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. To ensure a quiet and clear session we will be muting everyone’s phones on entry to the call. We will open the phone lines for questions a few times during the session and again at the end. Feel free to post any questions in the chat.

- While we are waiting to begin please practice using the chat feature by sharing your name, school and location. Activate chat by clicking the “Chat” tab below the attendees list on the right of your screen.

- This is the area where messages will appear in the chat.

- This is the area where you will address and type chat messages.

- 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.
Core Classroom Practices in Judaic and General Studies that Reflect an Appreciation for All Kinds of Learners in the Classroom

With Dr. Judah Weller

November 17, 2010
Welcome & Conference Etiquette

• Below are some tips that will help make this conference call successful.

• PLEASE NOTE: We will be muting phones automatically, but when we open the lines for questions we will want to ensure that those questions can be heard and answered without undue background noise.

• **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.

• **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 ask a question verbally during the designated times 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:

Judah Weller, Ed.D., Educational Director for PTACH, is also an Associate Professor at Touro College in the Graduate Program in Speech and Language Pathology.

Dr. Weller has trained over 600 Jewish educators as a Jewish Day Schools Attuned® facilitator. 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.
Good teaching utilizes a number of core instructional techniques to manage individual student differences in the classroom. By identifying and utilizing these core strategies, and understanding their neurodevelopment underpinnings, both targeted individual students and whole classes will benefit.
Session Goals

• To understand several key learning pathways (strong & weak function)

• Use this understanding to develop core teaching strategies
Neurodevelopmental Model

8 Pathways of Learning

(2) Ordering Systems (Organization)
  • Temporal-Sequential
  • Spatial
  • Language
  • Memory
  • Attention
  • Neuromotor
  • Higher Order Cognition
  • Social Cognition
Every child in a classroom presents with different combinations of strengths and weaknesses of these neurodevelopmental pathways.
Challenge:

If I walked into your classroom, could I readily observe a classroom setup structure and teaching strategies that reflects an appreciation for “All Kinds of Minds?”
Understanding Leads to Management Strategies

• **Temporal-Sequential Ordering…**
  .....processing, storage, & production of material that is linear or exists in a *meaningful order* – *“The Road Map for Learning”*

  **Weakness:**

• Confusion when confronted with sequential directions or explanations
• Trouble learning the days of the week and/or months of the year
• Trouble learning multiplication tables
• A delay in learning how to tell time
• Confusion about time-laden vocabulary
• Problems with managing time
• A lack of understanding of causal relationships
• Difficulty remembering and using procedures
Core Strategies

• Schedules posted
• Clock – calendar
• Timelines
• Homework – checklist with approximate times to complete each task – elicit times from children/review. . .
Spatial Ordering… Being alert to the presence of and identifying incoming information presented as a whole (as opposed to step by step in Temporal Seq. ordering)…

Common weaknesses:

- Problems with artistic and craft activities
- Weakness with left – right discrimination
- Difficulty with spelling or organizing written output
- Weak sense of direction
- Difficulty with materials management/organization
Core Strategies

• Every distributed sheet numbered and dated
• Color coding
• נ sticker on the right side of the desk
  - A on the left
5 Levels of Language - The Messenger for Learning

- Phonemic Processing (Sounds)
- Morphological Processing (prefixes & Suffixes)
- Semantics (words)
- Syntax (Sentence structure, formulation)
- Discourse (extended speech)

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Core Strategies - Language

- Speak slowly and clearly
- Pre-read difficult to “decode” words
- Play with altering prefixes and suffixes
- Pre – teach new words (meaning)
- Post commonly used “technical vocabulary”
- Keep sentence structure uncomplicated, unambiguous
- Limit speaking for a long time ….
Attention – The Orchestra Leader for Learning

• Mental Energy Controls
  Regulates energy and alertness

• Processing Controls
  Regulates attention to
  INCOMING INFORMATION

• Production Controls
  Regulates academic and behavioral
  OUTPUT
MENTAL ENERGY CONTROLS:

- Enables the individual to **initiate**, sustain, allocate and ultimately terminate the flow of mental energy and alertness.
- Student has difficulty concentrating and complains of feeling tired or bored.

Strategies????
Processing Controls

• **Saliency Determination**
  Student can distinguish the most important, or central information from that which is irrelevant or less important.
  Student often processes too little or too much information because s/he cannot distinguish what is important and what

• **Depth and Detail of Processing**
  Student is able to effectively think about information, considering an appropriate number of details and level of depth.
  Student appears to focus on things too superficially, not thinking about the details of what s/he is learning.

• **Cognitive Activation**
  Using incoming information to trigger new ideas & connect with prior knowledge & experience. Student has difficulty connecting new information with information that s/he already knows. Student’s mind seems to wander to related or tangential ideas when new information is introduced.

• **Focal Maintenance**

• **Satisfaction Level**
  Student is able to attend to information and complete tasks that may not be exciting.
  Student only pays attention to exciting information or during highly stimulating activities.
Core Teaching Strategies
Production Controls

• Previewing
  Student is able to predict or preview the outcomes of tasks and actions before starting the task or taking the action.
  Student fails to preview the effects of statements or actions, or to predict the outcomes of tasks or activities.

• Facilitation and Inhibition
  Student stops and thinks before starting tasks.
  Student is able to come up with an appropriate strategy or technique for starting a task.
  Student begins tasks and activities or makes statements with little or no apparent thought.
  Student has difficulty coming up with the right strategy or technique for the task.
Core Teaching Strategies
Demystification:

- In order to perform well in a particular system, ie. attention, memory etc. students must understand how that system works...
  - DON’T JUST ASK THEM TO MEMORIZE (WHICH WE ASK MORE OF FROM OUR STUDENTS THAN ALMOST ANY OTHER TASK)…..WITHOUT TEACHING THEM HOW MEMORY WORKS …WHAT ARE THE DIFFERENT WAYS PEOPLE MEMORIZE…

- DON’T JUST ASK THEM TO PAY ATTENTION AND FOCUS…WITHOUT TEACHING THEM HOW ATTENTION WORKS….WHAT DOES PAYING ATTENTION REALLY MEAN
Daily Core Teaching Strategy Checklist

- Brainstorming
- Visualizations
- Graphic Organizers
- Cognitive Activation (relate to prior knowledge)
- Previewing
- Step Wisdom
- Role Playing
- Movement
- Multi-Sensory Presentations
- Demystification
Additional Daily Core Strategies

- Schedules posted
- Clock – calendar
- Timelines
- Homework – *checklist* with approximate times to complete each task – elicit times from children/ review….
- Every distributed sheet numbered and dated
- Color coding
- A sticker on the right side of the desk - A on the left
- Speak slowly and clearly
- Pre-read difficult to “decode” words
- Play with altering prefixes and suffixes
- Pre – teach new words (meaning)
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## Upcoming Hidden Sparks Without Walls Sessions

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For more information visit: www.hiddensparks.org
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.
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