Welcome to Hidden Sparks Without Walls. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted. Questions and comments can be submitted via the CHAT FEATURE.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

When chatting, please remember:

• Select “All Participants” if you would like everyone to see your message. Select “All Panelists” if you would like only the presenter and facilitator to see your message.

• If you have any clarifying questions about the format, or the topic, you may click on the “Q&A” tab located below the presenter list and enter your questions.
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 it’s 10th year, Hidden Sparks has trained 190 coaches in 65 Jewish day schools in New York, New Jersey, Baltimore, Boca Raton, Chicago, and Israel.
Digital Parenting Tips in the Age of Social Media

With Rabbi Efrayim Clair
and Rabbi Dov Hochbaum

February 8, 2017
Rabbi Dov Hochbaum and Rabbi Efrayim Clair are full-time educational technologists at the Rosenbaum Yeshiva of North Jersey. Their mission is to help teachers become better educators by empowering them to reach every student and shine a light on best practices in technology and education.

They work with both Judaic and General Studies teachers in grades K-8 to maximize the learning for all students. They also work side by side with the administration to help facilitate and streamline the school’s technology as a whole.
Overview of the Session

1. Communication
2. Parental Controls (Digital and Physical)
3. Self Education
4. Selection of children's most popular apps
5. Being a good digital role model
Session Goals

1. More the parenting, and less the technology.

2. Understanding of some of the most popular kids’ apps.

3. Basic strategies to making your home a safe and hospitable technology environment.

4. The important aspects of communication with your children on the topic of technology.
1) Expectations are everything.

2) Start early and tweak often.

3) Kids won’t always know if what they are doing is correct. There is a lot of grey area. Be up front about what you expect.

4) Set ground rules and adhere to them.

5) Kids shouldn’t "blame" technology for issues. Take responsibility for words or actions – Stop and think before you post.

6) No ‘one size fits all’ solutions.
Set Clear Expectations and Delineate Do’s and Don'ts

1) Never give any personal information to anyone you meet online.

2) Share with a parent all social media account information, passwords and usernames, and keep accounts private when possible.

3) Tell a parent if you make a mistake or see something inappropriate online ASAP.
Parental Controls - Physical

1) Make sure you know what devices are in your house! Even Game Boys can access the internet.

2) Main computer/iPad/laptop should be in family spaces. Not in bedrooms.

3) Keep chargers in kitchen or parent’s room, don’t let kids go to sleep with devices.

4) “Shabbos Bucket”
1. Many ISPs have limited built in controls, like Verizon.

2. Some free options (K9, OurPact)

3. Many paid options (Circle, Net Nanny)

4. These are NOT the end game. They can never be.

5. About 60% of parents will spot check their children's devices and use but only about 16% will actually use software to help them.

6. Don't overspend expecting the program to do more of the work. Generally, about $100 should be enough to filter your home, but you can do it for free as well.
Types of Controls – For Mobile Devices

1. Filtering and monitoring
   - Filtering means preventing content from being accessed in the first place. Filters control content and block anything deemed objectionable.
     - Things to look for in a filter: Ease of use, different profiles, effectiveness of filter, e.g. Open DNS, Mobicip.
   - Monitoring means seeing what happens and keeping a record of what sites were used, not necessarily preventing use. It is important to know this distinction when comparing software.

2. Time limits – These can be set through a device or just enforced by a daily routine you have with your children. Time limits can be placed on specific apps or wi-fi, e.g. Our Pact, native device or network controls.
Types of Controls – For Mobile Devices

3. **App blocker / monitoring** – Some apps will allow parents to simply turn off apps at certain times, like Bed Time or Meals.

4. **SMS / iMessage controls** – Research Shows that teen texting is actually declining, (they prefer social media and instant messaging) but keeping tabs on text messages can be very important.

5. **GPS tracker** – Especially if you have older children who drive, knowing where they are is important for their accountability and safety.

6. **Device specific** – Every device will have its own quirks. It is important to get to know each device and how it operates.
Self Education

To stay 100% up to date, you would have to attend a session like this daily. It is just not possible or reasonable.

However, you should do your best to at least be aware of major things happening online.

Starting earlier establishes good family routines for when children get older.
Stay Informed

Blogs -

1. Common Sense Media
2. NetSmarz
3. Safe Smart Social
4. Be Web Smart
5. Protect Young Eyes
Most tweens and teens are on these main Social media apps

1. Instagram (Could be a lot worse, probably not the most concerning)
2. Snapchat (Major issues there.)
3. WhatsApp (Texting and pictures should be monitored)
4. Social Gaming Apps
Being A good Digital role model

1) No phones at meals.

2) Do not interrupt or pause a conversation to check a phone.

3) Use proper grammar and text others the way you would speak to them.

4) Do not "blame" technology for issues or problems. Take responsibility.

5) Need to help them make good decisions, like turning off devices and doing other activities. They need to learn how to make this balance.
School Home Relationship

1) How and WHEN we filter and monitor. Maintain the balance between student privacy and safety.

2) Our Contract and ongoing student education in digital citizenship

3) Parent education including materials, resources and speakers

4) The partnership between parents and the school

5) School’s approach to technology
   A) In education
   B) In general
## Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Details</th>
</tr>
</thead>
</table>
| Wed. Feb. 22, 2017 | For Teachers: 
Fostering Essential Traits for Learning - Growth Mindset, 
Grit and Motivation  
*Presented by Hollis Dannaham* |
| Mon. Mar. 1, 2017  | For Parents and Teachers: 
Making Tefilla More Meaningful for Children  
*Presented by Rabbi Jay Goldmintz* |

If you are interested in bringing Hidden Sparks to your school or city, please contact us:  
212-767-7707 or sara@hiddensparks.org
Contact Presenter:
Rabbi Clair - reclair@rynj.org
Rabbi Hochbaum - rdhochbaum@rynj.org

Contact Hidden Sparks:
www.hiddensparks.org
news@hiddensparks.org (212) 767-7707
www.facebook.com/HiddenSparks

“like” us on facebook
Hidden Sparks would like to thank:

Our Donors and Supporters:
The George Rohr Foundation
Center for Initiatives in Jewish Education
The Covenant Foundation
FJC
Jewish Federation of South Palm Beach
Jewish Women’s Foundation
The Milstein Family Foundation
The Oppenheimer Haas Foundation
Paul and Irma Milstein Foundation
The Polinger Family Foundation
Slingshot
T’mura

Our Institutional Partners:
Bank Street College of Education, New York,
The Churchill School and Center, New York,
REACH
Shemesh, Baltimore, MD
JCFS, Chicago, IL