# Redirecting Four Types of Students

## Tips for redirecting ACTIVE students
Redirect when their distraction behaviors are preventing them from engaging with the lesson.

- Incorporate movement into the lesson ("Let's play three turns of Simon Says every time we finish a slide." "Can you act out this word?" "Your turn to lead a stretch break!").
- Take wiggle breaks (or more frequent brain breaks).
- Ask your Reading Specialist if the student can be given a fidget object.
- Only correct behaviors that are distracting your student from engaging with the lesson. Be lenient with behaviors that are only distracting you.
- Keep the lesson moving fairly quickly.
- Be specific about the target behavior ("I want to see your eyes on the screen.").

## Tips for redirecting TALKATIVE students
Redirect when the time spent chatting is significantly taking away from time with the lesson.

- Be kind, firm, and consistent about when it is a good time for them to chat.
- If you make a promise, follow through! Write down a note so you come back to it later.
- Use phrases like:
- "Your turn to talk is coming, but first I have important information to tell you."
- "I want to hear more about your baby brother! Let's finish 3 more slides and then we'll continue this conversation."
- "You had a really big weekend! Let's work hard until 9:40 and then we'll leave the last 5 minutes just to talk about it."

## Tips for redirecting WORK-AVOIDANT students
Redirect when your student frequently uses distractions to avoid starting a lesson or activity.

- Create an environment where it is safe and normal to make mistakes.
- Be clear, consistent, and realistic about your expectations.
- Compromise as appropriate. Maybe they would be willing to spell if you wrote down the letters on a piece of paper. This should be a temporary situation with the goal of reducing their anxiety surrounding the task.
- Build their confidence through growth mindset language, specifically process praise.
- Incorporate their personality into the lessons by giving them choices, as appropriate.
- Find out what motivates them. Create bridges between their interests and the lessons.

## Tips for redirecting INDEPENDENT students
Redirect when your student's independence is preventing them from learning the content well.

- If you have instructions to give, make sure you get their attention and slow them down. It's okay to say, "Can I see you in the Ready Position? I want to give you important information before you start."
- Remind them that it's okay to ask for help then wait for their signal.
- Do not lower your standards to accommodate guessing or sloppy work.
- Some students enjoy pretending to be the teacher. Ask them to teach you the content or process! Make a mistake so they can correct you.
- If they have good command over the process or content, release responsibility to them.