

CLASSROOM MANAGEMENT THAT WORKS

Ambrose Panico

ambrose.panico@echoja.org

RESPONSIBLE RESPECT

**Never do anything to your students
you would not want done to you.**

**Never do anything for your
students they can do for themselves.**

**Empower your students to do the
things they think they can not do.**

Ambrose

Redirection: Keep the Kids In the Classroom That's Where the Teaching and Learning Happens

The goal of redirection is to help a student focus on the task at hand. Redirection is the act of helping a student to focus on whatever your class is being asked to do at a given point in time. This maybe individual seat work, a laboratory experiment, or a class discussion. On task behavior is incompatible with off task behavior. A student who is actively engaged in completing an essay can not at the same time be talking to his neighbor. Successful redirection eliminates the need for further intervention.

Essential Principles of Redirection

- Maintain a positive, up-beat demeanor when redirecting students. It is normal for students to drift off- task. Remembering this allows you to view redirection not as a disruption to your planned lesson but as part of your teaching.
- Believe your redirection will have a successful outcome. Your belief will influence your behavior and your student will be positively disposed to positive action.
- Be only as intrusive as necessary. Get your student's attention, redirect her/him accordingly and move on to teaching the class. Do not make a big deal out of redirection.

Redirection Strategies

1. Provide **active supervision** do this by making sure your movement pattern reaches all of your students. Look and listen for students who are struggling with the assignment, talking to neighbors, bickering with neighbors, or other forms of off-task behavior. Get involved before things have a chance to escalate.
2. Consider **planned ignoring** sometimes it is best not to get involved. Choose not to get involved if you decide the goal of the off-task behavior is your attention and your class is not distracted. If the goal of the off-task behavior is the attention of other students or the off-task behavior is spreading to other student decide to **pay attention** to, or **praise** students who are on task.

3. **System redirect** establish a formal system for redirecting the entire class, for getting the attention of the entire class. Examples include 1) anyone who can see my hand raise theirs, 2) we are getting too loud, you then hold up a closed hand and raise one finger at a time. When all five fingers are up the class is quiet and back to work.
4. Establish some form of **signal interference** with your students. Signal interference is any non-verbal means of redirecting a student, students, or the whole class. It can be something as simple as clearing your throat, or rolling your eyes.
5. Get your student's attention by using **proximity control**. Move closer to the student exhibiting off-task behavior. Often it is best not to make eye contact with the student. Remember a basic principle of redirection is to be only as intrusive as necessary. With some students eye contact can be the first step of a power struggle. So keep teaching as you move in closer. If you are lecturing keep lecturing and simply walk over until you are lecturing standing next to the student's desk. When you have conveyed the redirect move out. The idea is avoid drawing undue attention to the student you are redirecting. You want to stop the behavior with almost no stoppage of teaching and learning. You may with some students want to use eye contact to make a stronger statement. You may with selected students find that a hand on their shoulder is reassuring and effective when using proximity control. For some students any physical contact is counter indicated - so exercise good judgment.
6. It is often possible to get a off-task student's attention simply by inserting the student's name into a sentence. "John is always one of the first people to respond to my chapter reviews." This type of redirection is referred to as **name-dropping**.
7. Sometimes and with certain students it can be prudent to use **interest boosting** as an introduction to a redirection. Interest boosting is very effective with students who tend to perceive any direction as criticism. When using interest boosting you first engage the student in brief discussion about something of interest to them and then deliver the redirection. It is amazing but asking a student about their favorite baseball team before asking them to complete their math worksheet can make all the difference. Oh, it is not necessary to tag the redirection "please complete your math worksheet" with "now stop bothering John and complete your math worksheet". Your positive discussion should be immediately followed by a directive to do something positive. The something positive will

be incompatible with the behaviors that called for the redirect - the student bothering John.

8. **Cueing correct behavior** can be a very respectful and effective redirection. You select a secret verbal cue with your student and agree to use the cue to signal the student that they need to get their behavior under control and back on task. If you normally address your students by their first names a cue can be as simple as addressing them by their sir name.
9. **Creating space and time** is a redirection used when you decide a student is being overloaded by the stimulus in the classroom. You create space and time when you send your student on an errand, ask the student to go get a drink and come back and see you, have a student do a quick classroom task for you. This provides the student with a break from the classroom stimulation and/or a positive experience. At this point they are positioned to positively respond to your redirection to get back to the task at hand - whatever the class is doing.
10. **Gaining control of objects** is a redirection used when a student is distracted by an object such as a magazine, food item, comb, etc. In this situation the redirection begins when you show interest in the object and ask to see it. Once you have it decide whether it is prudent to return it with a direction for it to disappear or keep it with the promise to return it at the end of class or the end of the day. End the redirection with a request for your student to get back to work.
11. **Jump start the lesson** is a redirection used to get a frustrated student past a sticking point. When you see a student struggling with an assignment adjust the task to ensure success with a promise to re-teach the pertinent lesson as soon as possible.
12. **Rerouting the routine** - is a redirection used when a good number of your students are too emotionally charged to stay on task. Your class may have witnessed a fight on the playground and return to class ready to discuss it. It can be productive to allow a designated period of time for the class to bring you up to speed and in the process receive the emotional drain-off they need. Once you drain the emotion they are ready to receive or redirect back to the task at hand.
13. **Give 3 for 10**. Spend 3 minutes for 10 consecutive days talking with a struggling student. Your goal is not to solve anything – your goal is to stay engaged.

14. **Designate a control center** having a control center provides you a place to have a student calm down. A control center can be as simple as a chair in the rear of the room or a piece of soft furniture partially screened from the rest of the classroom. It is not recommended that in an effort to separate the student you lose the ability to see the student this can create a safety concern. Some teachers provide reading, art materials, or other manipulatives to help the student calm down and re-focus. Some teachers provide recorded music with headsets to help the student relax. It is recommended that the rules for your control center include the options of your directing a student to use the control center and a student opting to use it. Allowing your students to opt to use the control center both makes them responsible for maintaining control and provides them a vehicle for doing so. Upon leaving the control center the student is redirected to the task at hand. If you have a student who abuses their option to use the control center put a limit on the number of visits and the length of visits. "Pete you are living in the control center, you are missing too much of my good teaching so I'm giving you two a.m. and two p.m. ten minute control center passes. When you use them that is kit for the day."

15. **Three Strikes and their in** attempt to get eye control – don't force it. Make every effort possible to keep the interaction between you and the student (their desk, your desk, the control center, outside your classroom door).
- Address the student by name (repeatedly)
 - Speak in a calm voice and cadence. Speak only as loud as you absolutely have to.
 - Remind the student of your relationship.
 - Remind the student of previous successful interactions.
 - Ask the student how they are feeling, what do they think is going on? Validate what is true.
 - Deliver limit statements that offer the student a behavioral choice.
 - Consider 3 loops or attempts at getting compliance. Do not stand toe to toe instead deliver the limit statement and then turn your attentions to the class. Give the student an opportunity to consider the limit statement without the pressure

of your standing in front of them. The third and final attempt can include if you choose not to xxx I will feel bad but I will send you to the dean, principal, in school suspension room, etc.

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