

## CLASSROOM MANAGEMENT

**REMEMBER:** It is important for the substitute teachers to establish their classroom expectations and consequences at the beginning of the day. It is essential for teachers to be perceived by students as confident, as being in charge, and as being fair.

**Respecting Students:** Remember that each individual student is a person who deserves to be treated with respect regardless of their intellectual abilities, primary language, social training, cultural background, or personal circumstance. Students respect adults who respect them.

**Staying In Control:** It is extremely important for the teacher not to lose their temper or control of their emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self-control, their behavior often becomes the focus of attention rather than the student's behavior.

**Eye Contact:** Direct eye contact and non-verbal communication are effective classroom management tools, provided that the non-verbal communication doesn't become threatening or intimidating to students.

**Raising Your Voice:** Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.

**Use Of A Whistle:** A whistle can be extremely valuable when supervising students on the playground, bus waiting areas, lunch supervision, when teaching physical education, etc.

**Surprising Students:** Students need and expect clear direction and predictability. Clear direction and teacher predictability provide a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective; it often results in the students perceiving the teacher as being unfair and unreasonable.

**Correlation of Success & Student Behavior:** There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning by walking around the classroom and checking for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.

**Proximity & Classroom Management:** There is a direct correlation of distance of the teacher from the student and student behavior. The closer a teacher is to a student, normally, the better the student's behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control.

**Supervising Students From The Back Of The Classroom:** Supervising students from the back of a classroom are a highly effective classroom management tools.

**Unoccupied Student Time:** Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities for students to begin working on immediately upon entering the classroom and upon concluding their regular classroom assignments.

**Extinction:** Minor unacceptable student behaviors are often best dealt with by using a technique known as extinction (ignoring minor negative behavior so it is not reinforced by providing desired attention). This technique usually results in minor

**Establishing Standards of Conduct:** Letting the entire class know what your expectations are key to having a successful educational day. "Establishing standards" should be done as early in the day as possible. Teachers need to be firm, fair, and consistent. Setting reasonable standards and consequences and consistent enforcement of these standards is essential in maintaining a safe and orderly learning environment.

**Logical Consequences For Student Behavior:** Students need to understand that if they chose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should be logical and in proportion to the seriousness of the violation. Rewards should also be in proportion to students' correct choices. Rewards should have a legitimate educational purpose, and the reward offered should be sufficient enough to motivate students to want to continue making correct choices.

**Positive Reinforcement:** Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline.

**Praise and Correction Guides:** It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is "to correct privately and to praise publicly." At the elementary level, it is generally acceptable to praise a particular student in front of other students. At the middle school and high school levels, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be genuine and never contrived. Normally, individual student praise should not be more than eight (8) to ten (10) words or last more than three (3) to five (5) seconds.

unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct and forceful disciplinary intervention strategies.

**Typical Classroom Rules:** Typical elementary and middle school classroom rules include the following: (a) Keep your feet, hands and objects to yourself; (b) You may talk when you have raised your hand and been given permission to do so by the teacher; (c) Students are to remain in their seats unless given permission to be out of their seats; (d) No "put-downs;" and (e) No student will stop another student from learning. Severe Violations resulting in instant referrals to the principal's office include fighting, possession of drugs or weapons, physical threats, constant disruption and defiance, etc. Typically, high school student rules will vary from elementary and middle school rules only slightly. High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of the students.

**Parent/Guardian Teacher Contact:** Students usually find it important that their parents/ guardians approve of their behavior at school. In most cases parents appreciate their children's teacher letting them know how their child is doing at school. Teachers will usually find parents helpful in encouraging their child to make proper educational choices when notified. When parents believe that the teacher is sincerely concerned about the welfare of their child, they are almost always willing to be supportive. It is equally as important to let parents/guardians know when their child is doing well.

**Number Of Students Out Of Their Seats:** Unless the educational activity dictates, generally no more than two students should be out of their seats at one time. Normally, students should not be allowed out of their seats when the teacher is doing large group instruction or is working directly with the student's assigned group.

**Student Use of The Restroom & Drinking Fountains:** Students are expected to get their drinks and to use the restroom during their breaks. When a student needs to use the restroom during class time, unless unusual circumstances exist, they should not be sent to the restroom with another student.

**Isolating Students:** It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behavior. Remember that the teacher needs to maintain visual contact and the ability to directly supervise all students.

**Arguing With Students:** Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher's authority.

**Use Of Threats:** Teachers should never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for frustration and failure. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

**Dignifying Students:** Students will generally accept fair and reasonable rules and consequences when they know that the teacher is genuinely concerned about their well being. Students should not be singled out or used as an example. When a teacher has had to repeatedly or strongly correct a student, it is important that before the student leaves for the day, that the teacher reinforces with the student that they care about them, believe in them, and sincerely want what is best for them. Teachers need to role model terms such as please, thank you, excuse me, etc.

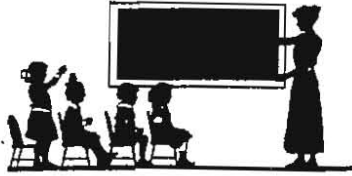
**Desired Teacher Characteristics:** Teachers should conduct themselves as appropriate authority figures and as student role models. Teachers should be viewed as caring, dedicated, skillful, sensitive, flexible, and responsive.

**Listen Before You Discipline:** It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for that student.

**Seating Charts:** The ability to call students by name is a very powerful tool in classroom management. The use of a seating chart can be invaluable in helping the substitute teacher to call students by their names.

**Logical Consequences For Disciplinary Infractions:** It is difficult to identify in advance appropriate disciplinary consequences for every circumstance, which might arise in a school environment. Generally, substitute teachers should plan on utilizing the regular classroom teacher's rules and consequences. Usual disciplinary consequences include: name on the board, loss of a privilege, loss of free time, a call to the parents/guardian, keeping the student after school (be sure that this is an acceptable practice at the school, and that the principal approves). Remember to check on bus transportation, and make sure that the parents/guardians have been notified in advance and have given their permission before this option is used. A referral to the office usually comes only after other disciplinary strategies have failed to bring about the desired result.



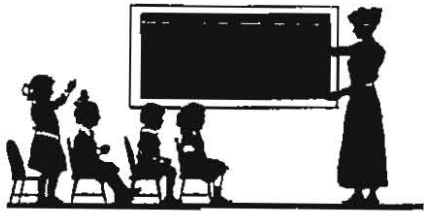


## GUIDELINES FOR EMPLOYEES DRESS

These are general guidelines regarding employee dress:

- ✓ Employees should maintain high standards of professional appearance, thereby reflecting the dignity of the education profession and serving as role models for students.
- ✓ Shorts and other garments resembling shorts are generally not acceptable attire except in the gym, on the playground or on the athletic fields. Gym attire (shorts or warm-ups) is not acceptable dress for teaching in the regular classroom.
- ✓ Jeans are generally not acceptable professional dress. They may be worn on certain designated special occasions. On occasions when jeans are permitted in the regular classroom, "dress" jeans are the recommended norm.
- ✓ Body piercing studs or rings usually are not acceptable.
- ✓ Collarless T-shirts are generally not acceptable except when worn as part of gym attire.
- ✓ Tennis shoes are generally not acceptable for teachers except for physical education activities.
- ✓ Clothes with rips, tears and holes are generally not acceptable.
- ✓ Plunging necklines are generally not acceptable.





## Check List

### Before coming to school:

- ✓ Dress neat, clean and appropriately for the teaching assignment.
- ✓ Enter the school enthusiastic and serious about your role.
- ✓ If possible, arrive at school at least 20 minutes prior to the beginning of school.
- ✓ Be sure to take along your sense of humor, your Super Sub Pack, an objective for the day, two aspirins and a snack for yourself.

### Prior to Entering the Class:

- ✓ Report to the principal or the office to let them know that you are at school.
- ✓ Ask about student passes, playground rules, bus duty, and lunch procedures.
- ✓ Ask if there will be any special duties associated with the regular teacher's assignment.
- ✓ Find out how to refer a student to the office.
- ✓ Look for fire alarm and know the drill directions.
- ✓ See if any child has medical problems that you need to know about.
- ✓ Obtain any keys that might be necessary with your assignment.
- ✓ Find out how to report absences and tardies.
- ✓ Find the locations of the restrooms and the teacher's lounge.



- ✓ Ask the names of the teachers on both sides of your classroom and if possible introduce yourself to them.

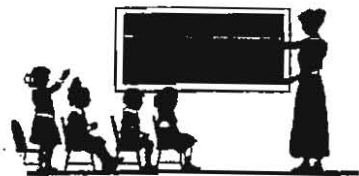
#### **In the Classroom:**

- ✓ Enter the classroom with confidence; the first impression can take you a long way.
- ✓ Write your name on the blackboard and introduce yourself.
- ✓ If lesson plans are provided, follow them as closely as possible.
- ✓ If money is to be collected, record the amount, the name of the pupil and the purpose for the collection on a sheet to be turned into the office at the end of the school day.
- ✓ Check to see if all the books, handouts and paper are close at hand in the classroom.
- ✓ Check seating chart.

#### **End of the Day:**

- ✓ Remind students of homework.
- ✓ Have students clean their desks and the area around their desks.
- ✓ Leave desk, books and the room in good order.
- ✓ Return any keys.
- ✓ Turn in any money that was collected.
- ✓ Fill out the substitute teacher report and turn in with other materials.





## Classroom Management

Be positive and aggressive in taking control of the class.  
Take control immediately!

- ~ Be early, it is easier on you to be one step ahead
- ~ Be prepared
- ~ Be flexible
- ~ Post assignments on the board
- ~ Observe students as they enter the classroom
- ~ Talk to the first student to arrive in class
- ~ State that you are their teacher
- ~ Say something positive about the class
- ~ Follow posted classroom rules. If rules are not posted, have your own ready to be posted. Keep your rules few, specific and easy to understand.
- ~ Know discipline referral procedures
- ~ Make your own classroom passes if necessary and know school's procedure for releasing student from the classroom.
- ~ Remember that patience is a virtue and a sense of humor is requirement.



## Tangible Rewards

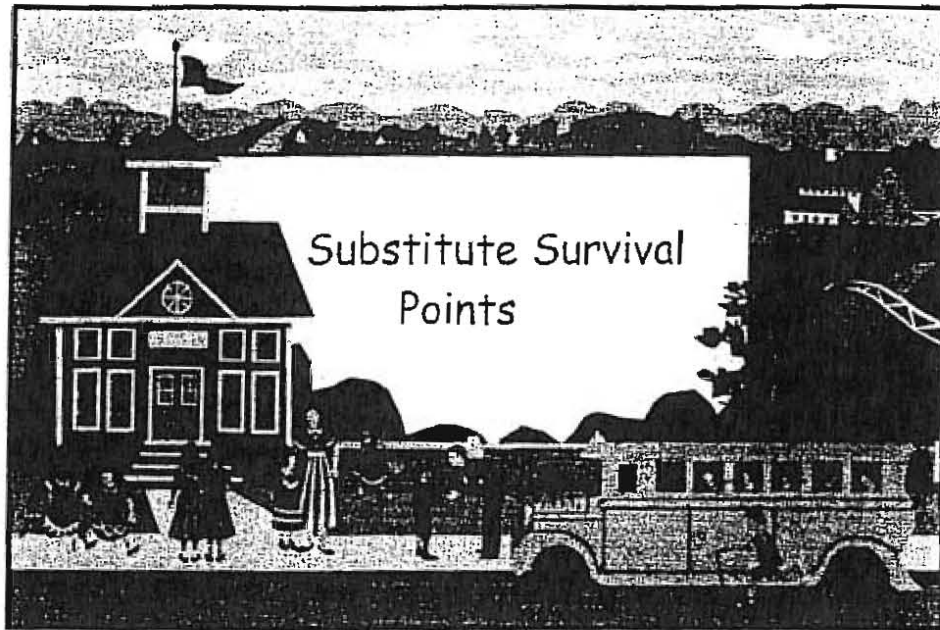


Food  
 Candy  
 Awards  
 Certificates  
 Stickers  
 Stamps  
 Good Note to the Teacher  
 Good Note Sent Home  
 Good Note to the Principal  
 Pencil  
 Eraser  
 Buy a Snack or a Drink

## Intangible Rewards

Smiles  
 Praise  
 Approval  
 Computer Time  
 Five Minutes of Free Time  
 Time to Play Learning Games  
 Leadership Privileges



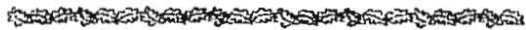


- ✓ Check the Class Schedule
- ✓ Check the Lesson Plans
- ✓ Organize Your Teaching Materials
- ✓ Evaluate the Lesson Plans
- ✓ Check for Discipline System
- ✓ Evaluate Quality of Work
- ✓ Evaluate Student Cooperation



# SUB PACK STUFFERS

**5-MINUTE FILLERS**-Activities for those extra five minutes before lunch, recess, or the end of class.



## May the Force Be With You!

To determine your "Star Wars" name:

For your first name:

1. Take the first three letters of your first name and
2. Add the first three letters of your last name.

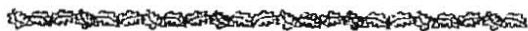
For your last name:

1. Take the first two letters of your mother's maiden name and
2. Add the first three letters of the city you were born.

To determine your "Star Wars" honorific title:

1. Take the last three letters of your last name and reverse them.
2. Add the name of the first car you drove/owned (or your parents' car).
3. Insert the word "of"
4. Tack on the name of the last pain reliever you took.

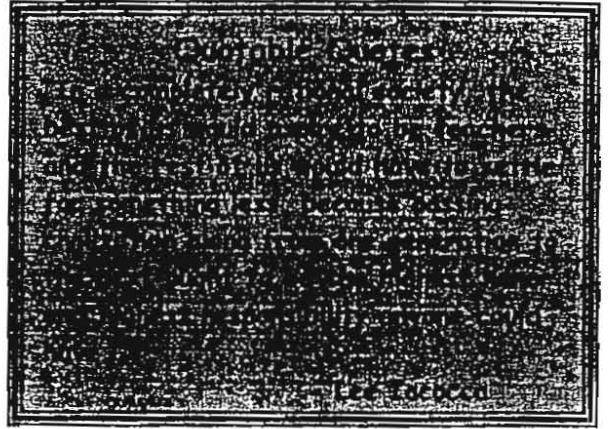
It should look something like this-  
"Ambdha Anbou, Snijee of Advil"



## Race Against Time

In small groups, or individually, challenge students to write down as many responses as possible in two minutes.

- ✓ List all the forms of transportation you can think of.
- ✓ Name as many cartoon characters as you can.
- ✓ Write down all of the states that have the letter "E" in their name.



## Words of Wisdom from Veteran

### Substitute Teachers

- ☐ Expect the unexpected and you will never be surprised.
- ☐ Manage student behavior by continually walking around the classroom.
- ☐ In order for the students to do what is expected of them, they need specific instructions.
- ☐ Be proactive and assertive in the classroom and don't wait for students to set the tone for the day.
- ☐ Complement students whenever possible.
- ☐ Don't threaten consequences or make promises you can't carry out.
- ☐ Make sure all classroom materials (books, calculators, etc.) are accounted for BEFORE students leave the room.
- ☐ Those who can laugh will last.



DETAILED LESSON PLANS - Procedures and page numbers are clearly indicated. There may also be a note from the teacher outlining regular class activities, special problems, usual discipline steps, special schedules, individual student duties, where to find special materials, etc.

What can you do to make the day even better?

	Teacher <u>SPELLING</u> <u>OPENING - PLAN SCIPED</u> 8:15 - 8:30 → 9:00	<u>READING</u> 9:00 — 10:00	Grade — Room — <u>MATH</u> 10:00 — 11:00	Week of — to — <u>LANG HANDWRITING</u> 11:10 — 11:40
M O N  date	<p><u>OPENING - CALENDAR,</u> <u>PLEDGE ANNOUNCEMENT,</u> <u>ROLL, BELLWORK PUZZLE</u> <u>LUNCH COUNT</u> <u>STUDENTS COPY ASSN. FM</u> <u>B.D. 8:45 COLLECT HOME-</u> <u>WORK</u></p> <p><u>SUMMARY &amp; OUTLINE FOR</u> <u>SOCIAL STUDIES LIST</u> <u>PRESENT SPELLING-CHAP</u> <u>16 - explain ex. 1-7, assign</u> <u>pgs. 63-65 - begin now,</u> <u>and finish when extra</u> <u>time after reading or math</u></p>	<p><u>OPL. FINISH "HILBS LIGHT</u> <u>MACHINE" P. 137-141. DO</u> <u>N.B. PG 27 - bottom only.</u> <u>PG. 28, 29. CHECK VOCAB.</u> <u>WORDS. COPY QUESTIONS FOR</u> <u>HWK - FROM P. 112 - DUE</u> <u>TUES.</u></p> <p><u>O.P.2 - START "COLORS OF</u> <u>MORNING" P. 224-228,</u> <u>BEGIN VOCAB. WDS. 1-12 P</u> <u>223, W.S. 6, 7, in pocket</u> <u>G.P.3, check W.S. PGs 35, 36</u> <u>COLLECT &amp; ASSIGN 37, 38, DISCUSS</u> <u>PG. 161-2 (IMAGERY DESCRIPTION)</u> <u>READ "DOLE FINDERS INC." PG. 163</u></p>	<p><u>GREEN GRD TO RM 21 -</u> <u>TUTORING</u></p> <p><u>BLUE GROUP CHAPTER 18</u> <u>REVIEW QUIZ P. 129 TURN IN</u> <u>THEN DO PKT PG. 16-17</u></p> <p><u>RED GRP INTRO EQ. FRACTIONS</u> <u>SEE T.M. P. 95 - USE</u> <u>FRACTIONS MANIP. SET OF</u> <u>FLASH CARD SET "E"</u> <u>ASSIGN. P. 132. and W.S.</u> <u>34. MATH GAMES on</u> <u>shelf "B" for fast finisher.</u> <u>EXTRA TIME - REVIEW SP.</u> <u>LIST W. PARTNER.</u></p>	<p><u>TRIAL TEST</u> <u>LANGUAGE</u> <u>PLURAL NOUNS</u> <u>IRREGULAR ENDINGS</u> <u>EX. 7 PG 93, REVIEW</u> <u>D. 74 NS. 12</u> <u>HANDWRITING EX. 28</u> <u>P. 66 3 X T</u> <u>sentences using W</u> <u>M.H. - take samples/</u> <u>man P. 329 S. Studies lesson</u></p>

SKETCHY LESSON PLANS - Plans are very general. No details are given. There may be few indications about materials to be used and how to proceed.

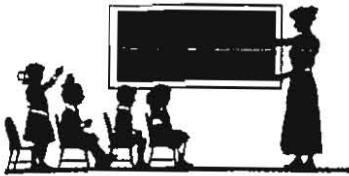
What do you need to look for? When do you use your own ideas and fill in?

	Teacher _____	_____	Grade ____ Room ____	Week of ____ to ____
	subject/ period/ class	subject/ period/ class	subject/ period/ class	subject/ period/ class
M O N  date	OPENING  Spelling  3 pgs.	<u>Gp 3 check wk.</u> Gp1 finish read story <u>do vocab.</u>  Gp. 3 news story W.S.	(B) - Chap. Test  (R) - Equiv. fraction   Spelling practice	plural nouns  handwriting W.N.M.

NO LESSON PLANS - An unexpected absence may sometimes mean that no plans are available for the day.

What materials of your own can you use to keep the class learning and working on worthwhile lessons?

	Teacher _____ _____	Grade _____ Room _____	Week of _____ to _____
	subject/ period/ class	subject/ period/ class	subject/ period/ class
M O N date			



## **ESSENTIAL STEPS IN ESTABLISHING A POSITIVE CLASSROOM ENVIRONMENT**

### **Expectancies:**

- ✓ An essential step in creating a positive student-learning environment is having students clearly understand what is expected of them. The possibility of getting students to engage in positive behavior is greatly enhanced when the teacher has instructed students in what is expected of them. Students need to become familiar with the expectations of the teacher as quickly as possible. Getting students to engage in desired behavior is greatly enhanced when they know what is expected of them.
- ✓ Expectancies should be kept to a maximum of four or five.
- ✓ Expectations should be stated in positive and instructional terms.
- ✓ Particularly younger elementary students need to be taught expectancies within the context of each situation. Proper behavior while waiting in line, going from one location to another, classroom conduct, etc. needs to be individually taught in each environment. This is necessary because younger students often have difficulty in making the intellectual transfer of what is expected from them in one setting to the next.
- ✓ Expectancies should be role-played and discussed with students (normally below the sixth grade level). At every level teachers need to have students restate what is expected of them. This is essential in getting future student cooperation.

### **The Importance of Task:**

- ✓ Getting students on task as quickly as possible makes it much easier to get and to keep students engaged in learning. When students are actively involved with the learning, they will seldom have the time to get into trouble. The more free time students have, the greater the likelihood that they will create classroom disruptions.

### **Determining The Differences Between Minor and Major Student Misbehavior:**

- ✓ Teachers must distinguish between minor and major disruptive student behavior. If the student's behavior is merely annoying and irritating, it is usually minor misbehavior. Minor misbehavior can be best dealt with by ignoring it and by recognizing other students' positive behavior. Teachers should use caution in bringing attention to minor classroom misbehavior, since recognition can often strengthen the unwanted negative behavior. Major disruptive behavior occurs when a student or students interfere(s) with student learning. This cannot be permitted. Even with major disruptive behavior, correction should be done quickly and privately, whenever possible. Stopping the behavior quickly and getting students to repeat what is expected of them, is essential in getting students to be cooperative and to minimize classroom disruption.

#### **Extinction:**

- ✓ Purposefully ignoring minor and insignificant student misbehavior and then recognizing positive student behavior is an essential tool in creating and maintaining a positive classroom environment.

#### **Responding To Negative Behavior In A Positive Manner:**

- ✓ Redirecting negative student behavior by recognizing another student's positive behavior is a highly effective classroom management technique.

#### **Management By Wandering Around & Proximity:**

- ✓ Walking around in the classroom and being in close proximity to students is an indicator of a well-managed and positive classroom.

#### **Teacher Behavioral Maturity:**

- ✓ Teachers should remain professional, model positive behavior even when under stress, and maintain a calm and serene demeanor.

#### **Maintaining A High Rate Of Positive Interactions:**



- ✓ Research shows that 90% of the positive things that students do in the classroom go unrecognized. Maintaining a high rate of positive interactions with students greatly enhances the probability of a positive classroom environment.

#### **Acknowledge Positive Behavior At Irregular and Unexpected Intervals:**

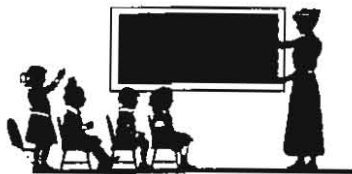
- ✓ Acknowledge positive student behavior when it is not expected.
- ✓ Teachers should acknowledge behavior only when positive reinforcement is deserved.
- ✓ Verbal praise should be done in a casual manner and should require no more than eight to ten words or more than three to five seconds.
- ✓ When a positive reaction generates a negative response, teachers should use extinction whenever possible. Teachers should come back to that student and recognize positive behavior as soon as possible.
- ✓ Teachers should praise the value as well as the behavior. Values such as hard work, kindness, dependability etc. should be reinforced in the verbal recognition as well as the desired behavior.

#### **Continual Teacher Reflection:**

- ✓ Highly effective teachers reflect on their lessons, student learning, and classroom environments on a continual basis. Effective teachers carefully analyze student learning and devise strategies in which the instruction can become more effective in the future.

**Substitute Teacher Folders:** Substitute teacher folders should be provided and should include the following information:

- ✓ Detailed lesson plans.
- ✓ Bell and class schedules.
- ✓ Student seating charts for every class and/or period (teachers may want to consider using student photographs in their seating charts).
- ✓ Classroom rules.
- ✓ Teacher duty schedules.
- ✓ Maps of the school.



## GENERAL PRINCIPLES OF CRISIS INTERVENTION

### A. Self-Control

It is difficult, if not impossible, for a person without a well-developed plan for self-control to convince someone who is being impulsive and explosive to regain control. Breathe slowly, talk slowly, and move slowly.

### B. Identification

Early and accurate identification of visual and auditory signals is absolutely essential. Catch low-level cues such as a change in tone of voice, in affect, more agitation. This will decrease the likelihood of a further escalation of the student's behavior.

### C. Communication

The "rule of five" states that during crisis intervention sentences should be limited to no more than five words, and the words used should be limited to five letters or less. Voice should be flat, controlled and respectful. Use student's name, and stick to one behavior. Provide a clear directive/realistic choice. Avoid threats and sarcasm, and tell the student what you want him/her to do, not what he/she is doing wrong. (Don't get into a power struggle.)

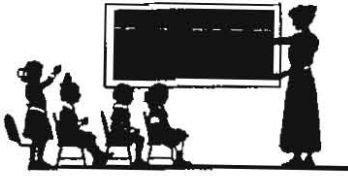
### D. Body Language

The most powerful methods of communication are required to penetrate the barriers of panic, rage or irrational demands. Since speech by itself is among the weakest communication methods, it is important to minimize the use of speech and maximize or exaggerate the use of nonverbal communication.

- ✓ Project an image of self-confidence, relaxation (arms at side), security and caring.
- ✓ Movements should be slow and deliberate.
- ✓ Try to maintain a distance of about three feet from the student.
- ✓ Establish eye contact and block student's vision/access to source of confrontation.

### E. Patience

The crisis will pass, even if crisis intervention techniques are not successful. Retreating in panic or becoming unnecessarily punitive because the techniques are not immediately successful may result in unavoidable future consequences



## **STUDENT DISCIPLINARY SCENARIOS**

**REMEMBER:** It is important for substitute teachers to establish their classroom expectations and consequences as early as possible in the day.

### **Scenario 1: Students Who Interrupt Learning; i.e., Minor Misbehavior**

- ✓ Use extinction (refuse to recognize the student) until they raise their hand.
- ✓ Praise other students for raising their hands.
- ✓ Make eye contact with the student(s) and send a non-verbal message not to interrupt.
- ✓ Stand near the student.
- ✓ Privately, inform the student that you expect them to raise their hand and be recognized before they speak.
- ✓ Write student's name on the board.

### **Scenario 2: Dealing With Students Who Refuse To Do Work**

- ✓ Check with individual students to ensure they understand the assigned work, be prepared to re-teach and to adjust the level of difficulty of the work as necessary.
- ✓ Find out from the student if something is bothering them and if you can help them in some way.
- ✓ Contact other teachers who are familiar with this student to determine if this is the student's normal behavior pattern. Try various strategies that might be effective in getting this student to work.
- ✓ Withhold a special activity or privilege if the student persists in not doing their work.
- ✓ Call the parents/guardian if the student still refuses to do work and seek their help.

### **Scenario 3: Students Who Won't Follow Instructions**

- ✓ Make certain to repeat and clarify the instructions and then check with the student(s) for understanding.
- ✓ Have students repeat that they need to follow instructions.
- ✓ Communicate with students regarding possible consequences if they don't follow instructions.
- ✓ Withhold a special activity or privileges if the behavior persists.
- ✓ Contact the parents/guardians and enlist their support.

### **Scenario 4: The Class That Refuses To Be Quiet, Pay Attention, Or Be Cooperative**

- ✓ Remember the students who are doing what they are supposed to do.

- ✓ If the students just arrived at class, and they still refuse to be quiet, cooperative or to pay attention, determine why the class is reacting in that manner. If there has been an incident, which is upsetting the class, the teacher may need to discuss the incident with the class before academic instruction begins. If the incident has been particularly upsetting, the teacher may consider having students write about their feelings and then discussing those feelings with the entire class (without identifying individual students' concerns).
- ✓ Clearly and firmly (not in a hostile manner) state your expectations and the consequences students face if they choose not to comply with your need for quiet, cooperation, and your need for them to pay attention.
- ✓ Turning the lights off and on is often effective in getting the attention of the class.
- ✓ With elementary and middle school students, the teacher may consider counting orally to ten or marking ten separate marks on the chalkboard to communicate that you expect the class to give you their attention now.
- ✓ If an elementary or middle school class has a quiet signal, such as all students raising their hand, the teacher may initiate the class signal for quiet. The substitute teacher may want to establish a signal for class quiet early in the day, if the regular classroom teacher does not have a signal.
- ✓ With primary students, the teacher may require students to lay their heads on the desk and observe five minutes of quiet time to compose themselves.
- ✓ Writing individual students' names on the chalkboard that refuses to be quiet or cooperative is often effective (provided there is an appropriate sequence of consequences for each failure to comply).

#### **Scenario 5: Student Activity Transitions**

- ✓ Teachers should be very precise about the directions they give students. Examples of precise directions include: "Stop what you are doing; put away your English book; take out your math book and turn to page 356; take out a pencil and paper and write your first and last name in the top right hand corner of your paper now," etc.
- ✓ Teachers should have educationally beneficial "sponge activities" for students who complete their work before other students are ready to transition to another educational activity.
- ✓ Student movement creates increased opportunities for students to become disruptive. Unless the educational activity dictates student movement, it is normally better for the teacher to move to the students.

#### **Scenario 6: Strategies for Working with Problem Student/s**

- ✓ If you expect students to misbehave, they will usually live up to your expectation. Every student should be able to start each day with a "clean slate." However, when a student has been identified as a problem, the substitute teacher may ask other teachers who have worked with this student about educational strategies, which have been effective in the past.
- ✓ Enlist a problem student's support by asking for their help or by assigning them a classroom responsibility.
- ✓ Individual praise, recognition, or granting of an educational privilege often is effective in encouraging problem students to be more cooperative.
- ✓ Short-term rewards are usually more effective than long-term rewards when working with problem students. Usually, the younger the student, the shorter the time recognition needs to be.
- ✓ Have the problem student restate what is expected of them.
- ✓ If a student has a difficult time cooperating, moving the student closer to the teacher and/or isolating that student from the group may be appropriate (remember, students should remain in full view of the teacher so proper supervision can be provided).
- ✓ Calling the parent/guardian and praising or pointing out areas of concern is often effective in getting the student to be more cooperative.

#### **Scenario 7: Students Switching Seats**

- ✓ The regular classroom teacher generally will leave a student-seating chart. If there is no seating chart, the substitute teacher may want to consider making one.
- ✓ If the substitute teacher suspects that students are not sitting in their assigned seats, the teacher should explain to the students that for safety reasons they must be seated in their assigned seats.
- ✓ Students need to understand that if they are sitting in the wrong seats, they may also be wrongfully blamed for something that they didn't do.
- ✓ Giving students the opportunity to sit in their assigned seats, immediately after sharing the expectation that students are to sit in their assigned seats, without disciplinary consequences, will usually solve the problem.
- ✓ If students still refuse to sit in their assigned seats, an appropriate disciplinary consequence should follow.

#### **Scenario 8: Student Use Of Profanity And "Put-Downs"**

- ✓ Substitute teachers should have established their expectations and consequences at the beginning of the day, which deal with these issues. "Put-downs" of other students are not being tolerated.
- ✓ Students need to immediately stop that behavior, a private correction needs to be given, and the student needs to repeat the expectancy.

### **Scenario 9: Fights, Threats, and Weapons & Drugs**

- ✓ There are zero tolerance laws with regard to weapons and drugs. Students in possession of weapons or drugs or who are suspected to be under the influence of alcohol or drugs should be referred to school administrators immediately.
- ✓ Schools must provide a safe and secure environment for students to learn, and threats and fighting are not acceptable. Students who are involved in fighting should be referred to school administrators immediately. Threats should be considered as legitimate threats to the welfare of others and should also be dealt with immediately. If threats appear to be serious in nature, then the school administrators need to be notified immediately.

### **Scenario 10: Sexual Harassment**

- ✓ Student-to-student sexual harassment is not to be tolerated. Students who subject other students to a pattern of unwelcome sexual jokes or comments are engaging in illegal sexual harassment and should be referred to school administrators. Whenever this type of behavior is observed or brought to the attention of the teacher, the teacher needs to intervene and stop the behavior from reoccurring. Students who touch other students in a sexual manner are also guilty of sexual harassment and need to be immediately referred to school administrators.

