

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

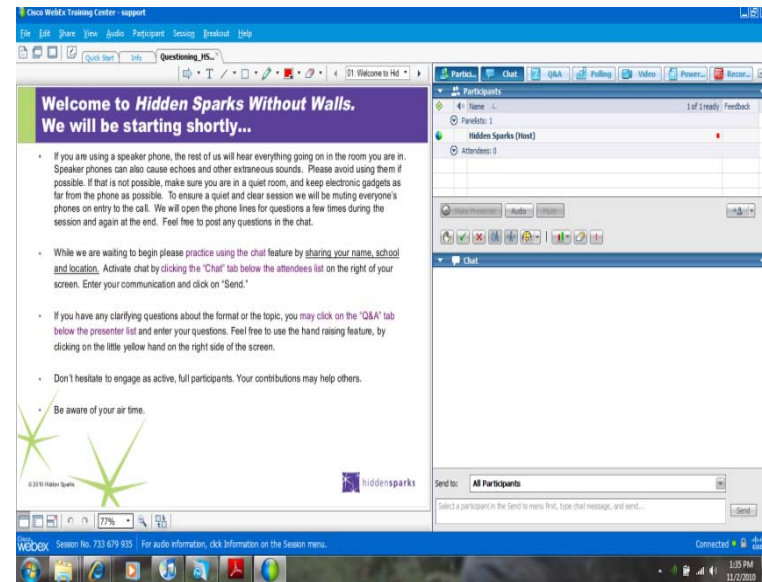
To alleviate background noise and ensure a quiet session, your phones have been automatically muted.

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.



ABOUT HIDDEN SPARKS

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

Guided by a philosophy that helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 23 Jewish Day Schools/Yeshivot in New York and with the support of a Covenant Foundation grant, in 3 schools in Baltimore, through a partnership with SHEMESH and in 2 schools in Chicago through a partnership with REACH.

More than 20 schools have received Hidden Sparks services through the No Child Left Behind program

hiddensparks
without walls

***What Me Worry? Understanding
and Managing Anxiety in Our
Children***

With Dr. Rona Novick
Tuesday, May 12, 2015



hiddensparks®
helping children reach their potential™

Our Guest:



Rona Novick, PhD, has, since its founding, served as the Co-Educational Director of Hidden Sparks. She is the Dean of the Azrieli Graduate School of Jewish Education and Administration and holds the Raine and Stanley Silverstein Chair in Professional Ethics and Values. Dr. Novick initiated research on bullying in Jewish Day Schools, and published multiple articles on bullying and bully prevention. She introduced the BRAVE bully prevention program that she developed collaboratively while at North Shore-Long Island Jewish Medical Center to numerous Jewish Day schools. Dr. Novick is a clinical psychologist who served for many years as the director of Child Psychology at Long Island Jewish Medical Center, where she maintains a voluntary appointment. Dr. Novick's research, teaching and clinical interests include childhood anxiety and trauma, positive psychology, social-emotional learning, parent engagement, and cognitive behavior therapy.

Overview of the Session

- Together we will explore what anxiety, worry, and avoidance look like in various ages and settings.
- We will consider how anxiety influences behavior.
- We will learn various useful approaches, and some to avoid when attempting to support anxious children.

Session Goals

- Understand anxiety, worry and avoidance
- Awareness of environmental, individual and other roadblocks
- Fill our toolbox
- To help the children in our lives manage their worry and anxiety in more healthy, helpful ways

What Do You Worry About?

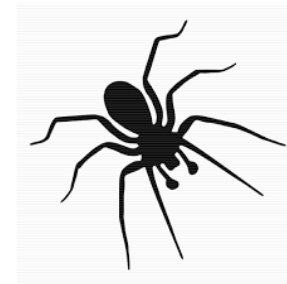
What Do Children Worry About

Using the chat feature, share something that keeps you up at night worrying.

Share something you have heard, seen, or know that the children in your life worry about.

A History of Child and Adult Normal Worries

- Separation,
- Snakes, spiders, darkness
- Large animals
- UFO's/Aliens



Communists/Russia
Terrorism



Worry vs. Anxiety

Worry

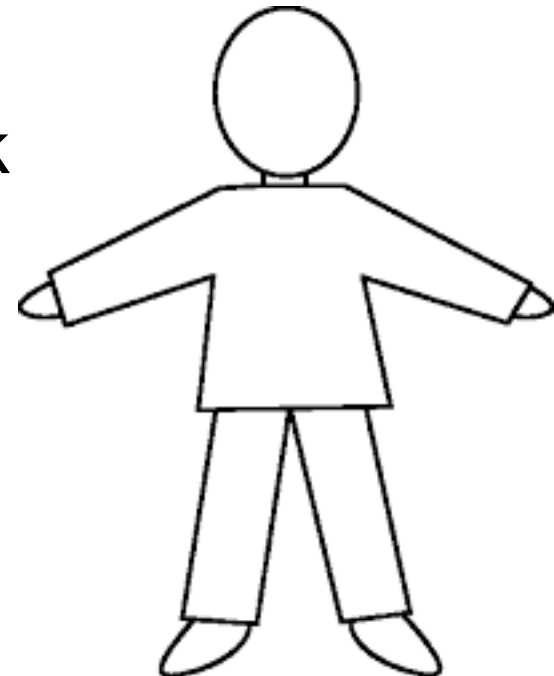
- Cognitive concern about an upcoming event or issue
- May result in physical experience

Anxiety

- Uneasy feeling, apprehension, a feeling of danger, doom or misfortune. Response to a perceived threat or danger.
- Can be experienced in physical symptoms

Where Do You Feel Your Anxiety?

- If you have a nervous stomach – raise your hand
- If you get palpitations, or sweaty palms, or feel your pulse race – vote with the red X
- If you feel muscle tension or get headaches – vote with the check



In the face of a stress . . .

**Staying
Calm**

Anxiety

Cognitive Doubt

**Perceived or real
“threat”**

**Physical
Sensation**

Avoidance

The Danger of Avoidance

Anxiety increasing

I'm worried
about the test

I tell myself –
sure to fail-
heart racing

Behave in
way that has
me thrown
from class

*Anxiety
decreases*

The Danger of Avoidance

Anxiety increasing

Dogs make me nervous

When I see dogs I think they will bite, get short of breath

I cross street, run away, go inside

Anxiety decreases

Triple Response Mode – Three Ways to Make Things Worse!

- Cognitive – be dismissive, label the thoughts are silly, etc.
- Physiological – shallow breathing, excess exertion in the moment
- Behavioral – without warning or tools – block avoidance
- In the chat room – share an example when an adult made a child's anxiety worse

Making Things Better – General Guidelines

- No precise formula, trial and error
- Go at child's pace
- Delicate balance between pushing forward and increasing anxiety
- Practice is critical – but best not in critical situations
- Motivation is a challenge – avoidance always feels safer!
- Consider temperament – how easy or hard is this for this child

Making Things Better – Let's Get Physical

- Deep breathing
- Relaxation techniques – lemon squeezer
- Yoga techniques
- Learning about/normalizing our biological responses



Making Things Better – Focus on Behavior

- Exposure in small doses, graded steps
- Try to avoid regression
- Distraction and other behavioral strategies
- “Environmental” changes and supports



Making Things Better – It IS in your head!

- **Power of thinking**

- Thinking impacts behavior, mood and learning!
- Negative thinking causes other negatives – fuels anxiety
- Headache example

- **Power to change thinking**


- This is a new notion for some

- **When thinking is all you can change**


- Dealing with difficult and out of your control situations, you can still change your attitude




Consider These Students:




*Will anyone
pick me for
their team?*



*. The bus
will miss my
stop. I'll be
lost.*



*This is
the
hardest
test. I'm
going to
fail!*



*Talking in
front of
class is
scary.*

Two Critical Questions RE: Thoughts

1

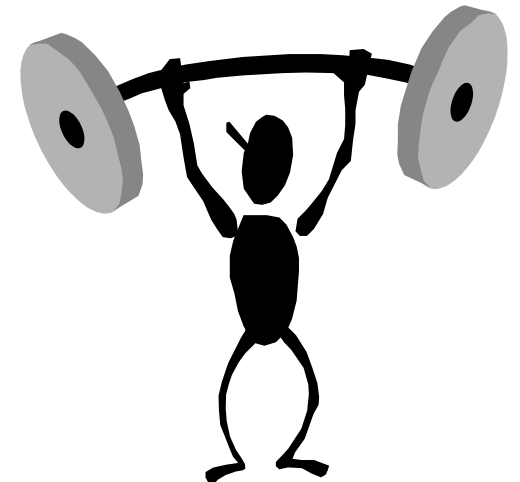
Is the thought true or accurate?

2

Is holding on to or repeating this thought helpful to me or does it make things worse?

Metacognition as Resilience Building

- Good cognitive hygiene benefits all
- Consider school and other prevention applications
- Embed cognitive techniques and understanding in all educational work with children
- Help children learn their cognitive roadblocks



Putting It All Together

- Anxiety is a horrible feeling to experience
- It is difficult for those outside it to understand
- Consider carefully the anxiety inducing statements you make
- Validate to show you understand, but don't agree with awfulizing, catastrophizing and anxious thinking
- Move slowly to promote change
- Be patient!



This summer

Thank you for participating in this HSWOW webinars. Enjoy visiting our webinar archive over the summer.

For more information about our summer course, please contact Sara at 212-767-7707 or sara@hiddensparks.org.

Follow us on [Facebook](#) and look out for our webinar program catalog in the fall.

Contacting Hidden Sparks

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