

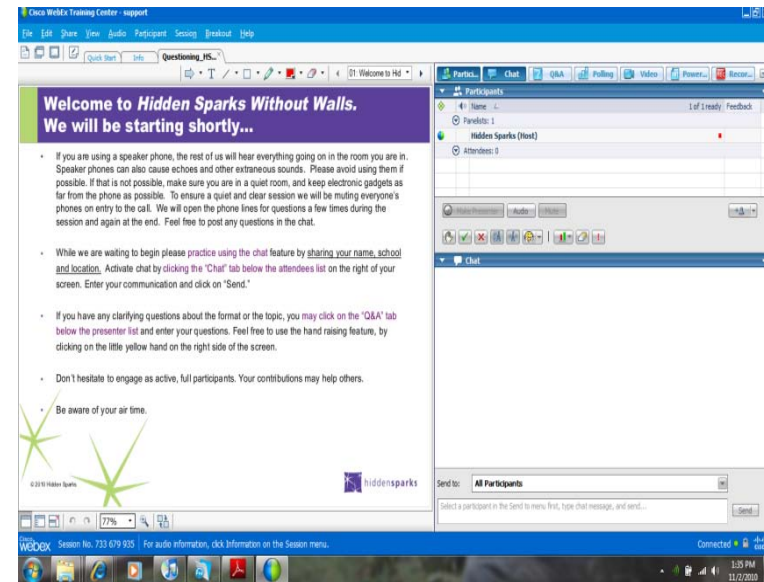
# Welcome to *Hidden Sparks Without Walls* Parent Connection. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted. Questions and comments can be submitted via the **CHAT FEATURE**.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

## When chatting, please remember:

- Select “**All Participants**” so everyone can see your message .
- If you have any clarifying questions about the format , or the topic, you may click on the “**Q&A**” tab located below the presenter list and enter your questions.
- Feel free to use the **hand raising feature** by clicking on the little yellow hand on the right side of the screen.



hiddensparks  
without walls

***Sticks and Stones:  
Battling Bullying***

**With Rona Novick, PhD**

**November 12, 2014**



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

# ABOUT HIDDEN SPARKS

**Hidden Sparks** is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

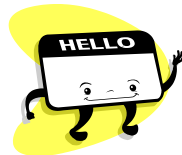
Guided by a philosophy that helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 23 Jewish Day Schools/Yeshivot in New York and with the support of a Covenant Foundation grant, in 3 schools in Baltimore, through a partnership with SHEMESH and in 2 schools in Chicago through a partnership with REACH.

More than 20 schools have received Hidden Sparks services through the No Child Left Behind program

# Welcome & Conference Etiquette

**Below are some tips that will help make this conference call successful:**

- **PLEASE NOTE:** We will be muting phones automatically, but when we open the lines for questions we will want to ensure that those questions can be heard and answered without undue background noise.
- **For best reception, we recommend your using a landline rather than a cellphone.**
- **Please participate in a quiet, undisturbed room** to avoid background noise if you are called on to raise a question.
- **Chat Room & Question/Answer Box** – Those participating on-line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. During the designated Q and A times, you will be able to “raise your hand” in the sidebar, and we will unmute you for questions
- **Identify Yourself** - When you ask a question verbally during the designated times, please identify yourself by name and school or state on-line in the chatroom.



# Our Guest:



*Rona Novick, PhD has, since its founding, served as the Co-Educational Director of Hidden Sparks. She is the Dean of the Azrieli Graduate School of Jewish Education and Administration and holds the Raine and Stanley Silverstein Chair in Professional Ethics and Values*

*Dr. Novick initiated research on bullying in Jewish Day Schools, and published multiple articles on bullying and bully prevention. She introduced the BRAVE bully prevention program that she developed collaboratively while at North Shore-Long Island Jewish Medical Center to numerous Jewish Day schools.*

*Dr. Novick is a clinical psychologist who served for many years as the director of Child Psychology at Long Island Jewish Medical Center, where she maintains a voluntary appointment.*

*Dr. Novick's research, teaching and clinical interests include childhood anxiety and trauma, positive psychology, social-emotional learning, parent engagement, and cognitive behavior therapy.*

# Overview of the Session

Tonight we will

- Define bullying and understand the distinction between bullying and other types of aggression and friendship challenges
- Learn about children at greater risk for bullying behavior and being victimized
- Discover the importance of bystanders – children and adults
- Consider formal programs available
- Explore the various ways teachers and parents can make a positive difference

# Session Goals

***For each of us to be a change agent***

***Armed with knowledge and tools***

***To understand children's social struggles***

***And to support healthy social development***

Please use the chat feature throughout to share brief examples of bullying and social conflict you have seen. Your examples may be mentioned in the presentation

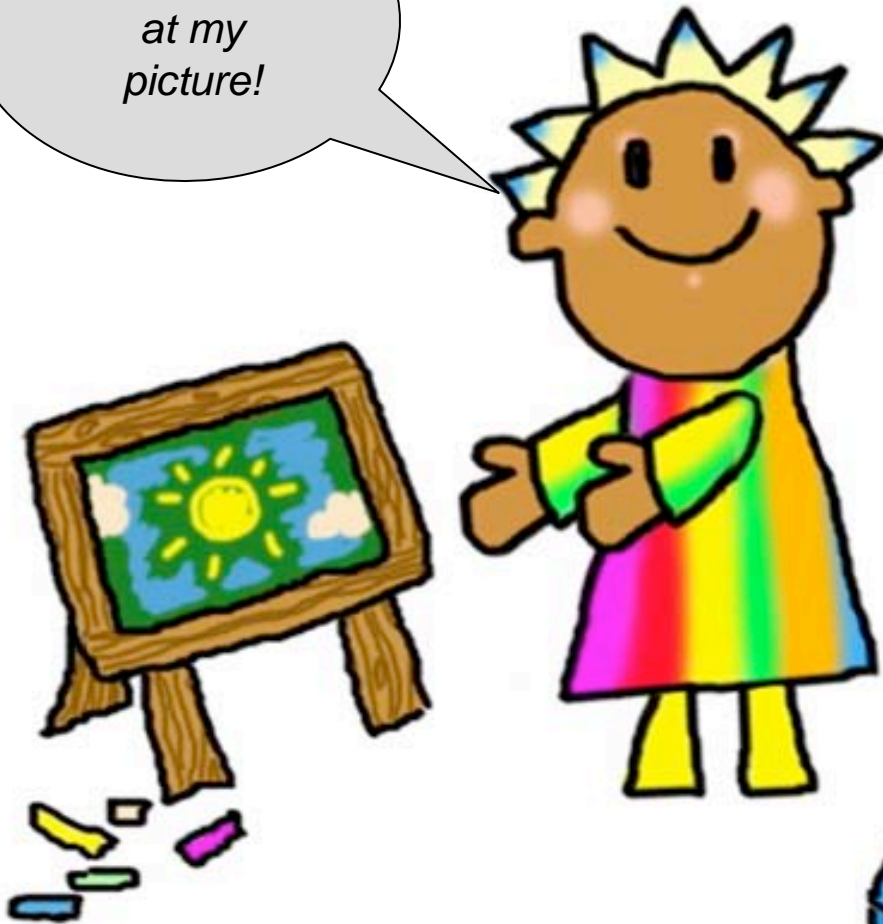
# Our Experience

- Raise your hand if:
  - You were teased, or purposely excluded from something, when you were in school
  - You have heard children call other children a name
  - A child has used the word bullying when telling you about a social situation they experienced



# Is this bullying?

*Moshe, look  
at my  
picture!*



*It's stupid and  
ugly . . . Like  
you.*



# Is this bullying?



# Is this bullying?



# Bullying Defined

Bullying is

**deliberate**

**abuse of power**

**to cause harm**

# Aggressive, Inappropriate but NOT BULLYING

- Sammy pushes his way to the front of the line and grabs the last chocolate milk, leaving David with none.
- Dina invites two girls to sleep over. She does not include Miriam, who is also her friend.
- During a game of dodgeball during recess, Marc and Jeremy have a fight about who is “out”. Quickly, the entire grade “takes sides”.

# Who Are They?

## Bullies:

- Like to be in control
- Use aggressive strategies
- May be impulsive

## Victims:

- Tend to be reserved/shy
- Emotionally reactive

How does temperament influence whether a child will engage in bullying or be a victim?

# A Caution

- Sibling relationships are different
- Virtually ALL children will engage in aggressive and bullying behavior on occasion
- Virtually ALL children will be the victim on occasion
- What we know comes from those children who are often in those roles
- The key to preventing bullying in school settings is a focus on neither bullies nor victims but . . . .

# BYSTANDERS

- Over 90 % of bullying is witnessed
- With cyber bullying – witnesses need not be physically present
- What witnesses do has a huge impact



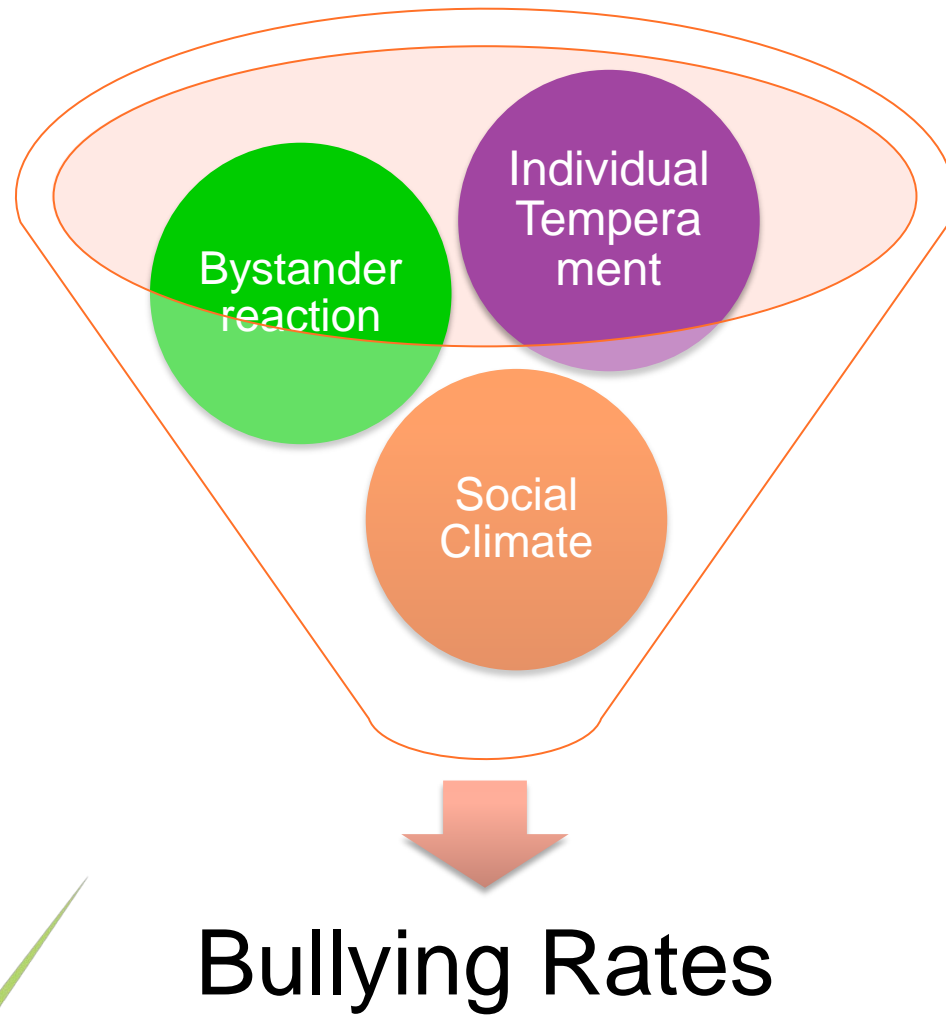


# Bullying as a Social Issue

- Mistakenly seen as an issue between bully and victim
- Indicator of the climate, culture, social dynamic of the larger group
- Consideration of the social “rules” and expectations is critical



# Multiple Contributors



**Bullying Rates**

# What Bystanders Do

- While at his locker, Danny overhears Eitan call Gabe a loser, and tease him about his ball-playing skill. Danny is likely to . . . .
- Yael sees Eliana run crying out of the lunchroom. She can hear the girls at the table next to her talking about the party this weekend that everyone is invited to, except Eliana. Yael is likely to . . .

# The Potential Lessons of Bully Prevention

**Bullying**

One is  
superior to  
another

Abuse of  
Power

**B'Tzelem  
Elokim**

We are all  
equal

All  
deserve  
respect

# Adults are Bystanders Too!

## Teachers

- You have assigned partners for a report. When Yoni hears he is paired with Evan he makes a face, and moves his chair away from Evan.

## Parents

- Driving a group of girls in carpool, you overhear Devorah tell Jessica that her shoes are stupid, like her. No wonder no one sits with her at lunch.

Use the chat feature to share what you would do

# Key Elements in Bully Prevention For School and Home



Knowledge



Shared Responsibility



Skills and Practice



Policies and Consequences



# Before Bullying Happens

# Basic “Before” Principles

- Ounce of prevention worth tons of cure
- Schools don’t have enough time to have single purpose lessons, need to “double-dip”
- Lessons more easily learned in calm, non-intense settings
- Use yourself – share your beliefs, views, struggles and solutions
- Repeat frequently – never know the needed “dosage”
- Capitalize on teachable moments





# Consider Content

- What content do you teach that could support the development of knowledge, skills, affinities that promote positive social climate?
- What readings do you assign?
- What assignments do you give?

- What books do you read with your child?
- What movies/videos do you see?
- What are your discussions focused on?
- How do you greet your child daily?

# Consider Process

## Teachers

- How do you use group learning?
- How do students respond to peer responses?
- What shared responsibilities are there in your classroom?
- What expectations, rules, consequences have been communicated and heard?

## Parents

- What jobs, responsibilities do children have?
- In what charity projects do they see you engage? Can they engage?
- What rules about social situations have been communicated?



# During Bullying Incidents

# Basic During Principles

- Do something
- Do no harm
- The obvious is often not the best
- Protect the victim (physically and emotionally)
- Stay calm, be the grown-up



# Some Potential Responses

- Divide/remove
- Private conversations
- Avoid blaming the victim
- Do not bully the bully
- Do not assume all adults share your views





# After Bullying Happens

# Basic After Principles

- Do no harm
- Do something
- It's never over
- Increase supervision



# Potential After Responses

## Teachers

- Use current events, videos, curricular content to underscore messages you want to send
- Review your efforts in school/class climate – what needs adjustment?
- Consider rules
- Get help for . . . You, those involved, bystanders

## Parents

- Discussions may be better when indirect
- Consider rules and consequences carefully – cannot mandate emotions, only behavior



# Conclusions

- Consider the power you have, as parent, or educator
- Value
- Live
- Teach



# Upcoming Hidden Sparks Without Walls Sessions

<b>Weds 11/19/2014</b>	<b><i>For Teachers: “Getting Leor on the Guest List: Boosting Social Success for your Students” with Mindy Rosenthal</i></b>
<b>Tue 12/2/14</b>	<b><i>For Parents: “More Home, Less Work” with Zipora Schuck</i></b>

*For more information visit: [www.hiddensparks.org](http://www.hiddensparks.org)*

# Contacting Hidden Sparks

Contact Presenter:

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Contact Hidden Sparks:

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## **Hidden Sparks would like to thank ...**

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