

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.

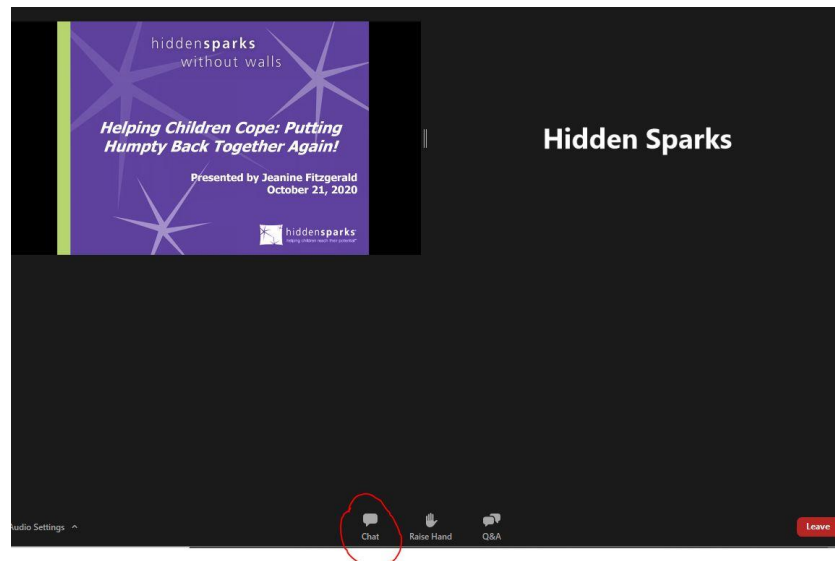
Chat: Asking Questions & Sharing Thoughts

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 chose 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

***My Child's Worries about Corona-
Typical or Excessive?***

**Presented by Dr. Rona Novick
October 27, 2020**



hiddensparks®
helping children reach their potential™

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.



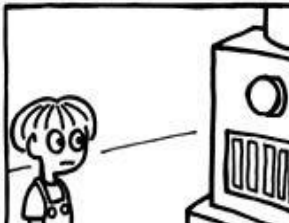
Mom will let go and this thing will flip over.



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.

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.



Developmentally Typical Fears - II



- **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**

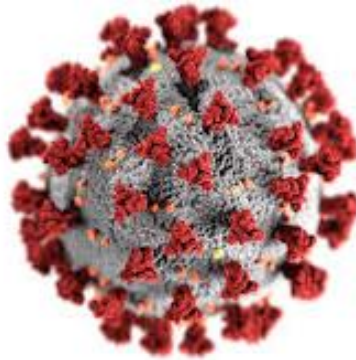
- stranger anxiety
- separation
- people in costume
- loud noises

- **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

Corona Fears Cont'd

- **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

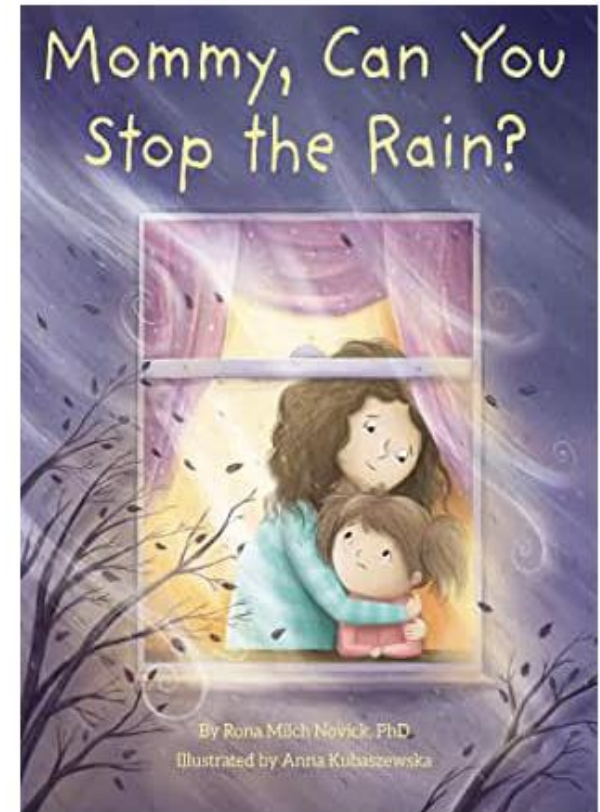
- Keeps child safe vs. limits child's development

TOOLS TO HELP



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



Generic Anxiety Management/Healthy Responses

Sleep

Exercise

Nutrition

Relaxation

Imagery

Meditation/Mindfulness



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

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

**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@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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