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.

- 125 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!
Rona Milch Novick, Ph.D, Co-Educational Director of Hidden Sparks, 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 is a trained cognitive behavior therapist with her own private practice and the author of Mommy, Can You Stop the Rain? a picture book about the role adults can play in helping children face challenges and become resilient. 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

• Definition and Rationale—what is social problem solving and why is it useful and important

• Developmental considerations – reasonable social problem solving expectations at various ages

• Strategies for teaching social problem solving directly

• Strategies for integrating social problem solving into curricula and other activities
Social Problem Solving: Teaching A Life Skill

DR. RONA NOVICK, PHD
CO-EDUCATIONAL DIRECTOR, HIDDEN SPARKS
DEAN, AZRIELI GRADUATE SCHOOL OF JEWISH EDUCATION
In the chat - share the most recent social challenge your students experienced – a social situation that caused distress.
Self-Awareness
- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed
Why Social Problem Solving Matters

WITHOUT SOCIAL AND EMOTIONAL SKILLS, EVEN THE STRONGEST ACADEMIC SKILLS WON’T BE ENOUGH.
Social Problem Solving: An Important Skill to Have, A Natural Skill To Teach

- Concrete skill to teach
- Many applications
- Easy translation to academics
- Can be prompted/scaffolded

- All skills take time and practice to learn
- Skill not accessible in crises until fully learned
- May require adult support initially
Multiple Options to Teach and Reinforce Problem Solving Steps
Common Elements

- Label/describe/identify problem
- Generate solutions
- Evaluate solutions based on potential outcomes
- Try something
- Re-evaluate
Problem Solving Steps

1. What is my problem?
2. Think, think, think of some solutions
3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?
4. Give it a try!
Add an extra S- Success or Start Over – if it did not work, choose another option

SODAS
A Sweet Way to Solve Problems

When faced with a problem, kids need a way to work through it to find a workable, appropriate solution. The SODAS method provides structure to the process of solving problems and gives kids a new way to approach situations where they might have acted hastily or inappropriately in the past.

1. Situation
   - Reflect on the SITUATION and establish the who, what, where, when and why involved.

2. Options
   - Consider your OPTIONS or choices, and make a list of both good and bad ones.

3. Disadvantages
   - Determine the DISADVANTAGES for every option.

4. Advantages
   - Work out the ADVANTAGES for every option.

5. Solution
   - Summarize all of your options and conclude which SOLUTION will work best.

Printout the sheet on the next page each time you need to work through problems using the SODAS method.
Problem-Solving Steps

S
Say the problem
without blame

E
Think of solutions
safe and respectful

T
Explore consequences
what could happen if...

P
Pick the best solution
make your plan
PEACEFUL PROBLEM SOLVING
FOR THOSE TIMES WHEN YOU JUST CAN'T HELP FALLING OUT!

READY
Are you ready to think together?

STEAZY
Take it in turns to talk about what went wrong
Don't butt in when it's not your turn
Think of ideas together
Choose one idea

GO
Try out your idea!

REPLAY
Think about how you did it
Check if things are OK

I felt... when... because... I would like...

This isn't working. Perhaps we need a referee to keep us on track.

We know how we feel.
We feel calm enough to think together.

We could try... or... Let's try...

Put in the bin:
It's your fault.
It's not fair.
You are always...
I hate you.

It worked well because...
It would be better if...
Next time let's...
Developmental Considerations

- Reasonable expectations based on age

- Anger/impulse management is weak at young ages – problem solving in the moment will be challenging

- Younger children need more assistance generating solutions

- Younger children need more prompts/reminders

- Older students/teens have more complex social challenges – group dynamics
Pedagogic Considerations

- Teach in calm periods – not in crisis
- Teach through multiple vehicles and multiple times
- Teach in non-social context – i.e. math, personal problem solving
- Teach through modeling – make it over
- Goal is over-learning/automaticity
Situation: Identify the problem – labeling not blaming, observing not judging

Options: Practice brainstorming – broaden options to consider

Disadvantages/Advantages: forecasting consequences, understanding cause/effect

Success or Start Over: Learn to know whether you were successful

Solution: How to choose a sensible option, delaying gratification
Scenarios – Preschool- Grade 2

• Your good friend has a new toy and you ask to see it and play with it, but they say no.  *What could you do?*

• You ask the teacher for help and she says you have to try to do it yourself, but you don’t know how.  *What could you do?*

• Joey grabs the jump rope out of your hands at recess.  *What could you do?*

• You are drawing a great picture in art class when the teacher says you need to pack up and go back to your classroom. You are not finished.  *What could you do?*

• Jenny and Shira both want to sit with you on the school bus. There is only room for one.  *What could you do?*
Scenarios – Grades 3-6

• The person next to you keeps poking you with a pencil during quiet reading time. What could you do?

• Someone in class wants to be your partner for a project, but you don’t want to work with them. What could you do?

• In gym class you get hit in the side with a large ball. You turn around to see two people laughing, but you are not sure if one of them did it. What could you do?

• Two classmates have asked you to sit with them on the bus for the class trip. They are arguing about who will get to sit with you. What could you do?

• Your teacher always collects and checks everyone’s homework. You did not do your homework last night, and your teacher comes to your desk and asks where is your homework? What could you do?
Scenarios – Middle and High School

- Someone who sits near you in class always tries to look at your paper during quizzes and tests. *What could you do?*

- Your friend asked to read your favorite book and you lent it to them. They returned it with several ripped pages and the back cover torn off. *What could you do?*

- What would you do if your friend stole a shirt from a clothing store and asked you to do it too? *What could you do?*

- You receive a message on social media about a classmate – telling you to exclude that classmate from a team at school tomorrow, and asking you to pass on the message to all your contacts. You get a second message checking whether you spread the word. *What could you do?*
The Process

- Introduce concepts
- Teach directly
- Use signage, schoolwide posters, unified language/metaphor
- Provide multiple application/practice opportunities
- Provide consistent scaffolding
- On-going reminders/support
Spreading the Word – Embedding in School Culture
Questions and Comments
### Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>November 15, 2022</td>
<td>Taking Assessments to the Next Level</td>
<td>212-767-7707 or <a href="mailto:sara@hiddensparks.org">sara@hiddensparks.org</a></td>
</tr>
<tr>
<td>December 6, 2022</td>
<td>An Orton Gillingham Approach for Teaching Hebrew Decoding</td>
<td></td>
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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

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