

# hiddensparks without walls

A professional development  
program for Jewish  
yeshiva/day schools



**hiddensparks**<sup>®</sup>  
helping children reach their potential™

[www.hiddensparks.org](http://www.hiddensparks.org)

## **Hidden Sparks Without Walls**

offers webinars designed for educators and administrators serving Jewish day schools. Varied topics are offered to deepen classroom teachers' pedagogic knowledge and practice and to enhance their understanding of learning, behavior, and differentiated instruction.

**The Parent Connection** is a webinar series that offers parents a way to deepen their understanding of learning and behavior.

The complete course listing for both programs and the webinar archive are available online at **[www.hiddensparks.org](http://www.hiddensparks.org)**.

**Hidden Sparks** is a nonprofit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks generates 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.

*Hidden Sparks Without Walls* is made possible by the generosity of the George Rohr Foundation.

## OVERVIEW

### **How it works:** (see our course list)

Courses are offered online and/or via teleconference. This platform makes participation easy for everyone:

- Log in from your computer to follow the PowerPoint presentation. Use a telephone or your computer for the audio portion of the teleconference.
- Or, if you do not have internet access, join the teleconference by phone only and follow along using a hard copy of the materials, which can be mailed or faxed to you before the call.

Course content and format will vary. All Hidden Sparks Without Walls courses are archived on the Hidden Sparks website and can be downloaded free of charge.

### **Why should I participate?**

Participation has many benefits for educators and their schools. Hidden Sparks Without Walls provides a platform through which Jewish day school/yeshiva teachers can share their knowledge and experience about how to improve their practice by discussing particular topics related to understanding learning and behavior.

### **What kinds of courses are offered by Hidden Sparks Without Walls?**

Courses are offered in Hidden Sparks' area of expertise including child development, social skills, media use, challenging behaviors, executive functioning, and guided reading.

### **I don't have internet access. Can I still participate?**

Yes! Please call the Hidden Sparks Office at **212.767.7707** to register. We will fax you hard copies of the presentation and you can call in via telephone and follow along with the hard copy.

### **Questions?**

All requests can be directed to Margaret Sarro at [margaret@hiddensparks.org](mailto:margaret@hiddensparks.org).

### **How can Hidden Sparks support my child's school?**

Hidden Sparks provides schools with coaching and training to give administrators and teachers tools and strategies to better understand and teach children with social, emotional, and learning differences.

### **How can I bring Hidden Sparks programs to my school?**

We encourage you to get involved in bringing Hidden Sparks programming to your school by referring your principal to our website [hiddensparks.org](http://hiddensparks.org) AND calling us at 212.767.7707 so that we can reach out to them as well.

**For registration, the most up-to-date course information, and additional information, visit our website [www.hiddensparks.org](http://www.hiddensparks.org).**

# COURSE LIST AND SCHEDULE, 2014–2015

[CLICK TITLE TO GO TO REGISTRATION PAGE](#)

## **Sticks and Stones: Battling Bullying**

Wednesday, November 12, 2014, 8:00 – 9:00 pm

**Dr. Rona Novick**

This webinar will define bullying, its unique characteristics, and impact in the Jewish community. The focus of the webinar will be on what parents and educators can do to help children who are teased or socially excluded, and how we can work with all children to be socially responsible bystanders and create caring communities.

## **Getting Leor on the Guest List: Boosting Social Success for Your Students**

Wednesday, November 19, 2014, 8:00 – 9:00 pm

**Mindy Rosenthal**

Teachers play an integral role in facilitating social and emotional competence in their students. Within their academic curriculum, regular routines, and free play, teachers can instruct, model, and direct fundamental social skills that can generalize to all areas of life. Social expectations for various ages, capitalizing on “teachable moments,” and specific games and activities will be included.

## **All Over the Place to Keeping the Pace: Understanding Executive Function at Home and in School**

Wednesday, Jan 7, 2015, 8:00 – 9:00 pm

**Mindy Rosenthal**

*If he is so bright, why does he struggle with keeping his materials organized? How can it be that she knows all the answers when I call on her, but doesn't pass a test? Why does he keep bothering his peers and then get upset when no one wants to play with him?*

This webinar will begin to answer these questions and present strategies so that you can help children like this stay focused, control their impulses, and keep themselves organized so they can be successful academically and socially.

## **Are You Thinking What I Think You're Thinking? Nurturing Social Thinking In Children**

Tuesday, February 17, 2015, 8:00 – 9:00 pm

**Michelle Garcia Winner**

For children who struggle with social learning, day to day life in school can be an enormous challenge. In this webinar, noted author and lecturer, Michelle Garcia Winner, shares some practical ideas for educators and parents to help children with social cognition challenges become better social thinkers and communicators. This session will focus on elementary school age children.

All Webinars are 8:00 pm – 9:00 pm ET

## **The Art of Teaching Rashi to the Struggling Student: Demands and Strategies**

Tuesday, February 24, 2015, 8:00 – 9:00 pm

**Sara Chaya Farbstein**

What do we expect from our students when teaching Rashi in the elementary school classroom? What demands and expectations are built into a child's decoding and comprehension of Rashi and where are the breakdowns for children who struggle? This webinar examines the neuro-developmental systems that students need in order to be successful in reading and understanding Rashi. It suggests ways to reach more of our students and provides strategies to help the children who struggle.

## **She Said What?**

Wednesday, April 29, 2015, 8:00 – 9:00 pm

**Zipora Schuck**

This webinar is geared to help teachers use effective communication to solve common classroom challenges. Strategies to increase student participation and clarity of expressive language will be modeled. This webinar will also offer numerous techniques to empower teachers to reflect, validate, and reduce the emotionality of student response.

## **What, Me Worry? Understanding and Managing Anxiety in Our Children**

Wednesday, May 13, 2015, 8:00 – 9:00 pm

**Dr. Rona Novick**

This webinar will explore anxiety and the forms it takes in children and teens. Causes and situationally specific anxiety, such as test anxiety and speaking anxiety will be discussed. Strategies for parents and teachers to help those children and teens who struggle with anxiety will be offered, as well as metacognitive approaches that children and teens can learn to self-regulate their worries.

## OUR INSTRUCTORS

**Sara Chaya Farbstein, PhD**, is assistant principal at Bais Yaakov of the East Side and a Hidden Sparks coach and workshop presenter. She also serves as a full-time instructor at Daemen College and teaches courses in literacy instruction for students with disabilities. She has a passion for reading instruction and for bringing the best of educational practices to reach all students in the Judaic Studies classroom. Mrs. Farbstein earned her master's degree at Touro College and her doctorate degree from Capella University, and is certified in general and special education.

**Rona Novick, PhD**, Co-Educational Director of Hidden Sparks, is the Dean of the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University and holds the Raine and Stanley Silverstein Chair in Professional Ethics and Values. She holds an appointment as Associate Clinical Professor of Child Psychology at North Shore-Long Island Jewish Medical Center.

**Mindy Rosenthal, M.S., BCBA**, is the resource director at Ilan High School and an adjunct professor at Daemen College. Her private practice, Behavior & Educational Consulting (BEC), specializes in the remediation of social skill deficits in children, adolescents and adults with ASD, ADHD, and other verbal and non-verbal learning disabilities. Ms. Rosenthal serves as consultant to various New York and New Jersey schools, devising and implementing social skills and behavioral programs, as well as training parents and teachers.

**Zipora Schuck, MA, MS**, is the founder of Pathways Consulting Services LLC, an agency providing professional development services to teachers, principals, therapists and parents. She is a NYS Certified school psychologist holding masters' degrees in both special education and school psychology. Mrs. Schuck is currently the Director of the Learning Center at the Beth Rochel School. She is a Catapult premium provider as well as a Torah Umesorah trainer whose popular workshops are usually standing room only! Additionally, she serves as an adjunct faculty member for Mercy College in their school of Education and Psychology

**Chaye Lamm Warburg, DPS, OTR/L**, is the founder and director of Pediatric Occupational Therapy Services in Teaneck, NJ. She is certified in the Sensory Integration & Praxis Tests, Interactive Metronome, Therapeutic Listening, The Listening Program®, and MEDEK, and is trained in Floortime. She lectures extensively to parents, teachers and therapists and teaches a pediatric occupational therapy lab to MA students at NYU. She believes in a two pronged approach to treating children with sensory processing dysfunction (SPD): providing strategies to help the child (and parent) survive day to day, coupled with intense in-office therapy to eliminate or minimize the underlying problems.

**Michelle Garcia Winner, MA, CCC**, is the founder of Social Thinking® which specializes in developing treatment models and specific strategies for helping persons with social cognitive learning challenges. She runs a small clinic, has authored numerous books, and speaks internationally. Ms. Winner's goal is to help educators, psychologists, psychiatrists, mental health counselors, and parents appreciate how social thinking and social skills is an integral part of students' academic, vocational and community success. She was honored with a "Congressional Special Recognition Award" in 2008.

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