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 choose 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.
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!
Collaborative Problem Solving: An Introduction for Parents

Presented by Tamar Shames
January 12, 2021
Tamar Shames is the Director of Professional Development at REACH and works with the Chicago day school system to meet the educational and social/emotional needs of all students. Tamar develops and facilitates professional development sessions that build the internal capacity of hundreds of teachers and administrators. Tamar has expertise related to Collaborative Problem Solving and is a certified trainer in the model. Prior to joining REACH in 2015, Tamar served as the Learning Center Director at Ramaz Middle School where she facilitated academic accommodations and curricular modifications for students and supervised and mentored fellow teachers. Tamar graduated from Barnard College with a B.A. in Psychology and Education and from Bank Street College of Education with a M.Ed. in Special Education.
Overview of the Session

- Our CPS Philosophy: How We Understand Challenging Behavior
- The Thinking Skills Kids Needed for Adaptive Behavior
- How We Respond to Challenging Behavior
Have you ever had a day?

"I'm afraid you have what's known as "children."
Our Ideas About Parenting

• How do I feel about misbehavior and discipline?
• Where do these ideas come from?
• Who taught me those ideas?
• Do I always agree with them?
Our Ideas About Parenting

Strongly Disagree- 5

Strongly Agree- 1

Kids act out to avoid doing things they don’t like to do.

Some kids misbehave because negative attention is better than no attention at all.

Most challenging kids could behave better if they really wanted to.
Conventional Wisdom

Kids do well if they WANT to

Avoid things

Get things
YOUR UNDERSTANDING OF BEHAVIOR DETERMINES YOUR SOLUTION
Motivate compliant behavior through intensive, consistent programs of rewards, punishments and ignoring
Conventional Wisdom

**DO:**
- Teach basic lessons
- Provide external motivation

**DON’T:**
- Teach complex thinking skills
- Build relationships
- Help kids stay regulated
Conventional Wisdom

Side Effects:

- Decreasing internal motivation
- Not worth trying
- Increases fixed mindset
KIDS DO WELL IF THEY CAN

…if they can’t…something is getting in the way.

We need to figure out what so we can help.
CPS Philosophy

Challenging kids lack skill not will
Thinking Skills

Flexibility & adaptability

Frustration tolerance

Problem-solving
Thinking Skills Reference Sheet

**Language & Communication Skills**
- Understanding what others are saying
- Following the flow of conversations
- Quickly understanding people who are talking
- Saying what they are thinking or what they need
- Saying what’s bothering them
- Saying what they are feeling
- Quickly finding the words they need

**Attention & Working Memory Skills**
- Sticking with things that need a lot of attention
- Doing things in order
- Keeping track of time
- Thinking about more than one thing at a time
- Staying focused during activities
- Ignoring distractions
- Thinking of more than one solution to a problem

**Emotion- & Self-Regulation Skills**
- Handling changing from one activity to another
- Understanding that things can be "kind of" rather than all one way or all the other way; seeing "shades of gray" rather than only "black and white"
- Imagining different ways things could happen in the future
- Handling changes to a routine or rule
- Handling new situations or unclear answers (e.g., "I don’t know.")
- Changing their mind if offered a different idea or solution
- Understanding why a plan may need to change
- Not taking things too personally, exaggerating, or thinking things are worse than they are

**Cognitive Flexibility Skills**
- Paying Attention to what others are saying and doing
- Understanding what other people mean form the way they behavior or talk
- Starting and having conversations with others
- Getting other people’s attention in positive ways
- Understanding how their behavior makes other people feel
- Understanding what other people think of them and their behavior
- Understanding other people’s points of view

The Thinking Skills Checklist is a user-friendly derivative of a validated measure called the Thinking Skills Inventory (TSI). For more information, see the TSI User’s Guide.
Unconventional Wisdom:

It’s like a learning disability
Thinking Skills

Equation of a Meltdown

- Expectation
- Sufficient Skill
- Lagging Skill

Adaptive Behavior
Challenging Behavior

Thinking Skills
Equation of a Meltdown

Expectation + Sufficient Skill + Lagging Skill = Adaptive Behavior
Challenging Behavior

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Challenging Behavior
Thinking Skills

What causes lagging skills?

Chronic, overwhelming stress, adversity or trauma arrests brain development which manifests itself as lagging skills.
Logical Solution:

- **Assess** which skills are lagging
- **Teach** skills in increments that children can handle
Assessment

1. Challenging behaviors

2. Problems to be solved

3. Lagging skills
Problem to be solved + Lagging Skill = Challenging Behavior
S/he has difficulty when (TRIGGER):

____________________________________________

Because s/he has difficulties with (LAGGING SKILLS):

____________________________________________

Which leads to (BEHAVIORAL RESPONSE):

____________________________________________
CPS Solution

**Plan A**

Impose adult will

**Plan B**

Solve the problem collaboratively

**Plan C**

*Drop it* (for now, at least)
Plan B Ingredients

1. Empathize
   Clarify child concern.

2. Share
   Share adult concern.

3. Collaborate
   Brainstorm, assess and choose solution.
It is hard to stay calm. But when we get upset…

- It is contagious!
- We can’t think or reason
- We “fuel the fire” – the child gets even more angry, can’t think or reason either
- Situation gets worse – we don't get our expectation met
A Helping Relationship:

- Regardless of therapeutic modality, the best predictor of success in helping people change is the relationship between helper and “helpee”
- Helping is messy and takes time
- Helping is a working alliance, a two-way collaborative process, a two-person team effort
- Helping is not something you do to kids; rather, it is a process that adults and kids work through together
Remember

★ You didn’t cause the situation, but you can help your child learn how to respond differently

★ “Fake it ‘til you make it”- Show calm on the outside even if you do not feel calm on the inside

★ Think:
  ○ Can’t, NOT won’t.
  ○ Kids do well if they can, NOT if they want to

★ Rewards and punishments don’t build skills

★ Behind most challenging behavior are lagging cognitive skills

★ Staying calm can be contagious
Remember

- This is not a “one shot solution”
- CPS is about building relationships
  - Go slow to go fast
- Preparation and practice are key!
Resources

Websites:
Thinkkids.org
Livesinthebalance.org

Books:

Lost at School
Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them
Ross W. Greene, PhD

Raising Human Beings
Creating a Collaborative Partnership with Your Child
Ross W. Greene, PhD

Changeable
The Surprising Science Behind Helping Anyone Change
J. Stuart Ablon, PhD
Upcoming Hidden Sparks Without Walls Sessions

| Tuesday, February 9, 2021 | For Teachers:  
|--------------------------|----------------------------------------------------------- |
|                          | Millim, Millim: Supporting students as they acquire and strengthen their Hebrew Vocabulary Skills.  
|                          | Presented by: Meirav Kravatz                              |

| Tuesday, March 9, 2021   | For Teachers:  
|--------------------------|----------------------------------------------------------- |
|                          | Beyond the Workbook: Vocab Building Strategies  
|                          | Presented by: Hollis Dannaham                            |

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