

Redirecting Behavior Highlight Video

Narrator: Hello, and welcome to this short module on redirecting behavior. Redirecting behavior is a proactive method for dealing with challenging behavior. It maximizes a child's engagement in learning by giving the child alternatives to a behavior that teachers consider problematic. Redirecting Behavior is one in a series of in-service suites on behavior guidance.

This is the House Framework. The National Center on Quality Teaching and Learning uses this framework to show the necessary elements of effective teaching that support school readiness for all children. These elements are: A solid foundation of effective interactions and environments; the pillars that remind us of the importance of a research-based curriculum in ongoing child assessment, and the roof that represents highly individualized teaching and learning. Our module on redirecting behavior is part of the foundation of the house.

Now, let's see what redirecting behavior looks like and learn different ways to use this method in preschool classrooms. Redirecting behavior helps to increase a child's engagement in learning, by preventing problem behavior in the first place and by avoiding the escalation of problematic or challenging behavior. That means teachers use redirecting before the behavior gets out of hand. Redirecting behavior consists of simple instructions and simple cues that teachers can easily embed into the ongoing activities and routines of the day. Teachers can use redirecting behavior along with classroom rules and clear expectations to help maintain a well-organized and productive learning environment.

Let's look at four types of redirecting. Teachers can redirect verbally, physically, with a cue, or by redirecting the child's attention. Regardless of the type of redirection, it is used when the teacher notices that the child's attention is flagging or the teacher notices that the child is on the verge of losing control or showing frustration in a way that teachers consider problematic. Redirection happens before the problem behavior.

Verbal: The teacher gives a simple instruction that distracts the child from the challenging behavior and guides the child to a more appropriate behavior. The teacher might say, "Let's see if we can find another shiny car," or, "I need a helper with these carpet squares. Can you help me?"

[Video begins]

Teacher: Hey, let's come spray down our window, my friend. Oh, man, our window's looking great. Nice and clean.

[Video ends]

Narrator: Physical: The teacher gives a simple instruction and uses a gentle touch to prevent the child's challenging behavior. The gentle touch interrupts the child's behavior, and in that pause, the teacher guides the child to a more appropriate behavior.

[Video begins]

Teacher: Can he look up? Oh, let's wait until she answers our question. Ask her again.

Boy: Can I see it?

Teacher: Can he see them? Oh, thank you. That was very nice of you.

[Video ends]

Narrator: With a cue: The teacher pairs a visual cue like a picture or a gesture, with the instruction to prevent the child's challenging behavior and guide the child to an alternative.

[Video begins]

Teacher and children: Woo... woo...Teacher: Here. Go like this, and he'll come land. Watch this. Land on the finger. Woo, woo. Thank you.

[Video ends]

Narrator: Sometimes, a teacher can predict difficult situations, and so she has pictures already prepared. With attention: The fourth type of redirecting involves another child who is nearby and who is playing or talking appropriately. The teacher draws the attention of the child on the verge of a challenging behavior to the child who is engaged. This type of redirecting is sometimes called proximal attention.

[Video begins]

Teacher: So, let's see who is ready to help us today. Oh, I see, he's sitting really nice and quiet and he's trying his best. So, I see him, start with the letter D. Who is D?

Children: Darryl!

Teacher: Darryl, thank you so much.

[Video ends]

Narrator: Redirecting behavior is a positive and proactive method for dealing with challenging behavior. It can be a way to prevent the behavior or interrupt the behavior before it escalates. By guiding the child to an alternative and more appropriate behavior, the teacher is also helping the child gain some self-control. In this module, we looked at four ways to use redirection: Verbally, physically, with a cue, or with proximal attention.

Learn more about this method of behavioral guidance in our longer in-service suite. Check out the Tips for Teachers, Tools for Supervisors, and other resources to help learn to use these methods in your classroom. Thank you.