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.
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!
Our Guest: Dr. Rona Novick

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

- Review of typical childhood fears by age
- Consideration of how Corona impacts these fears
- Child based factors to consider
- Fear Dimensions to consider
- Strategies to Help Children Manage Fears
A FEW OF MY EARLY

CHILDHOOD FEARS

Your eyeballs can become glued to T.V.
Doing somersaults can break your head off.
Mom really did leave the store without me.

It will never be daytime again...
I'll never get my teddy bear back.
Something's going to come up the drain.
Peek-a-Boo will make dad disappear.

There's a spider around here somewhere.
I'm going to melt.

My uncle just pulled my nose off.
The ants are coming to get me.
The fingernail I bit off won't grow back.
This thing is going to pull my teeth out.

There's a monster in the closet.
There's a shark under the bed.

Mom will let go and this thing will flip over.
The bag may get mad and eat my hand.
This candle will light my hair on fire.
The furnace.

Churches.
The dog across the street.

“TALES OF MERE EXISTENCE” BY LEVNI YILMAZ www.talesofmereexistence.com
Developmentally Typical Fears

**Infants**
- Stranger anxiety
- Separation
- People in costume
- Loud noises and anything that might overload senses (storms, the vacuum cleaner, blender, hair dryer, balloons bursting, sirens, the bath draining, abrupt movement, being put down too quickly).

**Toddlers**
- Separation
- Novelty/difference (grandpa’s beard)
- Loud noises

**Young children**
- “Pretend" things - scary monsters
- Dark
- Nightmares
- Loud noises, like thunder or fireworks.
• **Older children**
  • Real-life dangers
  • Natural disasters
  • Getting hurt or that a loved one could die
  • Doing well in school, grades
  • Fitting in with friends – being alone

• **Preteens and teens**
  • Social fears
  • Real-life natural and man-made dangers
  • Anxious about how they look
  • Performance anxiety
  • FOMO
Corona Virus Fears

- **Infants**
  - stranger anxiety
  - separation
  - people in costume
  - loud noises
- **Toddlers**
  - separation
  - novelty/difference (grandpa’s beard)
  - loud noises
- **Young children**
  - "pretend" things
  - dark
  - nightmares
  - loud noises

- **Infants**
  - Changes in caretakers
  - Unpredicted separations
  - Masks/PPE
- **Toddlers**
  - Changes in caretakers
  - People are not maintaining their typical looks
- **Young children**
  - Virus germ is a “pretend” monster
  - Nightmares about illness/loss
• Older children
  • real-life dangers
  • natural disasters
  • getting hurt or loved one could die
  • doing well in school
  • fitting in with friends—being alone

• Preteens and teens
  • social fears
  • real-life natural and man-made dangers
  • anxious about how they look
  • Performance anxiety
  • FOMO

• Older children
  • real-life dangers
  • natural disasters
  • getting hurt
  • school complications
  • social limitations

• Preteens and teens
  • social fears
  • real-life natural and man-made dangers
  • anxious about how they look
  • Performance anxiety
  • FOMO
Specific “New” Fears

Contagion
- Hand-washing
- Avoidance

Illness
- Hypervigilance
- Avoidance

Isolation
- Loneliness
- Avoidance

Loss
- Loss of future events
- no normalcy
What is the New Normal? What is Normal?

• We are in a totally abnormal situation – it is therefore normal to react in abnormal ways

• Each child will be impacted based on:
  • Baseline temperament
  • Exposure/impact
  • Parental response
Determining What is Okay

- **Duration**
  - Momentary or long lived – transient or lasting

- **Intensity**
  - Mild, moderate, severe
  - Physiological, cognitive, behavioral

- **Adaptive vs. Disruptive**
  - Keeps child safe vs. limits child’s development
TOOLS TO HELP

- Slow Down
- Keep Calm
- Be Positive
- Take it Easy
- Unplug
- Enjoy Life
- Have Fun
- Breathe
- Relax
- Go Outside
- Meditate
The Role of Reassurance

• Validate first
• Avoid overly optimistic platitudes
• Developmentally geared
  • Distraction for youngest
  • Engaged distraction for school age
• Knowledge and meaningful action for all
The Role of Information

• Like Goldilocks – needs to be just right
• Monitor TV, social media and other sources of information
• Monitor your discussions in front of children
The Role of Action and Meaning

- Especially true for older children and teens – but can be adjusted for younger
- Avoid simplistic meaning making – can backfire - such as focus on prayer as curative
- Acts of generosity/caring/gratitude
Your Unique Power

• How you respond has huge impact on how children respond
• You need not be superhero
• Be the grown-up!!!!
Link to free lesson plans on how to reassure in uncertain times and other materials by Dr. Novick

https://rnovick1.wixsite.com/mysite
### Upcoming Hidden Sparks Without Walls Sessions

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<td>Wed., November 4, 2020</td>
<td><strong>For Teachers:</strong> Developing the Art of Asking Powerful Questions in the Classroom</td>
<td>Dr. Laya Salomon</td>
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<td>Tues., December 1, 2020</td>
<td><strong>For Teachers:</strong> Designing The Space To Cultivate Creative Capacity</td>
<td>Michael Cohen-Tech Rabbi</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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