

Behavior redirection is not about punishment—it is about **keeping students safe, focused, and engaged so learning can continue.**

Note: If a student continues to struggle despite consistent structure and redirection, escalate to your Program Manager. Support is a team responsibility.

HOW TO THINK ABOUT IT

Elementary students are still learning self-control. Behavior often reflects excitement, frustration, or fatigue—not intentional disruption. **Assume the behavior is a skill gap, not a personal choice.**

WHAT WORKS BEST

Redirect with clear, simple language and a calm tone.

Say exactly what you want the student to do, using short, specific sentences.

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*“Eyes on the paper.”
“Let’s try that again quietly.”*

Offer choices to give students a sense of control.

Choices reduce power struggles while keeping expectations intact. Offer choices that both meet your expectation.

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“You can start with number one or number two.”

Reinforce positive behavior immediately and specifically.

Notice what students are doing right, not just what needs correction. Reinforce effort, not just correctness.

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“I like how you started right away.”

Use proximity, visual cues, or gestures before verbal correction.

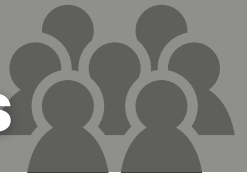
Standing nearby or pointing to the task can redirect without calling attention. Often, saying nothing is the most effective redirection.

Reset with a short movement or breathing break when needed.

Brief resets help students regulate and refocus. Keep resets brief and purposeful.

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“Let’s take three deep breaths, then we’ll continue.”



FOR OLDER STUDENTS

Behavior redirection is not about punishment—it is about **keeping students safe, focused, and engaged in learning**. Tutors do not need to be teachers to redirect behavior effectively. Calm tone, clear expectations, and consistency go a long way.

HOW TO THINK ABOUT IT

Secondary students respond best to respect, clarity, and purpose. Redirection should feel calm, private, and connected to learning goals.

WHAT WORKS BEST

Address behavior privately whenever possible.

Quiet redirection protects dignity and reduces pushback.

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*“Let’s talk for a moment over here.”
“I want to check in with you quickly.”*

Use respectful language.

Keep directions calm, direct, and free of sarcasm or lecturing.

Clarify expectations with simple “when-then” statements.

This keeps redirection neutral and predictable.

““

*“When the phone is put away, then we can keep going.”
“When everyone is ready, then we’ll move on.”*

Connect behavior to learning goals or group success.

Students are more responsive when expectations have a clear purpose.

Avoid power struggles—pause and reset when needed.

Calm consistency maintains authority and rapport.

““

*“Let’s pause for a moment and reset.”
“I’ll give you a minute, then we’ll continue.”*

Note: Middle school behavior often reflects uncertainty, not disrespect. Hold expectations steady while reducing emotional intensity.