

Figure 5.2: Sample Low-Level, Calming Redirection Strategies

- **Ignore behavior:** Sometimes, when you just ignore a behavior, it will diminish. In absence of attention, some behaviors just go away.
- **The look:** Pausing for a moment to give students a disapproving look can let them know their behavior is out of bounds. Following up later with a conversation helps reinforce the fact that they should avoid this behavior in the future.
- **Stop and pause:** Sometimes, stopping for a moment can redirect behaviors. The momentary silence can cause a slight discomfort, resulting in a decrease or end to the off-task behavior.
- **Freeze a gesture:** This is similar to the stop-and-pause strategy. Stopping in mid-sentence while holding your hand still in a stop gesture (palm of hand out toward to the class) or pointing away from your body (as if your gesture is frozen) can reinforce the need to get back on track.
- **Change voice speed or volume:** This can be effective with more than one student. Changing your voice causes a change in attention. This can bring one or more students back on task.
- **Use student's name in the lesson:** If a student is off-task, using his or her name in the lesson (not calling the student out) helps redirect behavior.
- **Private signal:** Teachers find that developing a private signal with students who are regularly off task provides a subtle and private reminder for them to get back on task. It's also a good idea to follow up later privately to discuss the situation with them.
- **Proximity:** Walking over and standing by the off-task student can help redirect his or her behavior. For some students, your presence is something they'd like to avoid. Others may like the attention they get when you stand by them.
- **Write something down:** Sometimes, just pausing and writing something down when you notice off-task behavior can help redirect students. You could do this on a piece of paper on your desk, at a podium, or somewhere else convenient for you, so it doesn't take too much time away from the lesson. You don't need to make a big deal out of it; but make sure the student sees you writing. As with some of the other redirection strategies, you may want to follow up privately later with the student.