Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

**Chat: Asking Questions & Sharing Thoughts**
You are encouraged to ask questions and share your thoughts on the chat. Please activate the chat feature on the bottom of the screen. You may chose to chat to panelists and all attendees or just panelists.

**Audio:**
If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.
Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks provides an award winning professional development program in understanding learning and behavior, conducting classroom observations, coaching teachers and developing peer coaches. By helping teachers meet the needs of struggling students, ultimately all students benefit.

- 125 Jewish day schools across the country with hundreds of teachers participate in PD programs annually.
- Impacting over 7,000 students every year.
- Over 350 school peer coaches have received training and mentoring.
- Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
- New in 2020! SEL Initiative

Please be in touch to find out how to bring Hidden Sparks programs to your school!

2021 Hidden Sparks
Strategies for Effectively Teaching Students with Language Based Learning Disabilities

Presented by Dr. Naomi Schimmel
December 8, 2021
Dr. Naomi Schimmel is the Head of Lower School at Shefa School. She has over ten years of experience working with children at a variety of levels and in different settings. Dr. Schimmel received her B.A. from The George Washington University and her Master's Degree in Special Education from Hunter College. She earned her doctorate in Curriculum and Teaching from Fordham University. Dr. Schimmel began her career as a classroom teacher at the Churchill School, teaching second and fourth graders. She then worked as a learning specialist at the Maret School and Riverdale Country School, where she provided differentiated instruction for students, implemented assessment models, and designed curriculum. Dr. Schimmel has supported teachers in enhancing their literacy instruction, and created professional development workshops for her colleagues. She has also taught a graduate course in the childhood education program at Fordham University.
Overview of the Session

• Establish a shared understanding of a learning disability.
• Learn about how language is at the core of learning and communication.
• Review some of the most common characteristics of language-based learning disabilities.
• Explore different strategies and approaches that can be used in the classroom.
What is a learning disability?

- A disorder in one or more basic psychological processes involved in understanding or using language - spoken or written (IDEA, 2004)
- Not the result of intellectual, visual, hearing, or motor, impairment, or environmental/economic disadvantage
- May manifest differently and on a spectrum of severity
- Diagnosed through psychological/educational testing
- Lifelong, but can be treated with specialized instruction
# What is a learning disability?

<table>
<thead>
<tr>
<th>Learning Disabilities</th>
<th>Other Learning Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Specific learning disorder with impairment in…</td>
<td>▪ Intellectual disability</td>
</tr>
<tr>
<td>▪ Reading</td>
<td>▪ Autism spectrum disorder</td>
</tr>
<tr>
<td>▪ Written expression</td>
<td>▪ Developmental coordination disorder</td>
</tr>
<tr>
<td>▪ Mathematics</td>
<td>▪ Speech/language disorder</td>
</tr>
<tr>
<td>▪ Nonverbal learning disability</td>
<td>▪ Attention deficit/hyperactivity disorder</td>
</tr>
</tbody>
</table>

2021 Hidden Sparks
Language is so important for everything we do during the school day. Think about the student tasks that require language throughout the day.
Language mediates learning

Language input

Language output
What was the role of the pharaoh in ancient Egypt?

The role of the pharaoh in ancient Egypt was to keep Ma'at (health/happiness of the people), pray to the gods, organize the building of the structures, make laws, and elect officials to help rule.
Characteristics of students with LBLDs

- Trouble expressing ideas despite understanding
- Difficulty remembering & understanding symbolic representations
- Varied processing speeds
- Difficulty with critical thinking skills
- Inefficient memory storage and/or retrieval
- Determining saliency
- Difficulty following directions, organizing concepts & materials
- Difficulty listening and taking notes simultaneously
Difficulties in reading

- Confusion of sounds and difficulty applying phonics
- Difficulty reading multisyllabic words
- Slow reading rate and/or difficulty adjusting speed to the reading task
- Weak vocabulary
- Poor comprehension of text and retention of material
Writing is Language!

- Writing is language
  - Clear expression
  - Saliency
  - Vocabulary
  - Grammar
  - Reading/spelling
  - Memory
- Executive functioning (attention, planning, organizing)
- Graphomotor skills
Difficulties in writing

- Weak sentence structure, poor grammar
- Frequent spelling errors and/or reversals
- Poorly formed letters and/or inappropriate spacing
- Mistakes in basic mechanics (e.g., capitals & punctuation)
- Problems with executive functioning/planning
- Difficulty copying from the board
Math also relies on language

- Need to link the quantity, name, and symbol
- “Special” words for the numbers 11-19 and 20-90
- Vocabulary can be challenging
- Procedures rely on language, memory and executive functioning
Difficulties in math

- Difficulty remembering basic facts
- Challenging mathematical vocabulary
- Reversal of numbers, number sequence, or operational symbols
- Confusion of directionality
- Organizing objects in a logical way
- Difficulty with multi-step problems
- Weak working memory
- Problems with reasoning and abstract concepts
Difficulties in social skills

- Confusion understanding the rules involved in a game
- Problems recognizing and understanding sarcasm and tone
- Difficulty “reading” facial expressions and body language
- Much more challenging with masks!
The role of executive functions

- Neurological disability involving memory, organization, flexible thinking, and self-regulation of emotions/thoughts/actions
- Inability to keep track of personal items
- No sense of time
- Difficulty starting a task, evaluating progress, and navigating to completion
- Leaving assignments to the last minute
- Difficulty transitioning between activities
- Challenges remembering and following multistep directions
Think of a student in your class/school who fits this profile. What **specific** tasks are most challenging for him/her?
How can we effectively teach these students??
Assumptions of student learning

• Students do well if they can
• Students want to learn
• Just because you taught it, doesn’t mean your students learned it
• Teach students at a level at which they can appropriate learn
• One exposure is not enough
• It is our job to teach students how to learn, not simply the content they need to know

(Adapted from Berninger, V.W. & Wolf, B.J., 2016)
Successful intervention depends on instruction that is...

- Explicit
- Multisensory
- Intense
- Scaffolded & repeated
- Using shared instructional language
- Visual & uses movement
- High quality – research and evidenced based
Explicit instruction

- Direct & unambiguous
- “I do, we do, you do”
- Applies to both design and delivery of lessons
- Set goal/purpose of the lesson

Novice learners
Struggling learners

Explicit Instruction

Learners with acquired knowledge & skills
Discovery

(Anita Archer)
Explicit directions

1. Look at the speaker 🕵️‍♀️ophys

2. How many parts? 1, 2, 3

3. Chunk it!

4. Repeat, Repeat, Repeat 🎤

5. Visualize 🐣
# Explicit expectations

<table>
<thead>
<tr>
<th>Action</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit in a quiet and appropriate place in your home</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Be on time</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Be prepared</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Wear appropriate clothing</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Stay focused and don’t distract others</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>Raise your hand if you have a question/comment</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Use the bathroom symbol if you have to go</td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td>No pictures or videos</td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**Zoom rules**
Hear it, say it, do it, write it.

“ing = the doing suffix”
Visual cues

Sentence

Fragment
Use movement

Stand Up/ Sit Down

Stand up if the event is a tragedy. Sit down if it is not.

- a plane crash
- a wedding
- a drowning
- a war
- a birthday party
- getting a new puppy
Set up 4 different signs around the room. Teacher asks a question/prompt and students stand next to the sign that they agree with.

- Examples:
  - Spelling choices (e.g., ir, er, ur)
  - Agree/disagree
  - 3 branches of government
Supporting executive functions

- Color coded folders
- Do tasks in small chunks – set a timer
- Insist on homework log – then mark off assignments as completed
- Make routines for daily activities – and stick to them!
- Help students break apart large assignments into smaller chunks
- Provide checklists for assignments to evaluate progress towards the goal
- Prepare students for the day - review schedule and changes
- Help students develop an understanding of time
Intensive Intervention

Make learning time sacred- and schedule more of it!
Intensive Intervention

Small, homogeneous groups for reading, writing, math
Conjunctions

but
because
so

After
When
Before
Whenever
While
If
Until
Since

T.S

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

1. ...........................................................................................................

2. ...........................................................................................................

3. ...........................................................................................................

4. ...........................................................................................................

C.S.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2021 Hidden Sparks
Does spelling count?

Grade spelling and mechanics separately (or not at all!) when taking assessments.

I have neglected to write in this journal because of a lack of time. For the past 3 days I have been exploring this island. The entire island is no bigger than 2 miles; it forms the shape of a pear. I have come to the conclusion that food will not be a problem. This island has many tropical birds and lots of wild strawberries.
More wait time!
Cluster material so that it is organized by category

Relate new learning to prior knowledge
Communication with masks

- Practice emotional expressions in front of a mirror or with a partner
- Direct students to look at your eyes
- Increase gestures and direct students to look at them
- Face students when you talk to them
- Modify your volume and intonation
Reflect: How often do you implement these strategies/ interventions?

I’m having a party with these strategies and others - I use them often!

I’m doing just fine – I use some of them but have room for improvement.

Uh oh – I’m still learning/a lot of this is new for me/ I’m unable to implement most of these.
Instruction in Reading

• Explicit rules & patterns
• Spelling-decoding connection
• Oral reading practice
• Immediate feedback
• Diagnostic and prescriptive
• Explicit comprehension strategies
Instruction in Writing

• Expository writing program that explains & informs
• Direct instruction
• Writing is a reflection of thinking & oral language
• Builds saliency & categorizing skills
• Improves organization and study skills
• Strengthens students’ comprehension skills
Ruby Bridges went to an all-white school because she was smart.

Ruby Bridges went to an all-white school, so people started protesting.
## II. IMPORTANT IDEAS

<table>
<thead>
<tr>
<th>IMPORTANT IDEAS</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangular Trade Routes</td>
<td>shaped like a triangle / goods + slaves traded between England + Africa + West Indies + 13 Colonies</td>
</tr>
<tr>
<td>Look at the map</td>
<td></td>
</tr>
<tr>
<td>New England Colonies</td>
<td>most northern region</td>
</tr>
<tr>
<td>Middle Colonies</td>
<td>called the “bread basket of the colonies” b/c wheat crops</td>
</tr>
<tr>
<td>Southern Colonies</td>
<td>region w/small family farms + plantations</td>
</tr>
</tbody>
</table>
Instruction in Math

• Sequential, cumulative
• Multisensory
• In depth understanding of quantity
• Reduced language for math
• Restricted number facts
• Concrete-representational-abstract
Strategies across the curriculum

• Make directions short and snappy, add movement & visual
• Near point references, graphic organizers
• Limit your language- be concise!
• Use sentence starters
• Build routine & skill, teach to automaticity
  • Low achievers try to memorize, but strategies are more efficient!
• Students need to DO SOMETHING with information
  • Respond to each other, write main idea/details from a chapter
Beware of stress

• Stress blocks working memory
  • Timed testing
  • Reading aloud for some students
  • COVID- concerns, screen time, lack of social interactions
Think back to the same student. What strategies would might be most effective to support him/her in the classroom?
What will you add to your toolbox?
References

# Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Description</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., December 20, 2021</td>
<td>For Teachers&lt;br&gt;Mentoring &amp; Supervision&lt;br&gt;&lt;i&gt;Presented by Laya Salomon&lt;/i&gt;</td>
<td></td>
</tr>
<tr>
<td>Tues., January 11, 2022</td>
<td>For Parents&lt;br&gt;Saying No to Ourselves and Our Children: Building Delayed Gratification&lt;br&gt;&lt;i&gt;Presented by Dr. Oshra Cohen&lt;/i&gt;</td>
<td></td>
</tr>
</tbody>
</table>

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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