



Discipline System:
A Rebbe was asked, what kind of discipline system works for you?





He answered:
When the first bochur misbehaves
I embarrass him
I rarely have a problem the rest of the year



1

When a child starts to argue,
Clamp your teeth together and don't utter a word
Keep your mouth upturned in a smile
Keep words at the bare minimum
Keep on saying the two words, "I know."
Pretty soon the child will realize that it's not working

2

When a child says
"I hate you"
it means that he
hates the fact that
he can't control
you.




3

"I'm so sorry I didn't help! I've learned my lesson! Please can I go?"

They want the Rebbe to say: Okay, you learned your lesson, now, I'll give you another chance.

You need to say: **"I'm sure you've learned your lesson and I know you're sorry. Now, what did I say?"**



4

The quality of any relationship with a child is far more than the sum total of all the disciplining.




A Rebbe ordered a teenager who walked in wearing sunglasses, "Remove those glasses!" The boy refused. The second Rebbe fared no better. The Rebbe in the third period was a substitute Rebbe. Now, the substitute didn't have a good feeling about the one sentence intervention. Instead, he said, "Hey, where did you get those? Are they custom made?" He engaged the child. Right before the start of class, he whispered to the talmid, "Would you consider removing the sunglasses for this class only! I'd really appreciate it." Then he walked away.




5

Give 2 compliments per week over a 3 week period. Guaranteed you'll see a change for the better.

I noticed that..




See a child doing something wrong in class?
Whisper in his ear:
"Just because I like you so much, does it mean that I have to put up with this?"



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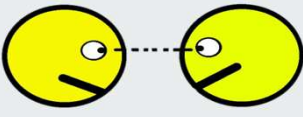
Put your children into **THINKING MODE** rather than **DEFENSE MODE**.

- Questions create thinking, statements create resistance.
- Guiding talmidim to own and solve their problems.




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When speaking to a parent make eye contact
Don't interrupt.



If Parents are doing the following minimal חינוך in the home, they're doing fine:


- 1-Foundation of home is אהבה.
- 2-Parents display affection to their children easily and spontaneously.
- 3-There is a reasonable sense of authority in the home.
- 4-Parents regularly compliment their children and note their successes verbally.



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When a תלמיד disobeys a basic rule

Say: "Personally, I don't care whether you do this or not, like standing up when the Rebbe enters the room, remain indifferent. Say: "Personally, I don't care whether you do this or not. However, this is the rule in this Cheder, and it must be done."




Looking at our תלמידים through their lens, not ours: A dollar for משניות בע"פ. Made more money schlepping boxes.

מזמור לודד בברוח בפני אבשלום במו. יועץ איתופל



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אתם נצבים היום.....גישת איועק שטעלען-אם
 still. - Not to stand but to stand
 still.



Every מתנד has to stop and make a חשבון -
 Are we headed in the right direction?

as מלמדי תשב"ר refer to חז"ל
 סופרים. Just as a סופר writes a
 ספרי תורה רביים, ספר תורה
 too – not on a קלאף but on the
 נעמות of children. Rabbeim must
 be role models for children.


Just as a תיכר
 must constantly
 build his skills,
 so too, a תנ"ך
 must constantly
 grow and build
 his skills in
 אהבת התורה



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When giving מוסר to a תלמיד, make sure you
 are close to that תלמיד. When הקב"ה
 wanted to tell עליו about what would
 happen to his descendants because of his
 sons, חפני ופינס, he made sure to send a
 בביא that would be מקובל and that
 he had a close relationship with and that he
 had helped, countless times: אלקנה אבי
 שמואל.

When determining which boys are suited for
 which Rabbeim of each grade, really we
 should have to be מתענה ארבעים תעניתים
 Placing a talmid with the right Rebbe is
 ממש פיקוח נפש...




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A Rebbe has to
 constantly rejuvenate
 himself and have a
 "frishe" start. וקווי ה'
 -יחליפו כח יעלו אבר כנשרים
 דוד המלך. Bald Eagle.



*A Rebbe has to teach his
 class assuming they'll never
 learn this particular ש
 again*

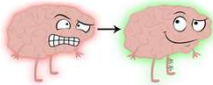



ולמה העיד בהם שמיים וארץ,
 אמר משה, אני בשר ודם.
 לקחר אני מת, מי בא
 -ומכחישים? What about
 זקנים and יהושע, פנחס

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דיניך means getting a child out of his mindset of feeling forced to do it to wanting to do it. Boy singing in class, called his mother to have nachas.



A Rebbe has to try to work with every one of his talmidim, even the ones that he doesn't think will listen to him.

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Everything that a Rebbe does for a talmid matters, but especially the little extras. הקבי"ה תפייא את בני תלמידיהם. Extra \$10 on the monthly check.



A Rebbe has to take an interest in the talmid's entire family, not just the talmid himself. At אבילות משה all of ישראל cry. By אהרן it says ישראל כל .

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To take control of a situation, do it piecemeal instead of trying to conquer the entire class.

Looking at the Big Picture and being a Proper Visionary. Noach and Yaakov





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"Good Mothers have sticky floors, dirty ovens and happy kids."







A Rebbe makes his תלמידים feel worthwhile. Just as the purpose of the stars was to make the moon feel good דעתה דעתה for its decrease in stature, so too, that is the purpose of a Rebbe!



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When a תלמיד does something wrong, the goal is to get him to feel חזקה for his action and do תשובה.
אניקה יודע היה חזק הם, אלא לנכס עמו בדברים, שלא ירא נבול (רש"י בראשית ג'ט) להשיב אם יעשהו פתאום

Give מוסר in a positive way
טוב בתי כי צאתי עם נערותי
מותר לדבר בבית הכנסת רק עם ה' יתברך

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When you get upset and you want to lash out: Is what you're about to do... **T.H.I.N.K.** Truthful, Helpful, Inspiring, Necessary, Kind?

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Who's the Bad Guy
 Rebbe should be the "Good Cop"
 Menahel should be the "Bad Cop."




Self-esteem does not mean telling a talmid that he is great; it means telling a talmid that he can do it."




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If a child doesn't know how to read or count, we teach him. When a תלמיד doesn't know how to behave, we punish him. Why don't we teach him?




Our goal should be to make every child a שלם




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Emails **are** for information, **not** communication. Don't respond to email questions or complaints with emails.



Learn from the שטן to persevere in an עשיית המצוה or not to give up on a talmid.



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They are future fathers in Israel כלל ישראל הם אבות העתיד



חינוך הבנים changes with the times.

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Man is like אדם, has the potential to grow and achieve.



For a trivial goal, any hardship is great.
For a great goal, any hardship is trivial



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"My Rebbeim were בשמחה, my class was בשמחה."





1. Smile as much as you can
2. Speak about being happy
3. Sing
4. Tell stories of שמחת המצוה



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"Give a talmid confidence to be matzliach. מצליח - makes others successful

Marks do not reflect who you are as a learner, but where you are in your learning journey...






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להא בהיחי שמה. תחשים בנים

Are you my Rebbe?
A talmid should never defy a Rebbe. If he defies you, he's letting you know that he's not your talmid.



A Rebbe needs to understand that sometimes no one can teach a child like him and he needs to step up.

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Gauge your subjects' reactions to new rules.

You don't teach swimming lessons unless you can swim yourself. You have to be prepared if you want to change other people, otherwise they're going to change you.....

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ask them: How do you want to be remembered? As the one who made fun of lots of people or as the one who gave people lots of fun?

Owning up for a mistake



How to stop אונאת דברים among your talmidim? As the one who made fun of lots of people or as the one who gave people lots of fun



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If we have talmidim whose learning style is or acts "out of the box," and it's בדיעבד for him to be in school, why don't we just make the box bigger?



Leadership is like a string on a table. If you push it, it won't go anywhere. If you pull it, it will go places.



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We tend to invest less into preventing problems than in dealing with them.




מתוך שלא לשמה בא לשמה

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The Zebra and the Cheetah

When you give a child a command, he's looking to see how resolute you are



4 goals in establishing authority:

- 1) To control the child in the present, to enable a proper chinuch structure.
- 2) To create an environment in which the child can develop normally, without anxiety or instability.
- 3) To shape the child into a responsible person who is answerable to the authority figures in his life.
- 4) To form the basis of *יראת שמים*

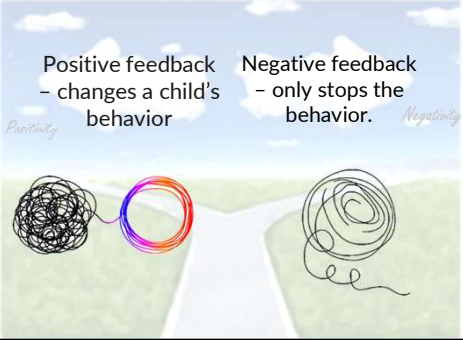


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Positive feedback - changes a child's behavior

Negative feedback - only stops the behavior.

Positivity *Negativity*





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Learning Disabilities - The real challenge is educating those who don't have one.

Make a note of when your talmidim's birthdays are and send them a nice note

The 3 most important traits that successful parents and מחנכים for special needs kids are:

- 1) A knowledge base
- 2) A bag of tricks
- 3) A philosophy

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Things that don't work...

- 1) Corporal Punishment 
- 2) Timeout 
- 3) Forced Apologies 
- 4) Sarcasm 
- 5) Confiscating goods 
- 1) Cheap Shots 

A פקח realizes there's two - צדדים - two sides to every issue.



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There are two types of Rabbeim

One is concerned about himself that he shteig while he's teaching.



If the Rebbe decides to be like a מלאך - an עומר that he's not out for his own personal learning, then יבקשו תורה מפיו.



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Sometimes, when a Rebbe wants to give a talmid רמזיה , he can do it בדרך or even let the talmid figure it out himself.




The קונץ is to be motivated to teach a child that has challenges.



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Going the extra mile
 Appreciates the little extras that we do as Rabbeim



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Dealing With a Young Child who is מורגל in Stealing:

- 1] Remove the ניסיון
- 2] Find ways of giving him things.
- 3] Talk about it in class, without singling him out
- 4] Teach him to ASK for things.
- 5] Put him in charge of watching or taking care


Current events

We have to teach the יסוד that העולם לא נברא אלא בשביל ישראל - everything that happens in the גורמה is for ישראל




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We need to encourage struggling talmidim to look to the future, not to dwell on the past.



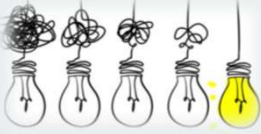

In today's day and age, is it ever acceptable to scream at a talmid? Not acceptable in this day and age..... you wouldn't want your boss, spouse, or anyone doing that to you, and you wouldn't let it happen to your own kids too! A few more points: 1) Why can't the rebbe get the message across without yelling? 2) Yelling is often a sign of losing control. 3) Isn't it our tasks as mechanchim to master the skills necessary ng to educate, even discipline with dignity? Anyone can yell... only a real mechanech can get the point across without the kid walking away feeling less than 2 cents. 4) Young or old, have we not learned about the trauma experienced by those who were yelled at or who watched someone else being screamed at all the time? Enough, no? 5) Does it even work in effecting long-term change? When was the last time you were yelled at and walked away thinking, "Wow! Now I learned my lesson! I will never do that again!"... It's more like, "Nice, Rebbe! You took out all your anger on me in front of everyone because I wasn't where I was supposed to be. I'm done!" The louder you scream at a talmid, the louder you are saying "I have no control of myself."

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Successful people are fast decision makers. The only wrong decision is indecision.
 There are no wrong decisions; even if you don't get the outcome that you desired, you are going to achieve growth.
 You're going to gain experience and do it better next time.

It's never אָדאַ to

- 1) start up with weaker people that you think you can control
- 2) Think little of a talmid that appears not to have strong capabilities
- 3) Mock them. You never know what the future will bring; one day you'll need that person or that talmid may persevere and grow into a big talmid chochom.

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It's always smart to probe deeper into something that offers a perspective into something purposeful, because you will undoubtedly achieve more of your goal.

The "Four S's" of Attachment.

Children who receive the "Four S's" of attachment alongside fair rules, structure, and discipline, thrive throughout their life despite difficult challenges they might face. It is how we reliably communicate to our children that they are truly loved by us. They are: 1) Safe—Our children are safe from different forms of abuse: Physical, emotional, psychological, and spiritual. 2) Secure—Our children are secure that their needs will be provided for, such as food, shelter, clothing, education, and medical care. 3) Seen—Our children are seen for who they are, with their unique strengths, interests, and innate gifts; not who we imagine they are or want them to be. 4) Soothed—Our children are properly soothed when they go through life's struggles. When trauma befalls a child whose parents did not provide the "Four S's", they lack the requisites for resilience. These children fall harder and recover slower, and as mentioned earlier, if their trauma is not properly addressed, they may fall into delinquency and are at risk for developing mental health disorders. (R' Shimon Russell in Raising a Loving Family).

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Autonomy vs. Mastery

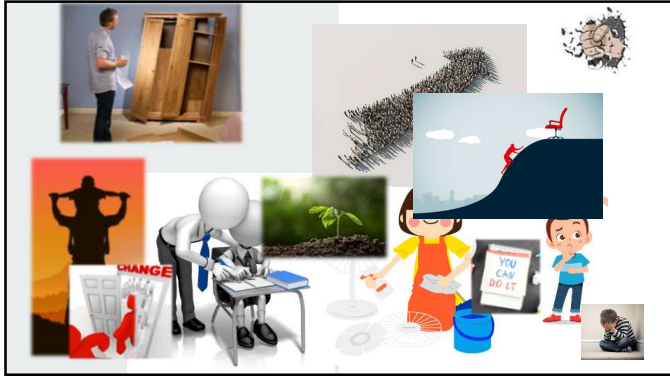
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Two boys, a 5th grader and a 6th grader were playing football in an extracurricular game. The 6th grader who is not a good athlete, dropped two passes and the 5th grader, who is a good athlete, was *מחזיקים* *מחזיקים* When a Rebbe told him that he was wrong for doing that, he was *chutzpadik* to him and even when the *menahel* spoke to him, he refused to take *אחריות* for his actions. What to do? The *menahel* wanted to hold him out of the last two games as a punishment and he should apologize to the other boy. That's the old way. But what ends up happening? Does the 5th grader say, *אני מודה*? No. The 5th grader just gets angrier, blames the *menahel*, the *rebbe* and the victim, the 6th grader for his punishment. He is not sorry and does not learn any lesson from this whole incident. You also have to understand his resentment for the school getting involved in what officially is an extracurricular activity. I began by asking him questions. How many children in the family? Eight? What number is he? Number 4 (a middle child). Any issues? Yes, he's ADHD, high spirited, very impulsive and on medication. What's the story with his parents? His mother is a teacher in the school and his father was *שומרי מצוות* they don't have good *אחיות* the father was thinking of separating. Can you now understand the dynamics? The boy is afraid his parents are getting *מחזיקים* ; *אחיות* he lashed out because of his fear. Hurt people hurt people. I advised the *menahel* to take the 5th grader under his wing and learn with him and soothe him. After the boy feels comfortable, gently bring up the incident and advise him how to make amends. The piece de resistance (highlight)? Have the 5th grader teach the 6th grader how to get better at football during class time. You've covered all of the bases, no one gets angry, you help the perpetrator (who's really the victim) you achieve a genuine apology, *אחיות* and these boys becoming friends.

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