

Power of respect **A**nd responsibility, **W**ith cooperation & **S**afe behavior (**PAWS**) using:

## Substitute Teacher

**Skill:** Teach **PAWS** using Substitute Teacher

**Context:** All Settings

### Tell-Introduction:

- Teacher: “Today we are going to learn about (**PAWS**) Power of Respect **A**nd cooperation **W**ith responsibility and **S**afe behaviors when there is a substitute teacher in charge of the classroom.”
- Ask students to share ways that **PAWS** has been shown when a substitute teacher is in charge of a classroom or other areas of the school.
- Teacher will review specific classroom procedures to ensure students know what to do when a substitute is in charge.

### Show- Teacher Model:

- Teacher models appropriate classroom procedures and expectations when a substitute is in charge of the classroom.
- Teacher interacts with students, performing appropriate **PAWS** behavior and classroom procedures.

### Show- Role Play:

**Example:** Teacher enters the classroom using PAWS behavior and performs necessary classroom routines. Teacher can also demonstrate other necessary classroom routines.

**Non-Example:** (Do not use students for non-example.) Teacher enters the classroom disruptive and not performing required classroom routines.

**Example:** (Teacher/students repeat good example)

**Practice-Student Example:** Ask students to role-play examples of PAWS behavior while there is a substitute in the classroom.

**Feedback- Review:** Have students make a list describing classroom routines they need to perform when a substitute teacher is in charge of the classroom. (black line provided) Have volunteers share and give feedback.

**Re-Teach –Practice throughout the day:** Pre-correct students about PAWS before a substitute teacher is in charge of the classroom.

**REMEMBER:** Use four praises for each correction.