Hidden Sparks Without Walls Parent Connection is a series of courses designed to bring together educational professionals and parents in order to improve the quality of the educational experience for all students, including those who struggle.

We hope that the information provided in these courses is helpful, however every child, family, and teacher is different and the strategies and techniques discussed in the seminars do not necessarily apply to every situation.

Hidden Sparks Without Walls Parent Connection does not, in any way, substitute for personal professional assistance or guidance delivered by an educational or other professional dedicated to assisting your child or family.

Hidden Sparks Without Walls, and the Hidden Sparks program in general, does not offer evaluation, recommendation, or consultation services to individual students or families.
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” 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.

Hidden Sparks Without Walls Parent Connection is a series of courses designed to bring together parents and educational professionals in order to improve the quality of the educational experience for all of our students and children, including those that struggle.
A Force of Nature: Supporting Strategies for Impulse Control

With Mindy Rosenthal

December 1, 2015
Our Guest: Mindy Rosenthal

Mindy Rosenthal, M.S., BCBA, is the resource director at Ilan High School and an adjunct professor at Daemen College. Her private practice, Behavior & Educational Consulting (BEC), specializes in the remediation of social skill deficits in children, adolescents and adults with ASD, ADHD, and other verbal and non-verbal learning disabilities. Mindy serves as consultant to various New York and New Jersey schools, devising and implementing social skills and behavioral programs, as well as training parents and teachers.
Overview of the session

• What is self-control?
• How does Emotional Regulation work?
• Self-Control in young children
• Developmental Stages with Self-Control
• Dr. Bronwoski – Human Speech
• Self Talk – the key to self-control
• Self Talk Strategies
• Increasing Self-Control via ABA
• 5 Step Plan
• The ARC of Self Control
• Games that promote self-control
**What is Self-Control?**

**Self-control** is the ability to control one’s emotions, behavior, and desires in order to obtain some reward or avoid some punishment. In psychology it is sometimes called self-regulation.

Are self-control and emotional regulation synonymous?
Self-Control = RESPONDING, Not REACTING

Inhibition
- Physical
- Cognitive
- Verbal

Regulation
- Self-awareness
- Self-talk
- Recreation of sensory information
- Emotions

Responsive Behaviors
- Using the past to predict the future

Motivation
Emotional Regulation Process Model (Thompson and Gross 2007)

- Situation Selection
- Situation Modification
- Attentional Deployment
- Cognitive Change
- Response Modulation

- Situation
- Attention
- Appraisal
- Response

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Emotional Regulation Process Model (Thompson and Gross 2007)

- **Situation Selection** – choosing setting and events that will evoke positive emotions
- **Situation Modification** – modify situation to alter the emotional impact, problem-solving & coping
- **Attentional Deployment** – internal version of situation modification
- **Cognitive Change** – change thought regarding situation (it’s not that bad) or regarding ability to cope (I can handle it)
- **Reappraisal** – changing a situation’s meaning to change the emotional response; like judging favorably
- **Response Modulation** – suppression, sublimation
Why is self-control in preschool important?

• Results: higher SAT scores

• Results: higher prosperity, greater health, and less criminal convictions

• Sesame Street *Me Want It (but me wait)* on youtube (Stephanie Carlson)
• Early intervention and effective parenting
## Stages of Development

<table>
<thead>
<tr>
<th>Preschool/Kindergarten</th>
<th>Lower Elementary (Grades 1-3)</th>
<th>Upper Elementary (Grades 4-5)</th>
<th>Middle School (Grades 6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acts appropriately in situations where danger is obvious (e.g., not running into the road to retrieve a ball)</td>
<td>1. Can follow simple classroom rules (e.g., raising hand before speaking)</td>
<td>1. Handles conflict with peers without getting into physical fights (may lose temper)</td>
<td>1. Able to walk away from confrontation or provocation by a peer</td>
</tr>
<tr>
<td>2. Can share toys without grabbing</td>
<td>2. Can be in close proximity to another child without need for physical contact</td>
<td>2. Follows home or school rules without an adult’s immediate presence</td>
<td>2. Can say no to a fun activity if other plans have already been made</td>
</tr>
<tr>
<td>3. Can wait a short period of time when instructed by an adult</td>
<td>3. Can wait until parent gets off the phone before telling the parent something (may need reminders)</td>
<td>3. Can calm down or de-escalate from emotionally charged situations when prompted by an adult</td>
<td>3. Resists saying hurtful things when with a group of friends</td>
</tr>
</tbody>
</table>

(Dawson, Guare 2009)
Human language as a means of communication & Reflection due to Response Inhibition

- Sense of past and future
- Self-talk to control behaviors
- Rule governed behavior
- Separate emotions from information
- Reconstitution = Break up incoming information and recombine for outgoing information (analysis & synthesis)
Self-Talk

Inhibition

- Description to the Self
- Self-Instruction
- Rule-Governed Behavior
- Self-Organization
- Moral Regulation of Behaviors

Action
Self-Talk Strategies

Silent Screaming

Saying Secrets

Silent Reading

Sign Language

Scripting
Increasing Response Inhibition Via ABA

- Increase Frequency
  - Decrease Latency

- Increase Action
  - Decrease Verbal

- Increase Strength
  - Decrease Inconsistency

- Increase Positive
  - Decrease Negative

- Increase Teaching
  - Decrease Disciplining
5-Step Plan

1. Stop
   - Where & When

2. Three Rules
   - 1.
   - 2.
   - 3.

3. Incentive/Consequence
   - ✓
   - ✗
   - Verbal
   - Nonverbal

4. Prompt/Cue
   - Parent
   - Child's
   - Signature

5. Follow Through
   - Signature

“If you fail to plan you plan to fail”
The ARC of Self-Control
ARC of Self-Control

Respond, Don’t React

Choice
- Past & Future

Response

Regulation + / –
Mind & Body

Techniques

Awareness
- Internal
- External

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ARC - Awareness

External
- Environment
- People & their relationship (authority figure, peer, stranger)
- Environmental expectations (work, play,)

Internal
- Arousal
- Emotions
- Physical (hungry, tired, strep)
### ARC - Regulation

<table>
<thead>
<tr>
<th>Guided/Forced</th>
<th>• timeout, food, water, music, military drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompted</td>
<td>• cues, giving fidgets, break, or choices</td>
</tr>
<tr>
<td>Independently</td>
<td>• + break card, take out a fidget, ask for assistance, wash your face, take a drink, go for a walk</td>
</tr>
<tr>
<td></td>
<td>• - deep breathing, take a break, use a fidget, read, go for a walk</td>
</tr>
</tbody>
</table>
Once regulated you regain power of choice

Delayed gratification – look to the future

Conscious choice instead of impulse

Present = “What’s more important”

Anticipate consequences

Let the past guide you

ARC - Choice
Children’s Books

Self-Control
• Soda Pop Head (Julia Cook)
• My mouth is a Volcano (Julia Cook)
• You Get What You Get (Julie Gassman)
• Lacey Walker Nonstop Talker (Jones)
• Ricky Sticky Fingers (Julia Cook)

Flexible Thinking
• Chester’s Way (Kevin Henkes)
• I Just Want to Do It My Way (Julia Cook)
• I Just Don’t Like the Sound of No (Julia Cook)
• How Full is Your Bucket (Carol McCloud)
• Zach Gets Frustrated (Mulcahy)
• Alexander and the Terrible, Horrible, No Good, Very Bad Day (Judith Viorst)

Focusing
• It’s Hard to Be a Verb (Julia Cook)
• Howard B. Wigglebottom (Binkow)
• Super Flex Takes On Brain Eater (Winner)
• Mind Your Manners in School (Candle)
• Survival Guide for Kids with ADHD (Taylor)

Self-Esteem
• Just Because I Am (Lauren Murphy Payne)
• I Like Being Me (Judy Lalli)
• Spaghetti in a Hot Dog Bun (Dismondy)
• Stephanie’s Ponytail (Robert Munsch)
• Just So Thankful Little Critter (Mercer Mayer)

Emotional Regulation
• The Way I Act (Steve Metzger)
• The Way I Feel (Janan Cain)
• The Chocolate-Covered-Cookie Tantrum (Deborah Blumenthal)
• Today I Feel Silly and Other Moods (Jamie Lee)
• Sophie Gets Angry, Really Really Angry (Bang)
• My Book Full of Feelings (Jaffe & Gardner)
The Incredible 5 Point Scale

5. behaviors that are against the rules
4. behaviors that make others feel annoyed
3. behaviors that make others have weird thoughts
2. behaviors that are fine or okay
1. behavior that make others have good thoughts
The ARC of Self-Control

**A**
- What am I doing?
- What am I thinking?
- What am I feeling?

**R**
- What can I do?
- What can I think?
- How do I feel?

**C**
- What will I do?
- What will I think?
- How will I feel afterward?

**Before Acting**
- What are people around me doing?
- What are people around me thinking?
- What are people around me feeling?

**Talking**
- I'm a snob
  - Happy, connected, friendship

**Reading**
- About Ramona
  - Calm, self-absorbed

**Copy everyone**
- About everyone else
  - I need to +

**Close the book**
- Conversation rules
  - Proud & friendly

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The ARC of Self-Control

These triggers

Make me feel

When I feel

I can do

Then I will feel

I will remember

So I will do

What I want to happen

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# Games & Activities

## Games – Objective is to engage in self-control/flexible thinking

<table>
<thead>
<tr>
<th>Change Tempo</th>
<th>Preschool</th>
<th>Therapy Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Freeze Tag</td>
<td>• Bubble test,</td>
<td>• The Self-Control Game</td>
</tr>
<tr>
<td>• Freeze dance</td>
<td>• “Don’t smile”</td>
<td>• Remote-Control Impulse Game</td>
</tr>
<tr>
<td>• Hide and go seek</td>
<td>• Quiet musical</td>
<td>• The Stop, Think, and Go Bears Self-Control Game</td>
</tr>
<tr>
<td>• Red light; green light</td>
<td>instruments,</td>
<td>• Dr. Playwell’s Game of Self-Control</td>
</tr>
<tr>
<td>• Charades</td>
<td>• Jenga, Topple</td>
<td>• <strong>Ready Set Respond</strong> (Lawrence Shapiro) free download from</td>
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<td></td>
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<td>socialskillscentral.com</td>
</tr>
</tbody>
</table>
Upcoming Hidden Sparks Without Walls Parent Connection Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Type</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/09/16</td>
<td>For Parents</td>
<td>Balancing Love and Limits with your Children and Teens: Effective Strategies for Parents – Dr. David Pelcovitz</td>
</tr>
<tr>
<td>3/15/16</td>
<td>For Parents and Teachers</td>
<td>How to Help Your Child or Student with Attention Struggles – Claire Wurtzel</td>
</tr>
</tbody>
</table>

For more information visit: www.hiddensparks.org
The Hidden Sparks program is currently in 45 Jewish day schools/yeshivot in the NY, NJ, Baltimore and Chicago.

Since inception, Hidden Sparks has trained 150 Coaches from 50+ participating schools, and 1,900 teachers have participated in our programming, impacting an estimated 15,000 students.

If you are interested in bringing Hidden Sparks to your school or city, please contact us at: 212-767-7707 or sara@hiddensparks.org
Contacting Hidden Sparks

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