



## Setting Goals: Student

My goal for my bar/bat mitzvah is:

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3 steps I will take to complete my goal:

1. 

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2. 

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3. 

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People who will help me reach my goal:

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I will know I've reached my goal when:

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### Setting Goals: Family

My goal for my child's bar/bat mitzvah is:

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I consider the following 3 things to be most important to the success of my child:

1. 

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2. 

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3. 

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Here are some potential challenges I anticipate:

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What steps will we take to complete this goal?

1. 

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2. 

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3. 

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## LEARNING STYLE INVENTORY

### Directions:

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style. This 24-item survey is not timed. Answer each question as honestly as you can.

### Place a check on the appropriate line after each statement

1. Can remember more about a subject through the lecture method with information, explanations and discussion.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

3. Like to write things down or to take notes for visual review.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

4. Prefer to use posters, models, or actual practice and some activities in class.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

5. Require explanations of diagrams, graphs, or visual directions.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

6. Enjoy working with my hands or making things.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

7. Am skillful with and enjoy developing and making graphs and charts.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

8. Can tell if sounds match when presented with pairs of sounds.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

9. Remember best by writing things down several times.

Sometimes \_\_\_\_\_ Seldom \_\_\_\_\_ Often \_\_\_\_\_

10. Can understand and follow directions on maps.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

11. Do better at academic subjects by listening to lectures and tapes.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

12. Play with coins or keys in pockets.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

13. Learn to spell better by repeating the words out loud than by writing the word on papers

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

14. Can better understand a news article by reading about it in the paper than by listening to the radio.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

15. Chew gum, smoke, or snack during studies.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

16. Feel the best way to remember is to picture it in your head.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

17. Learn spelling by "finger spelling" words.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

18. Would rather listen to a good lecture or speech than read about the same material in a textbook.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

19. Am good at working and solving jigsaw puzzles and mazes.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

20. Grip objects in hands during learning period.

**Sometimes** \_\_\_\_\_ **Seldom** \_\_\_\_\_ **Often** \_\_\_\_\_

21. Prefer listening to the news on the radio rather than reading about it in the newspaper.

**Sometimes** \_\_\_\_\_      **Seldom** \_\_\_\_\_      **Often** \_\_\_\_\_

22. Obtain information on an interesting subject by reading relevant materials.

**Sometimes** \_\_\_\_\_      **Seldom** \_\_\_\_\_      **Often** \_\_\_\_\_

23. Feel very comfortable touching others, hugging, handshaking, etc.

**Sometimes** \_\_\_\_\_      **Seldom** \_\_\_\_\_      **Often** \_\_\_\_\_

24. Follow oral directions better than written ones.

**Sometimes** \_\_\_\_\_      **Seldom** \_\_\_\_\_      **Often** \_\_\_\_\_

## SCORING PROCEDURES

**Directions:**

Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

**OFTEN = 5 points**  
**SOMETIMES = 3 points**  
**SELDOM = 1 point**

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
19	_____	21	_____	20	_____
22	_____	24	_____	23	_____
<b>VPS =</b>		<b>APS =</b>		<b>TPS =</b>	

**VPS = Visual Preference Score**  
**APS = Auditory Preference Score**  
**TPS = Tactile Preference Score**

If you are a **VISUAL** learner, then by all means be sure that you look at all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review.

If you are an **AUDITORY** learner, you may wish to use tapes. Tape lectures to help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where you can hear well. After you have read something, summarize it and recite it aloud.

If you are a **TACTILE** learner, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.



## D'var Torah Graphic Organizer

*Please note: this is a suggested outline for writing a d'var Torah. The questions in each section are simply for your consideration.*

### Introduction

1. Name of your Torah portion
2. What is your Torah portion mostly about?

### Paragraph 1

1. What was the most important part of your Torah portion?
2. What part did you find most interesting?

### Paragraph 2

1. How does this Torah portion connect to your life?
2. What problem do the characters in the story face?
3. How do the characters solve these problems?

### Paragraph 3

1. What does being a bar/bat mitzvah mean to you?
2. What lessons did you learn from this *parsha*?
3. How are you going to apply those lessons to your life?

### Conclusion

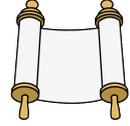
1. What do you want those who attended your celebration to remember?

D'var Torah Graphic Organizer  
Bubble Map

Who?



When?



My Torah Portion  
is:

What?



Why?





## D'var Torah Graphic Organizer

The name of my *parsha* (Torah portion) is: \_\_\_\_\_

My *parsha* is in the book of the Torah called: \_\_\_\_\_

The main characters in my *parsha* are:


The three most important parts of my *parsha* are:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Here are two parts of my *parsha* that I liked/found interesting:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



Here is one part of my *parsha* that I found confusing or had a question about:

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When I looked more closely at this question, I learned:

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A lesson I want you to remember is:

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matan   
B'RAI MITZVAH  
INCLUSION GUIDE  
D'var Torah Graphic Organizer  
Sequencing of Events

First...



Then...



Next...



Finally...



## Handout 5

### The Big Day: Creating an Effective Plan

By identifying the following elements of your big day, we hope to eliminate some anxiety associated with the day of logistics.

What do we need to bring? (Some options: tallit, tefillin, siddur, printed out d'var Torah, kiddush cup, Torah portion, kippah)


Where is the student going to sit?

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Who is going to sit next to them?

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What will happen if the student experiences anxiety and needs to take a break? Where will the break take place? Who will accompany the child?

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Other considerations:

- Check the sound system: Is it too loud? Too quiet? Overwhelming for those with sensory processing challenges?
- Does the student benefit from a fidget or stress relieving object? (If yes, bring it with you!)
- Did the student visit the space of the bar/bat mitzvah ahead of time? If so, what space/room did the student identify as a safe and comfortable area?.
- Is the student projecting any part of their d'var torah presentation? Is it set up? Do the speakers work?
- Does the student benefit from clear expectations and a schedule? Create one for the day!