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 10th year, Hidden Sparks has trained 252 coaches in 99 Jewish day schools in New York, New Jersey, Baltimore, Boca Raton, and Chicago, and 6 Israeli cities (Jerusalem, Modiin, Lod, Ramle, Ra’anana, Tel Aviv).
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.
"Work it out!??": Supporting Conflict Resolution Among Students

With Zipora Schuck, December 19, 2018
Zipora Schuck, MA, MS, is the founder of Pathways Consulting Services LLC, an agency providing professional development services to teachers, principals, therapists and parents. She is a NYS Certified school psychologist holding masters degrees in both special education and school psychology. Mrs. Schuck services close to 25 schools a year in the tri-state area as Catapult premium provider, a CEC consultant, as well as a Torah U’mesorah trainer whose popular workshops are usually standing room only.
Overview of the Session

This presentation will introduce you to the core social skills, communication tools, and conflict resolution techniques necessary to help students solve problems independently of teacher intervention.

You will learn how to create socially safe classrooms with unified rules and expectations, integrate problem solving skills into daily lessons, discuss the importance of ‘seeking first to understand’, explore different problem solving models, and include parents in the appropriate scaffolding and support of students’ social development.
Session Goals

1. To discuss typical conflicts student experience amongst peers.

2. To identify the foundational skills necessary to be able to problem solve independently in social situations.

3. To discuss different methods for integration of these skills within the classroom experience.
Typical Student Complaints

- He’s annoying me
- She touched my things
- She said I’m a …
- But we both want the..
- They’re not letting me ____
- He’s so rude
What is Conflict?
What is Conflict?

Competitive action resulting from a perception of opposing needs.

Which word above do you find most significant?
Ineffective (typical) Ways of Dealing with Conflict

- Name calling
- Aggression
- Retaliation
- Unhealthy withdrawal
- Blame and target
- Dump on adult
- Emotional reactivity
- Other_____________
Effective Ways of Dealing with Conflict

What am I doing on a regular basis to help my students learn this?
The Intersection of Necessary Skills

Social skills
Communication
Problem solving
Emotion regulation
Flexibility
Inhibition
Does it Affect Their Learning?

- Frontal lobe vs. amygdala
- During emotional duress the learning zones of brain shut down
- Fight, flight, or freeze
- In the middle of a stressful or fearful thought, it’s nearly impossible to focus attention on tasks requiring reason and concentration.
- Emotional safety is a fundamental requirement for learning
NYS Standards for Social Emotional Learning

• “...experience improved school connectedness, and become better learners” (Osher and Kendiroza, 2008 and Jones and Bouffard 2012)

• Develop self awareness and management skills essential to school and in life

• Use social awareness and interpersonal skills to establish and maintain positive relationship

• Demonstrate ethical decision making skills and responsible behaviors in personal, school and community contexts.
As a teacher you.....

• Realize this doesn't happen on its own
• Include as part of classroom culture
• Model and practice
• Make these lessons intentional and transparent
• Guide and support students on this journey
• Work against resistance and push back
• Understand that students have varying ability levels
Concerns...

• Who has the time?
  • I need to finish my curriculum
    • My class isn't the type
      • I'm not the type
  • Won’t they get this from learning *middos*?
    • The “bully”…the “class queen”…
• Shouldn’t the school hire a therapist?
I’m Just a Teacher

• Dr. Robert Brooks
  o “Charismatic adult”
  o Transmits their positive energy to another
  o Makes a child feel safe, special, and competent
How Do I Include This?

1. Select skill
2. Teach and discuss
3. Develop the skill through regular classroom activities
4. Roleplay and practice the tools
5. Constantly model
6. Offer opportunities to students
7. Remind
8. Reinforce
9. Strategize when it doesn’t work
Model, Model, Model...

Do adults ever...

• Interrupt
• Bully
• Force
• Threaten
• Intimidate
• Invalidate
Classroom Vision

• What kind of class do we want this to be?
• What are our goals?
• What are our unique talents, and abilities?
• When are we the happiest?
• What do we want time together to look like, sound like, and feel like?
• What makes you want to be here?
Creating a classroom culture where students have many opportunities to grow and develop in social and emotional learning, as well as problem solve and communicate.
Necessary Categories of Skill Development

- Social skills
- Emotional regulation
- Observation and matching
- Communication
- Flexibility training
- Problem solving
- Apologizing
- Conflict resolution
No Order to the Order

• Observe and note what area of skill development is most crucial to begin with—that will be your entry point.

• The category list is not necessarily chronological.

• Even skills seemingly mastered and with a level of competence can be reviewed.
Pro-social Skills

• Joining in, turn taking
• Winning and losing
• Friendship management
• Timing and pacing
• Long range relationship goals
• Other________________________
Observation and Matching

- Read the room
- Expected vs unexpected behavior
- Understanding norms and boundaries
Listening Skills

- Eye contact
- Listening words
- Give and take in conversation without interruptions or cut-offs
- Understanding and responding to non verbal cues
Communication

- Topic relevance and length
- Asking questions and responding
- Compliments
- Using ‘I’ messages
- Tone and cadence
- Non-verbal language
Flexible means being able to bend or change and being ok

(Cathy Grayson)
Month 1 - Post and point out tangible items
Month 2 - Talk about personal experiences
Month 3 - Notice and reinforce
Month 4 - Offer flexible challenges
Emotional Regulation

• Recognize how it ‘feels’
  • Using a scale 1-5
  • Ideas for calming
    • *Stop, breathe, chill*
5 Step Apology Method

1. Say sorry and say what you are sorry for. “I’m sorry I called you ‘stupid,’ and said that I hated you.”

2. Take responsibility for what you did. “I called you names that weren’t true, and I shouldn’t have.”

3. Express regret. “I wish I hadn’t done that. I feel terrible.”

4. Redo “You’re actually very smart.

5. Repeat that you’re sorry. “I’m really sorry.”
Classic Problem Solving Model

- Identify problem
- Brainstorm all options
- Select best options
- Try
- Feedback
- Finish or start over
What if the other person is ...

- Name calling?
- Starting up?
- Bothering me?
Alternative strategies

• Do little or nothing
  • Agree
  • Distract
  • Laugh
• Stay away
What if the other person is

- Being physical?
- Threatening?
- Bullying?
- Shaming?
• Every student has a right to emotional safety
  • Zero tolerance
  • Involve adults
Put into practice

• Intentional teaching
• Reduced to a quick phrase
• Posted on/near the board
• Reminders before recess, lunch, bus..
• Reinforced when students do well
• Discussed when needed
Fast forward and fill in.

It’s June 2019...a parent called to thank you, and said that in regards to working things out with other student, her child told her that you really helped with ________________
# Upcoming Hidden Sparks Without Walls Sessions

<table>
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<tr>
<th>Date</th>
<th>Session</th>
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| Tues., January 8th, 2019 | **Building Reading Comprehension Skills - Tuning our Technique to the Type of Text**  
Presented by Naomi Schimmel |
| Tues., February 12, 2019  | **Differentiation for the Busy Teacher (K-5)**  
Presented by Hollis Dannaham |

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