

Redirecting Behavior

Definition

Behavior **redirection** techniques are used to distract a student from a less desirable/problem behavior and/or get them to engage in a more appropriate behavior.

Strategies and Tips

Keep Calm then Redirect

Breathe deeply and think before you speak. The object is to change the situation rather than escalate it with excessive emotion.

Keep it Simple

Keep the redirection simple; using too many words may be ineffective or escalate the situation.

Quick to the Draw!

Try to use redirection as soon as the student shows early/precursor behaviors to prevent the more serious problem behaviors; for students who regularly struggle, be prepared to redirect asap!

Connect then Redirect

Find a way to connect first before redirecting, if possible. Notice what the student is doing or has done that is appropriate (e.g., "I see you answered the first question. Great! How's the second one look to you?"). Remember, correcting is not connecting; find a positive.

Offer Help

You can redirect an undesirable behavior by offering help. Offer help about what to do *not* the behavior (e.g., "Can I help you find page 9?"). Be sure to monitor your tone so that it is genuine vs sarcastic or shaming.

Provide Choices

Redirect the student to two different choices or options providing some shared control.

You Can't Do Both

Redirect the student to an activity that is incompatible with the behavior of concern.

Prompt

You can redirect by using different forms of prompts – verbal, gestural, etc.

Reinforce!

Reinforce even the smallest effort!! This is key!!

Change of Scenery

Sometimes the problem behavior could be appropriate in a different environment/setting. Redirect to a setting where the behavior is more socially appropriate.

What's the FERB?

Provide the student with an opportunity to practice using their replacement behaviors. The replacement behavior is a more socially appropriate way of communicating their needs.

Remember the Visuals

Use the student's visuals to redirect: point to their visual menu or First-Then icon, write the next step on a post-it and give it to them. Visuals also help because they can require less verbal feedback/attention.

Substitute

If a student displays a behavior to access something unavailable, provide an alternative.

Things to Avoid:

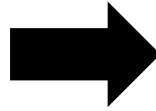
- Just saying "No" - "Stop" - "Don't do that". Instead, direct them to what behavior they should be engaging in.
- Threats of punishment, taking things away (e.g., free play) or only correcting behavior vs providing support/scaffolding.
- Not reinforcing appropriate responding to the redirection. Reinforcement is key!
- Yelling, screaming, shaming, etc.- this will likely escalate the behavior and lead you into a power struggle. Plus, it's wrong to do to students.

Redirecting Behavior

Student

Strategy

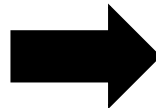
Student is presented with a math worksheet and is directed to complete it. The student immediately begins to engage in off-task behavior –tapping his pencil and talking to a peer sitting next to him.



Provide Choices & Offer Help

Staff don't comment on the off-task behaviors. Instead, they offer the student two choices. "Hey Billy, do you want to do the first two problems on your own or do you want some help?"

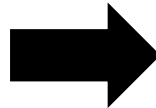
Student is on his phone on social media instead of working on his history assignment.



Prompt

- *Proximity*: Walk by the student
- *Gestural*: Point to the history work
- *Indirect*: What should you be doing?
- *Positional*: Move assignment closer

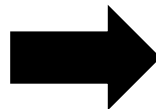
A student is out of his seat and running back and forth in the classroom. The student is minimally verbal, however, visual supports are often very helpful.



Change of Scenery & Visuals & Choices

Instead of correcting the student, staff redirect the student to a visual menu with icons for the playground, P.E. area or track, where running is socially appropriate. Staff offer the student choices from the visual menu as redirection.

A student sees something he likes on top of a bookshelf and continues to try to climb the bookshelf to access it.



WTF? What's the FERB

The student is trying to access the item on the book shelf. A FERB could be appropriately asking for the item. Redirect the student to use his words and provide access as soon as they do (attempts should be reinforced too!).

Additional Reminders:

- Yes, you will be redirecting all day ☺ This means you are actively using an educational practice that is essential.
- All students require redirection. The younger the student, the more struggles they have with regulation/behavior, the more complex their disability is, the more often you will need to use redirection.
- FERB= functionally equivalent replacement behavior. This is the replacement behavior(s) we are teaching, especially with kids who have a Behavior Intervention Plan (BIP).

Redirecting Behavior

Staff Self-Management

Reflection

Which redirection strategies do I mainly use?

How effective are my current redirection practices? _____

What student behaviors am I mainly redirecting? _____

When am I mainly redirecting (e.g., time, activity, transition)? _____

Which two redirection strategies am I going to focus on scaling up? _____

Skill Use

Redirection strategy #1:

Redirection strategy #2:

On a daily basis, check off the box if you practiced using the redirection strategies you are scaling up. Remember, this is *not* evaluatory. This is about focusing on skills that will help you as an educator.

Week #1

Strategy	M	T	W	Th	F
Successes & Barriers:					

Week #2

Strategy	M	T	W	Th	F
Successes & Barriers:					

Week #3

Strategy	M	T	W	Th	F
Successes & Barriers:					

Week #4

Strategy	M	T	W	Th	F
Successes & Barriers:					

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Notes