

Effective Strategies in Substitute Teaching

New Substitute Guide:



**COMMUNITY
SERVICES**

C.A. Community Service is a non-profit organizations that work closely with school districts all of Texas.

Here in our *Effective Strategies for Substitute Teacher: New Substitute Guide*, you will learn the basic knowledge to become a substitute teacher.

The purpose of this guide is to assist you in knowing, following and enforcing the strategies used by classroom teachers. Substitute teachers assume the same responsibilities and duties as the regular classroom teacher. The information in this guide will be an invaluable resource to you in working as a substitute teacher. Please read and familiarize yourself with the information that will assist you in this important role. The suggestions and procedures in this handbook are not meant to be inclusive but are designed to serve as a foundation. Please remember that each school district and individual school may have slightly different expectations. When in doubt, ASK! Be flexible, positive, and reliable and school will ask you to return again and again.

We wish you all the best on your substitute journey!

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SECTION 1

Understanding Your Responsibilities

So You Want to Be a Substitute Teacher...

One of the most important aspects to understand about being a substitute teacher is that, **you must be properly trained to be your best.**

Campus Breakdown – common school structures

Early Childhood Center- ECC – Pre K and Kinder

Children will range in age from 4 to 6 years old. ECC students begin learning their alphabet, counting, site words, reading, basic math, rules, and manners. It is very important that you stay with the class at all times. Never leave them alone. They walk together to and from lunch, recess, PE, etc. Taking the students that ride the bus at the end of the day is a **MUST**. It is your responsibility that they get to the correct bus.

PRIMARY – 1st and 2nd

Children will range in age from 6 to 8 years old. Primary students will focus their learning on Math and Reading. Site words, rules, and manners are continued at the Primary campus. Never leave them alone. They walk together to and from lunch, recess, PE, etc. Taking the students that ride the bus at the end of the day is a **MUST**. It is your responsibility that they get to the correct bus.

ELEMENTARY or Primary –

K - 2nd

Children will range in age from 6 to 8 years old. Primary students will focus their learning on Math and Reading. Site words, rules, and manners are continued at the Primary campus. Never leave them alone. They walk together to and from lunch, recess, PE, etc. Taking the students that ride the bus at the end of the day is a **MUST**. It is your responsibility that they get to the correct bus.

3rd and 5th

Children will range in age from 8 to 10 years old. Students will have switch classes. They will stay with the same classroom when they switch. The students learn English, Reading and Writing and switch classes to learn Math, Science and Social Studies. Never leave them alone. They walk together to and from lunch, recess, PE, etc. Taking the students that ride the bus at the end of the day is a **MUST**. It is your responsibility that they get to the correct bus.

INTERMEDIATE – 5th and 6th

Some Campus will have a small intermediate campus that hosts only 5th and 6th grade students. These students will range in age from 10 to 12 years old. Classroom management is key at this age. They have 4 main teachers that they rotate throughout the day. The entire class moves with each other. The students learn their core subjects (Math, English, Science and Social Studies). Electives are introduced at the Intermediate. They have Music, Band, Cultural Arts and Oceans ect...

JUNIOR HIGH/ MIDDLE SCHOOL – 6th and 8th

These students will range in age from 11-14 years old. This age can be great fun if you are well prepared. Students rotate between 7 to 8 classes. They will have their core classes (Math, English, Science and Social Studies) along with Spanish, Athletics, Band, Choir, and many academic clubs. Students will also have an Advisory class. This is for them to get extra work done or help on assignments.

HIGH SCHOOL/UNIVERSITY PREP – 9th – 12th

The students will range in age from 14 years old and older. Students will continue to have their core classes (Math, English, Science and Social Studies) as well as a wide variety of electives. Many people assume that teaching high school students will be “easiest” because they are so close to being adults. The reality is that each age group presents its own challenges and rewards. Adequate preparation is always the key to handling an age group professionally.

Be prepared in ANY school setting to supervise children during lunch, recess, in the hallways, and for brief periods before and after school. Be sure to understand your responsibilities.

If you are unsure... always ask someone in the office.

Working with Different Age Groups

In your assignments, you will have the opportunity to work with different age groups, requiring you to handle an equally wide variety of characteristics and needs. If you have experience working with teenagers doesn't necessarily mean it will prepare you to work with younger children and vice versa

Elementary School Group (Ages 4 – 10)

Students in this group exhibit a wide range of physical, social, emotional and intellectual development. If you are subbing in an arts or physical education position, you should expect to work with many different groups of children who come to your classroom.

If you are substituting in a classroom teacher position, you may have the same group of children all day and be expected to escort them to activities, taught by other teachers, such as art, music, or physical education. Be prepared to have children in your room for the majority of the day.

Physical

With younger children oversight of toileting activities may be required however, if you are not comfortable helping with a button on shorts/pants, you can ask the neighbor teacher for assistance or contact the office.

Students have new learning experiences and the ability to absorb new skills required for both team and individual sports quickly. Some may not like to participate in competitive sports but non-competitive activity, such as dancing, swimming, walking, and running should be encouraged.

Social

- • Relates to peers according to rules
- • Progresses from free play to interactions that require teamwork
- • Need for self-discipline increases with each year
- • More able to sit quietly and listen
- • Bullying occurs more frequently

Emotional

- • Structure and routine make this age group feel secure
- • Need adult guidance as they experience a variety of ideas, opinions and attitudes
- • Sensitive to comments from others

Intellectual

- Engages in organized, logical thought
- Problem-solving skills evolve and include less self-oriented solutions
- Can reverse quantities (4+3 is the same as 3+4)
- Reading, math, writing, science, social studies skills are the main focus of instruction in classrooms.

Intermediate and Junior High School Groups (Ages 10 – 14)

While this age group exhibits a wide range of physical development, what is more pronounced is the range in emotional development between ages at the lower and higher ends. This group is going through one of the most complicated stage of human development. Be kind but FIRM! Consistency is KEY and discipline is ESSENTIAL when working with these ages. Be prepared to see different ages of students throughout the day. Try to get to know them as quickly as you can.

Physical

- Growth spurt for boys occurs 2.5 years later than for girls, onset for boys is 12.5 and the onset for girls is 10.5
- Sexual maturation is the main change during puberty. Adolescents are preoccupied with their body image.
- Wide range of maturation, given two individuals of the same age, one may have completed puberty before the other has begun.
- Students may be physically larger than teachers and subs should not be intimidated by this.

Social

- Students are a million times more interested in interacting with each other than focusing on what is being taught.
- Romantic relationships develop.
- A pecking order is important to this group.
- Sexual harassment, bullying, and sexual overtures toward each other and sometimes toward the teacher occur.
- Harassment and bullying takes less obvious forms. Bullying and harassment can occur on-line or outside of school and spill over into the classroom environment.

Emotional

- Strong emotions caused by hormonal changes create stress among this group.
- Girls have more negative self-images than boys.
- Students are exerting their independence and may challenge authority.
- Structure and routine are essential to feelings of security and safety.
- Even if adolescents act like they do not want to be told what to do, they may secretly appreciate guidance.

Intellectual

- The level of instructional material requires a teacher trained in a specific subject area. Computer and internet access is more frequently used as an instructional tool and subs must know school policies regarding use of this technology.
- Adolescents are capable of solving abstract problems such as algebraic equations.
- Adolescents can imagine the ideal characteristics in themselves, others and their environment.
- Adolescents systematically test solutions to problems.

High School Group (Ages 14 years and older)

Though the range in age suggests a wide range in physical, social, emotional, and intellectual development of the students, in many ways this can be a less volatile group than the middle school group. They are growing into their adult selves and gaining confidence. Consistency in the application of discipline is ESSENTIAL when working with this group. Be prepared to see different groups of students throughout the day. Try to get to know them as quickly as you can.

Physical

- Students in the early years of high school exhibit a wide range of physical development
- By the end of high school, most students are fully matured.
- Students may be physically larger than teachers and substitutes should not be intimidated by this.

Social

- Romantic relationships develop
- Bullying is still prevalent but tends to lessen as the capacity for empathy grows.
- Believes others are as preoccupied with them as they are with themselves.
- Believe they are personally unique.

Emotional

- Is developing an image of themselves and their worth
- Differentiate self-images in different contexts.
- Teacher should provide choices and the opportunity for open conversation.

Intellectual

- Thinking becomes tied to concrete reality
- Can process - "if y occurs, then x will happen"
- Lessons should involve greater self-sufficiency
- Students challenge adults on an intellectual basis, be prepared to treat student opinions respectfully

Establishing Your Leadership

Establishing yourself as an authority figure can be intimidating, especially if it's the first time you have taken on such a role. In order to gain the respect of the students you must look and act the part of a confident, capable leader.

What to expect...

Standing - You will spend the majority of your days on your feet. This gives you a height advantage over most students that helps to establish you as an authority figure right away.

Dressing Appropriately - Look at what you wear on the job as your work clothes. If you are wearing something sloppy or inappropriate you will lose the respect of the students. This means no flip-flops, short-shorts, halter-tops, spaghetti straps, or pants below your own bottom. Slacks and button downs, dresses of appropriate length and fit, and comfortable, appropriate work shoes are key.

Smiling Confidently - Even if you aren't in a great mood or feeling confident you need to project a positive attitude. This gives the students confidence and will probably help to turn your mood around.

Speak Slow and Clear - Thinking before you speak is extremely important when working with children. Make sure that what comes out of your mouth is professional and un-opinion aided and it will gain you respect. Though you may not have adjusted to the idea of yourself as a leader yet, it is important to start thinking of yourself that way. It will make your days at work easier.

SECTION 2

Substitute Teacher's Guide

It's important when you begin substitute teaching that you understand the responsibilities of the position. A substitute teacher is treated as if he or she is the full-fledged classroom teacher.

In your substitute teaching assignments, you may work with paraprofessionals, also known as teacher's aides or support professionals. Paraprofessionals have become an integral part of the modern classroom. They may be placed with a class or with an individual student.

They are most frequently tasked with:

- Tutoring students in areas of literacy and mathematics
- Providing support to students with special needs

Because you are serving in the place of the classroom teacher, you are in charge of the room, and ultimately, the well-being and learning achievements of the students.

This means you do not leave the paraprofessional in charge unless lesson plans dictate to do so.

If you are working with an experienced classroom teacher, he/she should be able to offer you a great deal of guidance

Daily Routine

Start of Day – Before Students Arrive

- Check in at the office and pick up the sub folder and CLOCK-IN
- Hit the bathroom! (This is a good idea because you can't leave the kids alone once they're with you!)
- Find your classroom
- Find the student rolls
- Find the lesson plan (If you don't find it, call the office for guidance)
- Write your name on the board
- Ready the room/materials (if needed)
- Locate the bell schedule and dismissal procedures for recess, lunch, and end of day.

This includes a roster detailing which students are walkers, bus riders, car riders/parent pick-up, or attend an after school program.

During the Day – Between classes, lunch, etc.

You may have to supervise the hallways or lunch service, depending on the duties of the teacher or para to whom you are covering. You have to be actively watching their behavior, even when they aren't in your class.

End of Day – When Students Leave

If you are working with middle or high school students you may not have much responsibility for dismissal procedures, but in elementary school, you definitely will.

Make sure that you know which, which are picked up by parents/guardians, attend after school programs, and walk home. Remember that release of a student **during the day** should **ONLY** be conducted by the school office.

Pay attention and ask colleagues if needed.

General Don'ts

There are non-conversational “Don'ts” that everyone must know.

These include:

Never transport a student in a vehicle

Never show an unauthorized movie (or any other unapproved materials)

- Do not bring food for students
- Do not eat your own food while in your room and students are present
- Do not bring your personal laptop
- Do not use your cell phone in the classroom, in front of students
- Do not take pictures or video of students for any reason.

Nurse

Medication

- Students should not carry medication. It **MUST** be checked in with the nurse. If you see a student with medication, send them to the nurse's office immediately.
- Students that take medicine during the day should see the nurse. The teacher should have that information in the sub folder. If the student tells you that they need to go to the nurse for medication:
 - Call the Nurse's office to confirm
 - Send the student and then contact the Nurse's office to inform

Injury or illness

If you or a student becomes injured while at school, contact the Nurse immediately.

Other Reasons

- Fever
- Headache
- Accident
- Not feeling well

SECTION 3

Security

Lock Down (Always check with your school for specifics detail on emergency procedures)

The most common procedure when there is an armed individual present on or near a school campus is to call for a **LOCK DOWN**, which typically means that all teachers and administrators will:

- Close and lock the doors
- Do not open the door for ANY reason
- All **shades/drapes should be drawn and all lights turned out.**
- Students and staff should stay seated, **away from windows and along solid walls** for protection.
- A LOCK DOWN, once issued, **must be maintained until the all clear is given**

Fire Drill (Always check with your school for specifics detail on emergency procedures)

Each campus will conduct fire drills throughout the year. The exit procedures will be posted in the classroom as well as the sub folder. You must follow the procedure and participate in the fire drill.

Incident Reporting

All incidents involving a substitute teacher, whether actively involved or merely a witness, **must be reported.**

An incident could take place in a classroom, school building, or anywhere on the school's premises.

Incidents include:

- Any type of harassment
- Any injury to a student, substitute, teacher or para
- Property theft or damage

Bullying Prevention

There are nationwide efforts going on to reduce and prevent bullying in schools. It is the responsibility of teachers to help in these efforts.

Bullying is defined as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Bullying happens to many children, adolescents and even adults. It can happen verbally, physically or even electronically.

As the substitute teacher, students may reach out to you if they have experienced bullying.

It is an unacceptable behavior in or outside of school, period!

If you have a student reaches out to you, listen and then let the Principal know immediately.

Relationships with Students

You CANNOT treat students like your friends and you CANNOT enter into a romantic relationship with them. Substitute teachers often find themselves becoming too friendly with students. This can create problems because although you were just being nice, a student may have thought it was more than that.

Harassment

Harassment is a behavior or pattern of behavior which is defined by law. The legal statute defines "harassment" as an incident or incidents of verbal, written, visual, or physical conduct based on or motivated by a student's, staff members or a family member's actual or perceived **race, creed, color, national origin, marital status, sex, sexual orientation, or disability** that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a person's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

Hands Off

Rule One - Don't Touch - It is always safest to avoid touching students.

Rule Two - Avoid Being Alone with Students - It is always best to stay within view of others when interacting with the children. There is no reason why a substitute teacher should be alone with a student.

Positive Ways to Work Without Physical Contact

As you know, younger children will tend to want to gain comfort or express celebration. For example, they may want a hug when they hurt themselves or are sad. It is unfortunate that touch has become such a tricky area as we know the positive benefits that a hug can bring to a person.

Ways to Comfort

You may be thinking, "There is no way I can go without touching them! What if they are crying and want a hug? What if they crawl all over me?"

Offer a stuffed animal for hugs: "Hug Mr. Teddy. He's sorry that your knee hurts and wants you to feel better."

Get on eye-level. If you kneel or crouch down and look a child in the eye and express concern, he or she will feel the connection and comfort.

Speak compassionately...find out what is troubling the child and show

When Children Hug

Touch is an important connection factor for all human beings. Young children may often seek to hug, touch, or even cling onto you.

- Don't Pull Away Unkindly
- Be Kind, Redirect
- Give a side hug

Ways to celebrate (enjoyment/praise)

- “Air” gestures
- Hi-fives, handshakes, fist bump
- Cheers/Chants
- Drumming on table-tops
- Stomping on floors
- Jumping

Student Diversity

The modern classroom is filled with an ever-diversifying population of students, many of whom have differing needs.

Students will differ racially, culturally, spiritually, physically, emotionally, behaviorally, and intellectually. Special plans and programs are put into place to help students who need extra assistance and to provide stimulation to those who are advanced in certain or many areas.

Children who are struggling in school may qualify for support services, allowing them to be taught in a special way, for a variety of reasons:

- • learning disabilities
- • behavioral disorders
- • emotional disorders
- • autism
- • sensory impairment
- • speech or language impairment
- • physical impairment (orthopedic)
- • developmental delay

Crossing Lines of Appropriateness

It is a very rare instance that NOT TALKING about something gets you into trouble, but **talking too much** or about the **wrong things** can easily get you into really big trouble!

Confidentiality

Confidentiality is extremely important. You are working with minors and there are expectations and even legal constraints when it comes to their privacy.

Professionalism

- • You must avoid talking with or about students in unacceptable ways.
- • You must be prepared to handle non-classroom based duties.
- • You must use school resources appropriately.
- • You must separate personal from professional time.

Avoiding Gossip

Gossip isn't the only way you can get yourself in trouble.

There are certain conversation topics that are never appropriate:

Often when people discuss work, they complain about the challenges or difficulties. Being a substitute teacher, you will hear things from others in the teacher's lounge, hallways, office, etc. Do not engage in the conversation. If you are asked to offer your thoughts, kindly say you rather not. If it is something that Administration needs to be aware of, contact the Substitute office or the Principal of the campus.

NEVER discuss your personal life especially with your students! They are NOT your friends or peers. Far too often substitutes become friendly with students and share aspects of their lives. It's easy to make this mistake when you want students to like you, but you must always keep your conversations professional.

HIPAA and FERPA

It would be helpful for a substitute to have this information, however, it is illegal for the teacher or para to provide it.

There are two areas of confidentiality determined by LAW:

HIPAA

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) makes it ILLEGAL for a teacher or para to share a student's medical information with ANYONE including the substitute.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) makes it ILLEGAL for a teacher or para to share information about a student's grades or behavior with ANYONE including the substitute.

Social Networking

Educators, even Substitutes, are held to a higher standard of behavior than other employees, even in their personal lives. This includes your online behavior.

DOs

- Be polite, friendly and helpful in your communications.
- Keep it positive - no gossip, bad language, criticism or sarcasm.
- Remember your personal branding and strive to maintain it at all times.
- Join worthwhile online interest groups.
- Take time to learn about security and privacy settings.

DON'Ts

- Don't request or accept friendship with a student.
- Don't mention your students in your posts.
- Don't post pictures of your students.
- Don't complain about administration, co-workers, or students
- Don't post anything that could be considered offensive (photos, links, jokes, etc)

Classroom Management

All successful substitutes develop tried-and-true techniques of managing classroom behavior and keeping lessons on-track in positive ways. This lesson will give you the foundation of these techniques.

Skills that will help in managing a classroom:

Child Guidance

Positive Guidance Strategies and Techniques Successful child guidance encompasses various strategies and techniques and helps young children learn which behaviors are appropriate and which are not. Partners must adhere to positive guidance strategies and techniques at all times.

Proactive Strategies: Proactive strategies involve classroom environments, planning activities and supervision. Follow the Teacher's Guide for each curriculum program to learn how to help young children develop important self-regulation and social skills.

Environment: All partners must review and make necessary changes to the classroom environment to ensure the physical layout and equipment provided support positive guidance and to help minimize behavior challenges. Concerns with classroom environment and equipment must be brought to the attention of management immediately.

Planning: Proper planning helps maintain a positive environment and develop children's pro-social skills. Partners are responsible for following the Teacher's Guide for each curriculum program and implementing the curriculum and classroom routines as identified.

Supervision: Partners are responsible for maintaining proper supervision of children at all times. This includes accurate use of the Name to Face form at all times and adhering to local child care licensing regulations regarding ratio, group size and age mix.

Responsive Techniques: Responsive techniques are how partners are expected to respond when an inappropriate behavior is occurring. This is the time when it is especially important to remember that the goal of guidance is to teach children socially responsible behavior. The focus is on teaching pro-social skills and to help children make good choices during difficult situations.

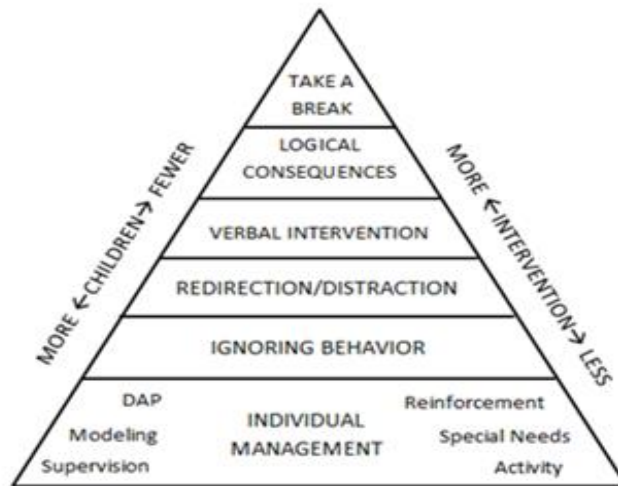
Teacher are expected to use one or a combination of the following techniques to minimize inappropriate behavior:

1. Distract the child,
2. Redirect the child to more appropriate behavior,
3. Praise appropriate behavior while ignoring inappropriate behavior,
4. Problem solve conflicts with the child or children
5. State the logical consequences of inappropriate behavior

Persistent Inappropriate Behavior: When multiple guidance techniques have been attempted without success, partners and management should work together to determine the best course of action based on the child and the behavior. Parents/guardians should be consulted before any behavior plan is put in place and communication with parents/guardians should be open and occur often.

Staff/Child

When building responsive children, it is higher ratio of encouraging than statements perceived as (withdrawals). that the ratio deposits for every When the number increases, so warmth of the a more positive place.



Interactions

nurturing and relationships with important to provide a positive and statements (deposits) that are corrective or negative Research supports should be five one withdrawal. of positive statements does the emotional classroom, making it

EFFECTIVE TRANSITION STRATEGIES

HELPER JOBS: Providing children with jobs is an effective way to engage children and prevent challenging behavior. Children may engage in challenging behavior when they're asked to wait with nothing to do or when they're unsure of expectations. Helper jobs teach children that everyone has a role to play in helping the classroom be a positive place for all. Some examples of helper jobs are: Line leader and caboose • Materials holder • Attention-Getter

GRADUAL TRANSITIONS: Requiring children to transition all at once increases the amount of time children have to wait (often with nothing to do), causes competition for space (for example, all children trying to get to their coats at the same time), and can be overwhelming for children and teachers when the transition becomes chaotic. Having fewer children transitioning at a time helps make transitions smoother. One example might be to use the alphabet to assign tasks. "If your name begins with an R, you may go wash your hands." Rachel, Rashid, and Remy go wash their hands while the rest of the group continues their hand-clap pattern and waits for the next letter to be called.

WAITING GAMES AND STRATEGIES: One of the biggest challenges for children during transitions is waiting, and some children begin to engage in challenging behaviors when asked to wait. Simple games, songs, and fingerplays can help keep children engaged when they are required to wait. Some examples are: Play I Spy • Sing a favorite song • Ask a question from a story read earlier in the day

ATTENTION-GETTERS: "Attention-getters" are great ways to signal to children it's time to turn their attention to their teacher or to signal a transition will take place. Once your "attention-getter" has successfully captured children's attention, be sure to give lots of enthusiastic, specific, positive attention to children exhibiting the desired behavior!

Attention Getters

Remember to get silly and dramatic with the attention getters. Change them often so that the children stay engaged.

1. Teacher: If you can hear the sound of my voice, touch your nose. If you can hear the sound of my voice, touch your ear. Other Examples: Clap once, stomp your feet, Give me jazz hand, Laugh, make a funny face...
2. Teacher: Crew?
Students: Aye Captain!
3. Teacher: Alright, stop
Students: Collaborate and listen!
Teacher: Ms. Angela's back with some brand new instructions
4. I start talking very quietly to a student or two who are focused. Everyone else stops talking because they realize they have no idea what you are saying to them. Say something like "thank you for your focus and attention"
5. Teacher: FREEZE, Everybody Clap Hands
Students: "clap clap clap clap"
6. Teacher: When I say Hillshire, you say farm. HILLSHIRE
Students: FARM
Together: GO MEAT
7. Teacher: Peanut Butter
Students: Jelly Time
8. Teacher: Hocus Pocus Everybody focus, Hocus Pocus Everybody focus, Hocus Pocus Everybody focus. (bring your hands to your eyes like binocular)
Student: Repeat what you say and bring hand to their eyes like binoculars
9. Teacher: Start telling your instruction in a foreign language
10. Teacher: SHARRRK Bait
Students: Hoo-HA-HA
11. Teacher: Do a clapping pattern, Start simple and progressively get more difficult
Students: repeat clapping pattern
12. Teacher: Heads up (snap, snap), Eyes open (snap, snap), Ears on(snap, snap), speakers off (snap, snap), Hands down (snap, snap).
13. Teacher: Simon says, Stand up. Simon says, Sit down. Simon some listen up, Simon says, quiet down.
14. Teacher: Conduct the group like a choir. Let them get loud and the quiet them down and end it.
15. Teacher: Stop, Look and...
Students: Listen
16. Teacher: When I say POP, you say corn. POP
Students: CORN
17. Teacher: say silly words like Bananarama, Dill Pickle, Floppy Ears. Typically the children will look at wonder what you are talking about.
18. Teacher: Ready to ROCK?
Students: Ready to roll!
19. Ask the group to pick song that will be their attention getter.
20. Teacher: We will, We will
Students: ROCK YOU!

Positive Phrasing – communicating as clearly as possible

Pause Time – listening effectively

Positive Phrasing

You will spend much of your days guiding and instructing your kids. In order to improve the chances that they will do what you ask, you must instruct them in the clearest way possible using Positive Phrasing. In order to understand why Positive Phrasing is important.

For Example...Follow this command:

DON'T picture a gorilla!

What happened? No doubt you pictured a gorilla! Why did you still picture the gorilla even though you were told not to? *This happens because the human brain doesn't easily recognize negative commands.* Your mind read the command and it understood the word gorilla right away and simply pictured one immediately...it failed to notice the DON'T command in front of the word gorilla.

This should give you some idea of what Positive Phrasing is and why it's important. What do you think happens in a child's brain when you tell her, "**Don't run?**" Her brain focuses on the word RUN, exactly what you didn't want her thinking. What you did want her thinking was WALK, and that is what you should tell her to get the behavior you want from her.

Positive Phrasing is simply telling someone **exactly** what you want him/her to **say** or **do**.

Examples of Positive Phrasing

Positive Phrasing is a very efficient way to instruct children and teens to elicit the behavior that you DO want from them.

We all use negative commands quite frequently, but negative commands are not efficient at eliciting the behavior that we want from kids.

Take a moment to think of some other common commands for kids and how they can be reworded to be positively phrased instead.

Negative	Positive
Don't Run!	Walk
Don't Yell!	Speak Softly. Use your inside voice
Don't hit!	Keep your hands to yourself
Don't do that!	Remember our agreements
No eating in class	Put the food away
Don't forget your homework	Remember your homework

Pause Time

Most people are under the impression that they are “good listeners,” however; many of us are not as good at listening as we think. Developing good listening skills is an essential part of communicating effectively.

Our brains have a natural tendency to make associations. When others speak, the brain brings up related information. This draws our attention to our own thoughts and away from the speaker.

So how do you get around the brain’s natural tendency to stop listening? The answer is to use **Pause Time**. Using **Pause Time** is simple.

Here is an example:

- When a child is speaking to you, listen quietly.
- Focus all your attention on listening to what the child is saying. Your brain will race to process the information, but internally redirect your focus to listening.
- When the child has completely finished speaking, **PAUSE**. Give yourself at least 2-5 seconds to thoughtfully consider what he/she has said.
- Compose your response calmly and **THEN** respond verbally.
- Continue the conversation in this manner, listening carefully to the child and allowing him/her to completely finish what he/she has to say before responding.

Discipline

Most people who work with groups of children or teens would say that maintaining discipline is one of the biggest challenges of the job. It is one thing to discipline one or two children; it is entirely different to maintain control over a group of 20 or more. There are some absolutely essential aspects of maintaining discipline in a relaxed and effective manner. These include:

Be Consistent – This is the **single most important** aspect of preventing and managing discipline problems. You must establish clear guidelines for good behavior and then stick to them consistently in order to be a good, fair teacher. Appearing to favor some students over others will upset them and cause more misbehavior.

Be Firm and Respectful – Just like adults, children and teens want to be treated respectfully, but that doesn’t mean that you should allow them whatever they want. Be ready to tell your students “no” firmly and respectfully when it is needed. Remember, you are responsible for their safety.

Maintain Your Leadership – You absolutely cannot be your students’ friend. You do want to be friendly, but no matter what happens you must always remember that you are in charge. It is natural to want the students to like you, but it is more important that they respect you as a leader.

Give Choices – No one likes to be told what to do. Give students choices whenever possible such as: working on a project or finishing their homework, painting a picture or reading a book, using the computer or writing in their journal, and so on.

Use “Cooling Off” Periods – When students, even older students, are overly upset encourage them to take some time to calm down either by breathing deeply or simply resting for a minute or two. Do this before handling a complaint or argument and it will make finding a solution a lot easier and calmer.

These strategies for maintaining discipline are the difference between a smooth working experience and a stressful one! In this job, it is best to be a fair, friendly substitute teacher, rather than simply a friend.

DO NOT:

- Use any form of corporal punishment
- Place anything over a child's Mouth, eyes or nose
- Restrain a child in any way; holding a child down, tying a child down, using any restraint on hands, arm, feet or legs
- Withhold food, water or toileting privileges
- Use threats of corporal punishment
- Use condescending or humiliating language

Why Use Positive Discipline Techniques

Positive discipline techniques not only make the day run more smoothly for the Student's, they make it run much more smoothly for you!

To establish effective respectful control

Acting like you are one of the students, rather than the leader, will end with them treating you as such. In order to make people “follow” you, you must LEAD. To do so, you have to set yourself apart in your behavior and act as the leader. The students will respect and appreciate a good leader more than they will a “friend.”

Stress Management

Being a Substitute teacher can be a very rewarding job. It is also one of the most stressful! When you have 20 or more students to keep track of and teach a lesson that you may or may not know anything about can create stress. Unfortunately, stress has a lot of ill effects on your ability to do a good job.

When you feel stress, your body experiences changes including a rapid heartbeat, shallow breathing, tightened muscles and worst of all, a **reduced ability to think analytically and make good decisions**. In order to be at your best for your students, you must be able to manage and reduce your stress.

Positive Routines

Positive routines are an essential classroom management tool because they lower stress. Try to stay on the teacher's normal routine when you are in the classroom. The routine may be different for you, but the students are comfortable with it. Keeping them comfortable will help keep their stress level down, which in turn, keep yours down.

Many discipline “problems” that arise when working with kids are rooted in two things: **unclear boundaries** and **stress**. The best way to prevent most discipline problems is to use clear, consistent boundaries for behavior that all the children understand.

As a substitute teacher some Stress-reducing PERSONAL routines will allow the day to be smooth.

Examples:**Personal Routines**

In order to increase your preparedness for work, you always make sure to

- • Arrive with sufficient time to prepare:
- • Contact the partner teacher or main office if lesson plans are not available
- • Introduce yourself to teachers in adjacent classrooms.
- • Locate the seating chart.
- • Write your name on the board.
- • Locate the bell schedule and dismissal procedures for recess, lunch, and end of day. This includes a roster detailing which students are walkers, bus riders, car riders/parent pick-up, or attend an after school program.

Staying Positive

It's important to successful substitute teaching to stay positive; your attitude will affect your students for better or for worse!

Words: Using words to build self-confidence is also called "affirmation".

Affirmations are personal, positive phrases that you repeat to yourself over and over. Even though it may feel silly, repeating such things to yourself has been shown by scientific research to make a positive difference and to lower stress.

Don't forget to Breathe

When you are stressed, you have a lot of energy, but it is unfocused. You can't think clearly or make good decisions. In order to lower your anxiety and raise your focus, you need to simply take deep breaths, which will bring your energy under control. If you are not taking control of your breathing, it will take control of you; so, when you are stressed, just remember – take a deep breath!

Managing Student Stress

Though most of the skills listed previously were intended to help you to reduce your stress and increase your ability to do a good job, all of the skills can also be used to help reduce the kids' stress.

Why It Is Important to Reduce Stress in the Classroom

One of the main reasons that reducing student stress will be of importance to you is that this will also reduce the BEHAVIORAL and DISCIPLINARY challenges they will exhibit

Become an Effective Substitute

Substitutes who are effective and successful follow the guidelines of the District and lesson plans that the teacher leaves. **Effective** substitutes are **Requested** substitutes!

Timely

- Arrive on time if you accepted the job with enough notice to do so
- Last minute assignments, try to get to the campus as soon as possible. ○ The office will have someone covering for you until you get there.

Lesson Plans

Teachers leave lesson plans for a reason.

- To help guide the substitute on what the day will encounter
- To keep the students in a routine
- To continue with the learning requirements and keep the students on track

When a substitute does not follow the lesson plans that are left, it puts the teacher and students behind where they need to be.

Do not create your own lesson plans when the teacher has left them.

Do not give your opinion on the lesson plans – just do what the teacher has asked

Feedback

- Leave detailed notes to the teacher in regards to how the day went. ○ If you were not able to complete the lesson plans, leave the reason why (Fire Drill, Lock Down, Power out, etc.)
- Leave notes about the student's behavior.
- Do not give your opinion about a student.
- Be factual when you leave your notes.

Be Flexible

- Do not complain about the job you are working
- Do not complain if you are asked to go to a different class that you were assigned
- Do not complain if you are asked to go to a different campus
- Do what is asked of you. You may be pulled in different directions to help cover multiple classes

Child Abuse and Neglect

The safety and the well-being of the children in our care is our number one priority. Unfortunately, the reality in working with a large number of children is that there is a chance you will discover a child has been abused or neglected. On the positive side, this provides you with the opportunity to help a child in need.

Staff are encouraged to use their flexibility and creativity in creating a fun program experience; however, there are actions that are not permitted, and such actions will result in immediate termination.

What if you suspect abuse:

Any intentional harm or mistreatment to a child under 18 years old is considered child abuse. Child abuse takes many forms, which often occur at the same time.

What is abuse:

- **Physical abuse.** Physical child abuse occurs when a child is purposely physically injured or put at risk of harm by another person.
- **Sexual abuse.** Sexual child abuse is any sexual activity with a child, such as fondling, oral-genital contact, intercourse, exploitation or exposure to child pornography.
- **Emotional abuse.** Emotional child abuse means injuring a child's self-esteem or emotional well-being. It includes verbal and emotional assault — such as continually belittling or berating a child — as well as isolating, ignoring or rejecting a child.
- **Medical abuse.** Medical child abuse occurs when someone gives false information about illness in a child that requires medical attention, putting the child at risk of injury and unnecessary medical care.
- **Neglect.** Child neglect is failure to provide adequate food, shelter, affection, supervision, education, or dental or medical care.

Symptom of abuse:

Specific signs and symptoms depend on the type of abuse and can vary. Keep in mind that warning signs are just that — warning signs. The presence of warning signs doesn't necessarily mean that a child is being abused.

Physical abuse signs and symptoms

- Unexplained injuries, such as bruises, fractures or burns
- Injuries that don't match the given explanation

Sexual abuse signs and symptoms

- Sexual behavior or knowledge that's inappropriate for the child's age
- Pregnancy or a sexually transmitted infection
- Statements that he or she was sexually abused
- Inappropriate sexual contact with other children

Emotional abuse signs and symptoms

- Delayed or inappropriate emotional development
- Loss of self-confidence or self-esteem
- Social withdrawal or a loss of interest or enthusiasm
- Depression
- Avoidance of certain situations, such as refusing to go to school or ride the bus
- Desperately seeks affection
- A decrease in school performance or loss of interest in school
- Loss of previously acquired developmental skills

Neglect signs and symptoms

- Poor growth or weight gain or being overweight
- Poor hygiene
- Lack of clothing or supplies to meet physical needs
- Taking food or money without permission
- Hiding food for later
- Poor record of school attendance
- Lack of appropriate attention for medical, dental or psychological problems or lack of necessary follow-up care

Parental behavior

Sometimes a parent's demeanor or behavior sends red flags about child abuse. Warning signs include a parent who:

- Shows little concern for the child
- Appears unable to recognize physical or emotional distress in the child
- Blames the child for the problems
- Consistently belittles or berates the child, and describes the child with negative terms, such as "worthless" or "evil"
- Expects the child to provide him or her with attention and care and seems jealous of other family members getting attention from the child
- Uses harsh physical discipline
- Demands an inappropriate level of physical or academic performance
- Severely limits the child's contact with others
- Offers conflicting or unconvincing explanations for a child's injuries or no explanation at all

Mandated Reporting

All persons working professionally with children are mandated reporters of abuse. As a mandatory reporter, if you have reasonable cause to believe a child with whom you have had contact with is being abused, or know a person has abused a child, you must report to the appropriate agency.

https://www.dfps.state.tx.us/contact_us/report_abuse.asp

Take The Quiz:

Follow the link below to take the quiz to check your understanding of the content you just completed. Save your results to provide to your employer.

[**https://www.surveymonkey.com/r/G75GBV7**](https://www.surveymonkey.com/r/G75GBV7)