**




- **Shy**
- **Hesitant and resistant to new situations**
- **Slow to warm up**



Adaptability

How easily the student adapts to transitions and changes

- 
- **Constantly seeks novelty**
 - **Resists routines and schedules**
 - **Difficulty with changes to routines**
 - **Struggles with transitions**
 - **Does not easily move from one activity to the next**

Persistence

The length of time the student continues with activities when faced with obstacles or challenges

- **Reacts strongly when interrupted in an activity**
- **Struggles to give up even when task is too difficult**

- **Gives up easily and moves to an easier task**
- **Can not wait to have her/his needs met**



Tendency to react to the world in a primarily positive or negative way

- **Focuses on the negative aspects of life**
- **Generally very serious**
- **Glass half empty**
- **Doom and gloom**



- **Focuses on the positive aspects life**
- **Generally in a happy mood**
- **Glass half full**

1. General Management and Organization

Case Study:

Rachel is a kind and dedicated fourth grade student. She is eager to please and works hard in all of her academic subjects. Rachel struggles with transitions and falls apart when she is faced with new and unexpected situations. She is challenged when asked to come up with alternative ways of solving a problem.

Classroom Ecology

1. General Management and Organization

Case Study:

Rachel is a kind and dedicated fourth grade student. She is eager to please and works hard in all of her academic subjects. Rachel struggles with transitions and falls apart when she is faced with new and unexpected situations. She is challenged when asked to come up with alternative ways of solving a problem.

Adaptability

Classroom Ecology

2. Community

Case Study:

Max is a 5th grade student who excels in all of his academic subjects. Max does not have any friends. He eats alone and plays alone during recess. When talking with Max, it is clear that he is a “glass half empty” kind of person. He is extremely negative and always sees the worst in a situation. The other students don’t want to be around him because of this.

Classroom Ecology

2. Community

Case Study:

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Mood

3. Instruction

Case Study:

David is a inquisitive 7th grade student who loves to learn new information and share his wealth of knowledge with his teachers and classmates. He is in constant motion and struggles to stay in his seat for extended periods of time. If he is in his seat, he is playing with something from his pocket or desk, tapping his pen, shaking his legs, etc. Other students find this behavior distracting. David often misses instruction because he has left the room to “go to the bathroom.”

Classroom Ecology

3. Instruction

Case Study:

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Activity Level

4. Behavior Management

Case Study:

Esty is a delightful 2nd grade student who loves to play with her friends and to read books. Esty tends to overreact to many situations. For example, if a friend does not want to do what she wants, Esty will throw herself down on the ground and loudly wail. If she gets a problem wrong on a test, she will tear up her paper and loudly complain. If the teacher calls on another student when Esty's hand is up, she will yell out, "Why didn't you call on me." and put her head down on her desk.

4. Behavior Management

Case Study:

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Intensity

5. Teacher Style, Mindset, and Tone

Case Study:

Chana is a shy kindergarten student who loves to draw. She knows all of her letters and letter sounds and can count to 20. It took her a few weeks of being in kindergarten before she would talk to anyone. She does not participate in class discussions and will never raise her hand to answer a question. She is beginning to make a few friends but will not initiate play. She will often stand on the side lines watching.

5. Teacher Style, Mindset, and Tone

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Approach/Withdrawal

ReCap



Upcoming HSWOW Sessions

11/17/2015	<i>For Teachers</i> <i>Take Note: Note Taking Skills and Strategies - Zipora Schuck</i>
12/1/2015	<i>For Parents</i> <i>A Force of Nature: Supporting Strategies for Impulses Control – Mindy Rosenthal</i>

If you are interested in bringing Hidden Sparks to your school or city, please contact us at:

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