



## Redirecting Student

### Positive Behavioral Supports and Interventions

#### Behavioral Interventions

Behavioral interventions aim to increase the likelihood of desirable behaviors and decrease the likelihood of undesirable behaviors. Positive Behavioral Supports and Interventions are used to model, teach, and reinforce positive behavior in all students. The most effective and humane way to reduce undesirable behavior is by developing, strengthening, and generalizing desirable behavior to replace undesirable behavior. In some situations, students may need additional interventions and support to learn, practice, and demonstrate desirable behaviors. More restrictive behavioral interventions should be temporary and approached with utmost caution. Proactive strategies should always be used, even when more restrictive interventions are implemented. The use of restrictive interventions should be based on assessment, planning, supervision, evaluation, documentation, and protective measures. The use of restrictive interventions should maintain respect for the student’s dignity and personal privacy and remain consistent with the educational goals of enhancing the student's academic, behavioral, social, and emotional growth.

It is important to note that the specific interventions used should be tailored to the individual student's needs and preferences. Regular assessment, collaboration with relevant professionals, and ongoing observation of the student's response to the interventions are crucial for determining their effectiveness and making necessary adjustments.

<p><b>Reactive nonrestrictive interventions</b> assist in supporting behaviors and in preventing escalation of inappropriate behaviors. Examples of these interventions include:</p>	
<p><b>Redirecting student</b></p>	<p>Redirection refers to shifting the student’s attention, behavior or focus from an undesired behavior or distraction and towards an alternative or preferred behavior, activity, or task. It helps to prevent or address disruptive or off-task behavior and encourage engagement in productive activities. Redirection typically involves providing gentle guidance or cues to the student. This can be done through verbal prompts, non-verbal cues, or brief physical redirection (such as a touch on the arm or shoulder) to direct their attention or behavior. Redirection is most effective when delivered in a positive and supportive tone. It should focus on guiding the</p>



	<p>student towards the correct behavior rather than criticizing or reprimanding them for the undesired behavior. Positive reinforcement and encouragement can also be used to reinforce the desired behavior. Redirection is most successful when the teacher or caregiver establishes clear expectations and communicates them to the student. By setting clear guidelines and providing reminders, students have a better understanding of what is expected of them and are more likely to respond positively to redirection.</p>
<p><i>Examples of redirecting students:</i> A teacher interrupts a student from walking out the door by physically guiding them to make a turn before the door, and states, “Here, come with me. I want to show you something.” Teacher verbally engages student to help him/her focus on task and away from peers.</p> <p><i>Non-examples of redirecting students:</i> A teacher physically prevents a student from engaging in a challenging behavior by holding them in a restraint that limits movement of the body (arms, legs, hands). <i>Note:</i> This is example is a not a proactive, prevention-based strategy but rather a restrictive intervention. Restraint should only be used when there is serious imminent danger and other lesser restrictive interventions have been tried. Teacher verbally reprimands a student.</p>	