

REDIRECTION

What is redirection?

Redirecting a child by shifting their attention from something you do not want them to do to something you do want them to do. Redirection can help children learn expectations and boundaries, practice regulating, and stay engaged in activities. It avoids negative discipline while teaching “what to do instead”.

How to Redirect

1. Stay calm and positive

- a. Your tone and demeanor should convey care and patience.
Save your “Nos”

2. Identify the behavior

- a. Quickly recognize when the behavior needs to be redirected.
It maybe unsafe, disruptive, or struggling to engage

3. Offer an alternative

- a. Instead of saying “no” or “stop” (which does nothing to change the ongoing behavior), try offering an alternative activity or an idea for a different way to express their feelings.

4. Follow Through

- a. If the child needs support, help them do the alternative (e.g., offer a new toy, begin the play idea together, provide materials, use your body to block access).

Remember

- **Be clear and specific**
 - Short and sweet- explain what they should do instead of what they should not (ie “We use walking feet inside” instead of “Don’t Run”)
- **Focus on Positive Outcomes**
 - This is about teaching a child what they SHOULD be doing. Providing positive attention and/or praise when they respond will help the behavior happen again
- **When to use redirection**
 - It works best when it’s the beginning of the behavior or when a child seems frustrated, bored, or doesn’t have an idea what to do

Teacher Talk Activity

What is teacher talk? *Out loud verbal communication in the classroom across the staff (about what you're observing, what the needs are, and what you want to see more of)*

Why is it important?

- **Teaming/Unified Approach:** when staff communicates regularly, they ensure that they use consistent strategies for managing behavior, implementing routines, and helping children meet expectations. This consistency helps children feel secure and understand expectations. It also quickly clarifies if the team is on the same page.
- **Continuity of Care:** If one teacher begins dealing with a situation, communicating out loud and often ensures that others can continue to provide the same approach and provide continued guidance no matter who needs to step in
- **Sharing Observations:** Teachers share information about children's behavior, learning, and emotions throughout the day. The entire team works together to meet children's needs.
- **Reinforcing behavior and values:** When teachers communicate about children they can reinforce the positive things they want to continue to see throughout the day. You get to "brag" about children to other teachers and help instill pride in what they are doing.
- **Safety and Team Awareness:** Communicating what is happening is necessary for the safety of the classroom (when you see a child is about to engage in unsafe behavior but another teacher is closer, when a child is going to the bathroom etc.)
- **Team Cohesion:** This builds your team. You can share in moments of joy and silliness throughout the day.
- **Sharing Responsibilities:** You can more effectively communicate about who is doing what to reduce stress and make sure all tasks are done/ready

Key Points to Remember

You are already doing teacher talk- we are just asking for you to be intentional and do it more.

In the beginning- If it doesn't feel like too much, it's not enough

- Balancing engaging with children and communicating with the adults in your classroom is difficult. Teachers are often better at engaging with children rather than looking up and communicating with the adults. Over do your teacher talk in the beginning to create a strong habit and good communication

Communicate about a variety of things

- **Movement around the classroom**
 - About children, "Teacher Jordan, I see Aniyah is going to the free choice area."
 - About staff (yourself or others), "Teacher Jordan, I'm going to go with Levi outside, so there will be two teachers inside."
- **Support**
 - "Teacher Jordan, it looks like Ben needs some help getting soap"
- **What kids are doing/behavior**
 - "Wow! Teacher Chris, did you see the way that James and Brian took turns together! That was so wonderful. They must be so proud of themselves!"
 - "Teacher Laura, I see that Evie may need some ideas of what to play in the block area." (Cue into opportunities for redirection)
 - "Hey! Look at how all the kids at this table are using the scissors so safely!"
- **Tasks**
 - "Teacher Laura, I'm going to go get snack ready!"
- **Children's interests**
 - "Hey Teacher Lisa, did you know that Amy really loves turtles? She knows so much about them."
- **Teaching (goals, accommodations/adaptations, plans, etc)**
 - "Teacher James, Noelle is working on asking for turns with these toys."
 - "Let's try this cube chair for Zeke today."