How Can This Apply to Our Madrichim?

Educate children in the way they should go and even when they are old they will not depart from it.

Proverbs 22:6
USING MADRICHIM IN THE INCLUSIVE CLASSROOM

Suzanne Gold, M.Ed., Special Needs Coordinator
Barbara Glickman, Education Director
NEWCaje 2016
Introductions

Suzanne Gold, M.Ed., Special Needs Coordinator
suzannegold25@gmail.com

Barbara Glickman, Education Director,
bglickman@ohev.org

Participants

Turn to a person next to you and say Hello!
Who are our Madrichim?

• Teens
  – Ages 14 – 18+
• Attended Hebrew School
• Post B’nai Mitzvah
• Confirmation
• TEENS – TEENS – TEENS
Brief Physiological Conversation about Teens

• Executive Function
  – brain development
• Problem Solving developing
• Social Emotional developing
• Still kids!

*Let’s watch…*

https://www.youtube.com/watch?v=pXw7LYWNi5E
Let’s Chat... About the 4 A’s

Handout

– **Assume** – what did the video assume or make assumptions about?
– **Agree** – do you agree with the assumptions?
– **Amend** – what would you change or amend about the assumption
– **Argue** – what do you argue with?
What’s the Point?

• Giving directions to teens
• Keeping in mind they’re still teens
• Modeling
• Reciprocal understanding
KAVOD

K = KINDNESS
A = ACCEPTANCE
V = VISIBILITY
O = OPPORTUNITY
D = DIGNITY
Madrichim Program – Choosing the Right Fit

- Application process
  - Questionnaire
  - Reviewed
  - Prior year teacher evaluations
  - Consistent attendance

- Paid with a stipend on a sliding scale based on tenure or volunteer basis
Requirements

- Student in 9\textsuperscript{th} – 12\textsuperscript{th} grades
  - 9\textsuperscript{th} and 10\textsuperscript{th} must be enrolled in
    - Tichon at Ohev
    - Confirmation
    - Gratz or Jewish Day School
  - 11\textsuperscript{th} and 12\textsuperscript{th} post-confirmation
    - Should be involved in meaningful Jewish activity
      - Demonstrated strength in Hebrew
      - Able to work with school age children
      - Proven success at following directions
Procedure

• Reports out of Gesher Room
  – In-house “TAP”
  – Meeting held the first day of Hebrew School to outline expectations
  – Assignments given based on many variables
    • Interests, age, teacher, curriculum
  – Given a “toolbox” of strategies
    • Responsibilities
    • Guidelines for classroom teacher and madrichim
      – Teachers receive same guidelines
Let’s Get Moving

• Group 1
  – Madrichim are...

• Group 2
  – A Madrichim are not...

5 minutes, let’s recap
Procedure

• A madrich is...
  – Teaching assistant
  – Review skills
  – Small group activity leaders
  – Supervise students (snack, restroom)
  – Role model

• A madrich is not...
  – Clerical
  – Gopher (i.e. get coffee)
  – Babysitter
  – Another student in the class
Ways to Use Madrichim Part 1

• **Pull out**
  - Report directly out of Gesher Room
  - Bring individual students to Gesher room to work one-on-one
  - Small group support with other students
  - Assist during school-wide T’fillah
  - Flex grouping
Pull Out Activities for Madrichim

• Reinforce skills
  – Hebrew decoding and fluency
    • Games – coming up!
  – T’fillah
  – B’nai Mitzvah
  – Communication to distinguish the individual needs of students i.e. push in vs. pull out
  – Enrichment
Hebrew Games in Gesher Room

- Tic Tac Tav
- Roll 50
- Twister
- Board Games
- Charts
- Legos
- Free Apps
- Matching
- Wiki Sticks
Activity

One group = what are the benefits of pull out?
One group = what are the challenges of pull out?

5 minutes, then we share!
Ways to Use Madrichim Part 2

• Push in
  – Remain in classroom
  – Sit with the students
  – Engaged
  – Respected, communication
  – Work with teacher to supplement learning activities
    • Small group
    • T’filah in class
Push In Activities

- Reinforce skills in small group for **differentiated instruction**
  - Hebrew decoding and fluency
    - Games – coming up
  - Practice T’fillah in small group
  - Individual student support
  - Individual student instruction
  - Enrichment
Classroom Small Group Activities

• Flash card games
• Change setting for instruction
• Assist students with activities
• Project based learning leader
• Help with tracking
• Take students out if they need a break with focus on learning
Activity

One group = What are the benefits of push in?
One group = What are the challenges of push in?

5 minutes, then we share
What’s in the Madrichim Toolkit?

• Guidelines
• Strategies on how to speak with kids
  – Positive
  – No sarcasm
• Calendar
• Hebrew Flash Cards
• Curriculum by grade
• Lesson plan
• Daily Memo
• What would you add?
Ongoing Process

- Ongoing training and consultation
  - Beginning of year
  - Mid-year

- Touch base meetings
  - Madrichim, SNC, Ed Director, Teacher

- Checklist completed twice a year including at end-of-year
  - Self
  - Teacher
Let’s Do A Case Study, practical application.

• The Real World

How would you handle...

– You are teaching 4th grade (14 students) and this week’s lesson involves Parsha of The Week while reinforcing key Hebrew words from the Parsha.

– Project Based Learning

– You want students to work to develop a skit, a song or a poster about the Parsha of the week.
Here’s Your Class

• Strong personalities who tend to hijack the groups
• One student with sensory processing
• One student with fine motor delay
• One student whose medication was not given or you know has worn off and has anxiety
Your Task:

• How would you use your one and only madrich to help the lesson and activities as presented so that all students are successful?
• What’s your plan?
• Come up with strategies to use your madrich in the situation.