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!
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
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
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

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Confidence/Relatedness</th>
<th>Self-regulation</th>
<th>Motivation, Mastery, Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative play</td>
<td>Follow others’ rules</td>
<td>Reading, writing, arithmetic</td>
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<tr>
<td>Sense of one’s strengths</td>
<td>Negotiate conflict</td>
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<tr>
<td>Transitions</td>
<td>Increasing independence</td>
<td>Longer learning periods</td>
<td>Block print to cursive</td>
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<tr>
<td>Peer interactions less adult influenced</td>
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<tr>
<td>Risks</td>
<td>Internal issues - temperament</td>
<td></td>
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<tr>
<td>Genuine challenges</td>
<td></td>
<td>Genuine challenges</td>
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</tbody>
</table>
## The Secondary Years

<table>
<thead>
<tr>
<th>Confidence/Relatedness</th>
<th>Self-regulation</th>
<th>Motivation, Mastery, Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team sports</td>
<td>Notion of invulnerability</td>
<td>Highly complex academics</td>
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<tr>
<td>Cliques</td>
<td>Negotiate new roles with adults</td>
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<td>Rapid body changes</td>
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<td>challenge self esteem</td>
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<tr>
<td>Transitions</td>
<td>New school for Middle/high</td>
<td>Multiple teachers</td>
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<tr>
<td>New school for</td>
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<td>Departmentalized instruction</td>
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<tr>
<td>Middle/high</td>
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<tr>
<td>Peer interactions</td>
<td>Internal issues - temperament</td>
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<tr>
<td>largely outside adult</td>
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<tr>
<td>influence</td>
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</tr>
<tr>
<td>Tasks</td>
<td></td>
<td></td>
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<tr>
<td>Risks</td>
<td>Genuine challenges</td>
<td>Hormonal changes</td>
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Behavior Develops on a Continuum
Physical aggression common when frustrated, can include biting, hitting, kicking, hair pulling, pinching, throwing items

Understanding that physical aggression is not permitted in certain contexts, limited to self-defense. Biting is rare

Physical aggression is largely replaced by verbal/social aggression. Fighting with sibs and peers may still occur.

Outlets for aggression include sports. Sarcasm and other verbal aggression develops

Physical fights rare in most cultures. Planful use of aggression. May occur in disinhibiting situations i.e. internet

Infant/toddler  K-2  3-5  6-8  HS
What Might the Developmental Continuum for Distractibility Look Like?

Infant/toddler  K-2  3-5  6-8  HS
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 the 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 5th 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.hiddensparks.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 or sara@hiddensparks.org
Contacting Hidden Sparks

Contact Presenter:
Dr. Rona Novick
rnovick1@yu.edu

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

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