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

- If you are using a speaker phone, the rest of us will hear everything going on in the room you are in. Speaker phones can also cause echoes and other extraneous sounds. Please avoid using them if possible. If that is not possible, make sure you are in a quiet room, and keep electronic gadgets as far from the phone as possible.
- While we are waiting to begin please practice using the chat feature by <u>sharing your</u> <u>name</u>, <u>school and location</u>. Activate chat by clicking the "Chat" tab below the attendees list on the right of your screen. Enter your communication and click on "Send."
- If you have any clarifying questions about the format or the topic, you may click on the "Q&A" tab 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.
- Don't hesitate to engage as active, full participants. Your contributions may help others.
- Be aware of your air time.



hidden**sparks**without walls

Kriyah:

Developing an Effective
Management Plan for Building
Kriyah Skills

With Dr. Judah Weller December 1, 2009



Welcome & Conference Etiquette

- Below are some tips that will help make this conference call successful.
- Use the right phone. Cell phones can be included in conference calls, but some can also cause static on the lines. Try to use a landline phone if possible. Speakerphones pick up a lot of background noise. If you use one, mute it whenever possible.



• Participate in a quiet, undisturbed room. — Background noise can be heard through the phone and will disturb others in the conference. If you can't find a quiet room, use your phone's mute button until you want to speak — and avoid distracting noises such as humming, scraping chairs, tapping a pencil, etc.



 Never Put a Conference Call on Hold! - Participants will be forced to listen to your on-hold music or they will not know that you have stepped away and may continue to address you while you're gone.



• Call Waiting - The sound of your call-waiting beep can be disruptive and confusing to conference call participants. Quite often the Call Waiting function can be temporarily suspended by touching *70 prior to the call.



Identify Yourself - When you first enter the call and when you ask a question please identify yourself by name and school or state on-line.



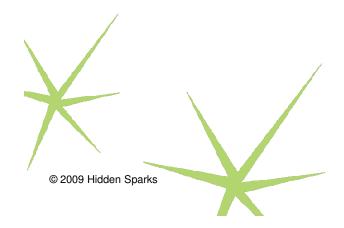
Chat Room & Question/Answer Box – Those participating on line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. We will offer regular opportunities for those joining by phone only to participate as well.



Our Guest: Dr. Judah Weller, Ed.D.

Judah Weller, Ed.D., Educational Director of PTACH (since 1982). He is also an Associate Professor at Touro College in the Graduate Program of Speech and Language Pathology. Dr. Weller has trained over 600 Jewish educators in the Jewish Day Schools Attuned® program. He is credited with having established the first Jewish Studies Resource Room (in 1977) at HAFTR.

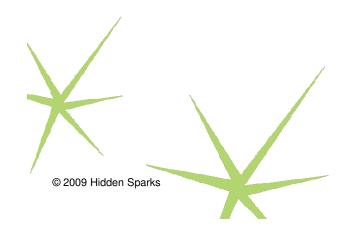
Dr. Weller holds a doctorate in education from Azrieli Graduate School of Education of Yeshiva University and a master's in speech and language from Adelphi University.





Overview of the Session

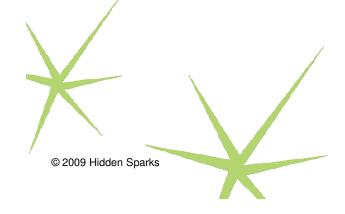
By understanding the neurodevelopmental demands of Kriyah, participants will be able to pinpoint specific weaknesses and develop a comprehensive management plan for building skills. Considerations for second language learning (decoding only) will also be discussed.





Session Goals

- To understand the fundamental differences between Kriyah and English reading.
- To understand the neurodevelopmental demands of Kriyah.
- To begin to understand the development of an appropriate management plan for dysfunction in Kriyah.





What is Kriyah?

PROCESS OF DECODING ONLY

WITH MINIMAL INFLUENCE OF COMPREHENSION /HIGHER LEVELS OF LANGUAGE

HOW IS KRIYAH DIFFERENT THAN ENGLISH READING?

- MINIMAL INFLUENCE OF COMPREHENSION /HIGHER LEVELS OF LANGUAGE....(Cannot rely on language/meaning/context to assist in the decoding process!!!)
- NOT ONLY IS HEBREW A SECOND LANGUAGE IT IS ALSO A SECOND ALPHABET (DIFFERENT ALPHABET)
- THE NATURE OF THE WAY THE HEBREW LANGUAGE IS WRITTEN..... (NEKUDOS AS VOWELS)





Review of Essential Pathways of Learning (for reference only)

Attention: Attention is more than just "paying attention." It includes such aspects as the ability to concentrate, to focus on one thing rather than the other, to finish tasks one begins, and to control what one says and does.

Temporal-sequential Ordering: Whether it's being able to recite the alphabet or knowing when to push a button to give a response on "Jeopardy," being able to understand time and sequence of various items or pieces of information is a key component of learning.

Spatial Ordering: Closely related to the functions of time and sequence, spatial ordering is the ability, for instance, to distinguish between a circle and a square or to use images to remember related information. On a more complex level, spatial ordering helps musicians, for instance, to be able to "see" a piano keyboard, and enables architects to "imagine" the shape of a particular room.

Memory: Even if, in the moment, people are able to understand, organize, and interpret the most complex information, if they cannot store and then later recall that information, their performance often suffers dramatically.

Language: Being able to articulate and understand language is central to the ability to do well as students and learners. Developing language functions involves elaborate interactions between various parts of the brain since it involves so many separate kinds of abilities - pronouncing words, awareness of different sounds, comprehending written symbols, understanding syntax, and telling stories.

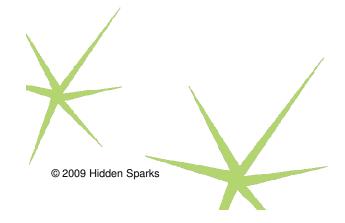
Neuromotor Functions: Whether students are trying to write their first words, catch a football, or punch away at a computer keyboard, their brains' ability to coordinate their motor or muscle functions are key to many areas of learning.

Social Cognition: One of the most often overlooked components of learning is the ability to succeed in social relationships with peers, parents, and teachers. Students (and adults) may be strong in other construct areas, and yet have academic difficulties because of an inability to make friends, work in groups, or cope effectively with peer pressure.

Higher Order Cognition: Higher order cognition involves the ability to understand and implement the steps necessary to solve problems, attack new areas of learning, and think creatively. From: www.allkindsofminds.org



Which Are The Essential Pathways Necessary for Effective Kriyah?





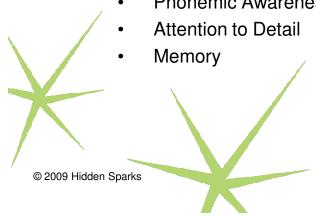
The Changing Demands

- English Reading Demands
- Phonemic Awareness
- Attention to Detail
- Memory



Language

- Kriyah
- Phonemic Awareness







Dysfunction

 HOW DO WE DECIDE WHICH ARE THE AREAS WHERE BREAKDOWNS ARE OCCURRING?



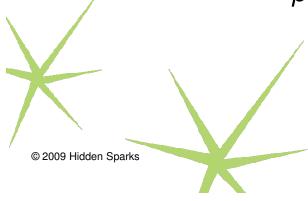
Observe Observe



Observe Observe

THEN

Relate what you observe to the appropriate pathways of learning





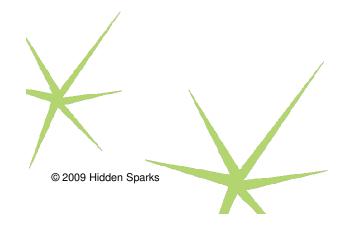
Your observations:

WHAT DO <u>YOU</u> OBSERVE ABOUT CHILDREN WHO STUGGLE WITH KRIYAH? Be as specific as possible!

1.

2.

3.





Brief Case Study

- MOSHE 7th Grader
 - What I observed:
 - בב, פּכ, פּפּ etc. ee.
 - ו □ שׂשׁ, כonfusion
 - Could not hear difference between similar sounding nikudos, i.e., ;
 - Rarely syllabified, paused within a word
 - Did not know Schva rules (stop-go etc.)
 - Often omitted or made errors on final letters/sounds



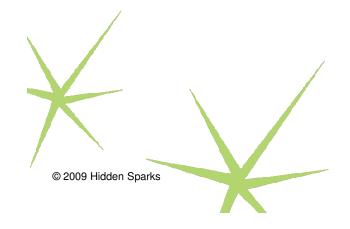
Management Plan

How would you intervene with Moshe?

1.

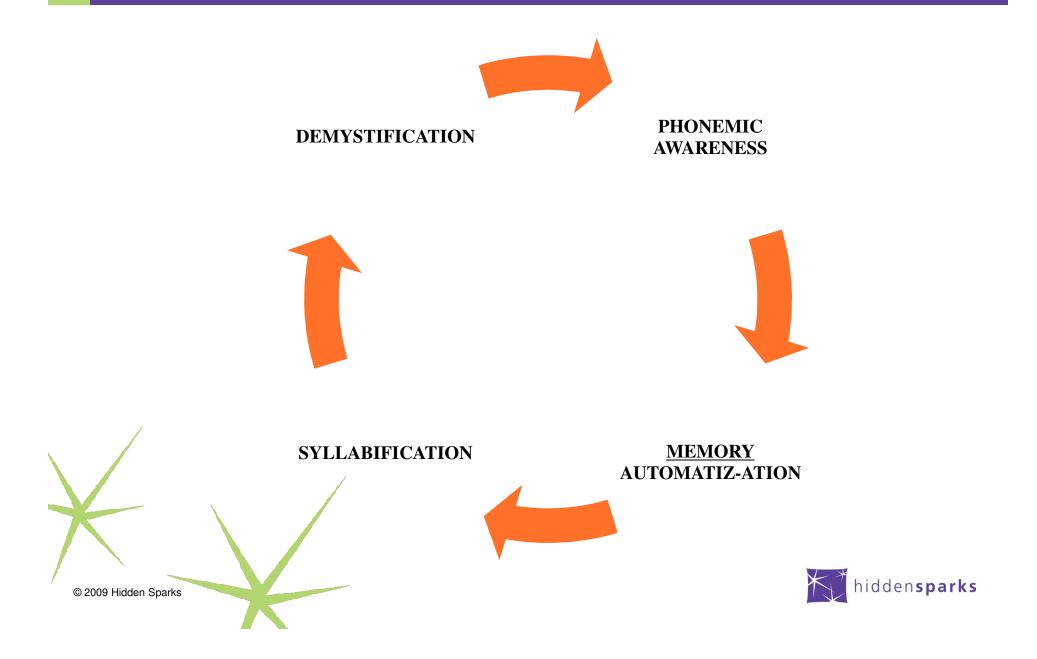
2.

3.





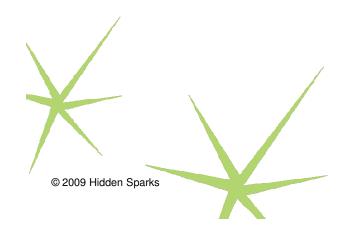
Neurodevelopmental Demands of Kriyah



A Good Management Program For Kriyah Must:

CAREFULLY CONSIDER ALL FOUR AREAS

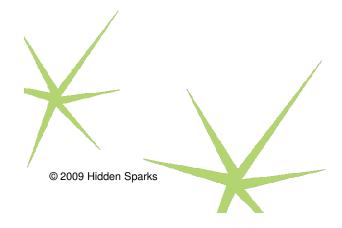
- WHY ARE THE FOUR AREAS CIRCULAR?
- WHICH ONE WOULD YOU START WITH??





Phonemic Awareness

- AWARENESS VS. PRODUCTION CRITICAL DISTINCTION
- UNDERSTAND HOW SOUNDS RELATE TO EACH OTHER
- UNDERSTANDING SIMILARITIES AND DIFFERNCES
- UNDERSTANDING HOW AND WHERE SOUNDS CHANGE
- MANIPULATE SOUND SEQUENCES AND CHANGES IN SEQUENCE-(Auditory: discrimination, sequencing, memory, rhyming "auditory conceptualization.")
- (See programs such as: "<u>Earobics</u>" or <u>Lindamood Bell</u> that support 14+ areas related to phomenic awareness)





Exercises

Listening Alone

SAME OR DIFFERENT TA TT

MORE DIFFICULT XTX TXT

Listening & *Manipulating*

- IF THESE (Colored block or cards with Nekudos)
- SAY: eh, ah → THEN SHOW ME: ah, eh......If these
 - say: eh, eh, ah, → THEN SHOW ME: ah, eh, eh
 - → THEN SHOW ME: *eh*, *ah*, *eh*;
 - → THEN SHOW ME: *eh*, *eh*, *oh* etc.
- If these say $duh li \rightarrow li duh \rightarrow li puh \rightarrow li pi$



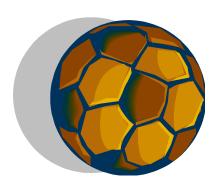
Demystify: Critical Neuropsychological Pathways

1 CRITICAL FOR KRIYAH (& for most learning) is:

- Talk to students about the type of attention that is necessary to be a good Hebrew reader.
 (BE METACOGNITIVE)!
- Attention:
- What is it about Kriyah that requires more of a different type of attention than most children are used to???
- Use interests/affinities to demystify children about the importance of attention when reading Hebrew.







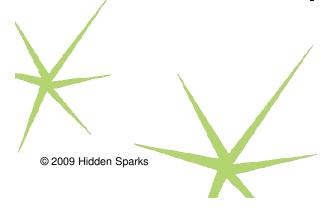


Memory

AUTOMATIZATION

- In order to be a fluent reader one cannot take time to sound out a letters or vowels...they must become automatized.
- Why do certain children have problems getting their letter and vowel knowledge to an automatic level???
 Be specific! Look at our flow chart!

(In order for sounds/letters to become automatized ones needs to be able to easily distinguish/ pay specific *attention* to *phonemic* features).





Sample drill resource:



Hemshech: A Post Primary Reading
WORKBOOK
(WWW.PTACH.ORG)



Pacing

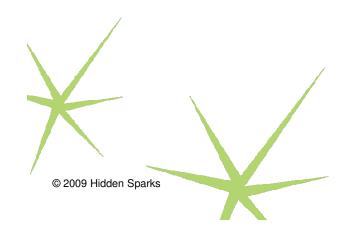




- SYLLABIFICATION/
 HAVOROS הברות
- Inherent in attention problems or another manifestation of attention problems is THE RHYTHM of decoding ...just listen to the fluency....
- In English these children are generally...poor spellers....and probably poor decoders when a lot of new multisyllabic English words are introduced.
- SHVA RULES SPECIFIC STOP AND GO!



- חַס/דו
- יח/דו
- ל/ע/בו/ד/תך
- · ח/וו/ש/ו

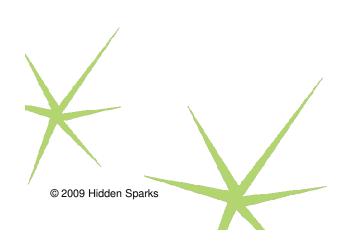




Mirror

Interesting note:

- An individual's neurodevelopmental profile in reading (and even more so in writing) is a mirror/reflection of how their brains are wired generally.
- If they display poor pacing/syllabification in reading there is a good chance that this is how they approach many other tasks (recurrent themes!).

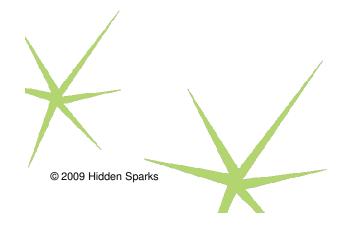






Brief Case Study

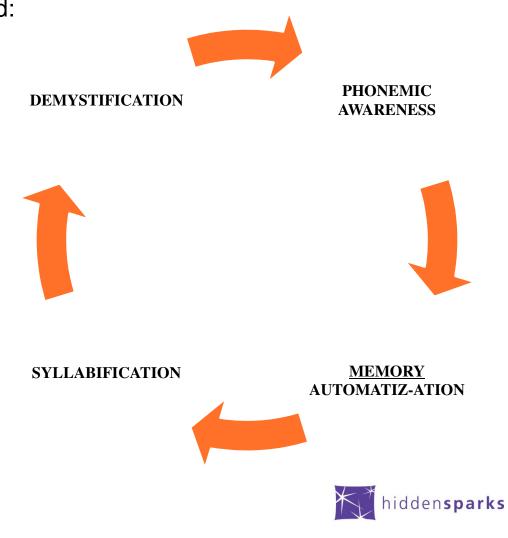
- (time permitting)
- 27 year old head of Kollel training program realizes he really struggles with Kriyah...
- Observation: Pacing and Attention to detail bigger issues
- *****Affected how he did things in life (seriously lacked pacing/stepwisdom in most things he did.)
- Life altering DEMYSTIFICATION

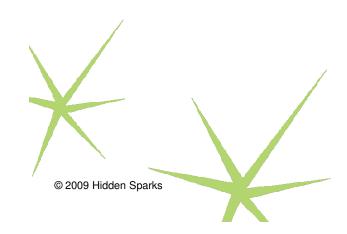




What I want to leave you with:

As you do Kriyah remediation always have this circle in mind:





Upcoming Hidden Sparks Without Walls Sessions

Wednesday, December 9,2009	Transitions, with Andrea Ruosso
Tuesday, February 16, 2010 Tuesday, February 23, 2010	Is This Typical? Understanding Variations in Child Development, with Dr. Rona Novick Primary School Session Secondary School Session
Wednesday, March 3, 2010	Core Classroom Practices in Judaic and General Studies that Reflect an Appreciation for All Kinds of Learners in the Classroom, with Judah Weller, Ed.D.
Wednesday, March 17, 2010	Helping Students Discover How They Learn, with Kelli Pollock
Wednesday, April 14, 2010	Reading Comprehension Strategy Instruction: Enhancing Understanding of Text, with Jane Gertler, Ph.D.
Monday, May 3, 2010 Monday, May 10, 2010	Cooperative Learning: A Way to Differentiate Your Instruction and Enhance Your Students' Engagement, with Harriet Lenk, Ph.D.

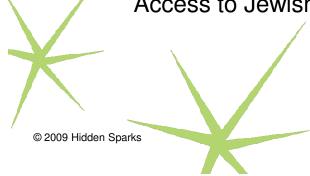
For more information visit: www.hiddensparks.org



About Hidden Sparks

Hidden Sparks is a non-profit fund 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 by helping schools meet the needs of children with learning and behavioral differences, ultimately all students will benefit. 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 21 Jewish Day Schools/Yeshivot in New York and 7 in Boston, through a partnership with Gateways: Access to Jewish Education.





Contacting Hidden Sparks

Contact Dr. Weller at ptachdrw@aol.com www.hiddensparks.org

margaret@hiddensparks.org

(212) 767-7707/ (347) 256-6892

