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 supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks’ programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.

Now in its 10th year, Hidden Sparks has trained 252 coaches in 69 Jewish day schools and yeshivas in New York, New Jersey, Baltimore, Boca Raton, and Chicago, Israel.
Welcome to Hidden Sparks Without Walls. We will be starting shortly...

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

Asking Questions & Sharing Thoughts:
You are encouraged to ask questions and share your thoughts on the Chat.

Please activate the chat feature by clicking in the “Chat bubble” on control panel on the bottom of your screen.

Audio:
If you would like to call in via phone for audio, please click on the phone icon, select “I will call in” and you will be provided with the call-in number.
Tune Up Your Classroom Management:
Hard Lessons Learned, Research and Neuroscience

With Todd Finley, PhD
ECU Professor of English Education, Blogger and Edutopia Assist. Editor
October 29, 2018
Our Guest: Todd Finley

Todd Finley, PhD, is a tenured professor of English Education at East Carolina University and a staff writer and assistant editor for Edutopia: George Lucas Education Foundation.

He has taught elementary and 7-12th grade English, co-developed the Tar River Writing Project, and was selected as one of the Top 12 Global Teacher Bloggers of 2014 and again in 2016 by Cathy Rubin for the Huffington Post. Dr. Finley’s books include *Dinkytown Braves* and *Rethinking Classroom Design*. His “Brain Blasts” are available through his free education newsletter. Twitter: @finleyt
Session Goals

Introduce classroom management strategies based on research, neuroscience, and experiences.
Overview of the Session

1. Fundamentals
   - 1st Rule of Hypnotism
   - Anticipate Problems
   - Learning Spaces
   - Confidence & Presence

2. SEL
   - Change Emotional States
   - How Teens View Adult Faces
   - Cooperative Learning

3. Kids in the Red: Solutions
   - Kernels
   - Peace Builder Recipes
   - Token Systems
First Rule of Hypnotism
Anticipate Problems
• What’s forgotten when setting up the classroom?
• Prevent bottlenecks
• Rehearse Transitions
• Assign Seating
  - [Seating Chart Apps]
Confidence is a Skill

STAND CLOSE TO STUDENTS

"MY WORDS ARE IMPORTANT...!"

SLOW BREATHING

20% MORE CONVICTION

BATHROOM WARM UP
Presence

1. Ideal stance.
2. Eye contact timing tip.
3. Tempo
4. Doorway drill
5. Tyler Hester
• What is SEL?
• What do we know about group norming?
• SEL Snacks
• Tease class events.
• Angela Watson’s 2 x 10 Strategy
How to change your emotional state:

1. Find delight vs. braced for conflict
2. When you smile, students smile back. (Michael Linson)
3. Meditate for ___
4. Anticipate class events.
5. Box Breathing
How Teens View Adult Faces

Daniel Siegel, M.D. - clinical professor of psychiatry at the UCLA School of Medicine and the founding co-director of the Mindful Awareness Research Center at UCLA.

BE FIRST
Cooperative Learning

- **STUDY**: Frequent CL activities decrease “harm-intended aggression.”
- Begin CL with questions that build *cooperative skills* before letting kids proceed with the academic work. Examples:
  1. *What kind of body language shows that we care about each other’s contributions?*
  2. *What can you say if someone interrupts you?*
  3. *How will the group leader intervene if teammates disagree?*

Energy depletion - Brain = size of a 🎾, but consumes 20% of entire caloric intake. Without a break, kids feel depleted and self-control weakens.

Sustained boredom interferes with communication between the prefrontal cortex’s & lower brain and degrades “voluntary behavior control.”

- Willis, J. (2014). Neuroscience reveals that boredom hurts: Students who seem to willfully defy admonishments to focus on their work may not be doing so intentionally but rather as a normal, age-appropriate brain reaction. Phi Delta Kappan, 95(8), 28.

SOLUTION:

1. Energizers give the brain a break and trigger dopamine
2. Also, kids are energized when they view curriculum as relevant to their lives. (Jim Wright)
When Students are in the Red

What to do . . .

• 90-second principal
• “Name to tame”
• Mindfulness training improves
  • prosocial skills emotional regulation,
  • decreases challenging behaviors,
  • enhances social skills,
  • and reduces stress. (Multiple studies)
Part of evidence-based prevention programs:

- Incredible Years and PATHS (Positive Alternative Thinking Skills),
- “doing turtle” (Robin et al. 1976).
Classroom Management Kernels

- **Kernels**: “fundamental units of behavioral influence”—bite-size strategies that are validated by mountains of empirical evidence and teacher experience. (Barry Parsonson’s “Evidence-Based Classroom Behavior Management Strategies”)

- **Examples:**
  - Nonverbal transition cue (silent thirty)
  - Timeouts
  - Over-correction
  - Private reminders
  - Greetings
• **Notice and Comment:** The Peacebuilders website shares several “*Minute Recipes for Building Peace*,” such as recognizing changes in student behavior and showing interest. “*Did something happen to make you feel better about your group?*”

• **When-Then:** Another intervention published by Peacebuilders, “*When-Then*” helps students make responsible decisions—but also leaves the choice in the students’ hands: “*When you start talking to me with a lowered voice, then we’ll problem-solve this situation.*”
• Remember:

• Every emotional outbreak and misbehavior routes through the brain.

• Research tells us that friendly support & empathy, not tough love, encourage self-regulation and release oxytocin into students’ synapses, thereby increasing feelings of trust and reducing conflict.

Upcoming Hidden Sparks Without Walls Sessions

| Tuesday November 13th | Combatting Homework Hassles  
*Amanda Morin* |
|-----------------------|-------------------------------------------------|
| Monday November 19th  | Optimizing Your Learning Space with Low Budget Tips and Tricks  
*Robert Dillon* |

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

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