

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 supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks' programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.

Now in its 12th year, Hidden Sparks has trained 297 coaches and 465 educators in 108 Jewish day schools in New York, New Jersey, Baltimore, Chicago, Florida, Cleveland, Atlanta and 6 Israeli cities.

Please be in touch with our office to find out how to bring Hidden Sparks programs to your school!

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.*

Asking Questions & Sharing Thoughts:

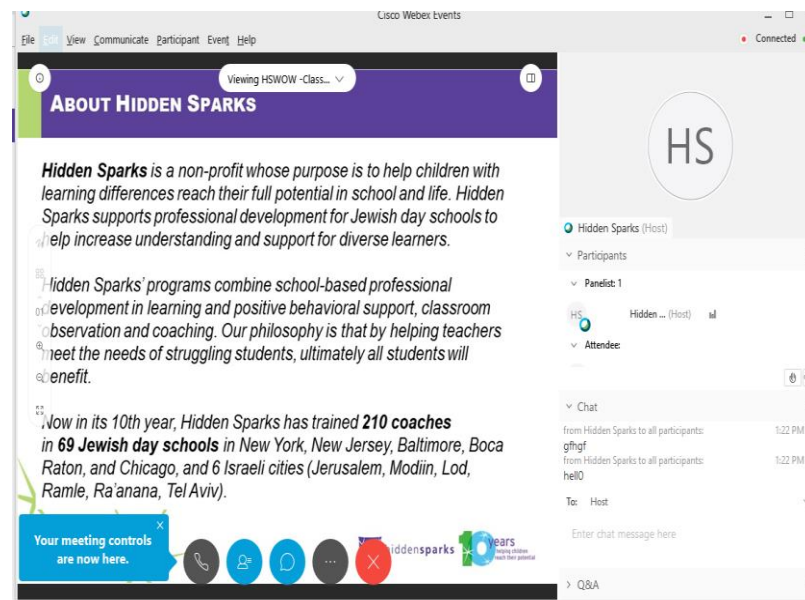
You are encouraged to ask questions and share your thoughts on the Chat.

Please activate the chat feature by clicking in the “Chat bubble” on the control panel on the bottom of your screen.



Audio:

If you would like to call in via phone for audio, please click on the phone icon, select “I will call in” and you will be provided with the call-in number.



hiddensparks
without walls

***De-Escalating Conflicts in the
Classroom***

**Presented by Dr. Rona Novick
November 13, 2019**



hiddensparks[®]
helping children reach their potential™

Our Guest:



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

We will explore factors that contribute to classroom conflict and consider prevention of escalation and strategies to manage situations as they escalate. We will also review how to regroup after an escalating conflict.



It's EASY to make things HARD

Tuesday, Mrs. Cohen asked the class to take out their homework. Joey was playing with something on his desk, and Mrs. Cohen asked him to put it away and hurry up to take out his homework. Rachel, sitting in front of Joey, laughed and he yelled at her. Mrs. Cohen approached his desk and said “We don’t speak that way in this class, Joey”. “I’ll talk how I want to”. Mrs. Cohen thought this was the third time this week Joey was starting the day with trouble, and said “Joey, is today going to be another day like yesterday? Let’s just get out the homework”. Joey grabbed his pencil and screamed . . . “I hate this class”
He began pounding his pencil into his desk.



Goals We Want To Support for All Students

Self-
Awareness

Self-
Management

Social
Awareness

Responsible
Decision
Making

Relationship
Skills

These social-emotional learning competencies are the skills students need to manage frustration, handle conflict, and de-escalate when upset.

If a child doesn't know how to read, we teach
If a child doesn't know how to swim, we teach
If a child doesn't know how to multiply, we teach
If a child doesn't know how to drive, we teach
If a child doesn't know how to behave, we...

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner (NASDSE - National Assoc of State Directors of Special Ed, President) Counterpoint 1998, p.2



Invest Before Conflict

- Relationship
- Clear expectations and procedures/routines
- Understanding your students
- Understanding yourself
- Skill building (in calm moments)



Traditional Strategies for Addressing Problem Behavior

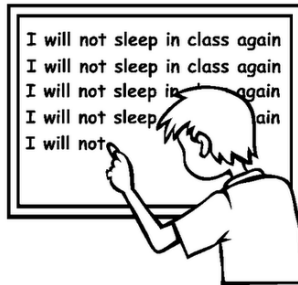


Student's Name: _____

Date: _____ Room: _____

Teacher Comments:

_____ (Signature)



- *Can you think of others?*
- *How do students react?*

Aversive Techniques Beget Aggressive Responses

May agitate student

May embarrass the student

Student/Teacher relationship affected

Student is not being taught replacement



De-escalating: Sensible Senses

• Touch

- physical space
- Personal zone



• Sound

- voice volume
- Tone of voice
- Ambient noise



De-escalating: Body Language

VS.

- Finger Pointing
- Kick Back

VS.

- Hands in pockets
- Palms Open

VS.

- Standing Above
- Eye Level

VS

- Full facing
- Body Angled

De-Escalating – Words of Calm

- Illusion of choice and actual choice
- Reverse mirroring – as soft as they are loud
- Simple phrases – no discussion
- Simple options, with time to decide
- Focus on present
- **NO THREATS**



De-escalating - Actions

- Avoid power struggle (i.e. demands, directions, etc. invite anger and refusal)
- Avoid questions, seek explanations
- Use positive, optimistic frame – “I know you can make a good decision”
- Create time and space for thinking
- Prompt good behavioral options
- Emphasize safety as driving your actions
- Validation vs. agreement
- Do not promise what you cannot deliver
- Note and celebrate all attempts in a positive direction.



Peer to Peer Conflict

- Engagement vs. allow peers to solve problem
 - Cannot expect them to solve problems if they do not have the tools
 - If they have the tools – prompt them to use them
- Do no harm – avoid intervention that will actually make things worse
- Understand the larger context – may be complex
- Prime mission is safety



Some General Considerations

- The best way to change student behavior is to change adult behavior
- Prevention is worth several tons of cure
- Discipline as education NOT punishment
- The more structure, pre-taught routines, etc. in place, the less reactive responses necessary
- The more tools everyone has, the more likely they will succeed (students, teachers, administrators)



Whatever You Do . . . Do it in the context of a caring relationship

- Humor
- Let the student “save face”
- Re-direction/distraction
- Prompt & cue both verbal & non-verbal



What You Can Do - Always

- Make your unspoken/unwritten curriculum clear
- Start on the right foot with “lessons” to teach students to succeed with the behavioral curriculum (families can be included!)
- Every teacher will be offered endless teachable moments to congratulate, shape, and partner with students to grow healthy behavior.



Upcoming Hidden Sparks Without Walls Sessions

Wed., November 20, 2019	Session for Parents: <i>Understanding Accommodations and Modifications and Partnering with Teachers</i> <i>Presented by Amanda Morin</i>
Wed., December 11, 2019	Session for Teachers: <i>Kriah Strategies for All</i> <i>Presented by Angelina Swenson</i>

**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:

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www.facebook.com/HiddenSparks



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