# **Successful Synagogue Experiences for Children**

Covering the role of staff and parents, the application and intake process, and confidentiality.

Speaker: Dori Kirshner (MATAN) and Jennifer Laszlo Mizrahi

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#### Session Slides

#### Slide 1



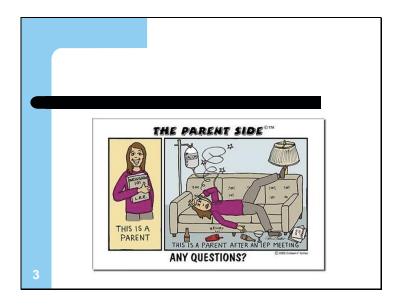

# So What's Going On?

Parents of children with special learning needs spend a vast majority of their time advocating, explaining, supporting and working on proper accommodations so their child gets what they need...

... But not necessarily at your school.

They are tired!

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# Why is that?

- Parents want a break from advocating, explaining, supporting and working on proper accommodations.
- Parents want their children to have one place in their life where they go and don't carry a label with them.
- Parents may wonder: In the limited time spent in religious school, how much trouble can their kids really get into?

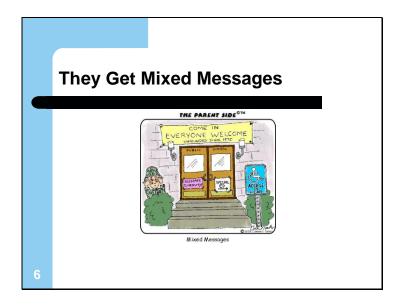
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# But there's one more thing...

 Matan's 16-year history working with congregational schools and families has yielded a crucial piece of information:

PARENTS DO NOT KNOW WHAT YOU WILL SAY OR DO IF THEY ARE COMPLETELY HONEST ABOUT THEIR CHILDREN'S LEARNING NEEDS. THEY DON'T WANT TO TAKE THAT RISK.

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# **Inclusion Statements**

- We are *not* advocating that you develop a comprehensive student intake form until you have a *written* policy or statement on inclusion.
- Parents need to understand why you are asking for specific learning information, and they need to feel confident that it will be used to help their children.


# **Inclusion Statements**

- Must be tailored to your individual school.
- Must reflect reasonable, obtainable goals for where your school is *right now*.
- May include goals for the future.
- Must not try to be everything to everyone.

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# For example...

At [Congregational School], we believe that every child is created in God's image. We value the uniqueness of each student's place in our community. We will do everything we can to make the [Congregational School] a positive learning experience for every child. Accommodations and supports will be implemented within our means and within the structure of our program on a case by case basis. We are committed to building open communication and partnership with families so that we can most effectively meet the needs of each child. Our program, and our commitment to serving children with a range of learning needs, continues to evolve to meet the ever-changing needs of our students.

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# Or, as a whole congregation...

[Conngregation's] values include:

- "Embraces Everyone ... inclusive ... for members of all ages and abilities ... accessible gateway to synagogue life"

We of [Congregation] mean "abilities" and accessibility in the broadest senses -physical, mental, and spiritual. As part of our commitment to accessibility to all we
offer help and accommodations in many forms. If you need help for special needs
or disabilities in a way that isn't included in the list below, please call the main office
[number] or [e-mail] and ask to be put in touch with the B'ruchim Habaim
committee. In Hebrew B'ruchim Habaim means "Blessed are they who come" or
"Welcome" and our committee serves as [congregation' s] Disability Inclusion
Committee.


# So What Now?

- Your goal is to convey this commitment to your families.
- Always practice empathy.




	*The information in this form is <u>strictly confidential</u> and will only be shared with
	the directors of education and the teacher of the particular student.
	CHILD'S NAME:DOB:PUBLIC SCHOOL GRADE:  • Does your child have any special needs that affect his/her education?  □ Yes □ No  If yes, you may check appropriate descriptions, or add your own: □ Sensory Processing issues □ Autism □ Speech Impairment □ Difficulties with motor skills □ Visual impairment □ Visual impairment □ Auditory Impairment
12	

# (Continued...)

- Does your child have an Individualized Education Plan (IEP), 504 Plan or Behavior Intervention Plan in their secular school? □ Yes □ No
   (if yes, please attach a copy of your child 's most recent form)
- Does your child have a learning disability that impacts his/her language acquisition?
   □Yes □No
- Does your child have reading difficulties? □Yes □No
- Does your child have trouble completing written work (in English)? □Yes □No
- Are there specific activities in which your child cannot participate? □Yes □No

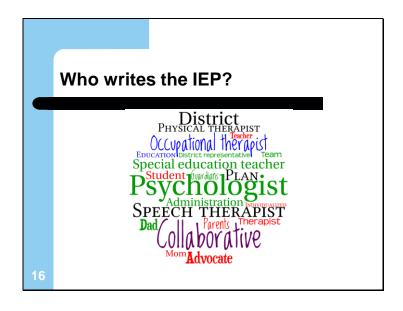
If yes, please explain:

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(C	ontinued)	
□ Res □ Spe □ Cou □ Clas	support services, if any, does your child receive in or out of source Room ech Therapy nseling ss Paraprofessional upational Therapy	chool?
□ 1:1 □ Phy	Aide sical Therapy -contained class	
14		

Is there any	ything else you would like to share about your child's strengths or that would help him/her have a positive and successful religious school	
experience	?	
Parent Sigr	nature:	
Date:		





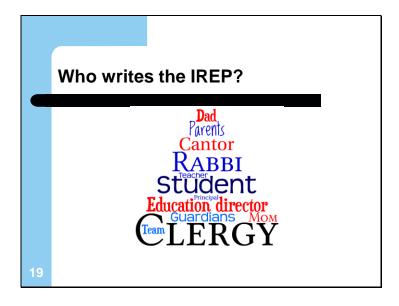

#### What is an IREP?

#### Individualized Religious Education Plan

A written plan that describes the student's individualized religious school program.

- created with the student's needs in mind.
- defines the student's religious school goals which may be different from their peers'.
- puts supports in place to allow the student to not only attend a religious school education but be successful as well.

-18

#### Are IREP's only for kids with special needs?

- IREP's can be utilized for any student in your school.
- IREP's are a great way to differentiate instruction to meet all student learning needs.


#### **Inside An IREP**

- Personal Information
- Vision Statement
- Student's Strengths
- Areas of Need
- Present Levels of Performance (PLOP)
- SMART Goals
- Copy of Student's IEP (if exists)
- Behavior Plan (if appropriate)

# **Personal Information**

- Name
- DOB
- Parent's Name
- Address
- Phone Number
- Email
- Secular School
- Grade Level


# Vision Statement • A combination of the following: • The parents' Jewish educational goals for their child. • The students' Jewish educational goals (if appropriate). • The religious schools' Jewish educational goals for the student. Goals


# Strengths

- What does the student enjoy doing?
- What does the student find interesting?
- What is the student good at?
- Does the student have any major accomplishments?




# **Areas of Need**

- What tasks are difficult for the student?
- What skills does the student struggle with?
- What causes the student to become frustrated?



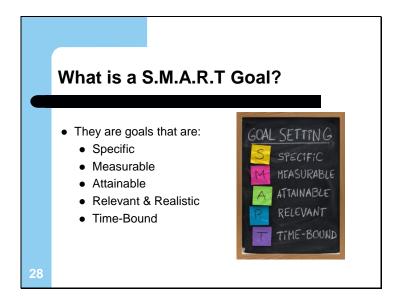

#### **Present Level of Performance**

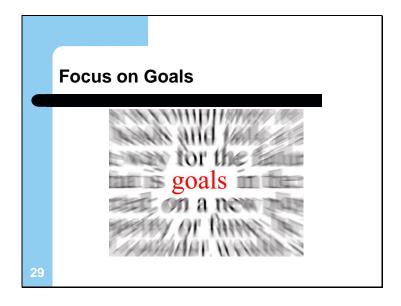
- It is important to understand where the student is in regard to various skills that are utilized in religious school.
  - Speech & Language (English) Gross Motor Skills
  - Handwriting
- Fine Motor Skills
- Reading (English)
- Social Skills
- Comprehension
- Behavior

# Disclaimer:

 We understand that this is not a legal or binding document. We are sharing this vital information about our child in an effort to make this year as successful as possible.







	Sample S.M.A.F	R.T Goals	5				
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	1"8" S" 96.  1" ( )" N - ). ( (6)   10  1-26   1-3   10  1-36   5.  5.6   7   10  - 10  - 10  1-26   1-3   10  1-36   5.  5.7   1   10  1-26   1-36   1-						
	>''+, -&1, -@tebrew Reading Ari will demonstrate improved ability to identify Aldr. But & Gimel during Hebrew class. &	9/7107/22& -Methods of Measurement -Report of Progress -Procress Toward Annual Goal	& & & &				
	& B617455/7C 899E/349*/26\$L  1 When presented with a flash card of the	-Reasons for not Meeting Annu	al Goal & &				
	When presented with a flash card of the pointing to the flash card and verbalizing     When presented with a flash card of the	the name of the letter, 4/5 times over th	ty to identify the letter by se course of a 2 weeks period. slifty to identify the letter by				
	SF96	>H>5!DH\$DI \$DK!H? \$BLB5\$M&					
	METHODS OF MEASUREMENT REPORT OF PROG		REASONS NOT MEETING GOAL				
	Unancher Made Materials     Unancher Materials     Unanch	A. Anticipate meeting goal B. Do not anticipate meeting goal C. Goal met	More time needed     Excessive absence     Assignments not completed     Other				
30	&						


#### **Annual Goals**

•Statements that describe a skill, knowledge or behavior that the student can reasonably be expected to accomplish within a twelve month period.

Annual Goal: Hebrew Reading

Ari will demonstrate improved ability to identify letters Alef, Bet & Gimel during Hebrew class.

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# **Short Term Objectives**

- Measurable, intermediate steps between present levels of performance and the outcome described in the annual goal.
- They should show clear direction on how to accomplish the goal and provide benchmarks for measuring progress toward achieving the annual goal.


Short Term Objectives
<ol> <li>When presented with a flash card of the letter Alef, Ari will demonstrate the ability to identify the letter pointing to the flash card and verbalizing the name of the letter, u/s times over the course of a 2 weeks</li> <li>When presented with a flash card of the letter Bet, Ari will demonstrate the ability to identify the letter pointing to the flash card and verbalizing the name of the letter, u/s times over the course of a 2 weeks</li> <li>When presented with a flash card of the letter Gimel, Ari will demonstrate the ability to identify the letter pointing to the flash card and verbalizing the name of the letter, u/s times over the course of a 2 weeks</li> </ol>


T	<b>.</b>				
Tracking	Progress				
Progress			1 <sup>st</sup>	2 <sup>nd</sup>	
-Methods of Measurement					
-Report of Progress					
-Progress Toward	d Annual Goal				
-Reasons for not	Meeting Annual G	oal			
×-	EXPLANATION O	F CODING SYS	тем		
METHODS OF MEASUREMENT	REPORT OF PROGRESS	PROGRESS	TOWARD GOAL	REASONS NOT MEET	
1.Teacher Made Materials 2.Test 3.Class Activities 4.Other (Specify)	No progress made     Little progress made     Progress made; goal not yet met     Goal met	A. Anticipate meeting goal B. Do not anticipate meeting goal C. Goal met		More time needed     Excessive absence     Assignments not completed     Other	


# Student Profile Academic Background Learning Style Interest/Likes Dislikes Expected Behaviors Academic Skills Comments

### **Students Success**

Student success is dependent on:

- Team effort
- Communication
- Honesty
- Differentiation
- Parental involvement
- EMPATHY








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#### **Tips for Parents**

Jennifer Laszlo Mizrahi, President, RespectAbilityUSA

#### **Cohort Members:**

Conservative Synagogue Adath Israel of Riverdale Park Avenue Synagogue Park Slope Jewish Center Temple Beth Emeth Westchester Reform Temple


## 1. Know you are not alone.

- Seek out other families with similar experiences and you will find them.
- Attending this & UJA Autism Conference

  (https://www.ujafedny.org/event/view/annual-hillibrand-autism-symposium) can be a great place to make new friends. But they exist in your own congregation as well.

- 2. Partner with your congregation for success in working with your child and children like yours.
  - Call your congregation's inclusion coordinator or disability groups to see what resources and leads they can offer. Research:
    - Other parents
    - Congregation websites
    - Interview Rabbis and heads of religious schools
    - Partner with your congregation as it wants to serve children with disabilities and is prepared to do so.

Encourage your congregation to use free tools on our website at <a href="https://www.RespectAbilityUSA.org/resources/Jewish-Inclusion">www.RespectAbilityUSA.org/resources/Jewish-Inclusion</a> as well as MATAN.

# 3. Write an "all about how to succeed with my child" letter.

- ❖ Include:
  - Individualize Education Plan (IEP)
  - Suggestions for success from any speech, physical, occupational, mental health or other therapists that work with your child.
- Don't expect a religious or Hebrew school teacher to readily know how to understand that material without a memo from you and a personal conversation with them.
- Create an "about my child" letter that is easy to read and is a toolkit for working with your child.
  - Bullets of information that the school needs to know to make your child's experience safe and successful.
- If age appropriate, invite your child to give you ideas on what you should be in the memo.

## 4. Request a meeting with your child's teacher and team.

- ❖ It is not enough to meet with the head of the school or the Rabbi. You need to sit face-to-face with the actual teachers and aids who will be in the classroom with your child, as well as the school leaders who support that teacher.
- If needed, bring your child's therapists. Depending on the age of your child, you may want to bring them to this meeting.
- Send your letter about your child to all the meeting participants.
   Bring copies of it to the meeting as well, and have your "elevator pitch" about your child ready to go.




## 5. Ask about the teacher and team's preferred method of communication.

- Mutual respect and trust are important to all relationships.
- Find out which method of communication suits them the best. Many will prefer emails.




## 6. Be fully honest with the team.

Remind them to protect your child's privacy and be honest as you focus on safety and success.



- Tantrums, triggers, prevention
- Heads up for transition
- Tick or expression to indicate anxiousness, etc.


## 7. Be upbeat.

- ❖ A positive relationship with your child's teacher will help your child feel good about the experience.
- Look over your messages and make sure they're respectful of the teacher's time and also of their efforts to help your child.
- Remember that the teacher is a person first. Send thank you notes, volunteer, let them know when your child really enjoyed a particular lesson, and try to be considerate of their schedule; teachers have families too.


## 8. Share your enthusiasm for Judaism with your child.

- Walk the walk. Celebrate Shabbat and holidays at home and show that it matters to YOU as well.
- Let your child know that you have confidence in their ability to master the content, and that you believe it will be a positive part of

their life. Reinforce the learning process that occurs over the school year. Learning skills takes time and repetition.

Enjoy being Jewish!

## 9. Slow down and take the time to do it right.

- Transitions are often difficult for children with disabilities. There will be a few bumps in the road. Your child will have a successful year at school in spite of them.
- Know your limitations, and don't be afraid to ask for help.
- ❖ Make sure your child has enough sleep, plenty of time to get up, eat breakfast, and get to school.

SLOW

# 10. Familiarize yourself with the other synagogue professionals.

- Make an effort to find out who it is in the congregation who can be a resource for you and your child. Learn their roles and how best to access their help if you need them.
  - Principal
  - cleaning and kitchen crew
  - front office personnel
  - Rabbi
  - Cantor
  - Potential friends
  - lay leaders who may work with kids with disabilities in their professional jobs.

## 11. Reinforce your child's ability to cope.

- ❖ Give your child a few strategies to manage a difficult situation on his or her own.
- Encourage your child to tell you or the teacher if the problem persists.
- Maintain open lines of communication with the school.

Stay nearby to help, but don't "helicopter".



## 12. Help your child make at least one real friend there.

- Arrange play dates.
- ❖ Go to Jewish holiday events with other children and help facilitate actual friendships for your child



- If led by different people than the religious school, make sure they also know how to succeed with your child.
- Parents of other children with and without disabilities who are friends with your child can become your new best friends as well.


## 13. Listen to Your Child's Feelings.

- Don't brush it off with a "don't worry about it" response.
- Listen and be responsive to your own child and empower them to advocate for themselves as well.
- Sometimes you need to take a little step back in order to move forward.



### **Contact Us**

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https://twitter.com/respect\_ability https://twitter.com/jewishinclusion

Facebook:

https://www.facebook.com/RespectAbilityUSAhttps://www.facebook.com/RespectAbility4All


### Sample Privacy Agreement

#### **Confidentiality Agreement**

[standalone or incorporate into employment agreement/offer letter]

This Agreement is made as of this \_\_ day of \_\_\_, 2016 by and between [name of employee] ("Employee") and [name of School or School] ("School").

In consideration of the employment or continued employment of Employee by School, Employee agrees as follows:

- 1. "School Confidential Information" is information (a) disclosed to Employee or known or gathered by Employee as a consequence of or through Employee's employment by School and (b) not generally known to the public, including, but not limited to, such information relating to the School's personnel, finances, budgets, procedures, curriculum, operations and future plans.
- 2. "Student Confidential Information" is any personal information relating to a particular student that Employee learns through his or her employment by the School, including without limitation the student's address, social security number, date of birth, medical history, medical or health condition, or the nature of any disabilities of the student.
- 3. Employee agrees that Employee will not, during Employee's employment (other than in the course of performing Employee's duties for the School) or after termination of Employee's employment, for any reason, directly or indirectly disclose to any person, firm, organization or entity, any School Confidential Information that Employee acquires while Employee is employed here. Employee agrees not to make any use of any Confidential Information for any purpose whatsoever other than for the performance of Employee's obligations and duties to School.
- 4. Employee agrees that, regardless of whether disclosure of Student Confidential Information is authorized by the Family Educational Rights and Privacy Act of 12974 as amended, Employee will not disclose any Student Confidential Information to, or discuss any Student Confidential Information with, any other person, entity or organization, including other employees of the School, except for purposes of and in the course of performing Employee's work for the School, or as specifically authorized by written School procedures or by authorized administrators.
- 5. Without limiting the scope of sections 3 and 4, Employee specifically agrees that no non-public information or content obtained through or by reason of Employee's employment with the School, including but not limited to School Confidential Information and Student Confidential Information, may ever be used, discussed or referred to by Employee on

any weblog maintained by Employee personally, on any social media site that Employee maintain personally, on or disseminated to or through any medium.

6. Employee agrees that all documents, words, files, donor, employee, student, volunteer and similar lists or databases, information and data that Employee acquires in the course of Employee's employment by School, in any form, relating to the programs, operations and activities of the School are and shall remain the sole and exclusive property of the School. Employee agrees that upon the termination of Employee's employment, for any reason, Employee will turn over all of those files, documents, lists and other information to School. Further Employee agrees that all written, graphic, pictorial, audio, and audiovisual works in any form whatsoever, whether written, electronic or otherwise, that are created or produced by Employee in the course of Employee's employment by School, shall become and remain the exclusive property of School and shall be deemed works for hire created for School for purposes of the Copyright Law of 1976; and all copyright and any other rights in and to such writings and materials shall belong to School . Employee agrees to execute and deliver any instrument of conveyance or any other instrument or document necessary to transfer all such rights to School.

Accepted and agreed to:				
By:				
Print name:				

#### **Tips for Parents of Jewish Children with Disabilities**

SEPTEMBER 8, 2015, 6:19 PM



Jennifer Laszlo Mizrahi Jennifer Laszlo Mizrahi is the President of www.RespectAbilityUSA.org, a non profit organization working to empower people with disabilities to achieve... [More]

As someone with a disability myself, and who also knows what it means to parent a child with multiple disabilities, I've become an advocate for my children on so many fronts. Jewish education and involvement is no different. After all, when it comes to disability and inclusion issues, despite good intentions, many Jewish institutions don't even know what they don't know. So it is up to people with disabilities, and the people who love them, to educate and advocate for people with disabilities in Jewish life. This is especially true in the context of enabling children with disabilities to have full access to Jewish education.

In all likelihood, your child with special needs either goes to public school or a private school specifically designed to serve children with disabilities. Their teams are steeped in knowledge around accommodations, IEPs, differentiated learning. That is generally not the case in most Hebrew and religious schools, so there is a learning curve. Thus, here are some tips for success.

- 1. Know you are not alone. Fully 1-in-5 Americans has a disability. Jews, due to genetic disorders and the fact that overall we have children much later in life than other groups, can be more at risk for disabilities. So while parenting a child with differences feels lonely at first, seek out other families with similar experiences and you will find them. They can offer good advice, and may become your new best friends. Attending the <a href="Ruderman Inclusion Summit">Ruderman Inclusion Summit</a> can be a great place to make new friends. But they exist in your own community as well.
- 2. Find out if there is a congregation in your area with real experience and success in working with children like yours. Call your local Jewish federation or disability groups to see what resources and leads they can offer. Ask other parents of children with disabilities about their experiences with different congregations. Go online look at the congregations' website. Does it say they welcome and serve people with disabilities or not? Interview the Rabbis and the heads of the religious schools in your area. Join a congregation that really wants to serve children with disabilities and is prepared to do so.

RespectAbility, MATAN and others are working with a number of Congregations around the country that are making an extra effort on inclusion. If you already belong to a congregation that you like,

and they don't currently serve children with disabilities, ask them if they are ready to learn to do it right. If so, you can refer them to the free tools on our website at www.RespectAbilityUSA.org/resources/Jewish-Inclusion. Also, there is a free new webinar for synagogues that is especially relevant during the High Holidays as is our own High Holiday Toolkit.

3. Write an "all about how to succeed with my kid" letter. Yes, you should also prepare a file with your child's Individualize Education Plan (IEP) and suggestions for success from any speech, physical, occupational, mental health or other therapists that work with your child. But don't expect a religious or Hebrew schoolteacher to be knowledgeable enough to understand that material. Your letter should be easy to read and follow toolkit for working with your child. Put things into simple language with bullets of information that the school needs to know to make your child's experience safe and successful. Remember, as a parent, you have unique insights about your child that can help your child's teacher understand his/her strengths and needs. Your candor, experience and advice will be much appreciated. Depending on the age of your child, you may want to invite your child to give you ideas on what you should express in your memo to the teaching team.

4. Request a meeting with your child's teacher and team. Don't make the mistake of thinking that just because Hebrew and religious school is part time, that you can skip this process. Yes, you and they are busy. However, if you miss out on doing a real substantive conversation, you may create a situation that will turn your child off to Judaism. Additionally, it is not enough to meet with the principal of the school or the Rabbi. You need to sit face-to-face with the actual person who will be in the classroom with your child, as well as the school leaders who support that teacher. Invite the Rabbi and Cantor to the meeting as well. If needed, bring your child's therapists. Depending on the age of your child, you may want to bring them to this meeting.

In advance of the meeting, you should send your letter about your child to all the meeting participants. Bring copies of it to the meeting as well, and have your "elevator pitch" about your child ready to go. You may want to practice it in front of someone in advance. It is important to get your points across quickly so they can ask questions. Teachers will really appreciate your efforts, resources and transparency.

Once the teachers learn about your child, the school may want to put an extra "madrich"/aid in the classroom to support your child's needs. Alternatively, they may want to match your child with a different teacher who is more experienced. If so, do your "elevator pitch" and Q&A with that teacher as well. The congregational school may benefit from having your child's occupational or physical therapist meet with them, or join the class for a day, to give the teacher some tips. Still, painful though it may be, you need to leave room for them to say that they cannot meet your child's needs and you need to look elsewhere. It is much better to switch congregations or religious schools, or move to a "Friendship Circle" type of Jewish engagement, than to put your child in a place that isn't safe and supportive.

- 5. Ask about the teacher and team's preferred method of communication. Mutual respect and trust are important to all relationships. This includes the relationship you want to cultivate with your child's teacher and the clergy in your congregation. That's why it's important to find out which method of communication suits them the best. Many will prefer emails.
- 6. Be fully honest with the team. If your child has tantrums, be sure they understand the triggers that cause them, and what will generally prevent them. If your child needs a head's up before a transition, or has a tick or expression that they use that indicates your child is anxious, the team needs to know that so they can best serve your child. This is not the time to worry about privacy you need to focus on safety and success.
- 7. Be upbeat. Teachers want proactive parents. A positive relationship with your child's teacher will help your child feel good about the experience. But before you hit "send," look over your messages and make sure they're respectful of the teacher's time and also of their efforts to help your child. It's great for you to ask questions and make suggestions as long as your messages convey your trust that the teacher is performing her job ethically and responsibly. You want to be their partner. Remember that the teacher is a person first. Send thank you notes, volunteer, let them know when your child really enjoyed a particular lesson, and try to be considerate of their schedule; teachers have families too.
- 8. Share your enthusiasm for Judaism with your child. Talk with your child about they will be learning during the year, and why it is important to you. Celebrate Shabbat and holidays at home and show that it matters to YOU as well. Walk the walk. Let your child know that you have confidence in their ability to master the content, and that you believe it will be a positive part of their life. Reinforce the natural progression of the learning process that occurs over the school year. Learning skills take time and repetition. Encourage your child to be patient, attentive, and positive. Not to mention to enjoy being Jewish!
- 9. Slow down and take the time to do it right. Transitions are often difficult for children with disabilities. There will be a few bumps in the road. Your child will have a successful year at school in spite of them. As we move into the first few weeks of school and the High Holidays, stay calm and positive. Remember to take care of yourself. Know your limitations, and don't be afraid to ask for help. Make sure your child has enough sleep, plenty of time to get up, eat breakfast, and get to school.
- 10. Familiarize yourself with the other synagogue professionals. Make an effort to find out who it is in the congregation who can be a resource for you and your child. Learn their roles and how best to access their help if you need them. This can include the principal, cleaning and kitchen crew, front office personnel, rabbi, cantor and lay leaders who may work with kids with disabilities in their professional jobs.

- 11. Reinforce your child's ability to cope. Give your child a few strategies to manage a difficult situation on his or her own. But encourage your child to tell you or the teacher if the problem persists. Maintain open lines of communication with the school.
- 12. Help your child make at least one real friend there. Arrange play dates. Try to arrange gettogethers with some of your child's classmates during the first weeks of school to help your child establish positive social relationships with peers. Go to Jewish holiday events with other children and help facilitate actual friendships for your child. If the social events at your congregation are led by different people than the religious school, make sure they also know how to succeed with your child. Parents of other children with and without disabilities who are friends with your child can become your new best friends as well.
- 13. Listen to Your Child's Feelings. When your child shows any anxiety about going back to school or going to Jewish events or institutions, the worst thing you can do is brush it off with a "don't worry about it" response. Listen and be responsive to your own child and empower them to advocate for themselves as well. Show them your love. Sometimes you need to take a little step back in order to move forward.
- 14. Enjoy their childhood. It goes way too fast!

http://blogs.timesofisrael.com/tips-for-parents-of-jewish-children-with-disabilities/

### Sample Inclusion Director of Religious School

The Importance of the Jewish Inclusion Director/Coordinator

Every synagogue benefits from a part-time, full time or highly qualified volunteer inclusion director/coordinator. Below is a sample job description that can be adapted for your synagogue.

#### **Qualifications:**

- Background in Special Education and/or related fields (social work, psychology, etc.)
- Ability to understand a wide rang of needs/disabilities based on observation and conversations with parents and outside professionals.
- Ability to effectively design and implement individualized learning and inclusion plans for each child
- Ability to work in a team environment, and to collaborate effectively with a number of different stakeholders (parents, teachers, Rabbis, administration, etc.)
- Experience working both with parents of children with disabilities and people with disabilities
- Empowering and upbeat attitude with a commitment to confidentiality

#### Responsibilities:

#### **Education/School/Programming**

- Process applicants (for events, membership, religious school, etc.) who have special needs. This includes:
  - o Create forms and questionnaires to obtain relevant information
  - Direct liaison with parents, teachers, and outside agencies (i.e.; medical professionals and government support agencies)
- Maintain parent/caregiver communication before, during, and after the program or school year regarding preparation, implementation, and follow-up evaluation
- Recruit staff members to support individuals with special needs
- **Develop modifications to programs and activities** to accommodate children with special needs (including, but not limited to, learning disabilities, ADHD, Autism Spectrum Disorders, emotional challenges and physical limitations)
- Provide ongoing training and support to teachers, specialists, faculty, etc.
- Create and implement behavior contracts as needed

#### **Synagogue Culture and Collaboration**

Work directly with the synagogue leadership and staff

- Collaboratively establish policy and procedures of inclusion for students/members and staff with special needs to ensure their safety and success
- Participate in the synagogue's crisis management plan
- **Document** all aspects of inclusion **and maintain ongoing written accountability** regarding information gathered, anecdotal notes, scheduling, programming, outside contacts, responsibilities, and follow-up
- Provide short- and long-term support to staff members working with people with special needs
- Design individual work placements for staff with special needs and ongoing task analysis
- Model and advocate acceptance and understanding for students, members and staff with special needs

This synagogue provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, this synagogue complies with applicable state and local laws governing nondiscrimination in employment. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. This congregation expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status

How do we find a Jewish Inclusion Director/Coordinator?

Local public schools (many educators/therapists/social workers who work in public school or other institutions may be available on a part-time basis)

Local graduate schools

Your own congregation

Local professionals (private practitioners such as occupational and speech therapists, tutors, social workers, etc.)

### Sample Completed Parent Memos

To: Confidential memo to synagogue teachers and clergy

From: XXXX, Mother of "Rachel"

555-555-5555 cell

RE: Suggestions for working with Rachel

Thank you for working with our child, Rachel. She is an amazing young lady and we have big dreams for her, and she has dreams for herself. We want her to go to college, get or create a job she loves, live independently, fall in love, enjoy the joys of parenthood.

Rachel has an evaluation coming up at Johns Hopkins/Kennedy Krieger later this fall for her issues with social skills/executive function etc. with some questions about Autism and other issues. A recent development is that she has been pulling out her hair. Please let us know if you observe this in school or any other behaviors that are concerning. If she is rude to people in any way, please also let us know the same day, as we really want to be on top of it real-time. She will lose TV/video privileges if she is rude. We don't want that behavior to impact others or her ability to make friends in the future.

Rachel is 12 and a half years old. She had a pre-natal stroke. It was not sure if she would ever talk, sit, stand or walk. We were told that it was up to therapy. She did therapy for up to 5 hours a day, five days a week for years. It was REALLY hard work. Johns Hopkins did a medical paper on her because of how she "presents" compared to what happened with her stroke and as she did more therapy than any other child in that situation ever. She simply worked so hard that she can do a lot now. She was a hero! But now she doesn't want to work so hard. She wants to relax. This does impact her attitude. And unlike some kids, who are perhaps lazy, Rachel really did the work to deserve a break. But we know she needs to work hard in school and to make friends.

Rachel enjoys watching TV/computer and reading most of all. Rachel likes to run in a circle over and over. For some reason it is very calming for her. Rachel is bright – a lot smarter than it seems at first due to her speech issues and slow processing speed. It is hard for her to talk so she rarely tries. Sometimes she can look spacey. But there is a lot more "there" than you will see on the surface. She

is curious, can be very engaging and is a very loving little girl. She is an amazing kid!

Rachel still needs to have more confidence, positive social experiences and learn to self-advocate. This is a big goal for school – a successful social experience with typical peers. She likes Miriam D and Anna R, so maybe social interactions can he helped there?

At lunch Rachel needs help. It is hard for her to carry a cafeteria try, cut food and to eat. Eating is a very slow process to her due to motor issues with her mouth from her stroke.

Previously Rachel went to Jewish Day School where she was on grade level. The first two years were fine, but her third year was a disaster. The other kids started to be really verbal, and Rachel couldn't speak well. They didn't want to wait for Rachel to speak. She was treated like a potted plant. She got frustrated, depressed and angry. You will need to watch on that front. The other kids will need to be told that Rachel has a speech issue and they need to be patient.

Rachel has a special skill of being able to reach other people's moods. If someone is sad, she will know early as she has a lot of empathy. She is a warm and loving child. She has many gifts that she will bring to the school. She is a good student who likes reading and is a nice person. She likes to play UNO.

### Rachel's specific issues/challenges are:

- 1. It is very hard for her to **speak** and you/others need to wait.
- Her self-esteem is largely linked to if people are willing to respect her by waiting for her to complete her sentence. She speaks much less than other kids, so when she does it is because she really feels she has something to say.
- 3. Her **right hand/arm** are significantly impacted.
- 4. She has a **field cut in her vision** on her right side. That means you should seat her on the right so it is easier for her to look left at everything going on. It is harder for her to see a ball coming from the right side.
- 5. Her entire right side was impacted so you will see her **gait** is different and she isn't as fast as other kids. Sometimes she trips.

- 6. Because of her challenge in speaking she will keep things inside when she is upset until they can come out all at once. Her moods can swing as a result. She is socially fragile.
- 7. Rachel can be snarkey/rude. If this happens please let us know that SAME DAY so that we can take away TV privileges. Her behavior will improve if there are consequences to poor behavior. We do not want her to get into a pattern of rudeness that will further cost her social isolation plus of course we don't want her being unkind to others.

#### I wanted to give you head's up on some specific issues/strategies.

- 1. Rachel is bright, but it is hard for her to speak. It takes a lot of patience for the listener to wait for her to complete an answer to a question. But don't be fooled either. When prompted to speak clearly and given time to do so, she can produce beautiful and distinct words. It is important to call on her in class and to wait for her to answer. She can do it! She is on honor roll at school and we hope that continues.
- 2. Rachel will need a lot of help with things where she needs to use her hands. She has difficulty dressing, cut her food etc. easily by herself. This will be an issue in PE and in the cafeteria and she will need accommodations. It can make a difference in art so it takes planning.
- 3. **Sports:** In the past Rachel wanted to do EVERYTHING and should be encouraged to try. However, previously she has expressed that she "hates sports" because it is harder for her to run fast, and "righty" has so many issues. You will need to make a plan for her with all sports. She can run and likes to do it, but does have a different gait, so she is slower. As her right arm barely functions she will have a hard time with rope climbing, boating issues, swimming, holding a bat or racket, etc. However, there are kids like her who do tennis, etc.
- 4. **Right Hand and Arm**: Her right hand and arm have limited use and she needs to get better at **typing.** This is a critical skill. Also, there will be times in science, art and other topics where a plan needs to be prepared for how she can do her work with only 1 hand. It is also hard for her to carry books

- so an extra set at home are needed so she doesn't need to take them back and forth.
- 5. Rachel loves to run and dance. She falls, but will get up and get going again right away. I hope you will encourage her to play alongside the others as if she had no physical issues.
- 6. Because Rachel is a stroke survivor, sometimes it is hard for her to multitask. Her brain can literally go into overload, which impacts processing speed. For example, if she is walking or doing something physical that requires a lot of concentration, it can be hard for her to hear or talk at the same time. Thus, if she is on the move you may need to go and get her to stop before you really speak with her if you want her to hear you. She is MUCH better on this front than before. But it's still a small issue. Also, it is hard for her to talk and move at the same time which can impact some games. However, she wants to try and should be encouraged to do so. She is getting much better at multi-tasking over time.
- 7. Rachel's processing speed is slow overall so you need to give her time. She will need resource to help her get everything together.

Feel free to call me with questions!

To: XXX's Teachers/Rabbi

From: NAME OF MOTHER, cell 555-555-555, EMAIL NAME OF FATHER, cell 555-555-5555, EMAIL

RE: Concerns regarding safety and success of David – the need to identify yourself to him, and to refrain from asking him non-academic questions due to his face blindness and anxiety issues

We are delighted that our son David will join XXX program this fall. David went to XXX previously where two para-educators supported him throughout. David can have high intensity moments that are challenging, so we wanted to make suggestions that work for him.

1. **David has face blindness**, in addition to being on the spectrum and having ADHD. Generally he will NOT recognize you, even if he has seen you 100 times. Thus, please identify yourself to him when you want to speak with him. For example, say, "Hi David, this is (insert your name) from (insert how you know him, i.e. your history teacher). This will be a big help. He will know you if you are in the classroom teaching and he expects you to be there. But in the halls he likely will not recognize you. Nametags, if you are willing to wear them, can be a big help.

Having face blindness makes it more difficult for David to make friends and solve social problems, as sometimes he literally does not know who is speaking with him. He generally doesn't recognize people he's met many times, or pick up on social cues. It can really help for people to identify themselves when they speak with David, or have people wear big name tags. It took him years at his previous school to recognize teachers he sees every day. If you see him at lunch and can help him find his friends Ezra or Robert that would be a help. He is happier only to speak to people when it is in context (i.e. in class, and not in the halls). But other than his two close friends generally he is happier only to speak to people when it is in context (i.e. in class, and not in the halls).

- 2. David hates personal questions, which he considers an invasion of privacy. He doesn't want to say what he does/does not like. So please don't say "What is your favorite book/color/class/sport/activity from this summer or anything like that. He considers that private. You can ask any academic questions. Let him talk he will! But please avoid asking non-fact based questions (unless and until you have become very good friends).
- 3. **Let us know the same day if possible if David has an issue.** We can speak with him and solve a lot from home when we know something is going on. Our contact info is above.
- 4. **David doesn't want to be in photos/videos.** He means it. Please let him step aside for those whenever possible.
- **5.** If David says, "leave me alone!" -- do it. If you follow the other ideas in this memo it shouldn't come to this. But if you don't follow them, David can forcefully yell, "Leave me alone!" So watch David carefully. If David's hands are fisted, his face is in a grimace, and he says "leave me alone",

the best thing you can do is to literally tell him you will do that in order to let him calm down, and then step away. Don't look at or speak with him until he calms down. He simply needs to calm down, which he can do on his own. Let him go for a walk and collect himself. Ignore him until he does so. Frankly, it should only get to a moment like this extremely rarely, and the rest of this memo should help on that front. **Do not take it personally.** This of course can depend on how stressed David may be. Hopefully all the people working at your congregation know not to take such things personally.

- **6.** David carries a phone to call his parents if he gets stressed. Please let him use it if he needs to. David's phone is in his pocket. It does not have any games and he only calls us. Don't share this with him, but his phone also has a GPS so we can track him if he were to elope. His Dad knows how to do this.
- **7.** David has a lot of energy, so please let him pace and/or hold a fidget. If he is too jumpy you can say "David, do you have too much energy right now? Would you like to go into the hall and get rid of some extra energy?" Or offer him the chance to read which he also finds calming. David is a huge reader.
- 8. **David loves computer time** as he plays Minecraft and other games. Indeed, he and friends have created at least 400 videos together on YouTube through Minecraft.
- 9. David used to run away when he was angry or scared. He has not done this in two years, but you should be aware of this. This usually only happens at the start of a program when he is not yet comfortable. One thing that has really helped with David to find comfort in a new environment is reviewing the layout of the area and establishing a safe area for him to retreat to. Even if it is a corner of a room or an adjacent room, knowing that there is a safe space helps relieve some stress. But just keep an eye on his flight response. If he is angry or scared please let him take a break. Ask him if he wants to call his parents. Usually he can calm himself down pretty quickly. But you will need a plan for what to do it David tries to run away. Never restrain David as that is very dangerous. See below for David's early warning sides as, if you pay attention to these, you can avoid him getting to a point where he wants to run away. As mentioned above, his phone can be use to track him if need be (contact his father for this). So don't panic if he goes outside. He's 14, smart and will not get in trouble.
- 10. David has not had a tantrum in a long time. He will give you cues before a tantrum so you can prevent it. Look for David's tell-tale signs, which can be any of the following: grimacing, tensing muscles, pulling the hair on his head or eyebrows or lashes, stomping his foot, clenching his hand while shaking, refusing to cooperate, and refusal to talk. Do not do anything that he can perceive as threatening (either physically or verbally). Please just ask him if he wants to go take a little walk, call his parents or read a book for a while.
- 11. When David says he needs help or is "unjustly accused" or feels someone "cheated", please listen to him and help him. We have not had an incident on this in a few years. But David has a heighted sense of justice. While he will fess up to things he does wrong, he never wants to be

**falsely accused**. And misunderstandings can have him thinking he is unjustly persecuted. If he says he was wronged, pay attention immediately and try the ideas outlined in point three.

David has had two great years. And even before then the fact was that there were almost always early warning signs that David was about to lose control. If you immediately ask him what is wrong, listen, give him an opportunity to go do something else, or step away, or help solve the problem, he will be fine 99% of the time. It used to be that David could not control his anger. Now he is at a point where he can tell a teacher when something is wrong - but if they don't listen he can indeed need to take a walk and re-boot his mindset. Thus, it is important to simply listen to him when he says he has a problem, and not just say "go play" or "go work it out yourself". He can't always do that.

- **11. David can take things literally**. If you tell David "we'll do it later" then he will come to see you when it's later! If you say "I'm going to throw you in a pool"...he really thinks it will happen and could panic or get angry. Be careful because he can take you literally and has a hard time understanding sarcasm or humor. If he feels threatened it will start a flight/fight reflex, which is obviously unhelpful.
- **12. Let David know ahead of time what is going to happen.** This one is extremely helpful in preventing stress later in the day. David paces himself. The more he knows, the better he can manage tasks and adjust his pace or accept what he may not finish. His stress level can spike if time begins to run out and he is unaware of it.

At the start of each transition it is important for David to know what lies ahead for him later in the day. A schedule told to him with activities and times is very helpful, but it also very important to verbally review that at the start of the day/activity — especially what specials David has coming up. There is a need to keep telling him what is coming up.

- 13. David needs some help with transitions. 5-10 minutes before you finish one activity and move onto another one, it is important to make sure that David is listening to you and then tell David "In 5 minutes we will finish this up and do X. David, will you be ready?" Then be sure he says yes/ok. If he doesn't say "OK" then go closer to him and say it again until he does say it is "ok". David is a literal thinker so he will take this as a commitment. Then a minute or two before the change say again "We are getting ready to do X. Please finish up what you are doing so we can do X".
- 14. If you miss "David's early warning system" and he goes into a tantrum it is best to let him stay in a quiet and isolated safe place or go for a walk. It is far better to let David cool down on his own. Restraining David generally will make him angrier and if you go that route you will need to protect yourself from being bitten. So don't do it. Obviously it is far better to simply look for his "warning system" to avoid tantrums in the first place, or isolate him without restraints.
- **15.** If David has a tantrum WAIT UNTIL HE COOLS DOWN for a "teaching moment". Cooling down can take a LONG time for David. Don't rush it and give him personal space. When

David is ready to go back to activity you don't need to give him a lecture, and he won't want one. It is better to let him lead. All you need to do is say to David:

- "What happened David?" Usually he will tell you what he did wrong and that he then lost control.
   If, however, he doesn't say that he did something bad and reacted poorly with a tantrum, then ask
- "And do you think you handled it well?" Then let him answer. Then ask
- "And what do you think you should do about that?" at which point he likely will say, "apologize".
   After this he will generally clean up the area and go back to class.

#### 15. David loves to help - so please find him a job if you can.

If you need something done, feel free to ask David to help. He can be good at showing students how to do things as well.

**16. David loves to create.** David's favorite thing other than computers and reading is to create. He likes to follow instructions while doing science, cooking or gardening, building, etc. Give him a set of instructions and watch him go!

#### **Great things about David and the bottom line:**

David is bright, and when you get to know him, he has a good sense of humor. He had a great relationship with his para-educators and teachers at his last school. He loves science, reading, history, had a bar mitzvah in Israel and did community service program over the summer. He is also a good cook. He is sweet, kind and funny. He and his friends have created about 400 videos together on Minecraft (a computer game). He is becoming much more social. On many days he will be an awesome kid. He likes to help, and can teach other people things.

We are grateful for your willingness to work with David and for the education that you will share with him. He has had a fantastic experience in school recently, and has been very well supported. Below is a photo of him. Please call on us if you need us.

THANK YOU!

## **Matan Forms**



## I.R.E.P Individualized Religious Education Plan

Prepared By:	Date:	Date:		
	1			
STU	DENT INFORMATION			
Student Name:	School Year:	DOB:		
Parent's Names:	Address:	Address:		
Phone Number:	Email:			
ACAI	DEMIC BACKGROUND			
School Name:	Grade:			
Teacher Name:	Support/Related Services:			
School:	Grade:			
MEE	TING INFORMATION			
Meeting Date:	Participants:			

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<u>LEARNING STYLES</u>			
Visual	Auditory		
Tactile	Kinesthetic		
Details (i.e. routines, prompts, adaptations):			
INTEDESTS/I IVES			
INTERESTS/LIKES			
Tangible:			
Sensory:			
Social:			
Other:			
DISLIKES			
Tangible:			
Sensory:			
Social:			
Other:			



Vision Statement: (parents' and/or student's Jewish education goals)
<b>Strengths:</b> (student's interests, abilities, and major accomplishments?)
Areas of Need:(What tasks or skills are difficult or frustrating for the student?)
Areas of Need: (what tasks of skills are difficult of frustrating for the student?)



#### **Present Level of Functioning:**

- Spoken English:
- Handwriting:
- Reading English:
- Comprehension:
- Gross Motor Skills:
- Social Skills:
- Adaptations:
- Behavioral Strategies that work:

We understand that this is not a legal or binding document. We are sharing this vital information about our child in an effort to make this year as successful as possible.

Signature of Parent(s):



### **Student Profile**

Student Name:	School Year:
Academic Back	ground
School Name:	_
Teacher Name:	_
Grade:	
School Year:	
Support/Related Services:	_
Learning S	tyles
Visual:	Auditory:
Tactile:	Kinesthetic:
Details (i.e. routines, prompts, adaptations):	



Interests/ Likes	
Tangible:	
Social:	<b>.</b>
Other:	
<u>Dislikes</u>	
Tangible:	
Social:	20
Other:	
Expected Behaviors	
When frustrated/ upset/ challenged:	
When successful:	
Academic Skills	
(briefly describe academic level)	
Reading:	<u>48</u>



Writing:		pa.
-		
	Comments	
8		

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### **Student Profile**

Student Name: School Year: 2013-2014

#### **Academic Background**

School Name:

Teacher Name: Joseph

Grade: 5<sup>th</sup> Grade DOB:

Disability Classification: Learning Disability

Support/Related Services:

-Integrated co-teaching

-OT -Speech

**Day Attending School:** Monday **Medication in school:** N/A

<u>NOTE:</u> Parents declined pull out services in public school. They do not want her missing class time and would only like a push in model used. Because of this she is not receiving SETTS and her parents have opted out of the recommended counseling she had previously been receiving to help her better integrate with her peers.

#### **Learning Styles**

learns best when a multi-sensory approach is used. Incorporating all the modalities into lessons would greatly benefit her.

#### **Management Needs**

- works best with 1:1 support in a structured environment with clear expectations
- -Preferential seating
- -Extra wait time
- -Visual aids
- -Graphic organizers
- -Manipulatives
- -Repetition of key concepts and skills
- -Positive reinforcement

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Success for Children

#### **Physical Needs**

-Color Blind (as reported by parents)

#### Interests/ Likes

Tangible: Dolls & Drawing

**Social:** Enjoys talking to teachers about her after school activities. Seems to want to connect with her peers as well but needs guidance on how to connect with them in an appropriate way.

Other: Drama

#### **Behavior**

None reported from mom during intake but we have been told there were some issues last year at Hebrew school.

#### **Academic Skills**

**<u>Reading:</u>** Currently reading level J/K books in classroom with teacher support. Able to sound out unfamiliar words based on initial sounds.

**Writing:** Currently working on multi-paragraph stories and essays. Requires 1:1 support during writing workshop.

#### **Comments**

#### As reported by mom:

- -Learns through lots of play.
- -Learns from good role models.
- -Visual child.
- -Use a multi-sensory approach to learning Hebrew.
- -Flash cards can help her with repetition-memorization.
- -Very bright child.
- -Very verbal.
- -Reading Level M book after she attended a very intensive reading program.
- -Breaking words down into steps would be really helpful.
- -She can get frustrated easily when unable to answer or do something.
- -Important to recognize that she gets frustrated easily and learn how to diffuse the situation.
  - loved getting attention from the madrich who was in her classroom last year.

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- -Mom says there is something not right about her socially.
- -She doesn't always know how to interact with peers.
- -Has ADD (not on her IEP).
- -Can work with learning specialist 1:1 if we think she needs it. -Mom thinks she learns better in a small group setting.

DATE	STAFF	NOTES
1		



#### **Inclusion Statements**

- Must be tailored to your individual school.
- Must reflect reasonable, obtainable goals for where your school is right now.
- May include goals for the future.
- Must not try to be everything to everyone.

#### Sample Inclusion Statement #1:

At [Congregational School], we believe that every child is created in God's image. We value the uniqueness of each student's place in our community. We will do everything we can to make the [Congregational School] a positive learning experience for every child. Accommodations and supports will be implemented within our means and within the structure of our program on a case by case basis. We are committed to building open communication and partnership with families so that we can most effectively meet the needs of each child. Our program, and our commitment to serving children with a range of learning needs, continues to evolve to meet the ever-changing needs of our students.

#### Sample Inclusion Statement #2:

Includes Congregation's values

We of [Congregation] mean "abilities" and accessibility in the broadest senses -- physical, mental, and spiritual. As part of our commitment to accessibility to all we offer help and accommodations in many forms. If you need help for special needs or disabilities in a way that isn't included in the list below, please call the main office [number] or [e-mail] and ask to be put in touch with the B'ruchim Habaim committee. In Hebrew B'ruchim Habaim means "Blessed are they who come" or "Welcome" and our committee serves as [congregation's] Disability Inclusion Committee.

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# Sample S.M.A.R.T Goals



Student: Ari

Date: <u>9/15/11</u>

## I.R.E.P Individualized Religious Education Plan There will be 2 reports of progress during this school year.

Annual Goal: Hebrew Reading		Progress	1st	2nd
Ari will demonstrate improved ability to identify letters Alef, Bet & Gimel during Hebrew Class.		-Methods of Measurement		
		-Report of Progress		
Short Term Objectives:		-Progress Toward Annual Goal		
		-Reasons for not Meeting Annua	al Goal	
<ol> <li>When presented with a pointing to the flash c</li> <li>When presented with a</li> </ol>	a flash card of the letter Bet Lard and verbalizing the name c a flash card of the letter Gin Lard and verbalizing the name c	of the letter, 4/s times over the Ari will demonstrate the ability of the letter, 4/s times over the nel, Ari will demonstrate the ab of the letter, 4/s times over the	by to identify the lett e course of a 2 week ility to identify the le	er by 's period. etter by
	EXPLANATION O	OF CODING SYSTEM		
METHODS OF MEASUREMENT	REPORT OF PROGRESS	PROGRESS TOWARD GOAL	REASONS NOT MEET	ING GOAL
1.Teacher Made Materials 2.Test 3.Class Activities 4.Other (Specify)	No progress made     Little progress made     Progress made; goal not yet met     Goal met	A. Anticipate meeting goal B. Do not anticipate meeting goal C. Goal met	More time needed     Excessive absence     Assignments not comple     Other	eted

### **Annual Goals**

•Statements that describe a skill, knowledge or behavior that the student can reasonably be expected to accomplish within a twelve month period.

## Annual Goal: Hebrew Reading

Ari will demonstrate improved ability to identify letters Alef, Bet & Gimel during Hebrew class.

# **Short Term Objectives**

- Measurable, intermediate steps between present levels of performance and the outcome described in the annual goal.
- They should show clear direction on how to accomplish the goal and provide benchmarks for measuring progress toward achieving the annual goal.

# **Short Term Objectives**

- 1. When presented with a flash card of the letter Alef, Ari will demonstrate the ability to identify the letter by pointing to the flash card and verbalizing the name of the letter, 4/5 times over the course of a 2 weeks period.
- 2. When presented with a flash card of the letter Bet, Ari will demonstrate the ability to identify the letter by pointing to the flash card and verbalizing the name of the letter, 4/5 times over the course of a 2 weeks period.
- 3. When presented with a flash card of the letter Gimel, Ari will demonstrate the ability to identify the letter by pointing to the flash card and verbalizing the name of the letter, 4/s times over the course of a 2 weeks period.

# **Tracking Progress**

Progress	1 <sup>st</sup>	2 <sup>nd</sup>
-Methods of Measurement		
-Report of Progress		
-Progress Toward Annual Goal		
-Reasons for not Meeting Annual Goal		

EXPLANATION OF CODING SYSTEM			
METHODS OF MEASUREMENT	REPORT OF PROGRESS	PROGRESS TOWARD GOAL	REASONS NOT MEETING GOAL
Teacher Made Materials     Test     Class Activities     Other (Specify)	No progress made     Little progress made     Progress made; goal not yet met     Goal met	A. Anticipate meeting goal B. Do not anticipate meeting goal C. Goal met	More time needed     Excessive absence     Assignments not completed     Other



### **Example of Student Intake Forms**

\*The information in this form is <u>strictly confidential</u> and will only be shared with the directors of education and the teacher of the particular student.

CHILD'S NAME:	DOB:
PUBLIC SCHOOL GRADE:	_
Does your child have any special needs If yes, you may check appropriate describes, you may check appropriate describes, and the special series of the	riptions, or add your own:
	Education Plan (IEP), 504 Plan or Behavior Intervention Plan in e attached a copy of your child's most recent form)
3. Does your child have a learning disability	ity that impacts his/her language acquisition? Yes/No
4. Does your child have reading difficulties	es? Yes/No
5. Does your child have trouble completing	g written work (in English)? Yes/No
6. Are there specific activities in which your liftyes, please explain:	
7. What support services, if any, does you  Resource Room Speech Therapy Counseling Class Paraprofessional Occupational Therapy I:1 Aide Physical Therapy Self-contained class None	r child receive in or out of school?
8. Is there anything else you would like to him/her have a positive and successful reli	share about your child's strengths or difficulties that would help gious school experience?
Parent Signature:	Date:
520 Eighth Avenue, 4 <sup>th</sup> floor, New	York, NY 10018 • 866-410-5600 • info@matankids.org

#### Additional Items to Consider on Intake Forms

- 1) Making at least one friend research shows that many of the parents don't feel their kids have friends at the congregation
- 2) Making them enjoy being Jewish/learning Jewish things (this might mean different way than loud music/dancing for example due to sensory issues). If we focus too much on learning Hebrew and not enough on making them want to be a part of our community, our loss and theirs after all!
- 3) Making them feel valued (might mean giving them tasks to help the teacher or the congregation so they feel they are a contributor to success of the group/institution/individuals around them.)
- 4) Giving the parents a chance to say what challenges their child faces and what are strategies that work best with their child.