



This guide walks you through presenting the **Behavior Guidance: Redirecting Behavior** in-service suite. These are suggestions so please use the materials as you see fit. This in-service suite includes PowerPoint slides and supporting materials.

## MATERIALS NEEDED:

- Presenter PowerPoint slides (17)
- Projector and audio equipment
- Learning Activities:
  - » *Discussion Questions*
  - » *Video Discussion* (with two slides)
  - » *Developing Responses*
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources
- Flip chart or similar large paper and markers for writing participant ideas

## BEFORE YOU BEGIN:

- This presentation focuses on redirecting children's behaviors as an effective strategy to maximize children's engagement and learning in the preschool classroom.
- This is one in a series of in-service suites on *Behavior Guidance* that supports well-organized classrooms.
- Emphasize that redirecting behavior is a proactive strategy that helps prevent challenging behaviors before they escalate or continue.
- Four types of redirecting are described: verbal, physical, redirecting with a cue, and redirecting with proximal attention.
- The presentation includes video clips and examples that illustrate these different types of redirecting.
- Learning activities offer participants opportunities to discuss examples and practice applying the strategies.
- Be aware of possible cultural influences on what behaviors may be considered challenging or not. Solicit feedback and discussion on cultural variations directly from participants as appropriate.

## NOTE

It is important that basic proactive behavior guidance strategies, such as redirecting behavior, are in place in the classroom to minimize the need to use more intensive strategies. If participants are often redirecting children's behaviors in their classrooms, make sure they are already familiar with and using other proactive strategies such as stating classroom rules and stating behavioral expectations. Refer to the following in-service suites for additional information and resources about these topics: *Behavior Guidance: Stating Behavioral Expectations* and *Behavior Guidance: Creating Classroom Rules*.





## SLIDE 1: REDIRECTING BEHAVIOR

### Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).
- Suggested ice breaker: Have participants share one reason why children may engage in a challenging behavior.

### Introduce the topic.

*Redirecting Behavior* focuses on redirecting as a proactive teaching strategy that allows a teacher to redirect or divert a child from a challenging behavior before the behavior escalates.



## SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Review the NCQTL Framework for Effective Practice:

- The House structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices, and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All components interact with each other and are essential for effective everyday practice for all children.
- This presentation fits into the *foundation* of the House.
- *Redirecting Behavior* is an effective strategy that maximizes children's engagement in learning.



OBJECTIVES


- To understand what redirecting behavior is
- To understand the benefits of using redirection
- To learn the different types of redirection
- To illustrate how redirection can maximize children's engagement in learning

### SLIDE 3: OBJECTIVES

There are four objectives:

- To understand what redirecting looks like in practice
- To understand the benefits of using redirecting as a strategy for managing challenging behavior
- To learn the different types of redirecting and how they can be used in the preschool classroom
- To illustrate how redirection can help maximize children's engagement in learning by avoiding an escalation of challenging behavior.

WHAT IS REDIRECTING?



Redirecting is a proactive teaching strategy used to address challenging behavior **before** it occurs.

- Redirecting guides children to use more appropriate behavior.
- It is a verbal or physical 'matter of fact' instruction or cue that guides the child away from challenging behavior.
- It is only effective when used in addition to other proactive teaching strategies.

### SLIDE 4: WHAT IS REDIRECTING?

Redirecting is a proactive teaching strategy used to address challenging behavior **BEFORE** it escalates or continues.

Redirecting:

- Allows a teacher to guide children to engage in alternative behaviors that are more acceptable.
- Consists of instruction and simple cues teachers can easily embed into teachable moments throughout the day.
- Is one of multiple proactive teaching strategies teachers use in combination with other strategies (e.g., creating classroom rules, clearly stating expectations for classroom behaviors).

#### EMPHASIZE \*

Redirecting is only effective when used in addition to other proactive teaching strategies.

#### NOTE


Make sure participants are familiar with the term "proactive teaching strategy."

A proactive teaching strategy is a strategy a teacher may use to anticipate a child's challenging behavior and to try to prevent it before it continues or escalates into a problem.



WHY USE REDIRECTING?

- Redirecting prevents a challenging behavior from repeating or escalating.
- Redirecting re-engages the child with appropriate activities.
- Redirecting maximizes learning time.



## SLIDE 5: WHY USE REDIRECTING?

Define challenging behavior: A behavior that interferes with learning and engagement in prosocial interaction.

Redirecting:

- Stops a child from engaging in a challenging behavior before it escalates.
- Re-engages a child with appropriate activities which is key to maximizing learning time.
- Maximizes learning time for all children in the classroom as they will not be distracted by the challenging behavior.


### NOTE

Ask participants to provide examples of children's challenging behavior they have observed in their own classrooms.

### DISCUSSION

Ask participants to discuss how cultural differences impact what is considered challenging behavior.

KEY STEPS IN REDIRECTING BEHAVIOR



- Minimize attention to a challenging behavior.
- Provide a clear description of the behavior expected from the child.
- Provide positive attention or access to desired material or activity as soon as the child is engaged in the expected behavior.

## SLIDE 6: KEY STEPS IN REDIRECTING BEHAVIOR

How do I redirect to prevent a challenging behavior from escalating or continuing?

- Minimize attention to the challenging behavior.
- Provide a clear description of the behavior expected from the child (e.g., "You can ask for a turn nicely," or "We play with the trucks by driving them on the carpet.")
- Provide positive attention and/or feedback (e.g., "That's playing with the trucks safely, Miguel! I see you are driving them on the carpet."), or access to the desired material as soon as it is available.

### EMPHASIZE

It is critical that the teacher follow through with positive attention or feedback to effectively redirect a child's behavior.



WHEN TO USE REDIRECTING

Redirecting can be used when:



- A child is off task
- A child uses material inappropriately
- A child talks out of turn
- A child is getting upset and agitated.





## SLIDE 7: WHEN TO USE REDIRECTING

- When a child is off task, it can be used to redirect attention to the task.
- When a child uses materials inappropriately, it can provide a reminder of how to use the materials properly.
- When a child talks out of turn, it can help the child wait for a turn.
- When a child gets upset by a situation, it guides the child away from that situation. A teacher can also use this opportunity to address the child's feelings and engage the child in an alternate activity.

TYPES OF REDIRECTING

- Verbal
- Physical
- Redirecting with a cue
- Redirecting with proximal attention

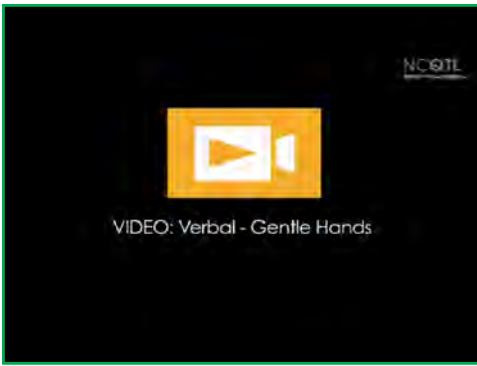
## SLIDE 8: TYPES OF REDIRECTING

Four types of redirecting are most commonly used in the preschool classroom:

- **Verbal redirecting:** A teacher gives an instruction which distracts the child from the challenging behavior and directs him to a more appropriate activity.
- **Physical redirecting:** A teacher physically prevents a child from engaging in a challenging behavior and redirects her to an alternative or new activity.
- **Redirecting with a cue** that is visual or gestural (e.g., a picture or gesture).
- **Redirecting attention** to a positive model in a child's proximity (**proximal attention**): For example, a teacher draws attention to a nearby child who is engaged in an appropriate behavior.

### NOTE

The video clips in the following slides illustrate examples of the four different types of redirecting.



Length of video: Approximately 51 seconds

## SLIDE 9: VIDEO: VERBAL – GENTLE HANDS

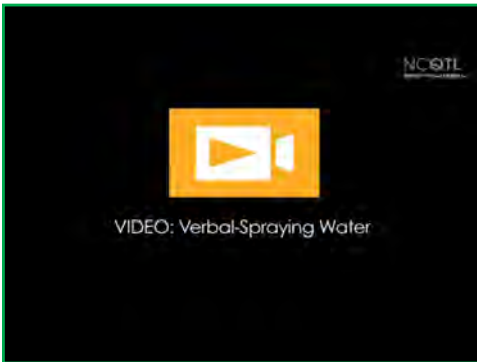
### Introduce the video.

Inform participants that this video shows a teacher using verbal redirection to address a child's mishandling of a toy.

VIDEO 

### Highlight:

- A child hits the baby doll the teacher has given her.
- Teacher explains that, "We use gentle touches with the baby."
- Teacher gives the child another opportunity to practice gentle touches which she does successfully.
- The teacher provides clear instruction on how to interact with the baby.
- The teacher provides positive feedback to the child when she uses "gentle touches" with the baby.
- This is also an example of a verbal redirection that is beneficial to other children.



Length of video: Approximately 1 minute and 38 seconds

## SLIDE 10: VIDEO: VERBAL – SPRAYING WATER

### Introduce the video.

Inform participants that this video shows a teacher using verbal redirecting to distract a child from spraying water at a classmate.

VIDEO 

### Highlight:

- This is a situation that could easily escalate into a more challenging behavior.
- The teacher intervenes to prevent the behavior from escalating.
- The teacher verbally redirects the children to an alternative, similar activity when she says, "Let's come spray down our window my friend."
- The children then play together appropriately with squeegees and the spray bottle.







## LEARNING ACTIVITY: DISCUSSION QUESTIONS

**Activity overview:** The purpose of this activity is for participants to discuss how challenging behaviors in their classrooms could be addressed through **verbal redirecting**.

Divide participants into small groups of 2–3.

### HANDOUT

Distribute the *Discussion Questions* handout to groups and review directions. Ask participants to focus only on the questions related to verbal redirecting at this time.

Have participants designate a note taker and a reporter to share back ideas with larger group.

### DISCUSSION

After adequate time for discussion, have groups share answers to the questions with the larger group.

### NOTE

Have participants keep the *Discussion Questions* handout as they will also be used for learning activities following Slides 11, 12, and 14.



Length of video: Approximately 24 seconds

## SLIDE 11: VIDEO: PHYSICAL – WALKING ON BOOKS

### Introduce the video.

Inform participants that this video shows an example of physical redirecting of a child's behavior that is distracting to other children.

### VIDEO

#### Highlight:

- The teacher stops the behavior by using physical redirection.
- The child walking on the books is bothering the children playing with them.
- The teacher provides guidance on an alternative behavior by saying, "You can walk around the books." The child walks around the books, and plays elsewhere.
- The teacher intervenes and provides clear instruction on the alternative behavior and provided positive feedback when the child engages in the more appropriate behavior.





## LEARNING ACTIVITY:

### DISCUSSION QUESTIONS

**Activity overview:** The purpose of this activity is for participants to discuss how challenging behavior in their classroom could be addressed through **physical redirecting**.

Divide participants into small groups of 2–3.

### HANDOUT

Use the *Discussion Questions* handout already distributed to groups for the learning activity after Slide 10. Review directions. Ask participants to focus only on the questions related to physical redirecting at this time.

Have participants designate a note taker and a reporter to share back ideas with larger group.

### DISCUSSION

After adequate time for discussion, have groups share answers to the questions with the larger group.



Length of video: Approximately 23 seconds

## SLIDE 12: VIDEO: CUE – GESTURAL CIRCLE

### Introduce the video.

Inform participants that this video shows a teacher redirecting with a cue by using several gestures to get the attention of the class for the next activity.

### VIDEO

### Highlight:

- The teacher provides cues as to what the children should do at circle time—open up their ‘listening ears’ and ‘zip their lips’ by demonstrating these actions.
- In this example, cues are an easy, effective way to demonstrate the expectations for children during circle time. These cues can easily be used during every circle or large group instructional time to show or remind children of what they need to be doing.







## LEARNING ACTIVITY:

### DISCUSSION QUESTIONS

**Activity overview:** The purpose of this activity is for participants to discuss how challenging behavior in their classroom could be addressed through **redirecting with a cue**.

Divide participants into small groups of 2–3.

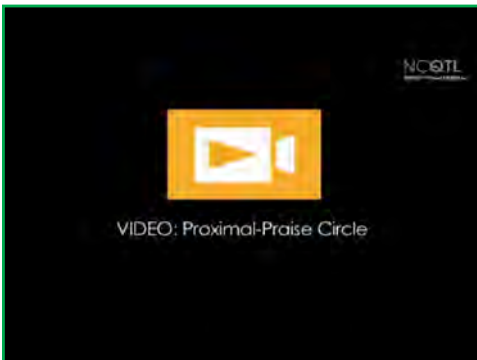
### HANDOUT

Use the *Discussion Questions* handout already distributed to groups for the learning activity after Slide 10. Review directions. Ask participants to focus only on the questions related to redirecting with a cue at this time.

Have participants designate a note taker and a reporter to share back ideas with larger group.

### DISCUSSION

After adequate time for discussion, have groups share answers to the questions with the larger group.



Length of video: Approximately 52 seconds

## SLIDE 13: VIDEO: PROXIMAL – PRAISE CIRCLE

### Introduce the video.

Inform participants that this video shows an example of redirecting with proximal attention.

### VIDEO

### Highlight:

- The teacher is providing proximal praise by commenting on children's appropriate circle time behavior. Notice that she does not say anything to the child lying on the ground, engaging in inappropriate behavior.
- She focuses her proximal praise on the children who are sitting close to the child lying on the ground and ensures that this child hears her.
- She gives one child a high five and pats several children on the back to provide feedback that they are sitting appropriately.

### NOTE

The teacher also provides physical redirection as she removes the name tags from the circle as the child tries to play with them.





Length of video: Approximately 28 seconds

## SLIDE 14: VIDEO: POSSIBLE CHOICES

### Introduce the video.

Inform participants that this video is another example of redirecting with proximal attention.

VIDEO 

### Highlight:

- One child is guessing what the choices may be by stating what they are in a quiet voice and staying seated. Other children are speaking out of turn and loudly suggesting their votes for a circle time song.
- The teacher says, "I hear Georgia is thinking about some possible choices." This statement brings other children's attention to the child and to how to appropriately guess in circle at this time. By calling attention to a child who engages in appropriate behavior (sitting quietly, refraining from talking out of turn and keeping her body safe and to herself) the teacher uses proximal praise to remind others of these expectations during this activity.



## LEARNING ACTIVITY: DISCUSSION QUESTIONS

**Activity overview:** The purpose of this activity is for participants to discuss how challenging behavior in their classroom could be addressed through redirecting with **proximal attention**.

Divide participants into small groups of 2–3.

HANDOUT 

Use the *Discussion Questions* handout already distributed to groups for the learning activity after Slide 10. Review directions. Ask participants to focus only on the questions related to redirecting with proximal attention at this time.

Have participants designate a note taker and a reporter to share back ideas with larger group.

DISCUSSION 

After adequate time for discussion, have groups share answers to the questions with the larger group.



## LEARNING ACTIVITY:

### VIDEO DISCUSSION

The purpose of this activity is to provide participants with an opportunity to practice identifying the four types of redirecting.

#### HANDOUT

Distribute the *Video Review* handout to each participant and review directions.

#### SLIDE

Inform participants that these two videos illustrate examples of the four types of redirecting.

#### VIDEO

Show the videos on the two learning activity supplemental slides. Have participants complete the form as they view the video.

#### DISCUSSION

Have participants share back ideas with the larger group.

IMPORTANT NOTE

If you find yourself using a lot of redirection, this could mean that you need to increase...

- Time and attention to appropriate behavior
- Stating behavioral expectations in advance
- Establishing rules and routines
- Using visual cues of expected behavior
- Teaching social skills
- Providing high interest materials and activities.

## SLIDE 15: IMPORTANT NOTE

If you find yourself using a lot of redirection, it may be helpful to keep in mind some of the other proactive teaching strategies and increase:

- Time and attention to appropriate behavior
- Stating behavioral expectations in advance
- Establishing rules and routines
- Providing visual cues of expected behavior
- Teaching social skills
- High interest activities and materials.

#### NOTE

This presentation is part of the *Behavior Guidance* series on proactive strategies to guide children's behavior. If participants are using redirecting too often, consider presenting in-service suites on other proactive strategies such as *Creating Classroom Rules* and *Stating Behavioral Expectations*.





## LEARNING ACTIVITY:

### DEVELOPING RESPONSES

**Activity overview:** The purpose of this activity is for participants to practice, discuss, and identify appropriate responses for redirecting children’s behaviors. This activity can be implemented in a large or small group.

#### HANDOUT

Distribute the *Developing Responses* handout and review directions.

#### DISCUSSION

Large group: Have participants volunteer responses and write the responses on a large sheet of paper.

Small group: Have each group share their examples with the larger group.

#### HANDOUT

Distribute and review *Tips for Teachers*, focusing on page 1: “Quick Starters for Redirecting Behaviors.”

This tip sheet provides examples of “quick starter” statements for providing redirection. Encourage participants to add their own “starters” to the list.



## SLIDE 16: REVIEW

To review our session today:

- Redirecting is a proactive teaching strategy that prevents and addresses challenging behavior before it occurs.
- It prevents a challenging behavior from repeating or escalating.
- It is an intervention strategy to teach appropriate behavior.
- It is key to clearly describe the behavior expected from the child and help the child do that behavior.
- Finally, it minimizes challenging behavior and maximizes children's learning time.

## HANDOUT

Based on participant roles, distribute and review handouts given out during the presentation.

**Tips for Teachers:** This tip sheet has several activities that include simple, straightforward suggestions and reminders for teachers.

**Tools for Supervisors:** This is a tool to guide observations of how teachers use redirecting in the classroom.

**Helpful Resources:** This is a list of additional resources related to using redirecting and managing challenging behaviors.



## SLIDE 17: CLOSING

Provide participants with the NCQTL contact information and encourage them to visit the NCQTL website for more resources to support effective instructional practices in the classroom.