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 its 10th year, Hidden Sparks has trained 190 coaches in 65 Jewish day schools in New York, New Jersey, Baltimore, Boca Raton, and Chicago, and 4 Israeli cities (Jerusalem, Modiin, Ramle, Ra’anana).
Our Guest:

- **Rona Milch Novick**, PhD, Co-Educational Director, is the Dean of the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University and holds the Raine and Stanley Silverstein Chair in Professional Ethics and Values. She served for many years as the Coordinator of Child Psychology in the Division of Child and Adolescent Psychiatry at Schneider Children’s Hospital and as the Clinical Director of the Alliance for School Mental Health, providing outreach services, treatment and training to schools, families and communities. She developed the BRAVE bully prevention program and is a trained cognitive behavior therapist with her own private practice. As one of two educational directors for Hidden Sparks, Dr. Novick provides training, supervision and ongoing mentoring to the Hidden Sparks teams of coaches, principals and Internal Coaches. Dr. Novick has been featured in an ELItalk.
Overview of the Session

We will consider what resilience is, and why it is important.

We will consider the research on resilience, to better understand what is possible and realistic when individuals face challenge.

We will explore the strategies and approaches that build resilience in children and adults.
Session Goals

- Understanding
- Reasonable expectations
- Clear and useful strategies
What Challenges You, What Challenges Children?

Using the chat room, share

- something that challenges(d) you – a crisis, a trauma, an on-going difficulty situation

- Something that challenges(d) children in your life, personal or professional
Challenge Categories

**Internal**
- Health issues
- Emotional challenges
- Learning challenges
- Temperament challenges

**External**
- Natural disasters
- Man-made crises
- On-going stress (i.e. poverty, loneliness)
- Divorce, bereavement, other transitions
What is Resilience?

APA Road to Resilience definition:
Process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress

Resilience is that ineffable quality that allows some people to be knocked down by life and come back stronger than ever. Rather than letting failure overcome them and drain their resolve, they find a way to rise from the ashes. Even after misfortune, resilient people are blessed with such an outlook that they are able to change course and soldier on.
“Resilience is commonly thought of as ‘bouncing back’ like a spring to our pre-crisis norm. However, when events of this magnitude occur, we cannot return to ‘normal’ life as we knew it before September 11. A more apt metaphor for resilience might be ‘bouncing forward’, to face an uncertain future. This involves constructing a new sense of normality as we calibrate our lives to face unanticipated challenges ahead.”

Froma Walsh, Family Process, 41:34-36, 2002
Resilience is not a genetic trait. It is derived from the ways children learn to think and act when they are faced with obstacles, large and small. The road to resilience comes first and foremost from children’s supportive relationships with parents, teachers, and other caring adults. These relationships become sources of strength when children work through stressful situations and painful emotions. When we help young people cultivate an approach to life that views obstacles as a critical part of success, we help them develop resilience.
Stress as Strengthener

Experiencing stress may strengthen resistance to later stress – “steeling effect”

- Repeated parachute jumps – decreased physiological response and subjective stress

- Early healthy separations – better adaptation to hospital admission
What allows stress/adversity to result in steeling vs. sensitization?

- Successful coping
- Physiological adaptation
- Psychological habituation
- Cognitive redefinition of experience
- Self-efficacy
Coping – Related to Resilience

- Conscious and volitional efforts to regulate emotion, cognition, behavior, physiology and the environment in response to stressful events or circumstances (Compas, et al. 2001)

- Coping strategies can be modeled and taught.
Physiology

Use the chat room to share what strategies you use to manage physiological arousal in times of stress.

Do any of these work for you? Vote using the icons

- Music – use hand raise
- Reading, writing – use ✓ mark
- Talking to someone – use X mark
- Fresh air
- Distraction
- Exercise

Do you routinely

- Meditate, do yoga, exercise, do breathing exercises?

All this can be explored and taught at all ages
Self-regulation

• Initiating, Avoiding, Inhibiting, Maintaining, or Modulating Occurrence, Form, Intensity, or Duration of feelings, and/or the Behavioral Concomitants of those feelings (getting only as angry as I want, etc.)

• Develops over time through maturation of the executive attention system, and socialization through educational and social experiences in school, family, and peer contexts (that means it is teachable)
How I Think About World/Events
How I Think About Myself

- Inevitable
- Uncontrollable
- Negative, dangerous
- Forever, static

- Growth mindset
- Effective, capable
- Work in progress
- Forgiving vs. judgmental
General Approaches – When Trouble Happens

- **Connection** – maintain social relationships
- **Contain** – watch what you watch, what you say - distraction vs. focusing
- **Consider** – cognitive housekeeping – what are you thinking?
- **Credit** – acknowledge strengths and abilities rather than focus on what you are not doing
- **Care** – be sure basic physical, emotional and spiritual needs are met
- **No D** – drugs and alcohol are poor resilience builders
Resilient Thinking and World Views

• Change is part of living

• Keep perspective - child limits of time/distance understanding

• Celebrate movement towards goals – even small goals

• Avoid seeing crises as insurmountable - why current situation is particularly challenging

• The role of faith
Promote self-reflection through readings and videos

*Focus on characters that succeed in the face of a challenge.*

**Reflection questions:**

- Who was the hero in this story? Why?
- What challenge or dilemma did the hero overcome?
- What personal strengths did the hero possess? What choices did he/she have to make?
- How did other people support the hero?
- What did the hero learn?
- How do we use the same personal strengths when we overcome obstacles in our own lives?
Teacher Strategies: Building Student Self-Knowledge

Encourage reflection through personal storytelling

• Focus on sources of personal strength

• Write about a person who supported you during a particularly stressful time. How did they help? What did you learn about yourself?

• Write about a friend you helped as he/she went through a stressful event. What did you do that helped? What did you learn about yourself?

What helped and hindered you as you overcame/coped with a challenge? What learning did you take away that will help you in the future?
Teacher Strategies: Failing is Critical

Allow/Promote Learning Through Failure

- Create a classroom culture where failure, setbacks, and disappointment are an expected and honored part of learning.
- Establish and reinforce an atmosphere where students are praised for their hard work, perseverance, and grit.
- Hold students accountable for producing their own work, efforts from which they feel ownership and internal reward.
- Educate and assure parents that supporting kids through failure builds resilience.

In the chat room, share an example of how you make failure acceptable and important.
Teacher Strategies: It’s About Connection!

- Relationship
- Relationship
- Relationship
- Modeling
Final Thoughts

• Benefits of spirituality – Lisa Miller’s work – The Spiritual Child
• Role of parents/adults
• Value of action, routines
• Value of mastery
Tzeva Adom, Tzeva adom
Hurry, hurry, hurry to a safe area
Hurry, hurry, cause now it’s a bit dangerous
My heart is beating, boom, boom, boom, boom, boom
My body is shaking, dum, dum, dum, dum, dum, dum, dum
But I am overcoming, because I am a little different
Falling down – boom, now we can stand up
Our body we shake, shake, shake, shake, shake
Our legs we loosen, loosen, loosen, loosen, loosen
Breathe in deep, breathe out far
Breathe in deep, we can laugh
It’s all gone and I feel good its all over
YESSSSSSS!!!!!
Over the summer, check out our webinar archive of our 85 titles!

If you are interested in bringing Hidden Sparks to your school or city, please contact us:

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