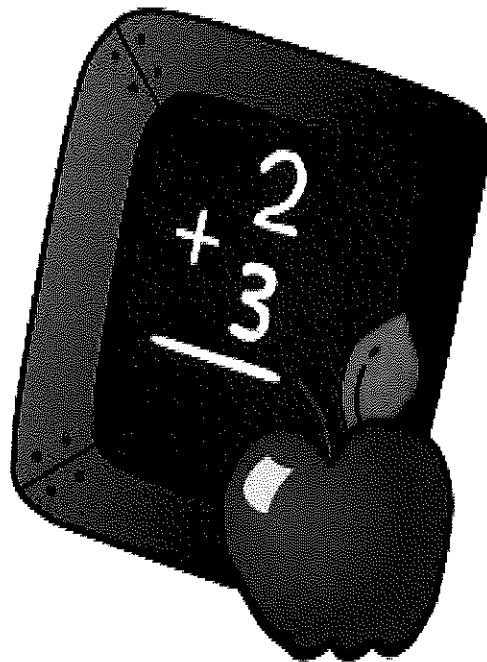


# Substitute Teaching 101

## Part 1



## Lesson Three - Establishing Your Leadership

This lesson covers the following:

### To Teach is to Lead

#### Being the Leader

#### Applications of Leadership Techniques

#### Why Do I Need to "Be the Leader?"

### Teacher Talk

#### Positive Phrasing

#### Applications of Positive Phrasing

#### Pause Time

#### Why Use Pause Time?

#### "I" Messages

#### Applications of "I" Messages

## To Teach is to Lead



On the first day of your first assignment as a substitute, when you find yourself staring into the waiting eyes of your group of students you may ask yourself...will they accept me as a teacher? The more important question to ask yourself is will you behave like a teacher? All teachers are essentially leaders. Good leadership will always earn you the respect and acceptance of the students, but you may not be sure what you have to do to be a good leader.

This section of the course teaches fundamental leadership skills. You will learn how to establish yourself as a leader, how to communicate effectively and how to resolve conflicts.

Developing these leadership skills is essential to being recognized by the students at the authority figure and teacher. These skills will also help you to excel in any future jobs you take.

## Being the Leader

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

This means the following things:

- ❖ **Standing** – You will spend the majority of your days on your feet. This gives you a height advantage over most students and establishes you as an authority right away.
- ❖ **Dressing Appropriately** – Look at what you wear on the job as your work clothes. If you are wearing something sloppy or inappropriate you will lose the respect of the students, your coworkers, and supervisors and parents. (Much like the old adage that it's better to be overdressed than underdressed, arrive to school in very professional attire such as business casual. Then use the dress of your fellow teachers as a guideline in future assignments if you find you are "overdressed.")
- ❖ **Smiling Confidently** – Even if you aren't in a great mood or feeling confident you need to project a positive attitude. This gives the students confidence and will probably help to turn your mood around.
- ❖ **Speaking Slowly and Clearly** – Thinking before you speak is extremely important when working with children. Make sure that what comes out of your mouth is professional and it will gain you respect.

Though you may not have adjusted to the idea of yourself as a leader yet, it is important to start thinking of yourself that way. In the short term, it will make your days at work easier. In the long term, these leadership skills will serve you throughout life.

## Applications of Leadership Techniques

You are working at an elementary school and are waiting for the kids to arrive in the morning. All kids meet their teachers in the gymnasium prior to adjourning to the classroom. Students arrive in groups over ½ hour period, but you can't leave to go to your classroom until they are all there. You must entertain the kids who have already arrived while you wait for the rest.

You are trying to take attendance, but are doing so while seated and without speaking to the children. Your kids run around and roughhouse while you scan the chaos for attendance and try to chase them down. Periodically, you scold or yell at one of your kids, but you aren't really gaining control of the situation. You look around at the other teachers to see what you are doing wrong.

Several of the other teacher's kids color and play games at a table while the teacher takes attendance. These teachers obviously set out games and activities in advance and let the kids know what was expected when they arrived. They take attendance while **STANDING UP, SMILING and SPEAKING CLEARLY**. They scan the room with their eyes frequently to make sure that they know where all the kids are and what they are doing.

This difference occurs simply because the other teachers' kids view them as an authority figure because they are standing and speaking as if they are in charge. There is no simpler way to take charge than to **act as if you are in charge!**

*One of the best things about using **STANDING** to establish your leadership is that you can then use sitting or kneeling on one knee as a way to establish a "caring" persona when a student really needs it. If a child is upset and needs you to spend a moment with him/her one-on-one you can demonstrate your caring by getting on his/her level (sitting, squatting, kneeling on one knee) and looking him/her in the eye and providing that focused, caring attention he/she needs. Such a gesture would **NOT** have as much impact if you were not **STANDING** like a **LEADER** most of the time.*

## Why Modeling Good Behavior is Important



It may seem like a cliché, but research has shown time and again that **children do as we DO, rather than as we SAY**. This means that your actions will often have more impact than your words, so be sure to be aware of both.

## Why Do I Need to *Be the Leader*?

There are many very good reasons why, as a substitute teacher, you must behave as an authority figure or LEADER starting on your very first day.

### **To maintain respect and discipline**

If the students have respect for you as an authority figure it will make your days much easier and will reduce your discipline problems.

It is easier to establish yourself as a leader at the start of your tenure as a substitute, rather than being too informal with the students at the beginning, and then having to reestablish your leadership halfway through the day or week.

It is not uncommon for students to seize the "opportunity" to push the boundaries of respect and proper behavior when their teacher is replaced by a substitute. Many students will believe that you don't know what the rules are, or that you aren't prepared to enforce them. By behaving as a LEADER on your first day you will send a message to the students that you are capable and that you are in charge!

### **Example Leadership Skills**

- ❖ I always arrive to work in clean, appropriate clothing. I understand that clothing plays an important role in establishing my separation from the students.
- ❖ When I greet the students I keep a positive tone, even when I am not feeling so cheerful myself.

## Reflection



Which of the 4 leadership skills listed: *remaining standing, dressing appropriately, speaking clearly and slowly, and projecting a positive attitude* is your best skill?

Which leadership skill do you probably have to work on? Take some time to record ways in which you will improve or practice your leadership skills.

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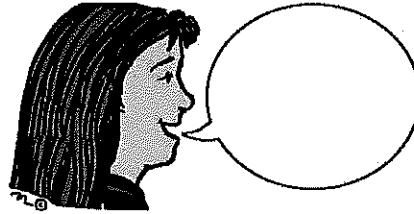
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## Teacher Talk

One of the most important skill sets you can develop as a teacher is communication and conflict-resolution. It is important that you always remain professional in your speech with the students, co-workers, supervisors and parents.



There may be times when speech turns **confrontational** or when you must confront someone else. It is at these times that you will want to have specific techniques that you can call upon for clarifying issues, calming emotions and reaching a solution.

Next you will learn about 3 specific skills:

- ❖ **Positive Phrasing** – communicating as clearly as possible
- ❖ **Pause Time** – listening effectively
- ❖ **“I” messages** – diffusing tension and building toward solution-finding

Let’s move on to learn about and practice each of these specific skills.

## Positive Phrasing

You will spend much of your days guiding and instructing your kids. In order to improve the chances that they will do what you ask, you must instruct them in the clearest way possible using Positive Phrasing. In order to understand why Positive Phrasing is important, let’s do a demonstration together. Follow this command:

### ***DON’T picture a gorilla!***

What happened? No doubt you pictured a gorilla!

Why did you still picture the gorilla even though you were told not to? *This happens because the human brain doesn’t easily recognize negative commands.* Your mind read the command and it understood the word gorilla right away and simply pictured one immediately...it failed to notice the DON’T command in front of the word gorilla.

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

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

## Applications of Positive Phrasing

As you just learned from the previous demonstration, *Positive Phrasing* is a very efficient way to instruct children and teens to elicit the behavior that you DO want from them. Learning to develop and use this tool will improve your students' ability to "listen" to you.

### Example

We all use negative commands quite frequently, but negative commands are not efficient at eliciting the behavior that we want from kids. You've already seen the example of using WALK instead of DON'T RUN. Take a moment to think of some other common commands for kids and how they can be reworded to be positively phrased instead.

Negatively Phrased	Positively Phrased
Don't run!	Walk.
Don't Yell!	Speak softly. Use Your Inside Voice.
Don't hit!	Keep your hands to yourself.
Don't do that!	Remember our agreements.
Don't go in the street.	Stay on the sidewalk.
Don't forget your homework.	Remember your homework
No eating in class!	Put the food away.

Though this is not a complicated idea, it may take time to get used to using positive phrasing. When you are working with kids it is very helpful to be able to communicate as clearly and quickly as possible. Practice using positive phrasing in your everyday life to get used to using this skill.

## Pause Time

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

Have you ever found yourself in the following situation? Someone is speaking to you, and you're so busy thinking about your response that you miss the entire second half of what they were saying. While the speaker was talking, you focused on remembering your response because you were excited about it. At that point, you stopped being a "good listener," and you may have missed something important.

Our brains have a natural tendency to make associations. When others speak, the brain brings up related information. This draws our attention to our own thoughts and away from the speaker. When having a fun conversation with a friend, this may not be such a problem, however, in a conflict situation, good listening is necessary to solving the problem.

## Pause Time

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

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

## Why Use *Pause Time*?

Good listening skills are essential to being a good teacher. Let's examine reasons why this is so and how you can use *Pause Time* on the job.

### To diffuse anger / avoid conflict

Being a good listener is the fastest way to reduce someone's anger. Often a person is angry simply because they felt that they weren't being heard in the first place! Good listeners are very valuable and will always be appreciated.

### To improve communication and understanding

When we speak to each other, we are often misunderstood. Developing good listening skills helps to improve our understanding of each other when speaking and is important to improving your overall ability to communicate. Remember, communication is not simply about what you tell others, it's about what they share with you!

*Pausing can be a good communication strategy in general...for example, even when questioning students be sure to PAUSE for a few seconds following the question to give the respondent time to think and respond. Often we're in such a hurry that if the respondent does not answer right away, we simply answer for them or move on to another student to answer the question. Slow down! You'll be amazed what a difference such a simple technique can make.*

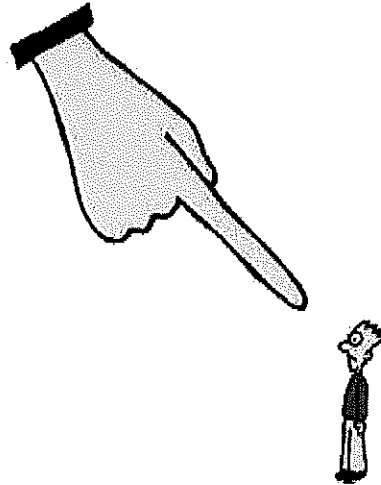
### Example uses of *Pause Time*

- ❖ A parent confronts you angrily about the consequences his child received in your class that day. You use *Pause Time* to reassure the parent that you are listening and that you care about his concerns and want to work together to reach a good solution.
- ❖ Another teacher is angry with you for taking the keys to the equipment closet without letting her know, so she couldn't find them. You use *Pause Time* to listen and come up with a working solution – a sign-out sheet for the equipment closet keys.



## “I” Messages

So often when we are in a conflict situation, we point the finger and say, “*You don’t understand!*” or “*You always think you’re right!*” By blaming the other person and focusing entirely on what he or she is doing wrong, we immediately place the person on the defensive and a conflict begins. There is another way to handle a problem you have with someone else: use “I” messages.



“**I**” messages are especially useful when you have a conflict with another adult such as a supervisor, colleague, or parent. When you’re angry with someone but you need to discuss the problem, it is absolutely essential that you both keep your cool!

An “**I**” message focuses on the way **you** feel as a result of their behavior. By focusing on yourself, the person feels less like you are attacking them, and they become less defensive. Diffusing their anger with an “**I**” message is the first step toward solving the problem. For example:

*I feel frustrated when you release your class early as I am supposed to watch them in the hall but must remain with my students and leave yours are unsupervised. How can we resolve this situation to make sure no one gets hurt?*

The main point of using an “I” message is to describe the way **you** feel when the person engages in some challenging or problematic behavior, rather than focusing on how bad he/she is. You can move more easily to finding a solution by avoiding blame.

## Applications of “I” Messages

Using “I Messages” is most useful for diffusing anger and taking steps toward solution-finding. When you know you are going to have to address a problem with someone else, focus on how it affects you by using an “**I**” message. Here is an example:

**Challenge:** A student is talking to a friend in the back of the room while you are giving directions for an assignment.

**“I message” would be:** I feel frustrated when you talk while I am giving directions because you and the other students will not hear them and will not know how to complete the assignment.

**Suggested Solution:** “If you have a question please raise your hand to ask me. If you’d like to discuss the directions, I’d prefer that you wait until I’ve finished giving them.”

You will probably feel awkward the first few times you use this formula. That’s natural. It’s a new skill that requires practice. If the person still becomes defensive, remember to stick to *I messages* and stay calm. Always steer the conversation toward finding a solution and use *Pause Time* (previous part of this lesson).

## Lesson Four - Positive Discipline

This lesson covers the following:

### **Maintaining Discipline**

**Applications of Positive Discipline**

**Why Use Positive Discipline Techniques?**

### **Managing Your Stress**

**Rituals – Importance of Structure**

**Applications of Rituals**

**Affirmations and Visualization**

**Energy**

**Managing Student Stress**

## Maintaining Discipline

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

*In many states a classroom teacher, including a substitute is considered **in loco parentis**, meaning that they are serving in the role of a parent in guiding and protecting the children in their care. This is a serious responsibility.*

- ❖ **Be Consistent** – This is the **single most important** aspect of preventing and managing discipline problems. You must establish clear guidelines for good behavior and then stick to them consistently in order to be a good, fair teacher. Appearing to favor some students over others will upset them and cause more misbehavior.
- ❖ **Be Firm and Respectful** – Just like adults, children and teens want to be treated respectfully, but that doesn't mean that you should allow them whatever they want. Be ready to tell your students "no" firmly and respectfully when it is needed. Remember, you are responsible for their safety.
- ❖ **Maintain Your Leadership** – You absolutely cannot be your students' friend. You do want to be friendly, but no matter what happens you must always remember that you are in charge. It is natural to want the students to like you, but it is more important that they respect you as a leader.
- ❖ **Give Choices** – No one likes to be told what to do so give your students choices whenever possible such as: working on a project or finishing their homework, painting a picture or reading a book, using the computer or writing in their journal, and so on.
- ❖ **Use "Cooling Off" Periods** – When students, even older students, are overly upset encourage them to take some time to calm down either by breathing deeply or simply resting for a minute or two. Do this before handling a complaint or argument and it will make finding a solution a lot easier and calmer.

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

## Applications of Positive Discipline Techniques

It is extremely common for new teachers, or any individual who works with youth, to struggle with implementing discipline.

### Example

When school started you wanted to be the coolest, most fun substitute teacher your students ever had, but your great intentions didn't turn out so well.

**ACT ONE: Being the "Friend"** - You try to be friendly and joke around with the students. You give in to their requests more frequently than you should. At first they really liked you and said you were their *favorite teacher!* But within hours/days they started complaining that you were playing "favorites" by letting some kids break the rules. You didn't **intend** to favor anyone, but your **inconsistency** in applying consequences for misbehavior makes it seem that way to your students. Now they call you "unfair" and complain all the time. You are getting frustrated with their constant whining and don't know what to do.

**ACT TWO: Maintaining Discipline** - You must reestablish your leadership. You must stop being so casual with your students and treating them like they are your friends. You also become very **consistent** in what you will and will not allow. At first they won't be pleased with the new, stricter teacher that you have become. Over time, however, their attitude towards you will soften as they realize that you are doing your job: **being a firm, friendly and fair leader**. They will respect you for it and will soon turn back into the sunny, happy students who began the day or week with you.

## Why Consistency is Necessary...



It is natural for living creatures to become stressed when their routine changes (such as when they have a substitute). It's even worse when there is no clear routine or boundaries or expectations of behavior. When children are not sure what kind of behavior is expected of them, they become stressed as they worry about "getting in trouble." When they are given clear, consistent boundaries and expectations they will relax because they know how to avoid "getting in trouble."

## Why Use Positive Discipline Techniques

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

### To prevent discipline problems

Many discipline "problems" that arise when working with kids are rooted in 2 things: unclear boundaries and stress. Unfortunately unclear boundaries add to kids' stress, making them more likely to "act out." The best way to prevent most discipline problems is to use clear, consistent boundaries for behavior that all the children understand.

### **To establish effective respectful control**

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

### **Example Strategies for Maintaining Discipline**

1. Be **consistent** in your application of consequences for breaking the rules or agreements. Avoiding playing favorites will help you to maintain discipline.
2. Remember that the students are **not your friends**. Be professional at all times in your conversation, behavior and relationships with them. This will not only reduce your discipline problems, it will keep you from making a big mistake (More on this in **Crossing Legal Lines** and **Crossing Lines of Appropriateness**).

## **Managing Your Stress**



Working with kids is definitely one of the most rewarding jobs you will ever have, but it is also one of the most stressful!

When you have 20 or more students to keep track of, teach and even entertain, that creates stress! Unfortunately, stress has a lot of ill-effects on your ability to do a good job.

When you feel stress, your body experiences changes including a rapid heartbeat, shallow breathing, tightened muscles and a reduced ability to think analytically and make good decisions.

In order to be at your best for your students, you must be able to manage and reduce your stress. It is your responsibility to lead your students in a manner that is both professional and enjoyable for them.

This section of the course teaches 4 specific stress management tools: Rituals, Affirmations, Visualization, and Energy techniques. You will learn to use these tools to lower your stress on the job and create a positive working environment in which you and your students can relax and enjoy learning.

## **Routines - Importance of Structure**

Purposeful, positive routines are an essential classroom management tool because they lower stress. Consider how much a child's behavior changes when his/her daily routines change such as when on vacation at a birthday party. Parents wonder why a child in this situation is more likely to "act out" when the occasion should be "happy".

The reason is quite simple; change creates stress because it represents the "unknown". Whether you call it excitement or anticipation, the root emotion is actually stress. The child is thinking, "What are we doing next? Where are we going? Who are these people?" and so on. So where you see a fun time, the child can easily get nervous and behave differently than is normal for him/her.

## Structure is Vital

Routines are the most important "tool" that you can use when working with children, particularly younger or very emotional children. Despite what we tend to think, children actually prefer structured environments that offer some choices, rather than unstructured or over structured environments. When children are given no clear boundaries, they can become anxious and stressed. Using routines in your classroom lowers the students' stress because human beings are naturally comforted by repetition. The children know "what to expect" and they feel secure as a result.

In this manner, using routines smoothes the "emotional path" for the student, preparing him/her for the events to come. Using routines will also lower your stress because you will always feel prepared, making it easier for you to achieve the energy and focus that you need to do a good job.

## Applications of Routines

It is likely that the normal classroom teacher for whom you are subbing will have established routines that he/she uses. Stick to these rituals as much as possible to maintain stability for your students. You may also want to establish some stress-reducing PERSONAL routines.

### Example Personal Routines

In order to increase your preparedness for work, you always make sure to arrive with at least 30 – 60 minutes of extra time so that you can:

- ❖ Review the day's schedule, and familiarize yourself with it
- ❖ Prepare all of the equipment that you will need for the day so that it is close at hand once the students arrive.
- ❖ Walk around the school and familiarize yourself with nearest restrooms, exits/entrances, the location of the office, and the location of other important rooms including the music room, art room, gymnasium, cafeteria and library.

### Example Student Routines

1. When children arrive to after-school program, they always place their "stuff" in a pre-prepared spot and sit at their table for attendance.
2. A small sub-group of children is assigned each time to do final "cleanup" after arts and crafts are over.

## Staying Positive

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

When you teach you have to stand up in front of a room full of expectant people and speak, direct, interact and answer questions. For many people, this is like "public speaking", and it triggers stress and anxiety. If standing in front of your students to teach them gives you butterflies in your stomach, you will want to use positive thinking in the form of WORDS and IMAGES to build your confidence.



**WORDS:** Using words to build self-confidence is also called "affirmation". Affirmations are personal, positive phrases that you repeat to yourself over and over. An example for a new teacher is, "I am well trained and well prepared. I feel confident that I will do a great job!" Even though it may feel silly, repeating such things to yourself has been shown by scientific research to make a positive difference and to lower stress.

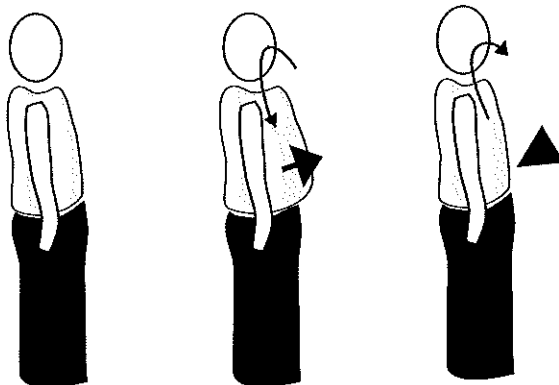
**IMAGES:** Some people prefer pictures to words and will create visual "affirmations" of themselves being successful. It is like directed daydreaming. Instead of letting the daydream take you where it wants to, control the image yourself and picture yourself doing a great job!

Using these little tips and skills will help you to reduce stress, increase the sense of preparedness and behave as the confidence, capable teacher you know you can be.

## Energy

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

Next we are going to practice doing proper deep breathing or "**belly breathing.**" Deep breathing that uses the abdominal or belly muscles triggers nerves in your body that *force* you to relax even when you don't think you can! It's like pushing a button in the body that causes relaxation.



Practice doing it correctly. Breathe in deeply and slowly, letting your belly extend naturally and then breathe out slowly, bringing your belly in as you exhale. Repeat this several times.

You will feel your heartbeat slow down and your relaxation increase. This type of breathing will always help you relax. It works every time.

## Managing Student Stress

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

## Why It Is Important to Reduce Stress in the Classroom



One of the main reasons that reducing student stress will be of importance to you is that this will also reduce the BEHAVIORAL and DISCIPLINARY challenges they will exhibit. Additionally, and equally importantly, reducing their stress will make it more physiologically possible for them to learn. When a human being is "stressed," the parts of the brain which are essential for learning simply shut down, making it difficult to take in or learn new information.

The 2 most important tools for use with the students are Rituals and Energy (Belly Breathing).

### **Rituals – Everyday Stress Reduction**

Rituals, as you learned, are something that you build into the school day to reassure the students and provide stability. They are used on an everyday or ongoing basis to reduce overall stress levels for the entire group.

### **Energy – Relaxation RIGHT NOW!**

Belly Breathing, our "Energy" technique, is fantastic as a one-time, right-now, "I have to calm down IMMEDIATELY" type of tool. Teach this tool to the students as an anger or frustration-management tool. Require younger students to take deep breaths BEFORE handling disciplinary issues to reduce the emotions involved and reach a solution more quickly and quietly.

Make sure to remember to utilize these tools to reduce both your stress and the students' stress to ensure a more enjoyable and productive learning experience for all.



## Lesson Five - Honoring Diversity

This lesson covers the following:

### **Honoring Diversity**

#### **Types of Student Diversity**

### **Diversity and Bullying Prevention**

#### **How Kids Bully Others**

#### **Forms of Bullying**

#### **Who Gets Bullied?**

#### **Handling Bullying**

## Honoring Diversity



One of the most important jobs of the modern teacher is to honor and embrace the growing diversity of the student body.

While most people think of racial, ethnic or religious differences when faced with the term, "diversity," to an educator, the term includes these differences and many, many more! Today's students have a wide range of needs based on physical, emotional, behavioral, and intellectual differences, as well as cultural ones.

Federal laws relating to children with disabilities, such as the **Individuals with Disabilities Education Act (IDEA)** specify that all students who have disabilities are entitled to a free, appropriate public education, regardless of skill levels or severity of disability, in the least-restrictive environment possible. These efforts make students with disabilities more visible in every type of school setting, from the early education to the high-school classroom.

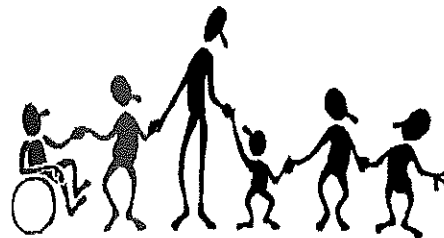
When you begin work as a substitute teacher it is the school's responsibility to inform you of the special or outstanding needs of any of your students. It is then YOUR responsibility to fulfill the obligations of the school to these student(s) and to do so with a positive and caring attitude.

Let's move on now to learn more about the different aspects of diversity you may encounter as a substitute.

## Types of Student Diversity

As mentioned previously, the modern classroom is filled with an ever-diversifying population of students, many of whom have differing needs.

While this might sound at first like a lot of "extra" work and accommodation for the teachers and schools, the beauty of it is the exposure that students gain to a variety of life experiences and perspectives.



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

Some terms and situations you may come across as a substitute include:

### **IEP – Individualized Education Plan**

A child who has difficulty learning and functioning and has been identified as a special needs student is the perfect candidate for an IEP.

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

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

Other children, who have advanced skills, either overall or in one specific area of learning such as math or reading, may need an enriched education curriculum so they don't become bored.

#### **504 Plan**

A subtle difference from an IEP, 504 Plans also assist students with identified special needs to obtain an education in a traditional public school setting. It can be tricky to determine the difference between children qualifying for an IEP and those qualifying for a 504 plan. For your purposes, you need only know the actual PLANS that are in place for your students and follow the guidelines provided when serving as a substitute.

#### **Behavior Intervention Plan (BIP)**

This category may apply specifically to students with diagnosed behavioral issues, syndromes or disorders such as Attention Deficit Disorder or Oppositional Defiant Disorder.

#### **English Language Learners**

You may have students who are learning English as a second language and who may require special plans to incorporate this learning into their daily schedules.

#### **Health Requirements**

You will want to find out if any of your students are taking prescription medications and what the procedure is for administering those medications.

## **Diversity and Bullying Prevention**

Unfortunately one of the side-effects of having a diverse population is seeing an increase in the number and types of bullying incidents. Bullying is most often directed at individuals who are seen as "different" in one way or another.

An additional important term you MUST know as a substitute is **HARASSMENT**. Harassment is term with a very specific LEGAL definition and is covered in greater detail in the LEGAL CONSIDERATIONS section of this course.

Though bullying and harassment sound like similar terms, the difference between them is that harassment is well-defined and is ILLEGAL.

The rest of this lesson is devoted to identifying and preventing forms of *bullying*.

Bullying is defined as ***influencing others through force or threats of force***. Bullying happens to many children, adolescents and yes, even adults. It can happen verbally, physically or even electronically. Most everyone can remember a time they were bullied or they bullied others themselves. It's all too common.

As the teacher, it is your job to keep all of the students in your care safe. That means that you must be able to recognize bullying and you must work to stop/prevent it as much as possible. Too often bullying is viewed as something that kids simply "do." Adults take a "kids will be kids" attitude and turn the other way. Unfortunately bullying can have a devastating effect on the victims and is a **COMPLETELY 100% UNACCEPTABLE BEHAVIOR IN ANY SCHOOL. PERIOD!**

## How Kids Bully Others

As a teacher, it is an important part of your job to try to prevent bullying as much as possible. The challenge begins with **recognizing** bullying behavior. Where do you draw the line between kidding around and bullying? Let's look at several ways that kids bully each other to help you to better understand the difference.

Forms of Bullying Include:

- ❖ Verbal bullying
- ❖ Emotional bullying
- ❖ Physical bullying
- ❖ Sexual bullying
- ❖ Cyber-bullying
- ❖ Harassment

The intention of bullying is to intimidate another person. All forms of bullying are wrong because they threaten the victim's physical or emotional well-being. You must learn to recognize the types and signs of bullying and work to reduce or eliminate it from your programs.

## Forms of Bullying

The following section describes six forms of bullying. Read about each form and then take Notes to record instances of each kind of bullying which you have observed or experienced directly. Keep this in mind when observing your students and keep an eye out for the six forms of bullying.

**Verbal Bullying** involves name-calling, constant put-downs, mocking and laughing at a child's expense. This form of bullying is probably the most "tolerated" form of bullying, but the intimidation should never be tolerated, no matter whether it comes from words or actions.

**Emotional Bullying** is often a subtle form of bullying and is often common among preadolescent girls. Because girls often feel less comfortable engaging in physical bullying, they tend to resort to emotional bullying. Emotional bullying can involve isolating or excluding a child, like not allowing the child to sit with your group at lunch or challenging a child to a dare. It can also involve spreading rumors.

**Physical Bullying** can accompany verbal bullying and involves behaviors like kicking, biting, hitting, pinching, pulling hair, pushing or threats of physical harm. Though often the most obvious form of bullying, it is essential that physical bullying be stopped IMMEDIATELY. All students must feel physically safe at all times.

**Sexual Bullying** involves unwanted physical contact or sexually abusive or inappropriate comments, suggestions, threats or gestures. Sexual bullying must never be tolerated, and if it arises from a particularly young bully, you may also want to bring this to your supervisor's attention. Sexual bullying from a very young child can be a hallmark of sexual abuse.

**Cyber Bullying** has grown significantly in recent years. This is when kids bully one another through emails, instant messaging, text messaging, internet chat rooms and online blogs (web-logs). Bullies use this technology to harass victims at all hours, in wide circles, and at warp speed. Imagine how much easier it is to start a rumor about someone on the internet than it was in the past, when rumors were spread by talking. This type of bullying is particularly tough to spot because the victim will typically keep it from you. If your students spend time on computers during the school day, be sure to pay attention to any email or instant messaging that may be going on. A child who is being bullied in the open is likely to be attacked in cyberspace as well.

**HARASSMENT**, as mentioned previously, is a form of bullying which is very specifically defined. It is directed at individuals based upon their **race, creed, color, national origin, marital status, sex, sexual orientation, or disability**. Because there are LEGAL implications associated with harassment, we will cover this in more detail in the LEGAL CONSIDERATIONS section of the course. It is included in this list so that you realize that it is a form of bullying that can occur between students

An additional common hallmark of bullying is that the target is often harassed frequently. In other words, you are more likely to be observing bullying behavior if it seems to be directed at the same child or children frequently. Bullies often lock onto particular targets and keep harassing that particular victim. The following section helps to clarify the characteristics that are most common in victims of bullying.

## Who Gets Bullied?

Although anyone can be a target of bullying, victims of bullying are often singled out based upon certain characteristics. Typically any child who is perceived as **"different" or "weak"** in some way is more likely to be selected by bullies for harassment. The thing you must understand about bullying is that it is all about POWER. Bullies pick on victims in order to establish their POWER not only over the victim, but over all the children in the program, classroom or school. Often when one child is bullied, other children are afraid that it will happen to them as well, so they either refrain from defending the victim, or they actually JOIN the bully.

Some of the traits which cause a child to be bullied include:

- ❖ Signs of perceived weakness such as a quiet, withdrawn, sensitive or insecure child. This may also include a child seen as physically weak such as a short or skinny child.
- ❖ Signs of difference physically such as being overweight, of a different race, dressing differently, or wearing glasses.
- ❖ Signs of difference economically through items such as clothing, jewelry, electronics or through the home in which they live.
- ❖ Signs of difference culturally through dress, customs, food or speech.
- ❖ Signs of difference socially through social awkwardness or behavioral differences like hyperactivity.

### Profile of a Bully

It is often possible to create a profile of a potential bully as well. Bullies are typically\* outgoing, active, expressive and often manipulative, using flattery and lies to control people, including the adults, around them. They have learned to get their way by force or intimidation. Unfortunately, they may not know a better way to relate to others. They may not know how to control their feelings, thoughts and actions. They may think others are out to hurt them, so they strike first. Through bullying and intimidation they feel a false sense of high self-esteem.

\*It's always important to remember that such a characterization is general and will not apply to all bullies.

### Modeling What They See...



It's important that you remember always that your students, even those who you find are bullying others, are children and not "bad kids." There may be many reasons why a bully feels compelled to strike out against others; sometimes it is a sign that they are being bullied themselves in another environment.

Research has shown time and again that children model what they see or experience around them. Children who are victims of, or who witness physical or verbal abuse in the home or neighborhood, very often act out abusively towards others. That is why the approach we suggest for handling bullies is important to keep in mind. Compassion and guidance must always be the foundation of your discipline.

## Handling Bullying

As the teacher it is your job to handle bullying when you observe it, but this can be challenging to do. You may not be sure exactly how to handle the behavior.

### **Avoid Becoming a Bully Yourself**

One thing that is very important to remember is not to become a bully yourself. Often there is a tendency to think that "a taste of their own medicine" will stop a bully. Adults will often react angrily or attempt to humiliate the bully. While this will reduce his/her power temporarily, it will only fuel the bully's anger and increase his/her desire to re-establish that power.

### **Be Consistent – Apply Consequences**

You DO want to confront the bully, and it is acceptable to do so in front of the other children, so long as you do so calmly and logically. Typically you will only be reinforcing the existing rules and agreements of behavior. Treat the violation as you would *any violation of the rules*; being firm and consistent in your application of consequences. Make sure that you don't single a bully out and make an example of him. If other children behave in this way, apply the same approach and consequences so that all the children realize that you are serious about following the agreements or expectations of the program. It is important that ALL the children see that you **WILL NOT TOLERATE** bullying. This will make them feel more secure and confident and will reduce the pressure on them to support or tolerate a bully within their midst.

### **Documentation and Support**

It is always useful to document bullying behavior. Keeping a record of incidents and involved parties can help to establish a pattern of victimization and bullying if you must confront the parents of the suspected bully. Additionally, certain forms of bullying should be handled more carefully and specifically.

**Harassment** – Because harassment has LEGAL implications, schools have special procedures for handling it. Get support and guidance from a supervisory individual in handling harassment. Try to record incidents and terms used.

**Sexual bullying** - get support and guidance from a supervisor in handling sexual bullies as they may have developed these behaviors as a result of being sexually abused themselves (not uncommon). Additionally some forms of "sexual bullying" may fall under the definition of **harassment**. Try to record incidents and terms used.