

# Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

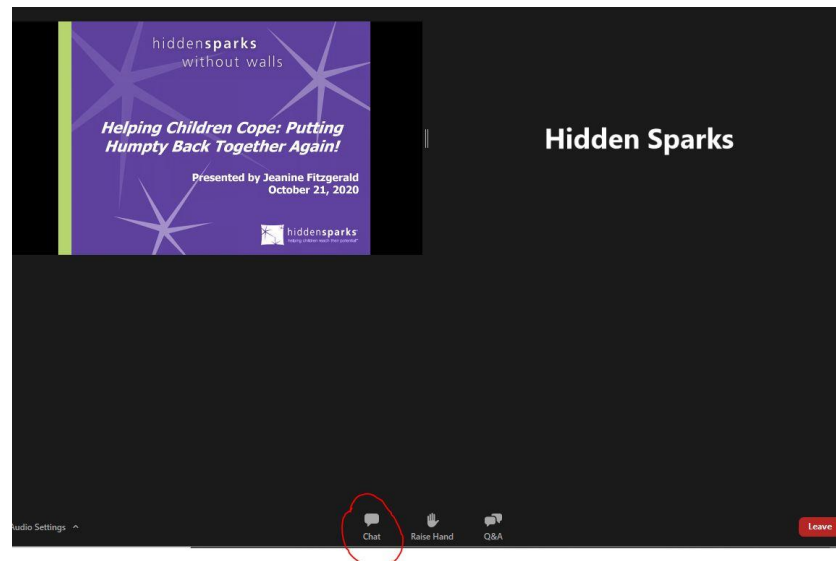
## Chat: Asking Questions & Sharing Thoughts

You are encouraged to ask questions and share your thoughts on the chat.

Please activate the chat feature on the bottom of the screen. You may choose to chat to panelists and all attendees or just panelists.

## Audio:

If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.



# ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for **diverse learners**.

Hidden Sparks provides an award winning **professional development** program in understanding learning and behavior, conducting classroom **observations**, **coaching teachers** and developing **peer coaches**. By helping teachers meet the needs of struggling students, **ultimately all students benefit**.

- **110 Jewish day schools** across the country with **hundreds of teachers** participate in PD programs annually.
- Impacting over **7,000 students** every year.
- Over **350 school peer coaches** have received training and mentoring.
- Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
- New in 2020! SEL Initiative

***Please be in touch to find out how to bring Hidden Sparks programs to your school!***

hiddensparks  
without walls

***Is it Typical? Understanding Child  
Development in the Elementary Years***

**Presented by Rona Novick, PhD  
Co-educational Director Dean  
Azrieli Graduate School  
May 25, 2021**



**hiddensparks®**  
helping children reach their potential™

# In your experience . . .

- Think about your own growth and development, was there an area of learning, behavior, or development where someone was asking about you (or you were asking about yourself) “Is this typical ?????” Was there some area of learning or behavior where you experienced or exhibited a dramatic change?
- How did it resolve? Is it still an area of concern?



# Meet David

When you enter the class, David is at work. He is a handsome, neatly dressed youngster. He looks carefully at the work in front of him. He rocks his chair periodically, and is reminded to keep his chair still. Other students seem to have finished what he is working on. He looks over at a neighbor's workspace, and grabs a marker. The neighbor protests loudly. David walks to the corner of the room and turns his back, facing into the corner. He begins speaking to himself.



IS THIS NORMAL?



WHAT WOULD YOU NEED TO KNOW TO ANSWER THE QUESTION?

# Meet Daniel

Daniel's parents say he loves telling jokes and is really funny. Lately, he has been sleeping a lot, and they have trouble getting him to school on time, or at all. He has a group of great friends and loves to play sports with them. Recently he turns down most invitations, and spends hours in his room with the door closed. A call from school informed the parents that he has failed three recent tests.



IS THIS TYPICAL?



WHAT WOULD YOU NEED TO KNOW TO ANSWER THE QUESTION?

# Meet Chavi

Chavi easily engages adults in conversation, and quickly peppers them with tons of questions. She recently asked the school janitor about where he goes on vacation and for the phone number of the hotel where he stays. She talks, without much invitation, about her life, sharing detailed information with students and teachers. In some classes, when called on she seems surprised and often needs the teacher's question repeated. In other classes, she calls out responses and comments frequently. Yesterday, when a teacher assigned homework, Chavi called out "Great, I wish you gave us more problems to do."

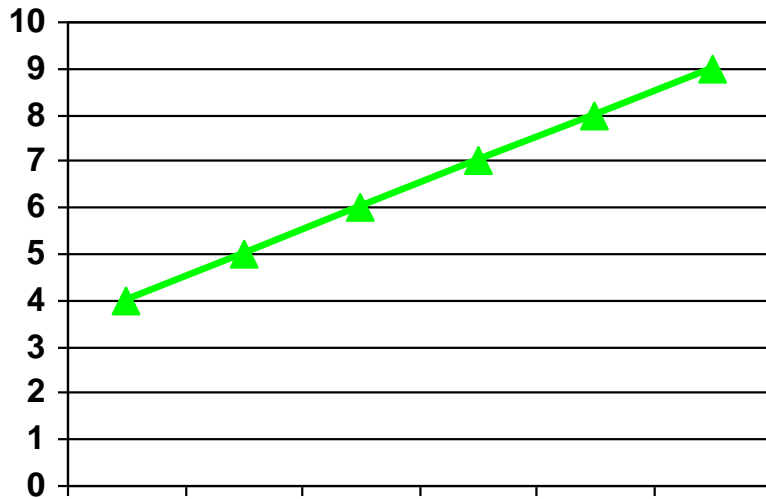


IS THIS TYPICAL?

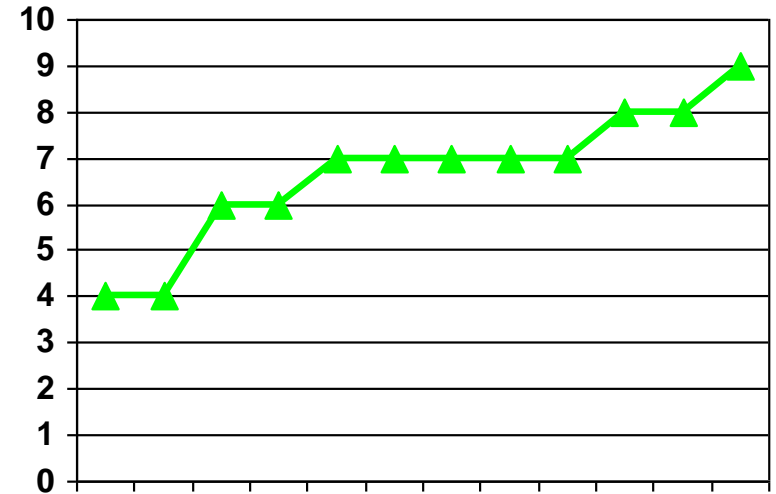


WHAT WOULD YOU NEED TO KNOW TO ANSWER THE QUESTION?

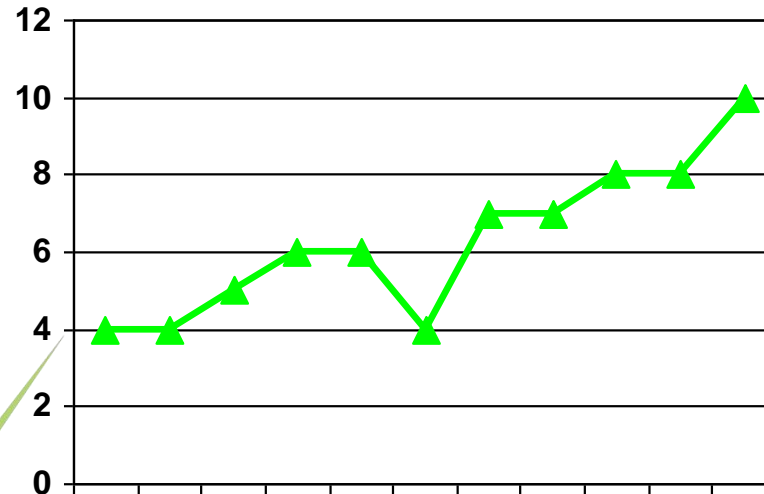
# What Do We Know About the Process of Development?



**A**



**B**



**C**



# Development Realities

- Irregular progression
- Unique to each individual
- May include backslides in preparation for forward movement
- Developmental “milestones” are guideposts. Virtually all developmental skills have a broad range of ages at which they are accomplished



# The End Product of Healthy Development

**Healthy, developed children, in an age appropriate manner demonstrate:**

*Confidence and Relatedness*

*Self-regulation*

*Motivation, Mastery & Resilience*

# Important Considerations in Typical vs. Not

- Individual differences must be examined in the context of
  - Tasks
  - Normative transitions
  - Broader ecological risks
- Normal AND atypical development are best understood when *multiple* risk factors and *multiple* developmental domains are assessed



# Putting the Pieces Together

*Self confidence*  
*Self-regulation*  
*Mastery*

*Tasks*  
*Transitions*  
*Ecological Risks*

***Goals***

***Means***

***Challenges***

# The Elementary Years

	Confidence/ Relatedness	Self-regulation	Motivation, Mastery, Resilience
Tasks	Cooperative play	Follow others' rules	Reading, writing, arithmetic
	Sense of one's strengths	Negotiate conflict	
Transitions	Increasing independence	Longer learning periods	Block print to cursive
	Peer interactions less adult influenced		
Risks	Internal issues - temperament		
	Genuine challenges		Genuine challenges

# The Secondary Years

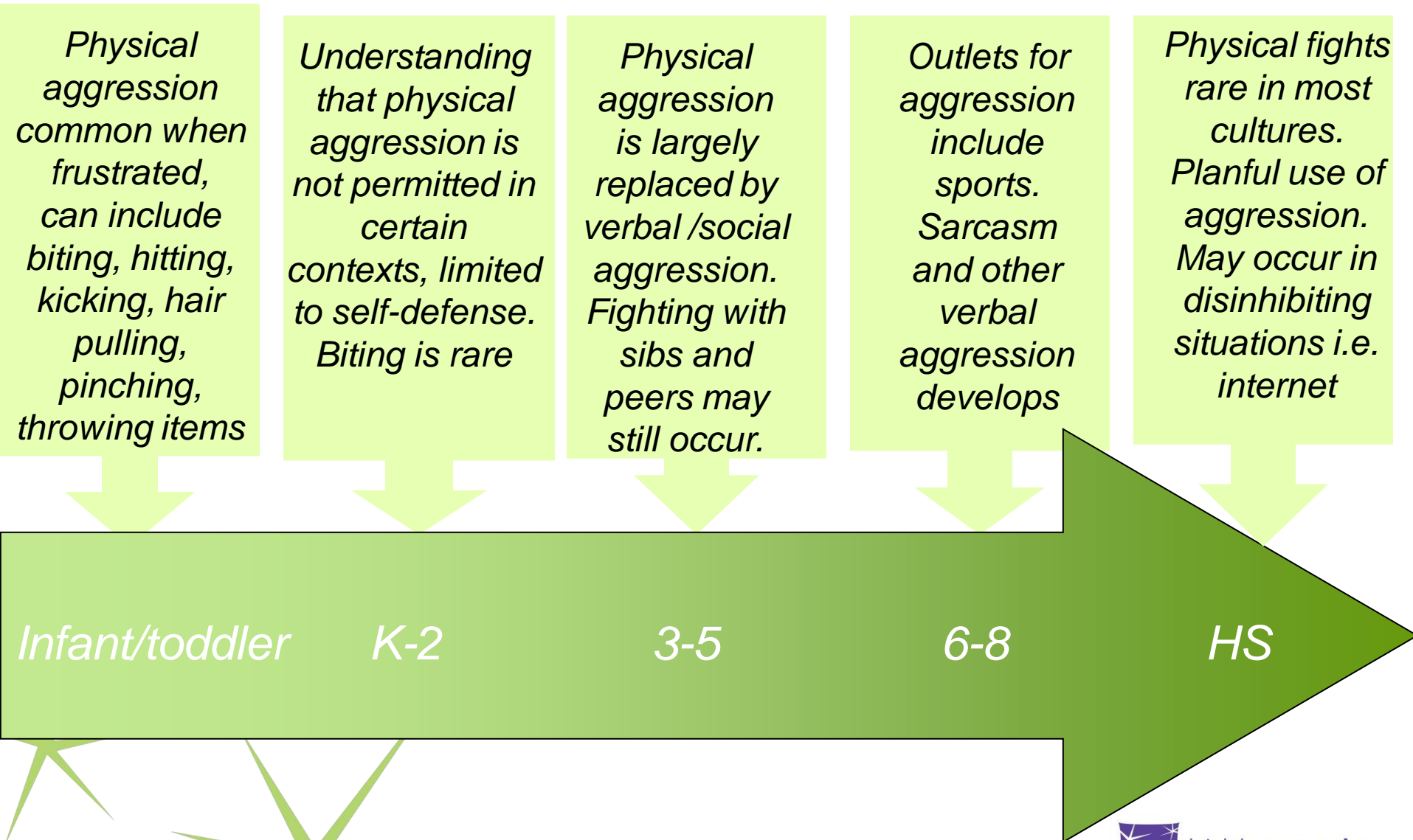
	Confidence/ Relatedness	Self-regulation	Motivation, Mastery, Resilience
Tasks	Team sports Cliques	Notion of invulnerability	Highly complex academics
	Rapid body changes challenge self esteem	Negotiate new roles with adults	
Transitions	New school for Middle/high	Multiple teachers	Departmentalized instruction
	Peer interactions largely outside adult influence		
Risks	Internal issues - temperament		
	Genuine challenges	Hormonal changes	Genuine challenges

# **Behavior Develops on a Continuum**



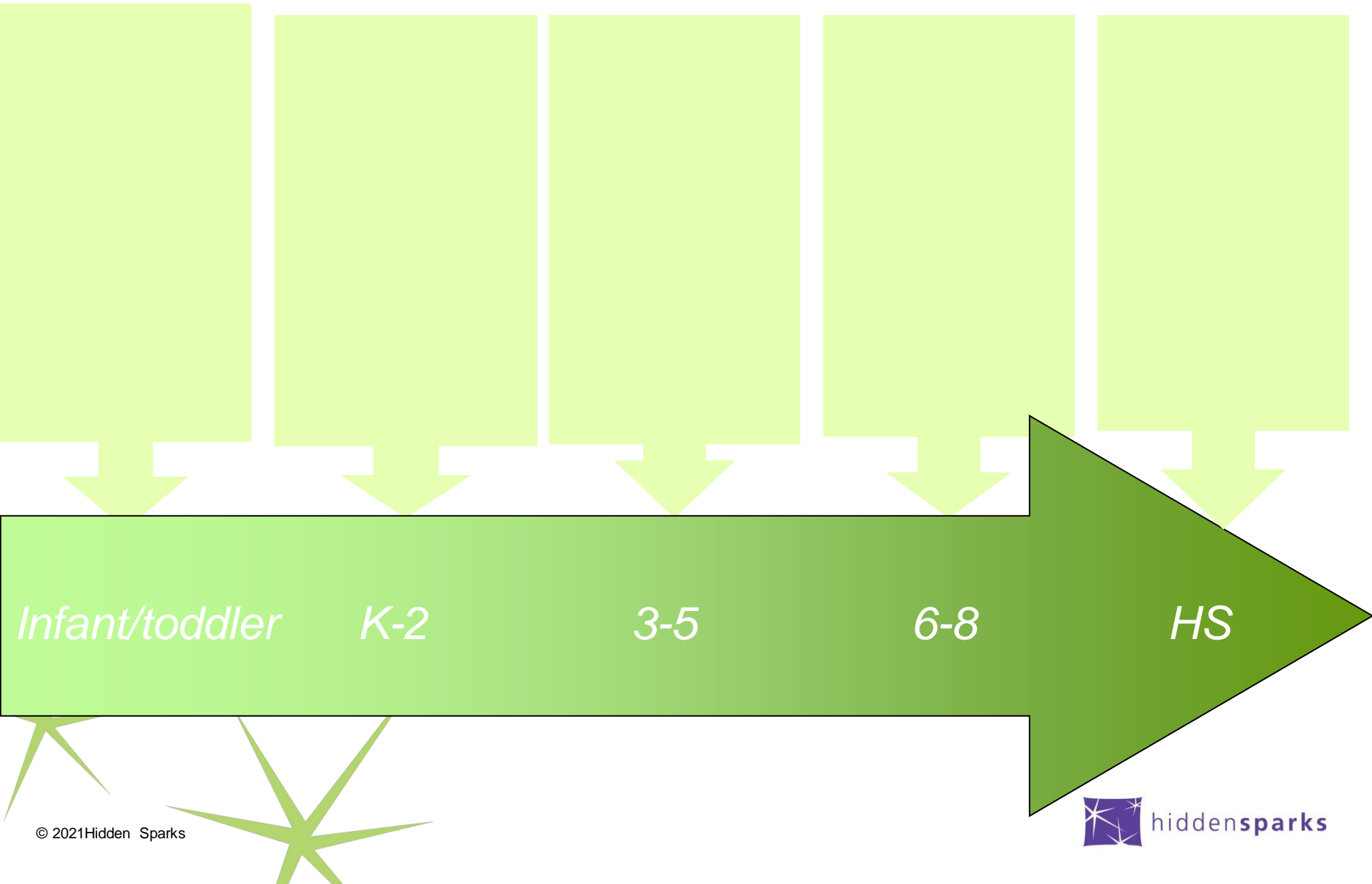
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# Developmental Continuum for Aggressive Behavior





# What Might the Developmental Continuum for Distractibility Look Like?



# Dispositional Factors – Considering Temperament

- Just as babies are born with their own combination of physical characteristics, behavioral scientists know that each one has patterns of behavior, or temperament, that are also part of their uniqueness.

*Activity*

*Regularity*

*Initial  
Reaction*

*Distractibility*



*Adaptability*

*Intensity*

*Mood*

*Persistence*

*Sensitivity*

# Why Does Temperament Matter?

## Yehuda

- Very “easy” baby – had regular schedule for eating and sleeping
- Personable and friendly – great with strangers
- Loved new things, gutsy
- Persisted with difficult tasks – worked hard to perfect skills
- Calm most of the time, when upset quickly responded to reassurance
- Seemed happy most of time

## Yossi

- Colicky and never slept
- Very tentative with new people and situations
- Often rejected new things, or refused to try them, or would quickly give up after half-hearted try
- Moody and fussy, almost anything could “set him off”. Once upset, “impossible” to calm down
- Has intense reactions to many things

*What do you think each boy's 5<sup>th</sup> grade teacher saw?*

# Temperament points to remember

- What is normal for each person relates to temperament.
- Extremes of temperament often appear outside the norm to others.
- Temperament is malleable or avoidable. . . But not without significant effort.

**When you think of  
children who have  
been challenging . . .  
Which  
temperamental  
factors were an  
issue?**

# Conclusions

- No one factor determines normality
- Understanding the whole child is critical
- Be descriptive rather than evaluative
- When questions/concerns emerge, explore, intervene, and if seriously concerned, consider referral to appropriate professional

# Upcoming Hidden Sparks Without Walls Sessions

**This summer, check out the Hidden Sparks HSWOW Archive:**

<https://www.hidden-sparks.org/professional-development-programs/courses-archive/>

**If you are interested in bringing  
Hidden Sparks  
to your school or city, please contact us:  
[212-767-7707](tel:212-767-7707) or [sara@hidden-sparks.org](mailto:sara@hidden-sparks.org)**

# Contacting Hidden Sparks

## Contact Presenter:

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## Contact Hidden Sparks:

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