

Substitute

Teacher

Guide

Middlesboro Independent Schools

Substitute Teacher Guide

QUALIFICATIONS

PERSONNEL 03.4

All substitute teachers shall meet criminal records check and medical examination requirements as specified in policies 03.11 and 03.111. In addition, substitutes serving in a position on a long-term/extended basis must meet all certification requirements established by the Education Professional Standards Board.

LENGTH OF DUTY

Substitute teachers shall observe the same hours of duty as the regular teacher. The substitute will continue to report for duty until relieved by the Superintendent's designee.

Substitute teachers shall follow daily lesson plans as outlined by the regular teacher and leave a written record of the work completed during their length of duty.

Middlesboro Elementary School

7:45-2:45

Middlesboro Middle School

8:00-3:10

Middlesboro High School

8:10-3:15

New Horizons

8:15-6:00

Start of Day – Signing In

(Please arrive 15-30 minutes prior to the start of school.)

Upon arrival you should check in with the principal or secretary and sign the form that is available at schools. You may be needed to perform other duties as determined by school administration .

Professionalism:

One of the most important aspects of becoming an effective substitute teacher is how you come across to students, staff and the community. Above all, you need to consider yourself a professional. Remember, students will encounter substitutes on a regular basis, and for that reason alone you are a very important part of the educational process. Please maintain appropriate student/teacher relationships

Dress Professionally

Appearance

It is the belief of the District that an employee's grooming and dress may be related to how students respond to their leadership. Personal appearance makes a difference not only in performance, but also morale.

Dress Code

03.1326

In order to provide a learning environment consistent with the purpose of educating children, all employees shall dress professionally, and in a manner commensurate with their professional responsibilities. This shall apply to the full length of the employee's contract including, but not limited to, extended days, parent-teacher conferences, and professional days. Opening and closing days may be excluded.

Acceptable Dress

The following is considered an outline of acceptable dress, unless additional requirements are specified by the Principal or Superintendent.

Men:

- Shirts with collars or sweaters
- Dress slacks or "docker" type slacks
- Dress shoes, boots or athletic shoes
- Business suits
- ~~Shirts with school logo~~

Women:

- Dresses, jumpers, skirts- to the top of the knee
- Blouse or knit polo shirts
- Sweaters or shirts
- Dress slacks, "docker" type slacks, or Capri pants
- Leggings – if worn with a tunic or top to be at mid-thigh or longer
- Shirts with school logo
- Dress boots, shoes, sandals, athletic shoes

Inappropriate Dress

The following is considered an outline of inappropriate dress.

- Jeans of any kind
- Shorts
- Backless, see-through, tight fitting, or low-cut blouses/tops
- T-shirts, Lycra, spandex, midriff tops, tank tops, or muscle shirts
- Athletic jerseys, zippered tops, thermal tops, halter tops, leotards
- Sweat pants/tops, windbreaker pants/tops
- Flip-flops, (rubber or plastic thong) industrial shoes, hiking boots, or over-the-knee-boots.

Employees should strive to be "professional" in appearance and well groomed.

**Theme dress and appropriate dress for special activities such as spirit days, field days and field trips, may be acceptable as determined by building level administrators.*

**Any casual dress or accessories not stated above must at all times meet or exceed standards set for our students in each of their respective schools.*

**PE teachers may wear shorts while teaching PE classes. When teaching health or any other subject in the classroom, they should conform to the dress code.*

General Rules of Conduct

Rule #1- Safety

You are to be attentive and present for the benefit of all students in the classroom. The most crucial reason you are in the classroom is to ensure safety. To accomplish that, your attention must be focused on the students at all times.

Rule #2- Internet

The Middlesboro Schools offer a variety of network and Internet resources to all staff as part of the instructional process. All uses of the Middlesboro Schools' data system must be in support of education and must be consistent with all state and district policies. As a user of the Middlesboro Independent School District's computer network, I hereby agree to comply with the District's Internet, network, and electronic mail rules (Acceptable Use Policies); and to communicate over the network in a responsible manner while abiding by all relevant laws and restrictions. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or legal action may be taken.

Rule #3 Confidentiality

Confidentiality is the protection of all personally identifiable data, information or records collected, used, or kept by a school district about a student. Confidentiality also applies to discussions about a student and student records. Never discuss a student's behavior or academic performance with anyone other than the child's parent or another teacher who provides services for that student.

Rule #4 Your- Opinion

Keep your political, religious, and social beliefs to yourself. You are there to teach, not to proclaim your opinions or convert students to your way of thinking. By sticking to the teacher's lessons plans, you should be able to avoid these situations. If you find yourself in a class where students ask about your beliefs, be respectful of their inquiries but stick to the lesson at hand.

Rule #5- Demeanor

Be friendly, positive and enthusiastic. Although you are not there to become friends with students, you do need to be pleasant with them and demonstrate an interest in their assignment. Children are very quick to pick up on your overall attitude, and you want them to be at least cooperative if not deeply engaged.

Classroom Management

8 Techniques for Effective Group Management

1. FOCUSING

- Be sure you have the attention of everyone in your classroom before you begin each class.

2. DIRECT INSTRUCTION

- Introduce yourself using the appropriate title (Mr. Smith, etc.). Do not allow students to call you by your first name.
- Give the students an overview of exactly what they will be doing during the class.
- Be assertive, but calm.

3. NON-VERBAL CUEING

- Create effective ways to get students' attention raise hand or clap three times, turn off the lights, "Eyes on me, what do you see?" etc.
- Take time to teach the students what you want them to do when you use your cues.

4. MONITORING

About two minutes after making an assignment: (Circulate while students are working)

- Actually check their progress
- Provide assistance as needed
- Continue to circulate

5. LOW-PROFILE INTERVENTION

- If the teacher has left classroom procedures, try to follow them
- Let the students know you will not allow anyone to interfere with the learning of another student
- Praise students who are displaying desired behavior
- Be consistent
- Remain calm and in control of your actions

6. ASSERTIVE "I" MESSAGES

- Statements to use when confronting a student who is misbehaving
- Clear descriptions of what the student is supposed to do
- Do not focus on misbehavior
- Examples: "I want you to . . .", "I need you to . . .", "I expect you to . . ."

7. HUMANISTIC "I" MESSAGES

- Include a description of the student's behavior
"When you talk while I talk . . ."
- Relate the effect this behavior has on you
". . . I have to stop teaching . . ."
- Let the student know the feeling it generates in you
". . . which frustrates me."

8. MODELING

- Be prompt
- Be organized
- Be courteous
- Be enthusiastic
- Be patient
- Be in control

9. COMPUTER

- Avoid using during class
- Only access what the teacher has asked you to
- Computer use is only for educational use

10. CELL PHONES

- Should only be used for emergencies

Legal Aspects

An overall consideration when substitute teaching is your legal responsibility in the classroom and school.

The following are some legal responsibilities you should be aware of. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.

- **Supervision Of Students** - The substitute teacher who has physical control of a classroom has a duty to keep children safe and orderly.
- **Release Of Children** - Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without express consent from the office.
- **Administering Medication** - Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.
- **Confidentiality** - It is unprofessional and against the law to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.
- **Anecdotal Records** - Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.
- **Discipline Policies** - When sending a student to the principal due to discipline matters, the substitute teacher maintains the duties of supervision and due care for both the individual child and the remainder of the class. (Proper action may be detailed in the school policy or may require your independent sound judgment. Possible actions include having another child accompany the child, sending a child to bring someone from the office to intervene, or having another teacher watch your class while you take the child to the office.)

- Dangerous Situations -A substitute teacher is responsible for making sure the learning environment is safe.
This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment.
- A teacher must also consider the potential for problems in certain kinds of classes. Planned activities in a physical education, science, shop, or home economics class may be uncomfortable for the substitute teacher. In such cases, the substitute teacher may choose to do an alternative activity which they feel they can conduct safely.
- Any school employee (including a substitute teacher) who knows or reasonably believes that a child has been neglected, or physically or sexually abused, should immediately notify the building principal.

Crisis Planning

Emergency/Crisis Response Actions

*Building Administrator/Principal Will Notify You of Procedures

Lockdown: Activate when there is an imminent threat and/or act of danger/violence in or immediately around the school such as a school shooting or sniper attack.

Shelter-in-place: An enhanced level of safety and security requiring housing staff/students indoors for a period of time due to external conditions such as chemical, biological, radiological or other environmental-related incidents.

Evacuation: The orderly process of students and staff exiting the building due to an emergency/crisis.

Secure/Stay-in-place: An enhanced level of security is activated due to an emergency/crisis and/or danger at or near a school facility.

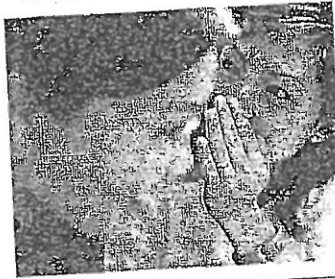
Parent Notification and Family Reunification: Plans for how to communicate with parents in the event of an emergency and an orderly, efficient process of reuniting children with their parents/guardians after an emergency/crisis

Summary

- First of all, arrive on time, 15 – 30 minutes before the first class is scheduled to begin. You should check in with the principal or secretary and sign in on the sign-in sheet that is available at many schools.
- Second, always dress professionally.
- Third, follow the teacher's lesson plan as given to you. Most all teachers are responsible and want their students to learn. You are expected to carry on with the academic program.

Confidentiality

MIDDLESBORO INDEPENDENT SCHOOLS CONFIDENTIALITY



What is Confidentiality?

- Confidentiality is the act of protecting all *personally identifiable data*, information, and records collected, used, or kept by the school district about a student. Confidentiality requirements also apply to discussions about a student and the student's record.
- Personally identifiable data includes:
 - Child or family names and address
 - Student social security or student number
 - Descriptions that would easily identify the student



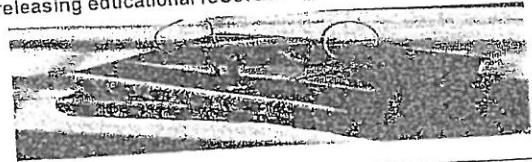
Confidentiality and the Law

- The Family Education Rights and Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA)
- Any school that receives federal or state education funds must comply with all privacy acts.



Students are Afforded the Right of Privacy

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines. Therefore, it is imperative that the faculty and staff have a working knowledge of FERPA guidelines before releasing educational records.



Educational Records

FERPA gives parents/students (age of majority in AL is 19 yrs.) the following rights regarding educational records:

- The right to access educational records kept by the school;
- The right to demand educational records be disclosed only with student consent;
- The right to amend educational records;
- The right to file complaints against the school for disclosing educational records in violation of FERPA.

Students have a right to know about the purpose, content, and location of information kept as a part of their educational records. They also have a right to expect that information in their educational records will be kept confidential unless they give permission to the school to disclose such information. Therefore, it is important to understand how educational records are defined under FERPA. Educational records are defined by FERPA as:

Records that are kept in the sole possession of the [institution], are used only as a memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

- Educational records are directly related to the student and are either maintained by the school or by a party or organization acting on behalf of the school. Such records may include:
 - Written documents; (including student advising folders)
 - Computer media;
 - Microfilm and microfiche;
 - Video or audio tapes or CDs;
 - Film;
 - Photographs.
- Any record that contains personally identifiable information that is directly related to the student is an educational record under FERPA. This information can also include records kept by the school in the form of student files, student system databases kept in storage devices such as servers, or recordings or broadcasts which may include student projects.

Records Not Considered As Educational Records

- Private notes of individual staff or faculty; (NOT kept in student advising folders)
- Campus police records;
- Medical records;
- Statistical data compilations that contain no mention of personally identifiable information about any specific student.
- Faculty notes, data compilation, and administrative records kept exclusively by the maker of the records that are not accessible or revealed to anyone else are not considered educational records and, therefore, fall outside of the FERPA disclosure guidelines. However, these records may be protected under other state or federal laws such as the doctor/patient privilege. It is recommended that you check to make sure that you fully comply with these disclosure guidelines before disseminating any of this information.

Provision for Providing Copies of Student Records

- Parents may inspect and review all educational records relating to identification, evaluation, and educational placement of the child and the provision of FAPE to the child that are collected, maintained, or used by the participating agency.
- Parents must be given the opportunity to review their child's educational records without unnecessary delay (not more than 45 days after the request has been made) and before any meeting regarding an IEP or before a due process hearing, or resolution session is conducted.
- Upon request, parents must be provided copies of their child's records if failure to do so would effectively prevent the parents from exercising their right to inspect and review the records.

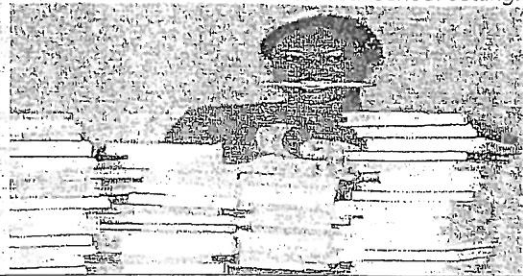
Alabama Administrative Code pages 538-539

Hearings (re: Amending of Student Records Parent's Request)

- The participating agency must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.
- If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform the parent in writing.
- If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the agency must inform the parent of the right to place in the records a statement commenting on the information setting forth reasons for disagreeing with the decision of the agency. Any explanation placed in the records must be maintained as part of the records as long as the records or contested portion of the records is maintained by the agency.
- If the records of the child or the contested portion are disclosed by the participating agency to any party, the explanation must also be disclosed to the party.
- The hearing must be conducted according to the procedures set forth in FERPA.

Records

Your school system maintains student records relating to identification, evaluation and educational placement in secure locations at the central office level and at the local school setting.



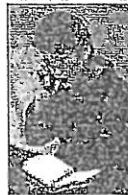
Records

- Working copies of IEPs must be maintained in a locked or secure setting.
- The working copy of the IEP should be placed in the student's file at the end of the school year for documentation of progress and mastery of goals and benchmarks. This is essential documentation in cases involving legal action.



Access Rights

- positions of employees who have access to student information is required. This list should be updated and maintained at the school level annually.
- This list will be posted for public inspection at the location of special education records.



Who can access student records?

- Parents have the legal right to review their child's record unless the school has received legal documentation that the court has terminated parental rights regarding educational decisions.
- Foster parents have the right to review and inspect the school records of a child in their physical custody.
- Surrogate parents appointed by the school system have the right to review and inspect the records of the assigned child.
- Contract employees (PT, OT, vision teacher, homebound teacher, etc.) who are working directly with a child are considered authorized school personnel and may obtain access to the records of the students with whom they work.
- General education teachers and special education teachers who work directly with the student, psychologists, psychometrists, reading specialists, school administrators, and the director of special education have access to student records.



Obtaining Parental Consent

Release of Information

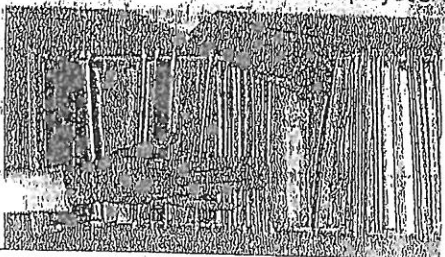
After written permission (release of information authorization) is granted from the parent, a representative (student's advocate, medical, mental health, social security etc.) may review the child's educational records.



Protected Information

The school does not have to disclose to parents

- Teacher or counselor personal notes
- School security; police records
- Personnel records of school employees



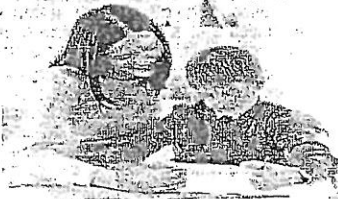
"Record of Access to Student Records" Form(s)

- A record of access form is placed in each student's special education records and signed by all who review the records.
- The name of the party, date, and purpose of the review is recorded.



"Access to IEP Documentation" form

- The case manager is responsible for informing all general education teachers and related service personnel (PT, OT, SLI) of their responsibilities regarding the education of the identified student.



"Persons Responsible for IEP Implementation" form

The general education teacher or related service provider is required to read the IEP and sign this document stating that they have read the IEP and understand that they are legally responsible for provision of service(s) as documented in the current IEP.



Records on More than One Student

- Parents will have access only to their child's record.
- If any information contains references to another student, the parent may review only the data pertaining to their child.



Records on More than One Student

- **Warning:** During the disciplinary process this becomes very critical. Do not discuss other student's actions or consequences.
- Information on other students that cannot be isolated will require that a designee from the school district verbally inform the parent of what is written in the form.



Retention and Destruction of Information


- The public agency must retain a copy of the education records containing personally identifiable information for a period of five (5) years after the termination of the special education program from which they were used.
- The information must be destroyed at the request of the parents. However, a permanent education record that contains the child's name, address, telephone number, his or her grades, record of attendance for special education services, classes attended, grade level completed, and year completed may be maintained without time limitation.
- At the end of the five-year retention period, the public agency must inform the parents when personally identifiable information collected, maintained, or used is no longer needed.
- Information must be destroyed in a manner whereby confidentiality of the information is maintained.
- Alabama Administrative Code pages 540-541

Retention and Destruction of Information--Continued

Re: Disciplinary Information

- The public agency may include in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of nondisabled children.
- The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child.
- If the child transfers from one school to another, the transmission of any of the child's records must include both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child to the same extent that disciplinary information is transmitted with the records of nondisabled children.

Summary

- All students have a right to their privacy.
 - As professionals it is our responsibility to protect that right.
 - Treat all students as if they are your own.
 - Avoid "ball park talk" and community conversations - *It's the law!*
- 

Promoting

Positive

Behaviors

PROMOTING POSITIVE BEHAVIOR IN SCHOOLS

The primary goal of this training is to help schools **minimize or prevent** the need for physical restraint and seclusion by doing the following:

- Creating climates and plans that predict and minimize disruptive behavior schoolwide and for individual students
- Implementing interventions and supports that will decrease or eliminate difficult and dangerous student behavior

On February 1, 2013, 704 KAR 7:160 Use of Physical Restraint and Seclusion in Public Schools was enacted. ALL Kentucky certified and non-certified school personnel are now required to have annual training in the use of positive behavioral supports and interventions. Completion of these training modules, provided by KDE and produced by KET, satisfies this requirement. Please refer to your district policies and procedures for any additional local training requirements.

Benefits of a Positive Approach

The most effective way to prevent, decrease or eliminate problem student behavior is to implement positive, instructional discipline strategies and systems in our schools. These approaches are the only evidence-based solution for preventing and responding to problem behavior, creating schools where teaching and learning can flourish.

Schools which have implemented schoolwide positive behavior instructional systems provide students with a safe and engaging atmosphere where more time is spent teaching and learning and less time dealing with negative behaviors. They report dramatic reductions in repeated office referrals and suspensions as well as incidences of seclusion and physical restraint.

There are four key principles of successful positive behavior intervention programs common to all schools:

- Predicting problem behavior
- Preventing problem behavior
- Maintaining consistency
- Monitoring the program

The following video describes Positive Behavioral Interventions and Supports (PBIS), an evidence-based system promoting positive behavior and minimizing problem behaviors in schools.

Schoolwide Positive Behavior Systems

A schoolwide approach to positive behavioral interventions and supports may be the most effective way to improve student achievement and behavior. An effective schoolwide system identifies needs, develops strategies, and evaluates practices toward success. Elements of positive behavioral interventions and supports include the following:

- Teaching and reinforcing appropriate behavior so that everyone, the adults and the students, are engaging in instruction and prevention
- Following consistent plans when responding to problem behavior
- Using data to guide decision making
- Reinforces students for following the behavior expectations


The next videos tell the stories of five schools that have implemented a schoolwide positive, proactive approach to managing student behavior. The first of these, "PBIS in Featured Schools," is a compilation of the PBIS programs in three schools. The videos that follow are longer and provide an in-depth look at each schools' positive behavior support system. Viewing the longer, in-depth videos is optional.

Multi-Tiered Behavior System

A multi-tiered positive behavior support system has the following characteristics:

- Addresses the social and emotional needs of all students
- Predicts potential behavior problems
- Creates plans to avoid potential behavior problems
- Establishes clear and consistent expectations
- Establishes clear and consistent consequences
- Focuses on intervention planning and prevention
- Creates a positive learning climate
- Teaches and regularly reinforces expectations of students

A multi-tiered system, as illustrated below, provides the supports necessary for all students to be successful.

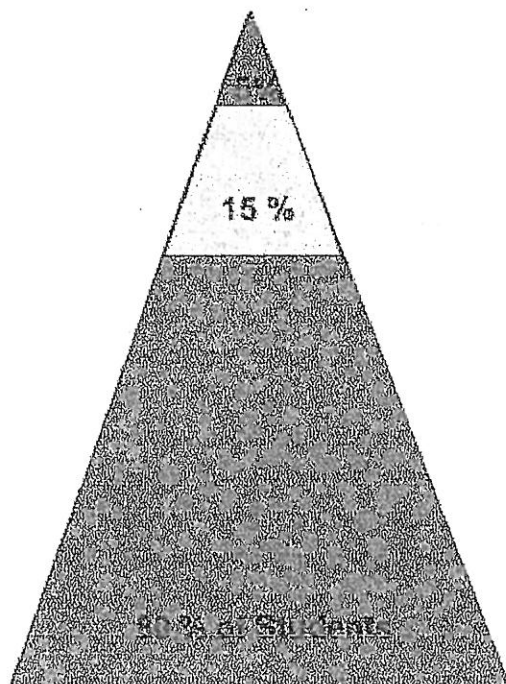
 **Primary (Universal) Prevention:** All students benefit from a schoolwide focus on a positive and instructional behavior support system.

△ **Secondary (Targeted) Prevention:** A small percentage of students (10-15%) require more individualized or targeted instruction. These supports are used with a smaller number of students, often in groups, and may include: social skills groups, conflict resolution, self-management programs, and adult mentors.

▲ **Tertiary (Intensive) Prevention:** An even smaller percentage (5-10%) of students may require a more intensive and individualized level of supports. These supports are used when classroom and small group supports have been unsuccessful in teaching behavioral skills and may include intensive social skills instruction, behavior intervention plans (BIPs), individual education programs (IEPs), interagency collaboration, and collaboration with families.

This module focuses on universal support systems. Modules 3 and 4 will focus on targeted and intensive instruction.

Student Outcome and Prevention Model for Schools



Preventing Problem Behavior

Based on the predictable problem areas you've identified, along with data you have gathered, you are ready to brainstorm prevention ideas by location.

Once the expectations are defined, the next step is to determine what you will do to increase the likelihood of student success, including structuring the environment, teaching the expectations, encouraging and reminding students of the expectations, and providing consistent feedback.

Once the expectations are defined, the next step is to determine what you will do to increase the likelihood of student success.

Routines and arrangements are adult behaviors that will increase the likelihood of student success, such as avoiding having consistent procedures and prompts, engaging students, actively supervising all areas, and having consistent consequences.

Specific examples of adult routines and arrangements are:

- Standing in the doorway during transitions as much as possible
- Providing positive prompts before releasing students from class (reminders of appropriate behaviors in the hallway)
- Keeping doors to the stairways open
- Acknowledging students following the rules (verbal praise and encouragement)
- Consistently correcting students who behave inappropriately

In order to increase the likelihood of student success, **you should always have more routines and arrangements for adults than you have expectations for students.** Changing adult behavior is the best way to change student behavior.

Once routines and arrangements are decided, summarize them in writing — this is your school's agreement of what you will do.

Responding to Problems

Schools should have a consistent process for responding to problem behavior with clear and consistent consequences.

Keys to responding appropriately to problems:

- Develop an understanding between administration and staff for what is a classroom matter or what is an office referral.
- Develop a list of effective consequences.
- Always have correction as part of the response.

Develop a list of what you consider to be a classroom matter and what you consider to be an office referral issue.

Acknowledging Success

All instruction requires feedback to be effective. Acknowledge student success with specific positive reinforcement as often as possible. Find ways to “catch students doing the right thing” and reward them.

Ways to properly use reinforcement include:

- Verbal praise: “Thanks,” “I’m impressed”
- Non-verbal praise: thumbs-up, head-nod, smile, high-five
- Public acknowledgement: awards, displays of student work
- Privileges: things that already exist as part of the curriculum (first in line, pick of computers)
- Token systems, classwide reinforcement

The following video features the different ways schools acknowledge students for their good work.

Adults' Actions Are Key

When teachers are asked to make modifications in how they address an individual student's behavior, it is not uncommon to hear: "Why do I have to change for this student? If I do this for him, I'll have to do it for others. It's not fair to the other students!"

The reality is that it has nothing to do with the other students but with the responsibility to support a student's success. It very well could result in less disruption in the classroom, which would also benefit other students.

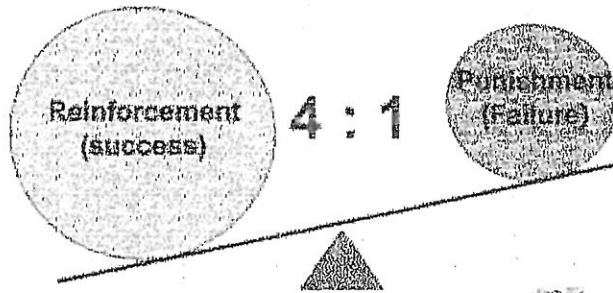
One key element that affects student behavior is adult behavior. Adults can provide positive learning opportunities through the physical layout of the classroom, the way they teach, and the way they manage and respond to student behavior.

Adults should be aware how their actions affect students. Often, the initial reaction by adults to problem behavior is with negativity and punishment. There is no research that supports punitive measures alone as effective in changing behavior. In fact, most successful intervention creates more positive than negative consequences—if you want to change student behavior, focus on changing adult behavior.

Move from focusing solely on a reactive response of trying to control student behavior to a proactive approach, and strive for a four to one ratio of positive to negative interactions.

Intervention Works When it

Creates more positive than negative consequences



Building Positive Relationships

An inviting climate for students begins with building positive relationships between the adults and the students. Adults have a greater responsibility in determining the quality of interactions with students.

Relationship building begins with the teacher standing in the door and greeting students as they enter the classroom. Positive interactions that are quick, yet very effective in relationship building include the following:

- Showing a genuine interest in students
- Providing age-appropriate feedback in a non-embarrassing way
- Treating students with respect by using simple courtesy such as saying "thank you" and "please"

Remember the 4:1 ratio of positive to negative interactions.

Reinforcing students for desirable behavior increases the probability that the desired behavior will occur again in the future. You can reinforce student behavior through verbal praise, public acknowledgment, privileges, and token or merit systems. Always provide students with a reminder before correction.

Be consistent with your routine and system, and ensure that students know what to expect when they behave and when they exhibit problem behavior. No consequence should come as a surprise.

It is important, when dealing with problem behavior, that you remove emotion from your response. Student behavior is not about you. By establishing and discussing consequences with students before, instead of when trouble is happening, you can improve your ability to deliver consequences in a calm, rational manner.

In this and the next module, we will show videos that demonstrate effective teacher responses when problem behaviors occur. But here are some general things you should keep in mind:

- Acknowledge appropriate behavior displayed by students
- Speak privately to the student exhibiting problem behavior
- Identify the problem without emotion
- Present options
- Ask the student to improve their behavior for their benefit (not yours)
- Acknowledge their compliance

Behavior Management — Schedules and Routines

One of the easiest and simplest things adults can do to increase the likelihood of student success is to inform students what to expect throughout the day.

Start by having consistent schedules. Giving students a schedule helps decrease predictable behavior problems by letting them know ahead of time what to expect throughout the day. Schedules should provide the following:

- Expectations for arrival times
- A sequence and planned duration of activities
- A routine for clean-up and transitions between activities
- Explanations for any schedule changes

Additionally:

- All procedures are TAUGHT and PRACTICED and feedback is given.
- Transitions between activities are smooth and without confusion.
- Transitions in and out of the classroom are clearly defined and practiced.

Consistent Schedule

- Public display
- Consistency
- Prompts

9:00 – 9:30 spelling -page 23
9:30 – 9:40 restroom break
9:40 – 10:30 math -workbook p. 19
10:30 – 11:15 music -walk quietly
11:15 – 11:25 wash hands
11:25 walk to lunch
11:30 – 12:30 lunch and recess

Behavior Management — Physical Arrangement

Adjusting the physical arrangement of a classroom can increase the likelihood of student success.

Characteristics of well-designed classrooms include the following:

- Clear expectations are communicated regarding acceptable behavior
- Expectations regarding behavior are posted clearly
- Transitions between activities that are smooth and without confusion
- Transitions in and out of the classroom that are clearly defined and practiced
- Students see teacher and teacher sees students at all times

Behavior Management — Teacher Proximity

One element that can have a dramatic impact on student behavior is the proximity of the teacher. Teachers should move about the classroom frequently and maintain close proximity to all students. Teachers may hover near a particular student or area where you think behavior problems may occur.

Behavior Management — Positive Teaching Practices

In school settings we know what we don't want students to do and are quick to punish in an effort to stop problem behavior. Focusing on punishing (without a proactive support system) may be associated with increases in negative behaviors.

The adults must decide what behaviors are expected, teach the expectations, provide constant reminders, and provide reinforcement. You wouldn't expect students to stumble upon the right way to perform an academic skill; the same applies to social behavior. Actively teach, remind, and reinforce the desired behavior.

You may want to refer back to the Module 2 video Teaching Expectations, which describes the importance of teaching expectations.

There are several specific teacher actions that are common in positive classrooms:

Providing clearly specified goals and objectives:

- Prompts and reminders throughout lesson
- Explicit directions
- Explaining, modeling, and demonstrating all content

Engaging students throughout lessons through:

- Opportunities for students to respond during instruction
- Encouraging both group and individual responses
- Providing guided practice

Providing high levels of feedback:

- Specific praise
- Correction

An effective way to teach behavior expectations is to model or demonstrate what is expected in specific circumstances:

Verbal prompts along with physical demonstration:

For example, with younger students, you might use one of these examples:

- “Watch me, notice how I use a quiet, inside voice when I say this — ‘*excuse me*’.”
- “Right now I’m thinking that I need to do something smart because I’m feeling mad — so watch me take a deep breath and walk away.”

Natural models:

This means calling attention to appropriate behavior. For example:

- “Did you notice how Billy held that door open for Ben? That was very responsible.”

- “Remember how we talked about ignoring loud noises? Look at Andrea right now — that’s great because she’s focused on her work and doing great.”

Behavior Management — Behavior Momentum

Behavior momentum is a strategy for increasing the likelihood of appropriate behavior by asking a student to do two or three things they typically want to do and then following up with a request for a behavior the student typically does not want to do. This strategy builds momentum toward appropriate behavior.

The following table illustrates behavior momentum:

Common instruction	“Johnny, you should get your project finished this morning.”			No!
Behavior Momentum Instruction	“Johnny, can you help me with these books?”	“Johnny, will you sharpen my pencil?”	“Johnny, you should get your project finished this morning.”	Ok.

Behavior Management — Providing Choices

Providing students choices is another simple but effective strategy that allows students to participate in the decision-making process. Providing students with choices increases the likelihood they will make better behavioral decisions.

The following table illustrates providing choices to a student.

Common instruction	“Johnny, you should get your project finished this morning.”	No!
Choice Instruction	“Johnny, I want you to make a choice—you get to decide. You can either get your math project done or you can get started on your writing assignment. It’s totally up to you—which one?”	Math project

Behavior Management — Opportunities to Respond

Keeping students focused and engaged during instructional time is another effective strategy for minimizing problem behavior. Providing opportunities for students to respond is a way to increase student engagement. Strategies may include:

Asking questions:

- Promote group (choral) or individual responses
- Decide whether to ask closed or open-ended questions

Requests for student behavior:

- Raise hand to indicate agreement
- Create and share
- Demonstrate
- Tell a relevant story

Behavior Management — Prompts and Cues

Prompts and cues are very effective instructional strategies. Prompting students, especially when they are acquiring new skills and have yet to reach fluency, can be very effective in promoting appropriate student behavior. Strategies may include the following:

Verbal Prompts:

- Make clear statements that act as reminders
- Deliver in contexts where failure is likely
- Use the slightest prompt necessary to facilitate success: *“Remember to raise your hand.”*

Pre-Correction:

- Teacher asks a clear question that acts as reminder
- Student is required to respond
- Teacher then praises or corrects the student’s response: *Teacher: “What will you do if you need my help?” Student: “Raise my hand.” Teacher: “Exactly, good for you!”*

Why Are These Kids So Angry?

“You must first seek to *understand* before you seek to be *understood*.”

—Stephen Covey

The same part of the brain controls fear and anger. Anger is a secondary emotion that is dependent upon the presence of fear. If we learn to handle or cope with the fear, anger can be stopped. Increased fear leads to increased anger.

“There is no cure-all for angry behavior. There is no point chart, no behavior modification program, no intervention that will make anger go away. There is only a child, and hopefully, an adult who cares.”

—Malcolm Smith, *Meditations on the Art of Peaceful Intervention*

"Angry children are children who are very afraid. Violent children are children who are scared, angry children."

—Malcolm Smith

There are three types of anger:

- Expressive
- Passive
- Implosive

Students who manifest **expressive anger** are often overt with their actions, wanting adults to know about their anger. They don't seem to care about the consequences.

Expressive anger is easy to recognize. It often occurs in short periods and is not well thought out. The responsibility of the adults is to help them express what is causing the anger and to help them find appropriate ways to express anger.

Students who manifest **passive anger** appear to be sneaky and avoiding consequences. Passive anger is carefully plotted.

Students displaying passive anger don't usually admit they are angry. They may be in control of their emotions and behavior. Their anger may come out in devious and anonymous acts.

Students who manifest **implosive anger** have buried their anger under a layer of emotions. The anger is often so painful that they may hurt themselves or others rather than face it.

These students may turn to drug abuse, or eat or starve the anger away. These students are at a greater risk for suicide. The student may be inconsistent — their behavior is dictated by out-of-control emotions.

The Escalation Cycle

"The outcome of any situation with an angry person will depend on your behavior, not the other person's behavior."

—Malcolm Smith

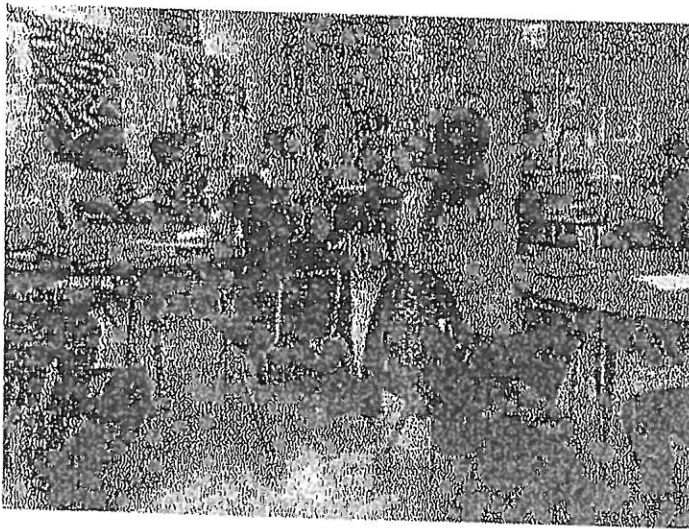
"Reactive" approaches, such as punishment, that follow problem behavior are time-consuming and fail to teach acceptable replacement behaviors. These approaches may also inadvertently reinforce the undesired behavior.

Adult responses to student problem behavior may actually cause negative behavior to escalate.

Before we look at specific ways you can de-escalate the behavior of a student in crisis, let's take a look at the basic model of the escalation cycle and the continuum of behavioral interventions from *Managing the Cycle of Acting-Out Behavior in the Classroom* by Geoff Colvin. Click on the image below to open the model of the escalation cycle.

Prevention and De-escalation Strategies — Calm Stage

During the **calm** stage, the student is cooperative; the student follows rules, is on task, and exhibits socially appropriate behaviors. In this phase, students accept corrective feedback and follow directives.



Featuring student actors from the School for the Creative and Performing Arts in Lexington, Ky.

THE FOCUS IS ON PREVENTION. This is the time to teach expectations, social skills, and, as appropriate, relaxation techniques. Students can set personal goals for their behavior, and you should be providing a lot of positive reinforcement.

Prevention and De-escalation Strategies — Trigger Stage

At the **trigger** stage, something occurs that upsets the student. The trigger stage often includes several unresolved conflicts, such as repeated failures, frequent corrections, interpersonal conflicts, and inconsistent or infrequent positive reinforcement.

INTERVENTION IN THIS PHASE IS FOCUSED ON PREVENTION AND REDIRECTION. When planning your response, consider the function of the behavior: Does the student want to gain something, or avoid something? Remove or modify the context of the situation as much as possible, and think of how you can prepare the student for quick success and immediately provide positive reinforcement.

Prevention and De-escalation Strategies — Agitation Stage

During the **agitation** stage, the student's behavior becomes unfocused. The student is off-task, perhaps withdrawing socially, talking with others, and/or out of his or her seat.

INTERVENTION AT THIS POINT IS FOCUSED ON REDUCING ANXIETY. Again, consider the function of the problem behavior and make any environmental changes you can. Provide the student with choices — consider giving a non-academic task. Find quick opportunities to provide positive feedback.

Prevention and De-escalation Strategies — Acceleration/Peak Stages

During the **acceleration** stage, the student's behavior becomes more focused, provocative, and may be threatening. When this stage is reached, the escalation cycle will likely run its course — the student is unable to think rationally or to exhibit self-control.

Behavior is at a high intensity at this point, and **INTERVENTION IS FOCUSED ON THE SAFETY OF THE STUDENT AND OTHERS.** You should disengage from the student — avoid continuing to correct or give directions, be calm and respectful, and detach. During this phase, follow your school's crisis prevention procedures.

At the **peak** stage, the student's behavior is most severe and may include destruction of property, physical aggression, or injury to self or others. At this stage, you should focus on safety and following a crisis plan.

First, watch the video, "Agitation and Room-Clear," without narration. As you watch, note the different strategies the teacher uses to calm the student and ensure the safety of everyone in the class.

Avoiding Escalating Behaviors

Keys to avoid escalating behaviors:

- Appropriately intervene early.
- Manipulate the environmental factors.
- Identify replacement behaviors that can be taught.

The following **non-verbal** strategies may be used to de-escalate acting-out behavior:

- Acknowledge the student's feelings.
- Remove the student from behavioral triggers.
- Avoid getting into a power struggle with the student.

Verbal de-escalation is the process used to calm an agitated student by using communication, listening, and body language. When a student becomes agitated:

- Provide the student with your undivided attention.
- Maintain eye contact with the student.
- Focus on feelings and engage the student in positive self-talk.
- Monitor your body language — avoid gestures that appear judgmental or non-supportive.
- Avoid power struggles with students.

"If you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around." (Colvin, 1989)

Limitations on the Use of Seclusion

704 KAR 7:160 defines seclusion as the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving but does not mean classroom timeouts, supervised in-school detentions, or out-of-school suspension.

Seclusion may only be implemented in a public school or educational program under the following conditions:

- The student's behavior poses an imminent danger of physical harm to self or others
- The student is visually monitored for the duration of the seclusion
- Less restrictive interventions have been ineffective in stopping the imminent danger of physical harm to self or others
- School personnel implementing the seclusion are appropriately trained to use seclusion

Seclusion shall **not** be used:

- As punishment or discipline
- To force compliance or to retaliate
- As a substitute for appropriate educational or behavioral support
- To prevent property damage in the absence of imminent danger of physical harm to self or others
- As a routine school safety measure
- As a convenience for staff
- As a substitute for timeout
As defined in 704 KAR 7:160, "Timeout" means a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

The use of seclusion shall end as soon as:

- The student's behavior no longer poses an imminent danger of physical harm to self or others or
- A medical condition occurs putting the student at risk of harm

A setting used for seclusion shall:

- Be free of objects and fixtures with which a student could inflict physical harm to self or others
- Provide school personnel a view of the student at all times
- Provide adequate lighting and ventilation

- Have an unlocked and unobstructed door
- Have at least an annual fire and safety inspection
- Be reviewed by district administration to ensure programmatic implementation of guidelines and data related to its use.

Warning Signs

Warning Signs of Student Emotional Distress

- Uncontrollable crying or screaming
- Extreme withdrawal
- Irrational statements
- Urination, defecation, or vomiting

Warning Signs of Serious Physical Injury

- Complaints of pain
- Bleeding
- Complaints of severe pain with obvious reddening, swelling or abrasions
- Signs of broken or dislocated joints/bones

Warning Signs of Asphyxia

- Panting, shallow breaths, or hyperventilation
- Unconsciousness or unresponsiveness to regular verbal checks
- Darkening of skin around mouth or nose, and in hands or fingernails

Electronic

Access

User

Agreement

Middlesboro Staff Acceptable Use Policy

The Middlesboro Schools offer a variety of network and Internet resources to all staff as part of the instructional process. All uses of the Middlesboro Schools' data system must be in support of education and must be consistent with all state and district policies. This document contains the Acceptable Use Policy (AUP) for Users of the Middlesboro Schools' data system. This document must be signed by all Users.

Network Resources

1. Employees shall not access files/folders or retrieve any stored communication unless they have been given authorization to do so. Each employee is responsible for the security of his/her own password.
2. The system administrators reserve the right to set quotas and parameters for disk usage on the System. A user who exceeds his or her quota will be advised to delete files to return to compliance. Users may request that their disk quota be increased by submitting a request via electronic mail to the District Director of Technology stating the need for the increase.
3. Classroom phones should be used for instructional purposes or emergency situations only. Personal calls made during the school day should be during non-instructional times. Any personal long distance charges will be incurred by the user placing the call.

Electronic Mail and the Internet

Electronic mail accounts and Internet access will be given to all Middlesboro Independent staff. Employees are encouraged to use email and the internet to enhance instruction, promote student learning, and provide communication with the home.

1. E-mail and Internet access is to be used for instruction, research, home communication, and school administration purposes only. Access to these resources provided by the Middlesboro Schools is not to be used for private business or personal gain. This includes sending out "for sale" emails, shopping online during the instructional day, etc.
2. Users shall not compose, send, or attach defamatory, inaccurate, abusive, profane, sexually oriented, threatening, racially offensive or illegal documents/files.
3. Users shall not visit sites that contain profane, sexually oriented, threatening, racially offensive, or other objectionable material. Users shall not try to circumvent the web filter that blocks such sites.
4. All staff and student correspondence via electronic mail should be to facilitate classroom learning.
5. Teachers, library media specialists, and other educators will select and guide students' use of computer and instructional resources at all times.
6. Users shall not transmit via email or post online a student's work or picture containing personally identifiable information without written parental consent.
7. Students should not be allowed to reveal their name or personal information or establish relationships with "strangers" on the Internet or through email unless the communication has been coordinated by a teacher and written permission is granted by the student's parent/guardian.
8. All electronic mail and Internet usage is logged and can be checked by District personnel if inappropriate conduct is suspected.
9. Users shall not use e-mail or the Internet to promote or campaign for a political candidate.
10. Students are prohibited by their AUP from playing non-educational games. Staff should not encourage nor give permission to play non-educational games during class-time.

District Webpages/Blogs

The Middlesboro Schools' webpages and blogging platform offer individual teacher web pages and blogs as well as numerous subsection pages for organizations, clubs, sports, curriculum, etc.

1. The use of the webpages/blogs must be in support of education.
2. Users will be responsible for maintaining the content of their webpage/blog. Users will not use obscene, profane, vulgar, rude, inflammatory, threatening, or disrespectful language, materials and/or pictures.
3. Sponsors/coaches of extracurricular organizations may establish webpages. Material presented on the organization web page must relate specifically to organization activities and will include only user-produced material.

4. Only a student's first name may be posted on any school related website or blog.
5. Users may not use the Middlesboro Schools' webpages or blogging platform for commercial purposes unless a special waiver is obtained from both the Director of Technology and the Director of Communications. Users may not offer, provide, or purchase products or services through the schools' data system unless a special waiver is granted.
6. Users may not use the Middlesboro Schools' webpages/blogs for political lobbying. The webpages/blogs may not be used to support a candidate or to express opinions on political issues.
7. Students must be under teacher supervision when working on school webpages/blogs. They are NOT permitted to have their own login. They must use the teacher's/sponsor's login and all content must be checked by the teacher/sponsor before the page is published.
8. Users will not plagiarize works that they find on the Internet.
9. Access to the webpage/weblogs is a privilege not a right. Inappropriate use will result in suspension of privileges as well as disciplinary action. District personnel have the authority to determine whether or not content is appropriate.
10. Staff wishing to host classroom content on non-District platforms (e.g. blogspot, blogger, ning, etc.) should put in a request with the Director of Technology.

Social Networking

1. In order for District employees to utilize a social networking site for instructional purposes they shall comply with the following:
 - A) They shall request prior permission from the Director of Technology who will in turn submit the request to the District Instructional Technology team.
 - B) If permission is granted, staff members will set up the site following any District guidelines developed by the District Instructional Technology team. Guidelines may specify whether access to the site must be given to school/District technology staff.
 - C) If written parental consent is not otherwise granted through AUP forms provided by the District, staff shall notify parents of the site and obtain written permission for students to become "friends" prior to the students being granted access. This permission shall be kept on file at the school level.
 - D) Once the site has been created, staff members are responsible for monitoring and managing the site to promote safe and acceptable use.
2. Staff members are discouraged from creating personal social networking sites to which they invite students to be friends. Staff members are also discouraged from accepting friend requests from students on personal social networking sites. Employees taking such action do so at their own risk.

Note: All employees shall be subject to disciplinary action if their conduct relating to use of technology or online resources violates this policy or other applicable policy, statutory or regulatory provisions governing employee conduct. The Professional Code of Ethics for Kentucky School Certified Personnel requires certified staff to protect the health, safety, and emotional well-being of students and confidentiality of student information. Conduct in violation of this Code, including, but not limited to, such conduct relating to the use of technology or online resources, must be reported to the Education Professional Standards Board (EPSB) as required by law and may form the basis for disciplinary action up to and including termination.

As an employee of the Middlesboro Schools, I have read and agree to the above Acceptable Use Policy.

Employee Signature: Date:

Electronic Access/User Agreement Form

User's Name _____			
<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>	
User's Address _____			
<i>City</i>	<i>State</i>	<i>Zip Code</i>	
User's Age _____	Date of Birth _____	Sex _____	Phone Number _____
If applicable, User's Grade _____		Homeroom/Classroom _____	
School _____			

Please check if you are a student certified employee classified employee member of the community.

As a user of the _____ District's computer network, I hereby agree to
District Name

comply with the District's Internet and electronic mail rules and to communicate over the network in a responsible manner while abiding by all relevant laws and restrictions. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or legal action may be taken.

User's Name (Please print) _____

User's Signature *Date*

PRIOR TO THE STUDENT'S BEING GRANTED INDEPENDENT ACCESS PRIVILEGES, THE FOLLOWING SECTION MUST BE COMPLETED FOR STUDENTS UNDER 18 YEARS OF AGE:

As the parent or legal guardian of the student (under 18) signing above, I grant permission for my child to access networked computer services such as electronic mail and the Internet. I understand that this access is designed for educational purposes; however, I also recognize that some materials on the Internet may be objectionable, and I accept responsibility for guidance of Internet use by setting and conveying standards for my child to follow when selecting, sharing, researching, or exploring electronic information and media.

CONSENT FOR USE

By signing this form, you hereby accept and agree that your child's rights to use the electronic resources provided by the District and/or the Kentucky Department of Education (KDE) are subject to the terms and conditions set forth in District policy/procedure. Please also be advised that data stored in relation to such services is managed by the District pursuant to policy 08.2323 and accompanying procedures. You also understand that the e-mail address provided to your child can also be used to access other electronic services or technologies that may or may not be sponsored by the District, which provide features such as online storage, online communications and collaborations, and instant messaging. Use of those services is subject to either standard consumer terms of use or a standard consent model. Data stored in those systems, where applicable, may be managed pursuant to the agreement between KDE and designated service providers or between the end user and the service provider. Before your child can use online services, he/she must accept the service agreement and, in certain cases, obtain your consent.

Name of Parent/Guardian (Please print) _____

Signature of Parent/Guardian *Date*

Daytime Phone Number: _____ Evening Phone Number: _____

NOTE: FEDERAL LAW REQUIRES THE DISTRICT TO MONITOR ONLINE ACTIVITIES OF MINORS.

Review/Revised: 7/24/12

