

hiddensparks
without walls

***Is This Typical?
Understanding Variations in
Development for
Middle and High School Students***

With Dr. Rona Novick

February 23, 2010



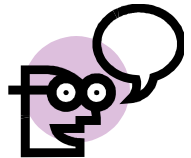
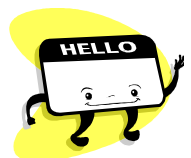
hiddensparks®
helping children reach their potential™

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

- If you are using a speaker phone, the rest of us will hear everything going on in the room you are in. Speaker phones can also cause echoes and other extraneous sounds. Please avoid using them if possible. If that is not possible, make sure you are in a quiet room, and keep electronic gadgets as far from the phone as possible.
- While we are waiting to begin please **practice using the chat** feature by sharing your name, school and location. Activate chat by **clicking the “Chat” tab below the attendees list** on the right of your screen. Enter your communication and click on “Send.”
- If you have any clarifying questions about the format or the topic, you **may click on the “Q&A” tab 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.
- Don't hesitate to engage as active, full participants. Your contributions may help others.
- Be aware of your air time.

Welcome & Conference Etiquette

- **Below are some tips that will help make this conference call successful.**
- **Use the right phone.** - Cell phones can be included in conference calls, but some can also cause static on the lines. Try to use a landline phone if possible. Speakerphones pick up a lot of background noise. If you use one, mute it whenever possible.
- **Participate in a quiet, undisturbed room.** – Background noise can be heard through the phone and will disturb others in the conference. If you can't find a quiet room, use your phone's mute button until you want to speak – and avoid distracting noises such as humming, scraping chairs, tapping a pencil, etc.
- **Never Put a Conference Call on Hold!** - Participants will be forced to listen to your on-hold music or they will not know that you have stepped away and may continue to address you while you're gone.
- **Call Waiting** - The sound of your call-waiting beep can be disruptive and confusing to conference call participants. Quite often the Call Waiting function can be temporarily suspended by touching *70 prior to the call.
- **Identify Yourself** - When you first enter the call and when you ask a question please identify yourself by name and school or state on-line.
- **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. We will offer regular opportunities for those joining by phone only to participate as well.



Our Guest:

Rona Novick, PhD is the director of the Fanya Gottesfeld Heller Doctoral Program at the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University, an Associate Clinical Professor of Child Psychology at Albert Einstein College of Medicine and a Co-Educational Director of Hidden Sparks. Dr. Novick received her PHD from Rutgers University and interned at Beth Israel Medical Center in New York. She developed the Alliance for School Mental Health at North-Shore Long Island Jewish Medical Center and served as its director, authoring the BRAVE bully prevention program. She is recognized for her expertise in child behavior therapy and has published scholarly articles on school applications of behavior management, children and trauma and bully prevention. She is a licensed clinical psychologist, with specialization in child anxiety disorders, cognitive behavior therapy and family therapy. She is the author of a book for parents: Helping Your Child Make Friends, and editor of the book series Kids Don't Come With Instruction Manuals.

Overview of the Session

What does typical adolescent development look like? How much variation is typical, and are there indicators of significant challenges?

We will discuss the role temperament plays in adolescence.

We will discuss issues in teen-age developmental along a continuum, considering which tasks are usually mastered at particular ages and phases, and what challenging behaviors emerge during this time of change.



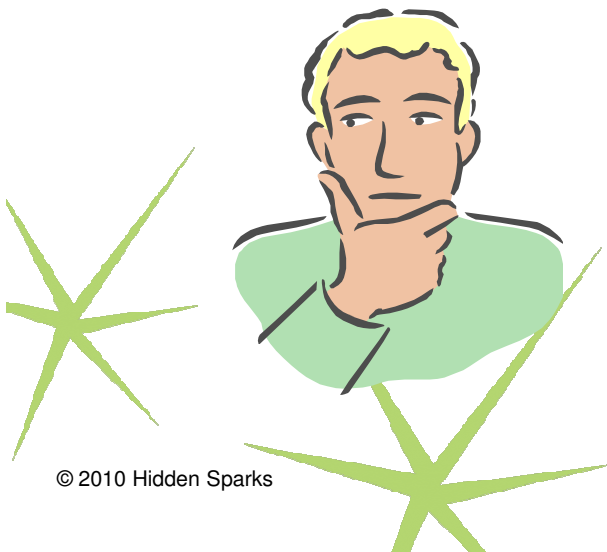
Session Goals

- Understanding developmental progression
- Becoming familiar with temperament, its impact in the classroom, and its relationship to development
- Recognizing the complexity of the “is this typical?” question, especially given the normative and rapid changes that occur in adolescence.



In your experience . . .

- Think about yourself in middle or high school. Was there an area of learning, behavior, or development where someone was asking about you (or you were asking about yourself) . . . Is this typical ????? Was there some area of learning or behavior where you experienced or exhibited a dramatic change?
- How did it resolve? Is it still an area of concern?



Meet Daniel

Daniel's parents say he loves telling jokes and is really funny. Lately, he has been sleeping a lot, and they have trouble getting him to school on time, or at all. He has a group of great friends and loves to play sports with them. Recently he turns down most invitations, and spends hours in his room with the door closed. A call from school informed the parents that he is failing three subjects.



IS THIS TYPICAL?



WHAT WOULD YOU NEED TO KNOW TO ANSWER THE QUESTION?

Meet Chavi

Chavi easily engages adults in conversation, and quickly peppers them with tons of questions. She recently asked the school janitor about where he goes on vacation and for the phone number of the hotel where he stays. She talks without much invitation about her life, sharing detailed information with students and teachers. In some classes, when called on she seems surprised and often needs the teacher's question repeated. In other classes, she calls out responses and comments frequently. Yesterday, when a teacher assigned homework, Chavi called out "Great, I wish you gave us more problems to do".

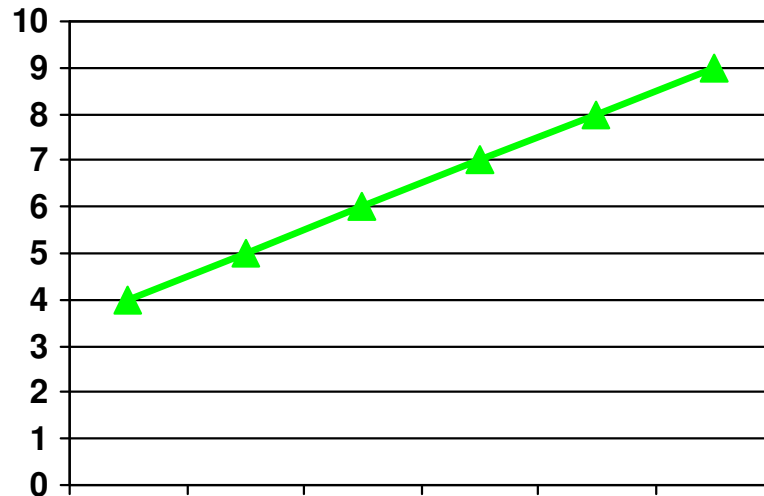


IS THIS TYPICAL?

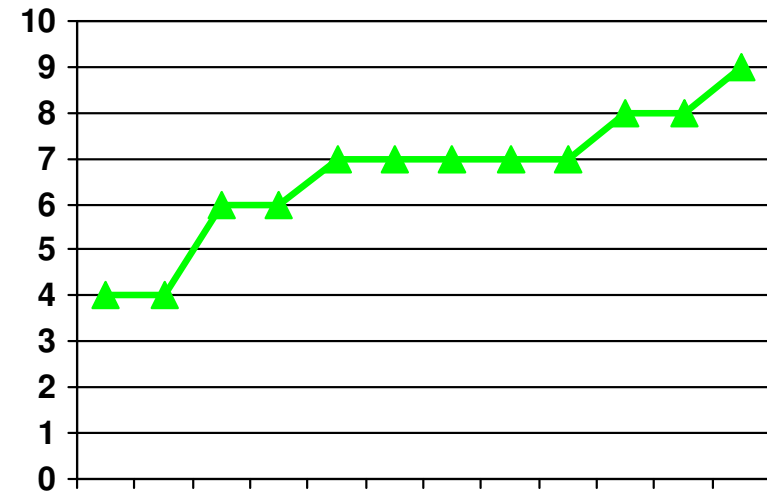


WHAT WOULD YOU NEED TO KNOW TO ANSWER THE QUESTION?

What Do We Know About the Process of Development?



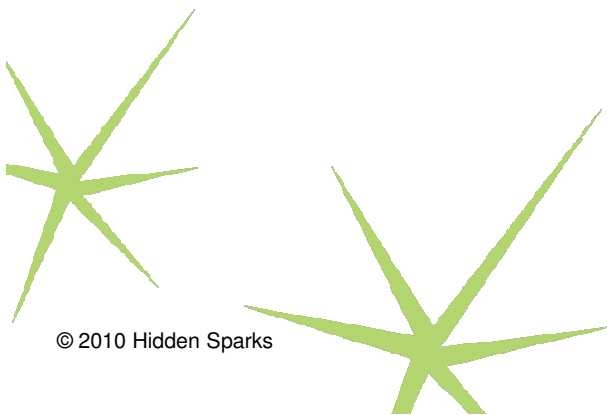
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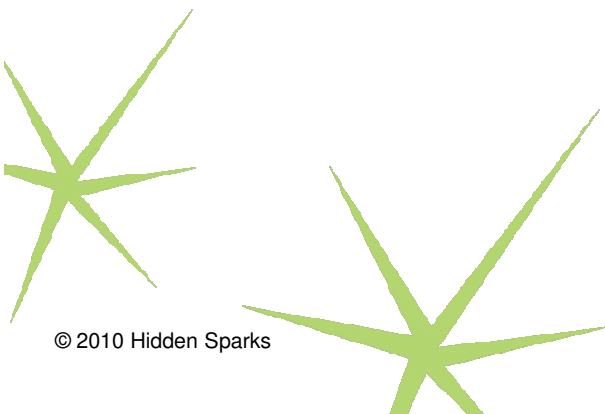


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Development Realities

- Irregular progression
- Unique to each individual
- May include backslides in preparation for forward movement
- Developmental “milestones” are guideposts . . .
Virtually all developmental skills have a broad range of ages at which they are accomplished



The End Product of Healthy Development

Healthy, developed children, in an age appropriate manner demonstrate

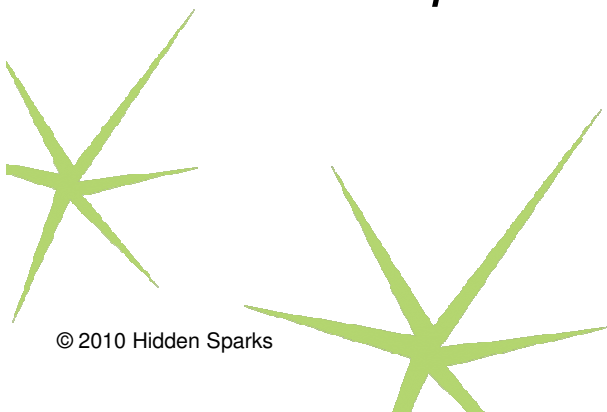
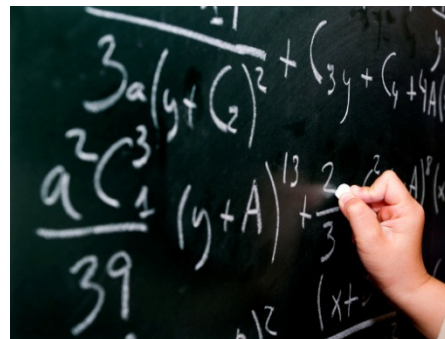
Confidence and Relatedness

Self-regulation

Motivation, Mastery & Resilience

Important Considerations in “Normal” vs. Not

- Individual differences must be examined in the context of
 - Tasks
 - Normative transitions
 - Broader ecological risks
- Normal AND atypical development are best understood when *multiple* risk factors and *multiple* developmental domains are assessed



Putting the Pieces Together

*Self confidence
Self-regulation
Mastery*

*Tasks
Transitions
Ecological Risks*

Goals

***Means/
Challenges***

The Secondary Years

	Confidence/ Relatedness	Self-regulation	Motivation, Mastery, Resilience
Tasks	Team sports Cliques	Notion of invulnerability	Highly complex academics
	Rapid body changes challenge self esteem	Negotiate new roles with adults	
Transitions	New school for Middle/high	Multiple teachers	Departmentalized instruction
	Peer interactions largely outside adult influence		
Risks	Internal issues - temperament		
	Genuine challenges	Hormonal changes	Genuine challenges



Behavior Develops on a Continuum



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Developmental Continuum for Aggressive Behavior

Physical aggression common when frustrated, can include biting, hitting, kicking, hair pulling, pinching, throwing items

*Understanding that physical aggression is not permitted in certain contexts, limited to revenge and retaliation
Biting is rare*

Physical aggression is largely replaced by verbal /social aggression. Fighting with sibs and peers still occurs

Outlets for aggression include sports. Sarcasm and other verbal aggression develops

Physical fights rare in most cultures. Planful use of aggression. May occur in disinhibiting situations i.e. internet

Infant/toddler

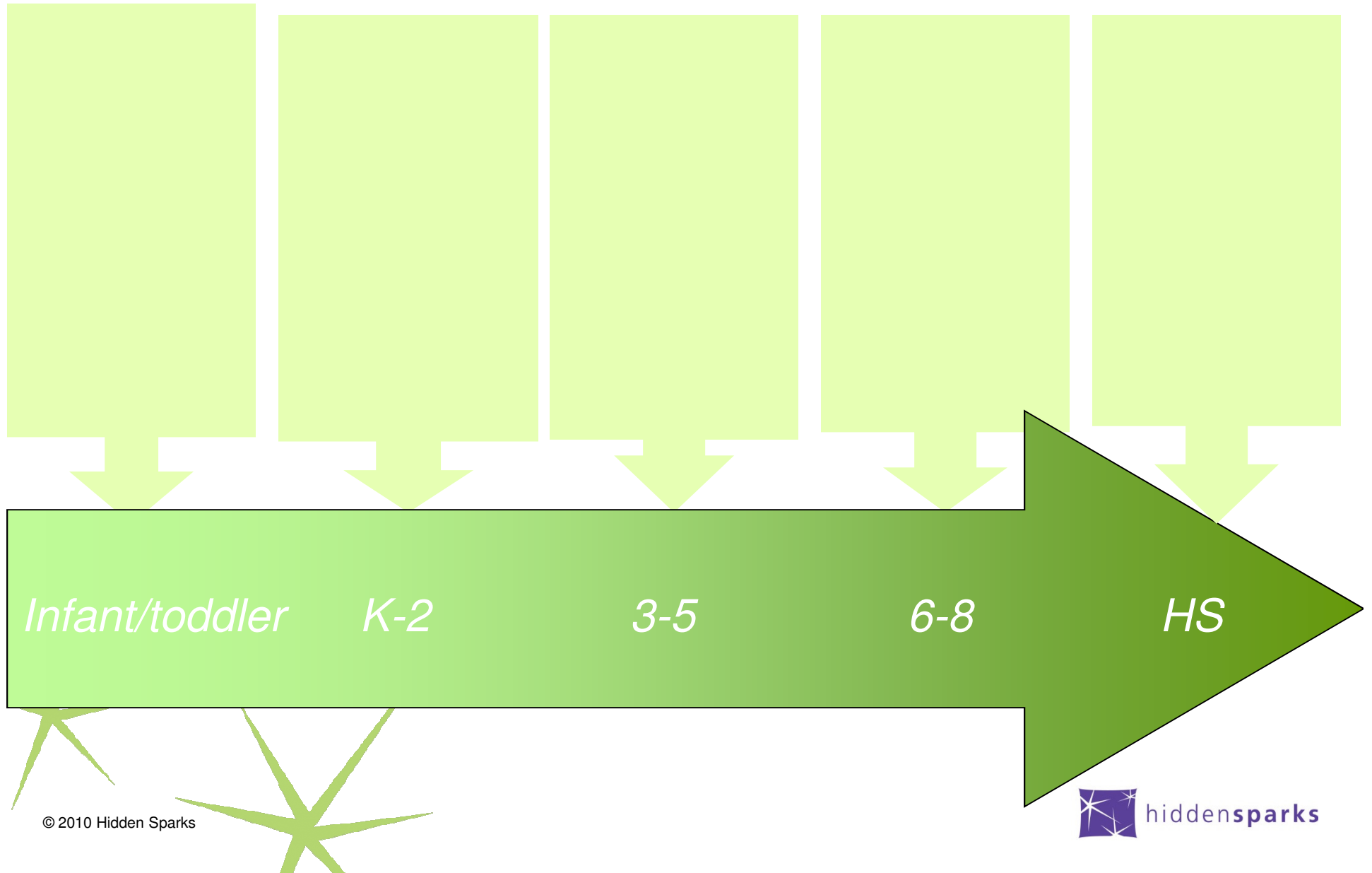
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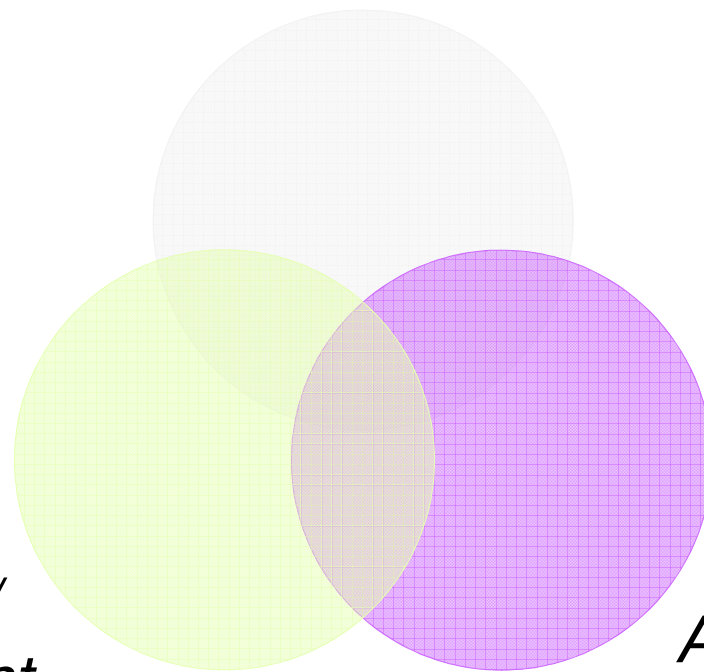
HS

What Might the Developmental Continuum for Distractibility Look Like?



Protective Factors

External support systems



*Disposition/
Temperament*

Affectional Ties



Dispositional Factors – Considering Temperament

- Just as babies are born with their own combination of physical characteristics, behavioral scientists know that each one has patterns of behavior, or temperament, that are also part of their uniqueness.

Activity

Regularity

*Initial
Reaction*

Distractibility



Adaptability

Intensity

Mood

Persistence

Sensitivity

Why Does Temperament Matter?

Yehuda

- Very “easy” baby – had regular schedule for eating and sleeping
- Personable and friendly – great with strangers
- Loved new things, gutsy
- Persisted with difficult tasks – worked hard to perfect skills
- Calm most of the time, when upset quickly responded to reassurance
- Seemed happy most of time

Yossi

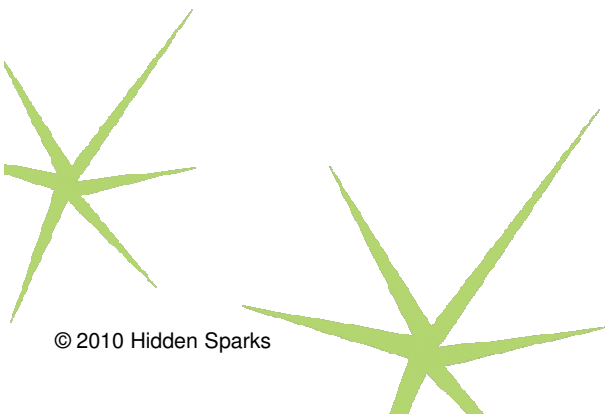
- Colicky and never slept
- Very tentative with new people and situations
- Often rejected new things, or refused to try them, or would quickly give up after half-hearted try
- Moody and fussy, almost anything could “set him off”. Once upset, “impossible” to calm down
- Has intense reactions to many things

What do you think each boy's 8th grade teacher saw?

Temperament points to remember

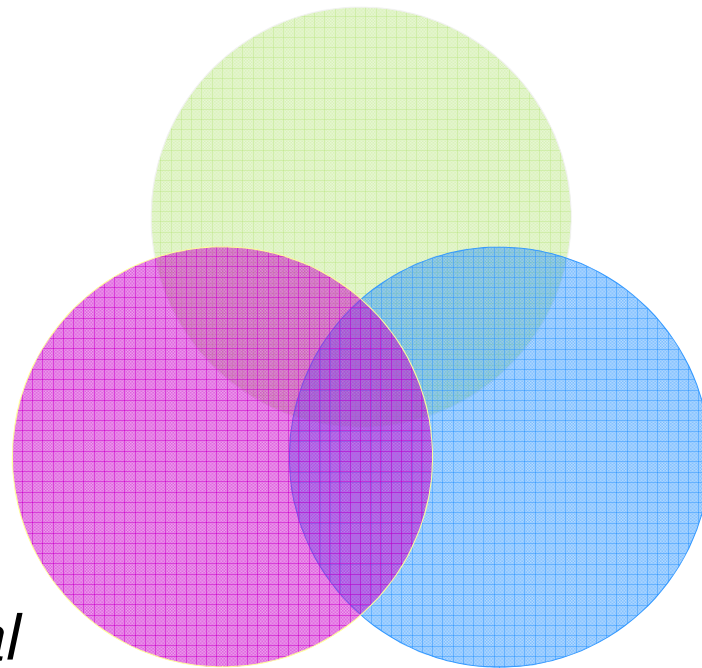
- What is normal for each person relates to temperament.
- Extremes of temperament often appear outside the norm to others.
- Temperament is malleable or avoidable. . . But not without significant effort.

**When you think of
students who have
been challenging . . .
Which
temperamental
factors were an
issue?**



Some Development Realities for Adolescents

Physical



Psychosocial

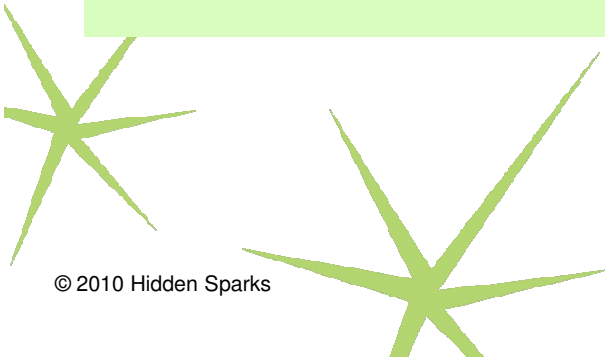
Cognitive



Physical Changes and Implications

- *Rapid ht/wt gains*
- *Secondary sex characteristics*
- *Brain development continuing*

- Sleep longer
- Clumsiness
- Sensitivity about weight – especially in girls
- Sensitivity about height – especially in boys



Cognitive Development and Implications

- Advanced reasoning skills
- Advanced abstract thinking skills
- Meta-cognition capacity increased

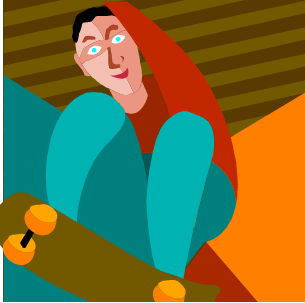
- Heightened self-consciousness
- Sense of uniqueness – no one else has ever experienced this
- “Personal fable” – invulnerability myth
- Cause and activism oriented
- Justice orientation

Psychosocial Changes and Implications

- Identity establishment
- Autonomy and independence
- Intimacy
- Developing sense of own sexuality
- Achievement focus

- Spend more time with friends than family
- Privacy needs
- Hobby/club involvement
- Elusive about friendships
- Argumentative – question adult authority

The Adolescent Challenge



- How can you determine what is typical with such a fluid, constantly shifting target.
- So much of adolescence is about change, rapid and unpredictable shifts.
- Many “red flag” behaviors or issues are not atypical in adolescence.



Areas That May Warrant Concern

Academic	Social	Affective	Behavior
Basic skill deficits	Withdrawal	Severe and persistent depression	Aggression
Learning curve	Odd social behavior	Rapidly shifting moods	Perseveration /rituals
Rapid change in performance	Sudden change in peer group	High levels of anxiety and/or avoidance	Self-destruction

Conclusions

- No one factor determines normality
- Understanding the whole child is critical
- Be descriptive rather than evaluative
- When red flags emerge, explore, intervene, and if seriously concerned, consider referral to appropriate professional



Upcoming Hidden Sparks Without Walls Sessions

Wednesday, March 3, 2010	Core Classroom Practices in Judaic and General Studies that Reflect an Appreciation for All Kinds of Learners in the Classroom , with Judah Weller, Ed.D.
Wednesday, March 17, 2010	Helping Students Discover How They Learn , with Kelli Pollock
Wednesday, April 14, 2010	Reading Comprehension Strategy Instruction: Enhancing Understanding of Text , with Jane Gertler, Ph.D.
Monday, May 3, 2010 Monday, May 10, 2010	Cooperative Learning: A Way to Differentiate Your Instruction and Enhance Your Students' Engagement , with Harriet Lenk, Ph.D.

For more information visit: www.hiddensparks.org

About Hidden Sparks

Hidden Sparks is a non-profit fund 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 by helping schools meet the needs of children with learning and behavioral differences, ultimately all students will benefit. 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 21 Jewish Day Schools/Yeshivot in New York and 7 in Boston, through a partnership with Gateways: Access to Jewish Education.



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