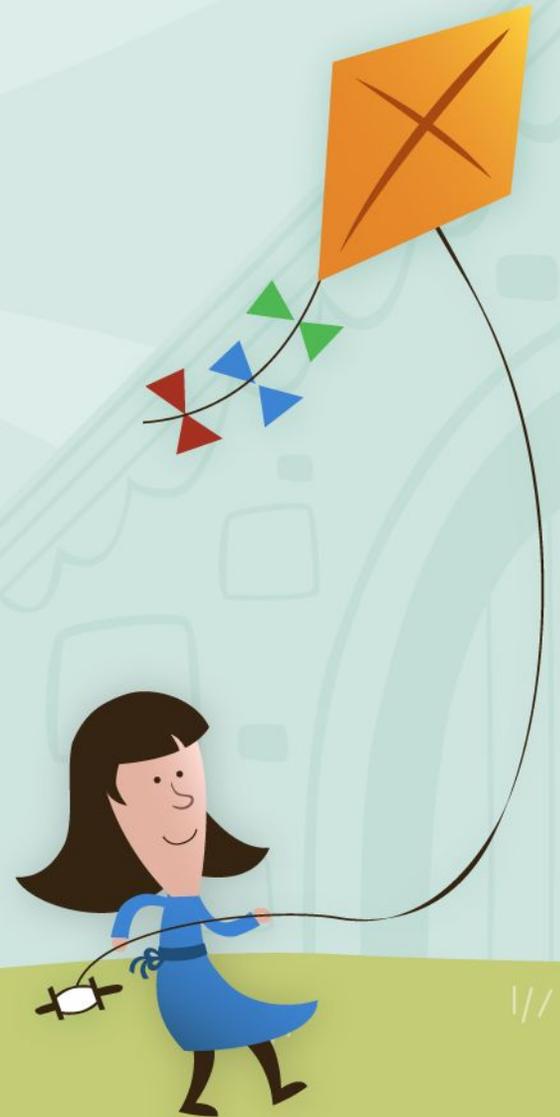


Substitute Teaching

Positive supports for success

McKinney Independent School District



Beginning With a Successful Start

- **Locate your substitute folder:** Student class list, daily schedule, lesson plans, accommodations/modifications, behavior supports, other important information the classroom teacher wanted to make sure you knew.
- **Check for safety plans:** Take a moment to review any safety plans that are posted on the wall or located in your sub folder. For example: fire escape route, or lockdown procedures. Knowing in advance ensures you will know what to do before a crisis situation.
- **Familiarize yourself with your surroundings:** Classroom materials, supplies, phone, call list, neighboring classroom, nearby restrooms, water fountain, lighting etc.



Having trouble locating the information you need.... Call the front office, they are more than willing to help you get off to a great start!



First Impressions – Putting your best foot forward

Positive first impressions: Consider putting your name on the board and wearing a name tag, in addition to your sub badge. Students may forget your name after you introduce yourself. This will also support student's getting your attention appropriately.

Introduce yourself with enthusiasm: A smile and friendly introduction goes a long way with students and all staff that you meet. Could you tell something interesting about yourself to help your students get a good sense of who you are? Being able to relate to you helps to build a positive rapport.

Consider your audience/class/subject area when deciding what you would like to share. It's best to choose something neutral that most students can/would be able to identify with:

Such as: A hobby you have (painting, drawing, reading, cooking), your pet, something you've recently learned, something about your family (brothers/sisters, kids, where you grew up, where you went to school).



Successful Expectations- proactively meeting students' needs

Classroom expectations: Consider the basic needs students will have during the day and how you can meet those needs by setting clear expectations from the start.

- ❖ How to get your attention (raise their hand, prop up a book, say, “Excuse me...”)
- ❖ Movement in the classroom (to get supplies, go to the restroom, throw trash away etc.)
- ❖ Task (Agenda for the class period/day: students perform better when they know what’s coming and what the day or class period holds)

How can you communicate the expectations to students in a positive way:

- State in the positive - Aim for 3 – Write on the board – Deliver in a positive way



Positive Expectations: *an example*

- 1) Need my attention: Please raise your hand or prop a book up and I will come to you
- 2) Need something in the room: Please ask permission before getting out of your seat
- 3) Our schedule for today:
 - Check attendance
 - Read chapter 1
 - Answer questions 1-5 independently

My name is: Ms. McKinney

I am excited to be in your class today. 😊



Positive Communication- *it starts with your delivery*

Consider the words you choose when delivering information to students:

“And now we have to move on to math”

VS.

“Now we get to review adding 2 digit numbers together”

How you choose to present information is key. You set the tone by the **words** you choose and **how** you choose to say them. Students are always looking to you for what to expect and set first impressions of how things are going to be.



Responding to Behavior – *proactively responding to a possible need*

Change is difficult and sometimes seeing an unfamiliar face can disrupt students' typical habits and responses, even preventing them from asking for help or assistance.

In the beginning

When you first notice small changes in a student's behavior

Does the student have a need I can meet, even if they have not specifically asked me for it?

- Information (What should I be doing?, How can I get what I want/need?)
- Help (I don't know how to work this problem, I can't find my notebook)
- Access to something (I need a drink of water, I need a pencil/paper)



Responding to Behavior – *proactively responding to a possible need*

Examples of positive responses...

Timmy, I see you have stopped working and put your head down, is there something I can help you with?

Beth, I noticed you drawing on your paper, do you need help with question 3?

Stan, I heard you sigh a moment ago, is there something you need?

Be personal but don't personalize student behavior



Responding to Behavior – *using a calm and neutral tone*

*It's not just the words you choose, but **how** you choose to say them*

Students respond best when approached respectfully and in a personal way.

Students do not respond well when they are talked to with sarcasm or shouted at from across the room.

Aim to approach behaviors in a private manner and always treat students with dignity and respect. (consider your non-verbal communication- proximity)

Your tone should convey: I am calm, I want to help, I care



Proximity

Proxemics: the space around us and in-between others

Varies from person to person- **typically 1 ½ - 3 feet**

Factors that may affect personal space:

- Culture - Past experiences - Size - Gender - _____

Extensions of personal space:

- **Personal belongings (purse, backpack, notebook...)**

Acknowledge students' personal space by allowing an appropriate space/proximity between you and them when communicating.

How does your posture and stance relate to proximity?



Responding versus Reacting

Responding is giving a positive and purposeful response to problem behavior: **Staying in control**

Responding:

Process the facts

Choose positive words

Deliver in a calm – neutral tone

Non threatening body language/proximity

Making it personal without taking it personal

Reacting:

Automatic emotion driven

Negative words/use of sarcasm

Harsh tone- loud/raised voice

Confrontational body language

Taking it personally- provoking defensive behaviors

If you feed it, it will grow.

How we respond directly impacts student behavior.



Where is the power of control?

Responding instead of reacting leaves you in control of the situation.

What we say and what we do influences and directly affects the behaviors of those around us.

Meeting the need of a low level behavior helps to keep the behavior from escalating.

Regardless of what we teach, we are always teaching how students should communicate with others. Students are always learning and looking to us to determine what they should do and how they should do it.

Responding to students instead of reacting will create an environment where students can best learn and make academic and behavioral progress.



Yikes! Stay away from these habits: *When responding to challenging behaviors*

- Asking “why?”
- Assuming students know: what to do, what’s expected, how to do something
- Taking it personally
- Calling out mistakes or inappropriate behaviors
- Blaming or ridiculing students
- Showing negative emotions toward students for their actions



What to do when you don't know what to do

- Make sure you have implemented/provided any supports a student needs (re-check sub folder for any possible note/information that may have been overlooked)
- Give it a minute or 2 or 5 (let the student know you will check back in a few minutes)
- Give yourself and the student time to think and calm down
- Acknowledge when a new situation arises and you need a moment to determine what should happen (*Ex: "To be honest, this situation has not come up before, so I need a moment to consider what our options are"*)
- Discreetly relay the situation to your point person (team lead, administrator etc.) and seek assistance in determining what you should do

Any behaviors that pose a potential risk to the student themselves or others should be immediately relayed to your first point of contact and/or directly to the front office for administrative assistance/support. Always take threats seriously.



*Thank you for consistently supporting
all of McKinney ISD students with
respect, dignity and care.*

