

Intervention and Redirection

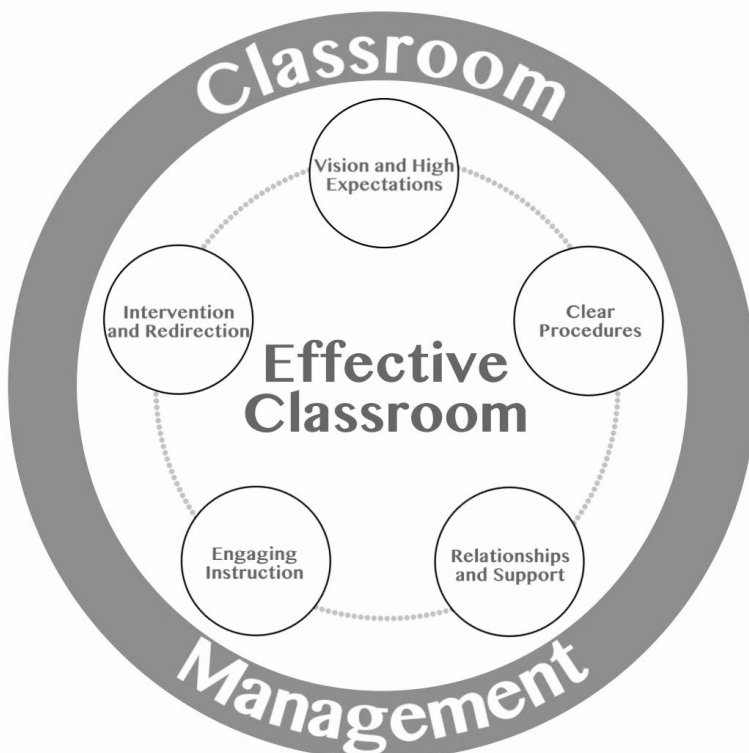


Classroom Management

The Classroom Management series provides examples of teachers working with students to create a positive classroom culture. The segments in this series complement each other within a framework of five evidence-based components: Vision and High Expectations, Clear Procedures, Relationships and Support, Engaging Instruction, and Intervention and Redirection.

Pre-viewing Discussion Prompt

1. What role do intervention and redirection strategies play in the classroom management models you're familiar with?



About this Segment

Intervention and redirection strategies are an essential component of an effective classroom management system. Effective teachers plan for moments when misbehaviors can occur that may require intervention and redirection. They take steps to discern between defiance and lack of understanding. They place high priority on keeping students in the classroom and ensure that interventions are quick, private, clear, and consistent. They then reflect on how they can better support the redirected students in the future.

Reflection Questions

1. What attitudes and beliefs enable educators to implement effective interventions and redirections for student misbehavior?
2. What other teacher competencies are important in establishing effective interventions and redirection procedures?
3. In terms of a holistic approach to classroom management (see graphic on left), how do intervention and redirection strategies contribute to the other components in this model?

Key Points

Interventions and Redirection strategies are most effective when:

- Teachers discern between defiance and lack of understanding
- Teachers are able to keep students in the learning environment
- Interventions are quick, private, clear, and consistent
- Interventions are followed by teacher reflection on how the redirected students can be better supported in the future

Intervention and Redirection

Teacher Self-Reflection and Discussion Activity

How well do you intervene and redirect student misbehavior? Rate yourself in the following areas using a scale of 1-5 (1 = never true, 5 = always true).

- ____ 1. I make sure to distinguish between student defiance and lack of understanding when addressing misbehavior.
- ____ 2. I have systems in place for keeping students in the learning environment without interfering with others' learning.
- ____ 3. My interventions and redirections are quick, private, and consistent.
- ____ 4. As part of every out-of-classroom intervention, I give students clear steps for re-engaging in the learning environment.
- ____ 5. After every student redirection, I reflect on how I can better support that student in the future.

Discuss the following prompts with a thought partner.

1. Why do you think Intervention and Redirection is an essential component to any effective classroom management system?
2. Which aspect(s) of Intervention and Redirection do you already practice effectively?
3. What management difficulties do you expect will decrease as you improve your intervention and redirection strategies?
4. Based on your self-reflection ratings, what elements of Intervention and Redirection will you focus on as you watch other segments in this series?

Resources from School Improvement Network

"Classroom Management: A Framework for Student Success." *Classroom Management*. Edviation.
<https://www.pd360.com/index.html#resources/videos/7562>.

"Classroom Management – Elementary." *Conscious Classroom Management*. Edviation.
<https://www.pd360.com/index.html#resources/videos/613>.

Additional Resources

Lemov, Doug. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco: Jossey-Bass, 2010.

Simonsen, Brandi, et al. "Evidence-Based Practices in Classroom Management: Considerations for Research to Practice." *Education and Treatment of Children* 31, no. 3 (2008): 351-80.

Englehart, Joshua M. "Five Approaches to Avoid When Managing the Middle School Classroom." *Clearing House*, 86, no. 3 (2013): 103.