QUICK STARTERS FOR REDIRECTING BEHAVIORS

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

“TIPS FOR TEACHERS
REDIRECTING 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.”
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).