

Keep Kids Kind

Transcript of a Symposium for Mechanchim

with

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& Mordechai Weinberger, LCSW



Mr. Rothschild: I would like to open this conference by giving you some context. I am going to read a letter that I received before a convention on bullying, from someone who had been bullied as a child.

Dear Mr. Rothschild,

When I heard about the theme of your convention, I did not want to miss this opportunity to relate a crucial message, a message coming from the depth of my being. Learning in school came easy to me, but I am extremely clumsy and incapable on the ball field and at the playground. Since I was seven, I was teased and tormented, targeted, bullied, blamed and shamed, and excluded.

*During my elementary school years, I led a lonely existence. My parents, both mechanchim of stature, knew that I was being tortured every day. They did what they could. They spoke to the menahel, rebbeim, year after year. They changed my classes, even changed my glasses. The Rebbeim always punished the perpetrators, which you can only imagine made my existence that much more intolerable. There was no hope for me. Once I wasn't one of **them**, I would never be one of them.*

No matter where a kid lives, Lakewood, Monsey, Brooklyn, or beyond, kids rule. A kid's world is ruled by his peers, you are in or you are out. Hurful words are just the beginning of destroying a kid's character and sense of self. In a kid's world, hurt escalates as rapidly as wildfire. I was still excelling in my learning only because it was so easy for me. However, I became morose to the point of not functioning- until I was done.

One day, I just got on a bus and left. Where and what, the details are unimportant. I only want to relate to you the story of how one day a ray of warmth came into my life. I was very hungry. It had been a long time since I had had a real meal. I subsisted on very little. I went into a small kosher grocery store with very little money. I was checking out when I realized I didn't have enough money to pay. At exactly that moment, the cashier stepped away from the register to get some more bags. I quickly grabbed the food and ran out of the store. My legs, however, became leaden. I knew in my mind that I needed to run, and run fast, but somehow my legs did not connect with that message. I ducked behind the dumpster, my heart pounding, just waiting for a yelling, screaming manager to follow me and call the police. But it was quiet.

Ten minutes later, I started across the street, and noticed the lady who had been standing behind me at the checkout with a full shopping cart, now piling her purchases into a trunk. I knew she had witnessed the entire scene. Until this day, I don't know what possessed me, but I approached her and asked her, how it was that there had been no commotion when I ran out with the stolen goods? The woman looked me straight in the eye and said not to worry about it, she had paid my bill. No one was going to call the police, I was safe. "Just go home." she said.

I stood there, flabbergasted. Why would she pay for me? Especially when I had run away with stolen goods? Her answer was simple and smothered me with warmth and sadness. "You looked so hungry" she said. That one loving sentence was the beginning of my road back to life.

I wish I could be there, esteemed Roshei Yeshiva, Rabbanim, Rebbeim, teachers, and countless askanim, to speak to you personally. I have just one message to relate. You, the chosen members of Klal Yisrael, chosen to be the mechanchim of a tortured, confused generation, you have the ability to encourage your students. Just put your arm out, there are tens of thousands of us waiting to grab hold.

Sincerely,

On the Road Home.

This was a letter that I received, which I read at the convention that we did in 2012. There wasn't a dry eye in the room. This is just one child, but there are many more like him. And even if they don't go off the *derech*, the collateral damage of bullying is absolutely epic. It ruins people's lives, it shatters self-confidence, and everything that comes after that. With Hashem's help, we have two experts who are going to give us some insight and techniques to effectively deal with this complicated topic.

The only people participating in this Q & A symposium are people in the field of Chinuch, and we will be answering questions submitted in advance by you, the participants. I will be reading them word for word.

I am going to address the first question to Dr. Shapiro:

What is the difference, if there is one, between students just being not nice and bullying?

Dr. Shapiro: I think by default, when children are not provided with a certain structure or guidance, they're going to default to negative behavior. The question really is, how is it that we see this type of negative behavior in our yeshiva system?

I think we need to define that there are two pieces to what we see as negative behavior within students and amongst peers. The example I like to give is, if one boy pushes another boy off a swing, we're very quick to say it's bullying. It's not always bullying.

There are two possibilities. One is that it's **bullying**, and the other possibility is that it's a **maladaptive social behavior**, and the approach has to be very different in addressing it.

If one boy pushes another boy off the swing because he wants the swing, that's what we would call maladaptive social behavior. The approach to dealing with that is educating, turn taking, perspective taking, learning to use language instead of getting physical, so the child can indicate "I want the swing" in an appropriate manner.

The alternative is, if he pushes the boy off the swing because he wants to push the boy off the swing. That **intentional abuse of power with the intent to harm others**, is the operationally defined definition of bullying. When that happens, the approach becomes very different. How we handle that is both understanding the bully, which is a very complex personality type, and by understanding victimization. What we see traditionally in classrooms is that you'll often have one or two chronic bullies in a grouping, and one or two chronic victims, and then the vast majority of the class are what we call bystanders.

The first thing we need to define is whether the event, or behavior, is recurring? Whether it is maladaptive social behavior that requires educating the particular student or the class about appropriate interactions? Or whether it is in fact bullying? Once we have defined it, then we can use the appropriate approach.

Mr. Rothschild: The next question was submitted in different variations by multiple people.

I often encounter the 'victim' being the 'bully' or the other way around. Sometimes parents call to complain about a student bullying their child, and my perception is

that it is the other way around. How do I identify which child is the victim and which is the bully?

One teacher gave a scenario: “The same boy comes to me almost daily with stories about how kids in his class, and sometimes from grades above, have bothered him. I'm not always able to look into it, but when I do, the other kid in question invariably denies that it happened, or claims that it happened the other way around. I don't think I should sit as a judge or detective and proclaim one right and the other wrong.”

How can we expect the teacher to be able to figure it out? What advice can you give teachers?

Mordechai Weinberger: What is the role of a teacher? What can a teacher **do**? Fighting and bullying often happen during off time - recess and lunch when there is less direct supervision. Say you've got two kids fighting over a toy, you are pretty much guaranteed that each child feels that he is in the right. You ask one child “How could you grab the toy away from him? And he answers, “Yesterday he grabbed it from me!” In their minds they are just paying each other back, which is the maladaptive social behavior Dr. Shapiro was referring to.

When it comes to relationships between students, and dealing with what's happening in school, incidents that come to a teacher or principal's attention may not necessarily be about right now. There may be a history of friction between two students. So, when it comes to dealing with an incident, it must be viewed in the context of the relationship. What looks like bullying may be a case of one student ‘paying back’ another for a similar slight done to him some time ago.

How do we deal with this? It requires a holistic approach, taken in multiple steps. You have to speak to the ‘aggressor’, but your intention is to try to determine what is really happening. You should be asking straightforward questions in a completely neutral manner. You speak to the ‘victim’ in the same manner. What's the whole story? When did this start? You want to understand the story. You will invariably get two contradictory stories, and both are going to claim to be the victims.

The next step is actually teaching the students skills. There are some phenomenal tools that you can use with both the ‘victim’ and ‘bully’ like role-playing. You say, “I'm going to be the ‘bully’ and then we'll switch roles.” This is actually a very simple and effective technique that teachers can practice with each other. You play out how to ask for something, how to say certain things. With a child who is repeatedly a victim this can be an extremely useful tool. Through role-playing you can teach them how their behavior may be putting gasoline on the fire. You can teach them how to defend themselves by just looking the person in the eye, or by making a joke. Often switching the vantage point can change everything, and that happens all the time when I work with students.

Dr. Shapiro: I love what you're saying, and I never thought about it in terms of addressing bullying. But there's a whole approach in educational leadership called **Inquiry Based Practice versus Problem Solving Practice**. Oftentimes, our default, at least men anyway, is that we like to problem solve. We go into this problem solving mode, and the response in problem solving mode is usually to address the bully and punish the bully. Or address the victim and just tell them not to react or how we envision the problem should be solved. But a much more effective approach, and again, I never thought about putting it into practice to address the issue of bullying, is an inquiry-based approach- which is really soliciting information, gathering the information from all parties.

Just that process of listening, and as a therapist the process of listening often resolves many issues, it also enables people to open up a lot more when they sense that your inquiry stems from genuine interest in what they have to say. Their defenses come down, and the communication can really begin at that point. It's a great point about applying it to these cases.

Mordechai Weinberger: I'd like to share one example, to demonstrate how an unrelated issue can cause bullying. I was involved in a case where a 12 year-old boy was bullying another kid in the class. Really attacking him, bumping into him in the hallways, not letting him play any of the sports, and the kid was

crying. I asked the rebbi to just speak to the 'bully' and ask him what was going on. That's it. Not to even ask about the bullying incidents yet.

The rebbe did as I asked, and this kid immediately expressed how angry he was at the rebbi. When the rebbi asked why? He answered, "you remember two, three weeks ago, I didn't do well on a few tests, (it had actually been two or three months previous), and you called up my father. Since then, my father has been really, really upset at me."

The rebbi answered, "Wow, I see that really bothers you. I'm so sorry I did that." As the rebbi was hearing about this other stuff going on, he asked, "Tell me what's going on with this other kid? I noticed that something is going on."

The student responded "Yeah, he's the smartest kid in the class. I'm upset, I'm jealous that you call his father and tell him that he's doing well, and since you called my father, I'm getting hit and yelled at, and he constantly asks how am I doing in school."

This 'victim' was completely unaware that simply by being smart, he was victimizing the 'bully' who was being made to feel inferior, and this 'bully' was attacking him just to defend his sense of self.

It is important for teachers and rebbeim to realize, that most bullies, when you speak to them, actually feel like the victim themselves and they don't have the skills, the knowledge and the tools, to deal with their emotions.

I'm not defending bullying and those behaviors. But once we understand the psyche, what they're going through just by asking and understanding it, we can create an intervention. Let's not jump to conclusions, punishment, yelling, screaming. You do have to create safety. But determining whether there is history, or an altogether different issue at play is critical.

Mr. Rothschild: As a man, you tend to problem-solve and look for the fix rather than get involved in the cause. What you are saying is no, you've got to sit back and first, listen to the parties and maybe just through listening, you will get to the root of the problem.

Dr. Shapiro: I think one of the challenges for educators is that they often feel that their mandate is to educate and to teach a curriculum, and the behavioral components often interfere with that. The goal in problem solving isn't just to problem solve for the sake of problem solving, it's to problem solve so I can get back to my primary function, which is educating. I think that an inquiry-based process would not be your instinctual reaction because you're really focused on your goal of teaching, which is not to say that teachers aren't concerned about their students' emotional well-being. But there's that pressure to teach the curriculum, and meet certain goals, and there often isn't time built in to deal with these issues on a deeper level. As a result, teachers tend to problem solve and move on.

In general, within the field of education, what I've seen over the last 20 years, is there has been a strong shift towards the affective domain of education. Which is understanding that the emotional experience of a child is so critical within the context of the school experience, and to both their social success and their academic success. Everything really relates back to that. When I was growing up in Yeshiva there were no school social workers, that just didn't exist. Today I think there is a much stronger understanding of that experience, and hence programming to address that.

Mr. Rothschild: Actually, Torah U' Mesorah started a *mashpia* or mashgiach program, where they're trying to place a person to fill this role in every school.

Let's get into specific questions now. We're going to go from the lightest to the not lightest. Here's the lightest:

One girl tells the class not to befriend a certain girl, what should I do as a teacher?

Now we know that exclusion is a form of bullying, Dr. Shapiro, what would you say?

Dr. Shapiro: It's a real challenge because children, in general, want a sense of autonomy. If you are going to come in and say, "Everyone has to be friends with this girl." they're going to push back and the bullying will become subtle so that it is harder to pinpoint.

The girls will claim "We invited her to participate". But there is the non-verbal component that was surely part of the 'invitation' to play, subtly indicating that she really wasn't welcome.

I think the challenge is about shifting kids into a modality of behavior where they are enacting what it is that you want, without the sense that you are making them do that.

One of the strategies is creating instead of problem solving. I was once challenged to run a bully prevention program, but I wasn't allowed to use the word "bully". I created something called "The Kindness Club" and the way The Kindness Club worked was that we identified targeted behaviors that we wanted to see students engaging in with one another. It was very general; holding the door open for someone, picking up a dropped pencil, or helping someone carry their books.

We focused on promoting positive behavior via a systemic approach in the classroom and throughout the school. When you do that, all of a sudden kids are going to be much more inclusive, and will encourage their friends to get on board and engage in acts of kindness without our having to specify or insist that they include the student who usually gets left out.

You're really addressing the overall culture of a classroom, as opposed to targeting a specific child. I think it's critical to address the overall culture within a classroom as well as within the school's general population.

Mr. Rothschild: The Chofetz Chaim Heritage Foundation actually has numerous curricula and programs designed to do that, and they are called **Creating the Caring Classroom**.

Having said that, the fact is that there are some kids who are genuine bullies, kids who are not nice and seeking power. The reality is that there are often one or two students in a class who will exclude another child simply because exclusion is a form of power.

Your previous points addressed scenarios where children are behaving aggressively due to underlying causes. How do we address the child who is mean or hurting peers as a means to gain power?

Mordechai Weinberger: If we look at children, or even teenagers, as adults in training, that means we need to teach them every step of the stage of growth they are experiencing. In the case of teenage bochurim, we have to teach them how to transition from elementary school, to high school and then bais medrash. They go from having a rebbe supervise them closely, to having a mashgiach and rebbe who keep an eye on them, to having to be responsible for their own learning and motivation.

When kids are fighting, some parents believe that they need to "Figure it out on their own". I strongly disagree. Children are not supposed to figure it out on their own. We are supposed to give them the proper tools to resolve conflict by teaching it to them how to go about it several times, and then they will continue that positive behavior. That's how we learn how to tie our shoes. That's how we, as a frum Jews, learn to wear a yarmulke, or keep shabbos, and then we're generally not struggling with that later on in life. Conversely, when people first become frum as adults they find it a challenge to do these things because they are learning new behaviors.

Let's apply this concept to sports at recess time. Usually this is when the teachers take a much-needed break and they rotate recess duty where one or two teachers supervise many, many kids on the playground. Recess is often the setting for bullying and friction. However, if at the very start of the school year, a rebbi or teacher establishes a hard and fast rule that every kid in the class must participate in the class sports during recess time, and tells the class "I am going to be supervising and I will be making sure that everyone is there." and it is clear to the class that this is a rule, and the teacher or rebbe

takes an active role in implementing and supervising it as a system, perhaps with three kids each week choosing the sport to be played, then something amazing is going to develop.

The first week there are going to be issues to iron out. Some kids are not good at sports. There are going to be disagreements. But with the teacher involved and teaching the children how to interact by modeling those behaviors, and giving them cues, then healthy habits are going to develop. Week by week it is going to get easier, and usually at about three weeks with a teacher's intervention and active participation, the kids will be on a roll and the teacher will be able to take a step back.

Alternatively, if you don't deal with it proactively during the first three weeks, the teacher is actually going to be suffering for the entire year. For the record, our teachers are great teachers, our principals are phenomenal. People who work in the field of chinuch are on the bottom rung of the pay scale. We are not doing it because we are looking to make the big bucks. We are doing it out of a sincere desire to educate our children and impart our heritage to the next generation. Once you have already made that commitment, then make the extra investment of a few weeks of your break time, and you and your students will benefit the rest of the year.

I would like to share an interesting story, and I actually interviewed the Rebbi in the story because I couldn't believe what he had done. I had a certain relative who from fourth grade on, would get sick with severe strep and be out of school for several weeks. He would miss out on three weeks or so every year which is a lot of missed class time. This happened in Fifth grade, sixth grade, and then suddenly in seventh grade he didn't miss a single day.

There was such a change in this relative that I asked the rebbi, "What did you do?" He told me that throughout the day, he made sure to reach out to every kid in the class just for a minute. He would ask them "How are you doing today? How did you sleep? What did you eat?" Just simple questions, maybe 30 seconds of personal attention, which meant so much to the kids.

The rebbi related that 90% of the week, the exchanges were superficial, but there was always that one kid who was worried about the test, or something going on in class, or something with a friend. Once the rebbi was aware of it, he was able to do a little intervention and smooth things over.

Any teacher, or rebbi can apply the same idea. It could be once a day. It could be 20 kids a day. It's just a personal "Hello, how are you today? Is everything okay?" The answers to these simple questions, and a kid's body language can give the teacher valuable information. In my relative's case, that was all it took, and since then, he has never had strep or missed school for "stomach aches or headaches". Connecting with a kid through brief communication and small behavioral intervention can have a huge impact.

Dr. Shapiro: I think you're stating two separate great ideas. Really, one is that the structure of the classroom really requires addressing every behavior that we want to see in the classroom. So even creating the structure within the recess time and within the social interactions amongst the students, needs to be transparent and communicated in order for the kids to internalize it and reinforce it through repetition. I think that sometimes if we have the rules on the board, or on the wall, but we never address them and they just sit there all year gathering dust, then we haven't really done our job as educators. It really requires that conversation.

The other piece is the idea, or strategy, within schools called Conscious Discipline. One of the major points of that is something called a **Connection Before Correction**. The idea is that the relationship has to be there. You have to communicate, to connect with the students, get to know them, let them feel that there's a real connection in order for your 'correction' to be effective. When the connection is there, the engagement will change and cause an overall paradigm shift in the school experience for students that can be so positive that they can really impact a child's life.

Mr. Rothschild: I just want to comment on why I think it's such a great idea to create this structure in the classroom setting. The problem with bullying is that often there are leaders who take charge and get to make decisions for the group on a regular basis, which can lead to a cycle of negative behaviors.

With the teacher involved to this extent, each child has a say and a potential bully is stripped of 'power' before problems start.

Dr. Shapiro: Another important thing that was mentioned was the importance of giving students language to use when the class rules aren't being followed. As we said, if there are one or two bullies in the class, or one or two victims in a class, and the majority of the class are really bystanders, they can only be **positive bystanders** and effective bystanders, if they are given the tools to speak up.

For example, if someone is being excluded from a group, we all say "No, that's not what our class does. It's rule number seven and our class includes everyone. That's our mandate." If it's reinforced it robs the bully of the power because the majority has spoken.

Mr. Rothschild: Generally, people are intimidated by bullies or leaders and they don't speak up or feel that they have the power to do so.

If I were a student and you were the teacher, what would you tell me to do if I didn't feel that I could stand up to a bully who is bothering another kid in the class?

Dr. Shapiro: It's interesting, the number one reason bystanders don't respond and react, and they've surveyed tens of thousands of bystanders, is that they don't want to be the next victim. They are afraid, and that is a pretty good reason. But when a teacher creates a culture where the bystanders are in power by continually reinforcing the notion that this is a class where everyone is included, then the bystanders will not be afraid to speak up. I have seen it happen and it is a tried-and-true method.

Mordechai Weinberger: Just to reinforce what Dr. Shapiro is saying, imagine if at the end of the day the teacher would speak to three or four kids and casually ask whether everyone was included at recess? Or ask how recess went? The teacher would actually be following up on what is happening outside of class time. Your following up with the kids will tell you whether everyone played, and if you find out that some kids haven't, you can follow up privately, find out the reason and address it if need be. But the class will know that you are on top of the situation.

Mr. Rothschild: I'm still a little skeptical. If I'm a child who is a bystander while another child is being excluded or bullied, I'm scared. I'm not going to speak up.

How do you teach a child to have the strength to stand up when a bully is doing something wrong?

Dr. Shapiro: Bystanders won't stand up as individuals, that's too difficult. But as a group, the bystanders are empowered. Let's say the class goes out to the playground and one boy brings the football and he says "Okay, you can play, you can play, you *can't* play."

Suddenly, the culture has been determined by the teacher. We've talked about this in the past that everyone gets included, and the **group**- not one kid in the middle- the group says "If everyone isn't playing, we don't play." Then that reduces the power of the bully.

Mr. Rothschild: That's a brilliant. You're saying it's the power of the group. We don't focus on getting the individual to stand up. It's a message of "We don't do that here."

Mordechai Weinberger: Most teachers have rules that cover personal responsibilities, like, being on time, and doing homework. Having established rules that cover social behavior are invaluable: 1) We let everyone play at recess. 2) The point of playing is to enjoy playing the game, not winning. 3) All students have to participate- even if they aren't good at sports. 4) I will be supervising and following up regularly to make sure everyone is being included.

A shift in class dynamics doesn't happen overnight or just by establishing rules. They have to be implemented and the students supervised, but if the students sense that the teacher is serious, a sense of Achdus will develop.

What about the kids who don't like sports?

Mordechai Weinberger: When a teacher follows up and even the kids who aren't into, or good at sports are genuinely welcomed, they will usually want to join and feel part of the group.

I was once a division head in a big camp and I must have had about 200 kids just under me. We realized that there were probably 20 kids in the division who did not like sports and they were usually playing around somewhere else. We actually asked them what they would find enjoyable as an activity and we got them involved in what they liked. It is part of a teacher's job to be proactive and to determine the actual reason kids are not playing at recess and to ensure that every kid feels included.

Mr. Rothschild: We're talking about this idealized world where kids understand that winning is not everything, and I am imagining that if you would go to any group of adult men and say, "I know you're in business, but it's not about winning. It's not about money. It's just about everybody getting along." They would look at you and say "Are you out of your mind!? It's *all* about winning!"

Unfortunately, that is the reality for many people. I was once watching the kind of situation we have been talking about, and I tried explaining to one of children that he had to include everybody. He looked at me like I was crazy and said "If I include everybody, our team is not going to win. You want us to lose!?"

Bottom line, both adults and children want to win. So, what do you do we do about that?

Dr. Shapiro: [The men you are describing didn't grow up with a bully prevention program in their school. That's clear. I have a friend who is in the insurance business, and he is not in business to win. I had insurance from another company and I said, "Let me switch over to you. You're a friend. I'll give you the business."

He answered unequivocally, "If you have insurance through another frum guy, I don't want your business."

Obviously, he was raised a certain way, and he was inculcated with certain values so that he understood that it's not about winning. It's about caring for the next guy, Emunah, inclusiveness, and if I take business from that guy, just for the sake of taking business from that guy so I can win, then I'm not doing the right thing.

These values are something we should be thinking about when raising children. Inculcating them with these values, teaching them by example that this is not about winning. It goes back to the structure and the values that we're teaching children at a young age so that they don't grow up to be adult bullies.

Mr. Rothschild: I'm not even talking about bullies. I'm just talking about adults who want to win. Whatever winning is, a lot of people want to win in this world.

Dr. Shapiro: There's a leader of a well-known organization who will never take credit for anything that goes right. He will always say it's a team effort and give credit to his employees. When things go wrong, he takes responsibility for it. There *is* a way to raise children to have the attitude that it's not about winning. It's not about being better than the next guy. It may be a lofty ideal, but it is certainly one that we should pursue.

Mordechai Weinberger: I would like to examine another side to this issue, which is nature vs. nurture. There are people with Type A, or alpha personalities. They are driven to win by nature, and they don't take loss very well.

There are two other interventions that teachers can use to help the victim. We will examine the second technique later on, but the first technique a teacher can use is **to help the victim get their own set of friends.**

Victims tend to feel isolated. They have been made to feel foolish, that they're stupid, or a loser. They feel no one wants to be around them. Studies show that this diminished sense of self is further reinforced

by the fact that the victim wonders why no one is defending him. The victim interprets this to mean that everyone agrees with the class king or queen, and that they are indeed worthless.

I recently worked with a client who had been bullied for two years in sixth and seventh grade. The client is now an adult, but he still believes he is stupid because of how he felt at that point in his life. He was, in fact, the smartest in the class, but in his mind he is still stuck in that mindset of being a failure.

When you have an alpha personality, or Type A personality who is bullying or excluding, and it will be extremely difficult to effect significant, or fast change in that child, there is another simple and effective tool the teacher can use to help the victim.

The teacher speaks to four boys/girls that this kid is friendly with or who would potentially be a good fit, and asks the group to include this other child and ask that child to join them and sit with them. **The teacher asks four kids, not one, because remember, just as Dr. Shapiro said, a single kid is afraid of being the next victim of the bully.**

When you have a team of three or four kids who include the victim, they form a group the bully will hesitate to attack. When there are three or four people together, they usually will speak up because there is strength in numbers. The teacher should also ask the other kids in the group to call the victim at night to say hello, which will make him feel valued and help his self-esteem.

To recap:

- 1) Create a structure that will cultivate a culture of inclusion.
- 2) Develop a support system for the victim.

Mr. Rothschild: It sounds to me as if the other kids will perceive this victim as a nebech case and not a friend. How can a teacher implement this idea without it coming across that way?

Mordechai Weinberger: It depends how the teacher goes about it. If a teacher says, "Look, I see that Boruch and some of the other kids have been picking on Yanky, but you are really his friend, you really like him. I want you to sit next to him." Then the other kid gets the message that it's not because he's a problem. It's not because he's the geek of the class. It's because he's a friend who could use some help.

Dr. Shapiro: The term that I've used over the years is **supporting the victim**. Supporting the victim, is another one of the tools that we want to give kids by educating them. The same way we educate them with the tools to stand up as bystanders, we can educate them to support a victim.

If they are in a situation where they can't stop the bullying from happening in the moment, if they are alone and there's no group to take a stand, it's okay to go over to the victim and say "I saw what happened. That really wasn't nice, and I'm here for you." That isn't treating someone like a nebech.

Mr. Rothschild: I like the idea of a group, but maybe we can take it further. At the start of the year, the teacher could create teams or recess buddies with the whole class. That way it's proactive, everyone is doing it, so no child is ever made to feel like a neb. They play together, they stand up for each other and no one is left out.

Victims of bullying often don't come forward, but are easily identified. How do we deal with the bully who is always undercover, never overtly revealing his or her behavior, and is crafty enough to bully when no member of authority is looking, and then also adamantly denies all wrongdoing?

Dr. Shapiro: That's a great question. There are a few things that are unique to the type of bullying you're describing. Let's talk about the different types of bullying. There are **overt** and **covert** types of bullying, and gender is often a factor. Boys are more likely to commit overt bullying, like physical and openly verbal acts. Girls are much better at the covert bullying, the subtle, harder to pinpoint type of bullying.

One of the things that I think is really critical, and I know we've talked about this before, is how a teacher should respond to a bully through intervention, but [what about the prevention piece?](#)

There was this one class that I was working with, that had a significant amount of bullying taking place. The next year the rebbi reported that there was no bullying in the class, and I asked him how he had taken the class from one extreme to the other? As it turned out, most bullying occurs during low supervision time, whether it's boys or girls, whether it's physical or subtle verbal bullying. This teacher would walk the students out to recess and make sure that they all got started. He would **model the language** to use if someone dropped the ball, if someone who wasn't included. "Nice try!" instead of "Hey, you messed up." This is the educational piece that reduced the bullying so significantly.

When a teacher has that level of engagement during non-class time, they are going to pick up on the subtle more covert type of bullying. During lunch, during recess, the bus ride, are generally the times when bullying occurs. The more a teacher can be present and engaged, the greater the impact they will have on the social skills and behaviors of the class, and they will see a significant decrease in bullying.

Mr. Rothschild: What do you do if the Rebbi or teacher is identified by the class as the bully? When more than one child has identified the teacher's behavior as bullying?

Mordechai Weinberger: As a school social worker, I have dealt with cases like this. On one occasion, a quieter kid from a very *aidel* family was having difficulty adjusting to a high energy rebbi. Instead of recognizing that the difference in personalities was difficult for their child, the parent quietly found that there were other kids that previously had difficulty with this rebbi. Then three or four families banded together and complained that the rebbi was terrible.

When the principal looked into it, there were no other parents who had any complaints. I was able to help the principle identify that this was a difference of natures. The rebbi, who is loud, would say things like, "Hey, what are you doing?", and to this kid from a family with a soft-spoken mother and very compliant children, his style was hard to adjust to and the child felt "bullied" even though that wasn't the case.

In a case where there is potential concern about a teacher, we need to first identify whether there are many kids complaining about the same thing, or is it just one or two kids? And then we need to understand what's happening. Is it a difference of natures, or is there really something going on?

Since we are touching upon the topic of a child feeling victimized by an authority figure, I would like to switch gears. There are valuable conversational skills/tactics a teacher or parent can teach children to use in situations where they feel they are being bullied. They can use these skills in conversation with a rebbe, parent, or a peer, and I often teach these skills to teenagers because they learn how to communicate better without escalating tensions.

We are going to role-play, and I am going to demonstrate the 'right' way and the 'wrong' way to respond. How you address a bully can either fuel the fire or defuse the confrontation. First I will play the target, and I want you to be the bully. I am going to respond and after we do this role-play, you tell me whether it made you want to stop bullying me, or whether it actually energized you to bully me even more.

Bully (Mr. Rothschild): "Are you crazy? Do you know what you're doing to that person? You're destroying them. Who do you think you are? You're an idiot. You're so stupid."

Target (Mordechai Weinberger): "Oh yeah? Oh yeah, look at what you're doing! You're doing the same thing. You are even a bigger bully than I am!"

Bully: "I'm not a bigger bully. Are you crazy? I'm not a bigger bully. I'm just defending someone."

Target: "Listen to how you're yelling. You're just as crazy, you are terrible, you got to stop yelling at me. That's what you say I am doing, you are doing it to me."

Mordechai Weinberger: Do you feel yourself wanting to stop, or you feel like you want to prove your point?

Michael Rothschild: I am a little bit stunned by your response.

Mordechai Weinberger: But do you, the bully, want to back down, or double-down?

Michael Rothschild: I think the bully would probably back down.

Mordechai Weinberger: I think it was escalating. Let's try this, again.

Bully: "I cannot believe you! you are such a lowlife. How can you pick on somebody like that? You're so stupid yourself."

Target: "Oh my gosh, what did I do exactly?"

Bully: "What did you do? You call him names and you were so disgusting to him. You will get the lowest grades in school and nobody likes you and everybody talks behind your back. They think you're such a stuck-up idiot."

Target: "You're really such a nice guy. I see you really care about what I did to him. Wow."

Mordechai Weinberger: How do you feel now? Do you still want to continue attacking? Let's look at what I did. What was the difference between the two scenarios? Teachers and social workers, we want to actually role-play the skill and practice it with the child so that it comes naturally.

Let's call it **absorbing the punch**. Don't fight. The more you fight back, the more you add fuel to the fire. Just take it.

Whatever they say, you disarm them by being calm, responding with an apology or kindness. At some point in life, everyone gets bullied for some reason or another. They get made fun of because they are tall or they're short, their parents are divorced, they have red hair, black hair, blonde hair, their father's a rebbi, their father's millionaire.

Let's try it again with the target fighting back:

Bully: "You are a spoiled brat! Your father buys you the most expensive things and you are such a loser. You have nothing, nothing, nothing except for the money that your fat father has!"

Target: "That's not true! My father doesn't spoil me. Your father spoils me. You're jealous cuz your father actually doesn't have any money and my father has a fancy car.

Mordechai Weinberger: What would you do if I said that?

Michael Rothschild: I would definitely get angry.

Mordechai Weinberger: Bingo. Now let's try it the other way:

Bully: "You are a spoiled brat, your father is rich and that's the only thing you have going for you, or nobody likes you."

Target: "I love your father. Your father is the coolest father. I sometimes wish my father was like your father."

Mordechai Weinberger: What happened to your energy when I did that? This is the next skill/tactic- **telling the bully that you envy them. It takes the fight out of them.** If the bully says "You're so short." you respond "I wish I was as tall as you."

Dr. Shapiro: The number one thing that makes victims continue to be victims is reactivity. All the research indicates that reactivity is the key feature. It's not being tall, it's not being short. It's not being overweight, not being underweight. It's not being bad at sports, not being good at sports.

It's the reactivity. You have multiple short kids in a classroom, multiple tall kids. Why is it that this one kid is continuously becoming the victim? It all has to do with the reactivity. What Mordechai is demonstrating is that, how you react, and training yourself to react in a non-reactive way, is going to de-escalate the situation.

A bully gets energized and empowered by the reaction. When a bully acts, and gets a reaction, it's empowering to him. But if nothing happens, it actually reduces the drive of the bully to follow up with that individual.

Michael Rothschild: One of the questions that's come from a number of sources is in regard to the victim.

Often a victim is lacking in social skills. It's almost as if they are hardwired to be a victim, they just look like a victim, they have low self- esteem. Is it realistic to expect that the kind of child we are describing could really put these techniques into practice?

Mordechai Weinberger: That's why the teacher's involvement is so critical. This is a training process. You don't snap your fingers and make three wishes and suddenly, it's done. That's not how it works. It is critical that we educate rebbeim, teachers, and social workers, so that they understand the dynamics of bullying, the impact of the victim's reactivity, so that they can give students the skills and tools that will help them effectively navigate these situations.

Dr. Shapiro: There's surely going to be some deficiency or something that a bully will pick on and point out initially. What makes the bullying chronic and ongoing is the reactivity. If you can train the victim to reduce the reactivity, it will reduce the bullying.

Oftentimes this is very difficult because what makes someone a chronic victim is their inability to control their reactions. Therefore, spending time working on that, or even role-playing and projecting how someone should react- even if they don't have the internal strength not to react right now- (we theorize- if I were someone else, how would I respond?) - helps the victim begin to learn important social skills.

Michael Rothschild: How about if instead of coming up with a team of four kids as we discussed earlier, a teacher would set a class-wide policy that if anybody starts up with you, the standard automatic response is "Nah nah nah kish kish!" This way they don't have to think about it when they're in a situation and they're very intimidated and there are other kids around awaiting a reaction. What do you think of that idea?

Dr. Shapiro: What you're doing is exactly what we've been talking about, which is really educating students about class norms. Letting students know what the expectations are, acceptable responses, and tools. This approach will work for the vast majority of the class, but my concern is that for the really cruel bully and the really emotionally reactive victim, it might not be enough.

There's a level of cruelty you can prepare for, for example if someone calls you a name like "Stupid". That is something most kids can deal with. But when it gets really personal and a bully has charted how they are going to go after a victim, which may result in an escalation as the bully tries to generate a

satisfactory reaction, a canned response is not going to be enough for the victim and this is where the other component of reducing reactivity is so critical.

Michael Rothschild: Moving onto the next question from a second-grade teacher:

“If I have girls excluding other girls, I encourage a girl who is being shunned to try join other kinder, softer girls. Is this the right approach?”

Mordechai Weinberger: Absolutely, but I would do it a little differently. Instead of encouraging the girl to join a second group, as a teacher I would be involved in forming the groups to make sure she doesn't have to be that fifth wheel coming in. A teacher can create an activity that has to be completed after school as a group. This can be an excellent opportunity to break up an ‘alpha group’ by dividing the members among other groups. As they start interacting with other girls, the alpha-group starts getting diluted, some girls might form other friendships and not re-join, or some gentler girls may join and change the group dynamics for the better.

Michael Rothschild: **What drives kids to want to be friends with a certain girl or boy who is mean and popular, or mean and good at sports? What drives kids to want to become their followers?**

Why wouldn't they say, “Oh my gosh, that's the last person I want to emulate or be friends with. I don't want to even be with them.” We so often see the opposite happening and kids drawn to other kids who are really not nice.

Dr. Shapiro: I think kids are attracted to someone who exudes power. This attraction isn't limited to kids! It's natural to want to be in the group that's powerful. There is also a fear of being outside the group with the power. I think there's a natural gravitation towards those with power, and in a classroom setting that can often mean the bully unless the bystanders have been empowered, as we mentioned earlier. If we create a power dynamic where the ‘in group’ consists of the bystanders, or the class majority- because there is strength in numbers, then that is going to be where the kids will gravitate rather than to the bully.

Mordechai Weinberger: Can we change your question, change the wording and watch the perspective change?

Why is it that people are interested in the boy or the girl who's a natural leader, who speaks with confidence and passion?

Whether it's sports, learning, agreeing with a teacher or disagreeing with a teacher, food preferences, a leader can influence others. As Dr. Shapiro said regarding the reaction we use in responding to a bully, many times if we shift the perspective and look at the same kid as a natural leader, rather than a bully, it's like a rough diamond waiting to be shaped.

Michael Rothschild: It's interesting that you brought that up because we actually received a question in the same vein.

“How do we help a student with leadership qualities to include all her friends as opposed to bossing them around?”

Let's say I'm the queen bee, and I tell another kid “You can't play machanayim with us, you can't join the group.” How would you respond if you were the teacher?

Mordechai Weinberger: Let's start with the **cognitive reframe** we just discussed. Let's look at this girl as a leader who wants to win rather than as a queen bee. The girls who don't want to play are just doing her a favor, because if they don't play well, they cause her team to lose. Including a kid who asks to play, but doesn't play well, also just doesn't fit the agenda because she misses shots. A leader tends to see situations through the prism of winning or losing

A teacher who views this child as a leader rather than a bully can approach the situation by saying, “You’re such a talented girl. You’re so good at sports, it’s amazing that you let these girls play, even you lose because of them.” Positive encouragement can make this child feel like they are ‘winning’ in a different way, by being praised for their sportsmanship.

Alternatively, the teacher can role-play and help the leader see things from another perspective.

Teacher: “Why did you pick these five girls for your team and not the rest of the girls?”

Leader: “Because they know how to play, what do you mean?”

Teacher: “Exactly! So you want to win, right? Now imagine there’s another team with players who are all better than you and they won’t let you play, what would you do then?”

Leader: “I would make my own team. I don’t need them.”

Teacher: “But they are going to beat you every time because they are better. So, what would you do?”

Leader: “I don’t know.”

Mordechai Weinberger: We’re trying to get the queen bee to just open her mind and to experience what others may be feeling. The purpose is not to attack or discipline, but to use this opportunity to educate.

I believe the question was posed regarding a second grader. Labeling a seven, or eight-year-old a bully or tormentor is a real shame. Situations like this are a valuable opportunity to help leaders see things from the other person’s point of view. A teacher can also help structure the teams more evenly so that everyone can be included, and everyone’s needs can be addressed. That way, sometimes the team will win and sometimes they will lose, but the leader can feel understood even while learning that losing is part of life.

Teachers should try to reframe and take advantage of these opportunities to build character.

Michael Rothschild: You’re making an interesting point. If the teacher figures out who the stronger players are and divides the teams fairly the games will be more even and more kids can play.

Mordechai Weinberger: That’s right, it is also important to validate the leader’s feelings by discussing how she feels when a weaker student wants to play and they lose as a result. Her behavior is driven by valid emotions, not because she is a mean kid. Talking it out and role-playing are valuable tools a teacher can use to help change how that child will react in the future.

Dr. Shapiro: Which goes back to the prevention piece we discussed earlier. When the game gets started before the rebbi or the teacher comes out, you will often run into these problems. But if the rebbi or teacher walks the students out and helps them choose the game and helps them divide the teams, they are going to avoid a lot of the type of bullying we have discussed here.

I also think we tend to see bullying peak in middle school; sixth, seventh, and eighth grade. Bullying tends to diminish as they get into high school. But the younger years, are the cornerstone of a child’s social education and teaching social skills and **perspective taking** at this critical juncture will reduce actual bullying as they get older.

Michael Rothschild: Here are some follow up questions:

part A- “I’m wondering whether such a structured recess will be more difficult for some students. I know my students enjoy their free time.”

part B, “With girls, the main activity at recess is talking, not sports, so how do you make that an inclusive activity?”

Dr. Shapiro: I would like to address the first part of the question regarding inclusiveness and the structured recess. This may run contrary to what we discussed earlier, but I don't agree that children should be forced to play or join activities if they prefer not to. There are some children whose method of processing the day and enjoying recess is to spend some time alone. These introverts or non-athletes may enjoy walking on the outskirts of the playground and kicking pebbles. It's only when they are not being included in a game that they actually want to join that there is an issue that has to be addressed. It is perfectly fine for a child to have some space, decompress and not be forced to play.

Regarding the social dynamics of recess in a girl's school, age is certainly a factor. The teacher can use the same framework we mentioned earlier, of modeling social skills and establishing standards to facilitate group conversations that are inclusive.

These are social graces and basic manners that girls will need all their lives. The same way a rebbi might walk out to the playground and participate or interject in a ball game, a teacher can participate in a discussion, draw in girls on the sidelines, and compliment.

Mordechai Weinberger: I absolutely agree regarding kids who are introverted or non-athletes. Regarding the question of what teachers can do with girls at recess; it's very true that at a certain age girls will turn to talking for entertainment during recess. At the same time, it's still about the dynamics within a group. There will be leaders who initiate a topic and be more verbal, those who actively participate, and those who are intimidated but want to join or would like to schmooze about a different topic but don't have friends.

I'm not suggesting a teacher force 20 girls to participate in the same conversation. We're talking about inclusiveness and teaching social skills. A teacher can keep tabs on what's happening at recess, maybe divide the class into smaller groups and initiate discussions by giving out topics so that everyone has an opportunity to speak, give them exercises where they have to turn to the next person in the circle and ask their opinion, there are definitely ways a teacher can address this.

Dr. Shapiro: I think this bears repeating so I am going to address it again; there is a difference between a child who is being ostracized or bullied, and a child who prefers to spend time alone.

I recently had an interaction with a sixth-grade student. He's a socially awkward kind of kid and I was trying to find what his interests were. When he told me that he was really interested in highways I knew I was in trouble. What sixth grader wants to talk about highways? But this kid was interested in highways - I hope I didn't offend anyone that's interested in highways, I happen to like maps.

As a sixth grader whose classmates are talking about football and baseball, the topic of highways is probably not going to help him formulate a connection with his peers. I asked him whether he was having difficulty with his lack of common ground with the other kids? (He recognized that an interest in highways was unique) And he didn't have an issue with it.

I get this from parents a lot. As a society, we really value socialization and connectivity, but not all kids need that. Some kids are introverted, and they really like to be 'within themselves'. Just because someone is not included or not engaged doesn't mean that it's necessarily a problem for that child. If the child's happy, if the child's reporting that he does connect to friends in whatever way he connects and he's satisfied with that, it is perfectly fine. If they have odd interests and that is not something that they might connect and communicate about, that's okay as well.

Mordechai Weinberger: As you were speaking, I thought of an idea for a sort of intervention/prevention that teachers can use with girls. At the start of the year the teacher could do an informal 'intake', asking the girls about their interests, who their friends are, who they might like to get to know better, etc. This would give teachers a sense of the class dynamics, but more importantly-similar to the questionnaire sent out before camp, the teacher will learn which students would like to be with each other even though they may not be friends yet, or which girls have similar interests. Sometimes all that's needed is a guiding hand to help initiate a connection and a teacher, armed with a little information, can make that happen by grouping these girls together to work on a project.

Dr. Shapiro: My own observation that keeps re-emerging, is the significance of the teacher's role as a unifier in so many ways. It is really critical for teachers to have class dynamics and social skills on their agendas. If a teacher just lets the social aspects of the class play out, then issues don't get addressed and important education opportunities are forfeited.

Teachers are under pressure to get through the curriculum, teach the material, get the kriah skills up to par, and to cover a certain amount of pesukim by the end of the month. If these social issues are not a priority then they won't be addressed, but in reality this is one of the primary roles of a teacher.

Michael Rothschild: I may be a *Nogeah b'davar* coming from the Chofetz Chaim Heritage Foundation. But the truth is that in the end, a kid who develops good middos, who is inclusive, has mastered the most important lessons for life. How you turn out as a person, and how you manifest as a kiddush Hashem is really more important than ticking off extra boxes on the curriculum.

A number of years ago, we conducted a series of events on bullying in various cities. The day after one of the events a rebbi called and told me the following: Rabbi Frand was the first speaker at the event and he had attended just to hear his speech. When it was over, he decided that once he was already there, he would stay to hear about bullying for five minutes. He ended up staying for the whole thing.

The next morning he went into his class, and told the boys to close their Gemaras and said "I'm going to teach you one thing now that is more important than any piece of Gemara that you will learn. I want everybody to open up a *chumash Vayikra*, to the *lav* that says "*lo sonu ish es amiso*"- It is forbidden to hurt another person with your words. If there is one thing you learn from me as a rebbi, you should learn this. This is the most important thing."

The truth of the matter is, the Chofetz Chaim states that all the Torah in the world is nothing if you have bad middos and you speak *loshon hara*, or you make fun of people. In *shamayim* such a person is not even in the game. Essentially, teaching middos, consideration, and kindness should be a priority. A teacher or rebbi who is a unifier and teaches his or her students a proper *derech* for life, will have accomplished something immeasurable.

Dr. Shapiro: When we think about our educational experiences, we got some *chumash* skills, we got some *mishnah* skills, but what do we remember most? We remember the Rebbeim and the teachers that we had an emotional connection to. And we remember the peers, the relationships we had, the friends that treated us well, or alternatively, didn't treat us well.

You opened by reading a powerful letter that described a boy's experiences in school that literally destroyed his life. What if someone had given his peers the skills of supporting the victim? Imagine how different his life might have been. All it took was one person to support him later on in life to make a difference. But what if in fifth or sixth grade someone said, "You know what, I'm here for you, whatever you need." I think support can change the trajectory.

The importance of the role of teachers and social workers in promoting that sort of environment, promoting that sort of interaction, pro-social behaviors between kids, that makes the difference and changes the direction cannot be overstated.

Michael Rothschild: I can tell you. I have twin sons who are already 20 years old, they had one rebbi in elementary school who still makes an annual party for all his alumni and keeps in touch. He does this year after year, and it has made an impression on my sons. You remember the rebbi or teacher who really showed they care.

We've covered a lot of different aspects of this topic, and there are a lot more things to cover. I have been studying the questions that are coming in and I see that a lot of teachers are asking how to respond to parents who approach them about these issues. One teacher who wrote the following:

"Hi, I am a teacher listening, but this topic is painful for me because I am the parent of a ten year-old who approached me just yesterday and said 'Ma you want to hear

something nasty, a kid in my class told me I can't play cuz I play really badly.' Then he turned his face away and cried. How can I empower him? How should I have responded?"

In this session we addressed the role of educators in a school setting, but it is evident that we need to develop a similar resource for parents. You have imparted so much practical wisdom and it would be fantastic to do this again from a different angle. I am so hopeful that if teachers take this insightful information and they run with it, they are going to really change the lives of their students.

There is one point I want to refer back to. You were saying that on the first day of school, the teacher should explain the system for homework, and the rules for this and that, and then here are the class rules for how we treat each other. I would just flip that around. If I were a teacher, this is what I would do on the first day. I would say "The first thing we are going to learn this year is about how we are all going to treat each other." If that is the first lesson, even spending an entire day on it, it is going to register that this is really a priority.

[I would like to conclude by just mentioning a few things. The Chofetz Chaim Heritage Foundation has a catalogue of resources for teachers with a variety of curricula, additional tools and videos. Many of them are actually about anti-bullying. We have something called TIKI which teaches intervention for kids and advice for kids, and we have another called Kamocha. We have a lot of amazing programs that teach middos and they are available by going to cchf.global. We have gotten fantastic feedback from teachers and we invite teachers and rebbeim to please take advantage of them.]

We are going to go to closing remarks and we'll start with Dr. Shapiro.

Dr. Shapiro: First of all, it is great to be a part of the amazing work that the Chofetz Chaim Heritage Foundation is doing. I think the one takeaway that I would hope for is a paradigm shift in a teacher's perception of their role. I think, we know this and we say it, but it really has to actualize in our classrooms: **The role of the teacher goes beyond the curriculum.**

It goes beyond the classroom management. It goes beyond the lesson planning to the social emotional needs of students across the board. We have been talking a lot about bullying tonight, but there are a host of social emotional challenges that kids are facing. If we can really create an environment within the classroom that is accepting, understanding, empathetic and perspective taking- all the pieces that we talked about tonight, then not only is it going to be an environment where kids are going to thrive emotionally, they are going to thrive academically as well.

Mordechai Weinberger: I want to thank you for inviting me, it was an honor and zchus to be here a second time. It was a pleasure to be here with Dr. Shapiro and have him reframe or rephrase the things that I said so professionally. I'd like to thank the principals, teachers and rebbeim, for their interest and participation by sending in hundreds of messages and questions. *Mi k'amcha yisrael* that our educators are so engaged, I'm touched by that.

My closing remark would be to remind teachers and rebbeim that they have so much power to effect change through small shifts. There is a concept in psychology called The Imposter Syndrome that was first introduced in the 1970's. The prevalence of Imposter Syndrome was discovered by researchers after interviewing a host of professionals, doctors, lawyers, judges, and discovering that despite their apparent success, these individuals did not believe in themselves and felt like frauds as a result of events that had happened during their formative years.

People who appear successful to others, may not necessarily feel as confident as they project. Many victims of bullying, or as we mentioned- young children with strong leadership qualities, get labeled or pigeonholed into a certain role that may haunt them long-term. We, the teachers, the rebbeim, the principles and social workers, can prevent that by just interacting a little more with the students and giving them real confidence.

Michael Rothschild: I want to thank both of you because I have learned so much. I am just blown away because if teachers take what the two of you said to heart, it will be a complete game changer and entire lives will be positively impacted. 240 schools participated in this event and I'm hoping Iy"h that thousands of students are going to have a better year next year.

Our intention is to make this event available to every school in North America as a video and we hope that they will make it available to all their teachers before the start of the school year. Any teacher, principal, or social worker that would like to access this program, or would like to ask questions about our classroom programs should please email Rabbi Ornstein at: sornstein@cchfglobal.org. He is our school liaison, and can answer any questions, and help bring the programs to your school.

Our catalog is available online at cchf.global or by calling us at (845) 352-3505, and we will send a physical catalog.

I just want to finish with this story. There were two brothers, a fourth grader and a fifth grader attending a school in the Midwest. The fifth grader told his brother, the fourth grader, that it wasn't fair that his class was learning the Chofetz Chaim program and not theirs. He could see that his brother's class played so nicely together at recess while his own class fought constantly.

If you're interested in seeing these videos, you could actually just scroll down on this page and click on 'Tiki' to order now. You also watch the Tiki promotional video and hear kids talk about how it made such a profound difference.

Thank you all very much for your questions and participation. May you, who have chosen to raise Hashem's children and to inspire them with a Hashem's Torah, be blessed with tremendous *siyata dishmaya* with your own children. May you have tremendous *nachas, mazel and bracha*. I hope you realize how exalted, and powerful, and loved you are by Hashem for teaching his Torah, and may you have tremendous *siyata dishmaya*.