

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

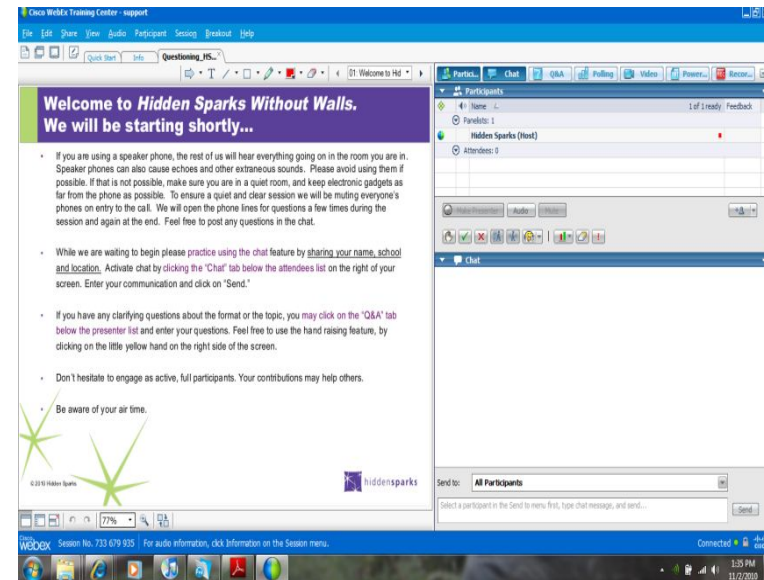
To alleviate background noise and ensure a quiet session, your phones have been automatically muted.

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**” if you would like everyone to see your message. Select “**All Panelists**” if you would like only the presenter and facilitator to 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.



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.

*Since inception, Hidden Sparks has trained **190 coaches** in **65 Jewish day schools** in the New York Metro area, Baltimore, MD, Boca Raton, FL, and Chicago, IL, and 3 Israeli cities (Jerusalem, Ramle, Ra'anana).*

hiddensparks
without walls

***Positive Behavior Support – Motivating
With Rewards that have No Salt, No Sugar,
and Cost No Money***

**Presented by Dr. Rona Novick
November 16, 2016**



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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 ELI talk.

Overview of the Session

Motivation is a key component in human growth and behavior. Ideally, all children, in all instances, would be self-motivated to make the right choices, work hard, strive for success, and keep going in the face of challenge. Yet, even adults can struggle to do so. This session will explore what we know about Positive Behavior Support, and how it can help us to grow children's motivation and move them towards the important goal of self-motivation and self-regulation.

Session Goals

- Understand relationship of motivation to behavior
- Reflect on our own motivational boosters
- Consider what motivates our children and students
- Understand differences between feedback and reinforcement
- Apply basics of positive behavioral support to set the stage for success
- Consider effective means of reinforcement that do not undermine self-motivation
- Expand our motivational toolbox

Why We Do What We Do

- Think of something you do willingly – why do you do it?
- Think of something you avoid doing or do very reluctantly – why do you avoid it?
- Use the chat room to share your examples.



What Builds Behavior

- *Behavior*
- *Context*
- *History/Experience*
- *Skill*
- *Motivation*

A Positive Behavior Example

- *Doing Homework*
 - *4 pm, desk ready with books*
 - *When you've had HW in past, it wasn't too hard*
 - *You know how to do this work*
 - *You like how it feels when you get the answers*

Negative Behavior Example

- *Calling Out in class*
- *Class has no clear expectations re: how to access teacher*
- *At home, your family always pays attention to the loudest person*
- *You are not good at waiting*
- *When you call out, the teacher sends you to hallway, where you can read*

What Positive Behavior Support Suggests

- In the same way we support learning, we can support behavior.
- We can grow behavior by impacting:
 - Context
 - History/Experience
 - Skill
 - Motivation



Considering Context

- Remember the behavior you selected as one you avoid, do not do . . .
- Are there contexts/situations/environments in which you are more likely to engage in the behavior.
- Let's consider our behavior example of "calling out" – what context would set the stage for less calling out?

Vote:



- Raise hand - if you would clarify class rules/expectations and have students restate the rules before each lesson as a review



- Check – if you would change students' seat, or stand closer to him/her



- X – if you would adjust lesson, giving each student a mini-white board to write each answer and hold up to show the class

- ***Add additional suggestions in chat***

Changing Context – Benefits and Costs

Positives

- Ounce of prevention . . .
- May eliminate need for consequences
- May allow child to experience success
- Often requires no participation of child

Negatives

- May require extra investment of time/energy
- May require some knowledge of child's strengths, challenges, preferences
- Often requires no participation of child – therefore may not promote self management

Considering History/Experience

- We can't change history
- We can understand how it may have ingrained a particular behavior
- We can be certain we write a better history going forward



Considering Skills

| Challenging Behavior | Lagging Skill(s) |
|---|--|
| Calling out | Patience, planning, delay of gratification, academic skill |
| Incomplete work, or work with many errors | Attention to detail, planning, academic skill |
| Aggression to peers | Social skills, frustration tolerance |
| Limited participation in class | Social skills, language skills, academic skills |

Building Skills– Benefits and Costs

Positives

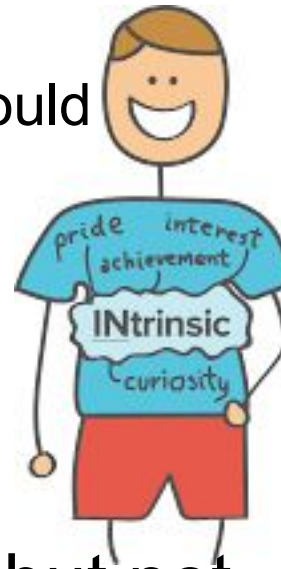
- Ounce of prevention . . .
- May eliminate need for consequences
- Will have benefits beyond the behavior in question
- Actively engages child and can therefore support self-management

Negatives

- May require extra investment of time/energy
- May require some knowledge of child's strengths, challenges, preferences
- Difficult to accomplish without cooperation and motivation for change on part of child

Considering Motivation – Intrinsic vs. Extrinsic

- What are the behaviors for which you are intrinsically motivated?
- Are there behaviors that you expect you could NEVER develop intrinsic motivation?
- Can we expect intrinsic motivation for all students in all situations?



- Intrinsic motivation is preferable but not always possible
- Extrinsic motivation – CAN be helpful or harmful depending on how it is delivered

Motivation and Feedback

You are about to drive to a wedding at a venue you have never been to. You turn on your GPS and load the address. It gives you the first instruction to make a right turn. You make a left, by mistake and the GPS says “recalculating” and directs you back on the road.



You are about to drive to a wedding at a venue you have never been to. You turn on your GPS and load the address. It gives you the first instruction to make a right turn. You make a left, by mistake and the GPS says “bad job, I know you can do better”. You continue driving, and the GPS intermittently says “good job” , “keep up the good work”

Reinforcement As Feedback vs. Control

- When we give praise in order to control behavior – and when it is devoid of feedback- interferes with intrinsic motivation
- When praise includes feedback – no interference with intrinsic motivation



What Is Reinforcement?

- Anything that increases the likelihood of behavior happening again
- Use chat to share an example of positive reinforcement for you, and an example in a school
- Therefore, personal – what reinforces one child may not work for another
- Can be tangible or intangible
- Best when specific, immediate
- Risk of “inflation”



No Salt, No Sugar, No Money

- Activities
- Privileges
- “Rentals”
- Power/choice
- Connection



- **Invest in relationship . . . priceless**



Conclusions and Questions

- Motivation is critical.
- Intrinsic ideal – but not always possible.
- Support success by addressing context, developing skill and/or increasing motivation
- Increase motivation by:
 - Being certain you are also offering feedback
 - Using intangibles
 - Building on relationship



Upcoming Hidden Sparks Without Walls Sessions

| | |
|---------------------------|--|
| <i>Tue. Dec. 13, 2016</i> | <i>For Teachers and Parents:</i> Managing Meltdown and Taming Tantrums: Practical Strategies for Everyday Challenges Presented by: Amanda Morin of Understood.org |
| <i>Tue. Jan. 3, 2016</i> | <i>For Teachers:</i> A+ for Teachers: Understanding and Creating Effective Assessments Presented by: Zipora Schuk |

If you are interested in bringing Hidden Sparks to your school or city, please contact us:

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