



## QUICK STARTERS FOR REDIRECTING BEHAVIORS

**Directions:** Use some of these quick starter statements to verbally redirect challenging behavior.

- “I’m looking for quiet hands.”
- “Children who are sitting will get a turn.”
- “Let’s practice inside voices.”
- “Time to give a friend a turn.”
- “Gentle hands.”
- “Let’s try working together.”
- “Ask a friend.”
- “Let’s listen to our friend’s words.”
- “Let’s go do....”
- “Why don’t we try...?”
- “Wow, look at this...”
- “Clap and respond.”
- “Sing the “clean up” song.”
- “Tonya is sitting quietly, she can line up.”
- “Michael is raising his hand, he can give the answer. ”



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

## BENEFITS OF REDIRECTING

- Minimizes attention to challenging behavior
- Maximizes learning
- Provides a clear description of the behavior expected from the child
- Provides positive attention or access to desired material or activity as soon as the child is again engaged in appropriate behavior.

## TYPES OF REDIRECTING

### **Physical**

Physical redirecting prevents a child from misbehaving and directs to another activity.

### **Verbal**

Verbal redirecting distracts the child and directs to another activity.

### **Cue**

Redirecting with a cue prompts a child to use an appropriate skill.

### **Proximal attention**

Redirecting with proximal attention focuses on a positive model in the child's proximity (e.g., a nearby child who is engaged in a more appropriate behavior).



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