

# Redirection and De-escalation



RBfK Annual Training Conference 2024



Please study the following information about the kids we are serving in RBfK. As our class size grows (a good thing) and the number of behavior needs increases, we must all practice and apply the same strategies. Kids need to know the class expectations, and our responses must be consistent so kids feel safe (physically and emotionally) when they come to us.

# Gen Alpha characteristics

## that may affect behavior:

- Attention span: short, bored easily, get to choose
- Tech experience: Always a way to win
- “Celebrity” mindset, center of attn, personalized learning, immediate results
- Personal feelings important
- Are given choices and partner in their own discipline

These characteristics are specific and may mean we need to add some tools to our toolbox, so we can have great relationships with kids.

NONE of these are meant to be negative or a judgement. It's a collection of behaviors found with research.

There are websites listed at the end of the presentation.

# Parenting Style Trends

Elephant=  
nurtured and protected

Active=  
communication and  
positive discipline

New Age=  
friend and mentor

Natural=  
few limits but  
face consequences

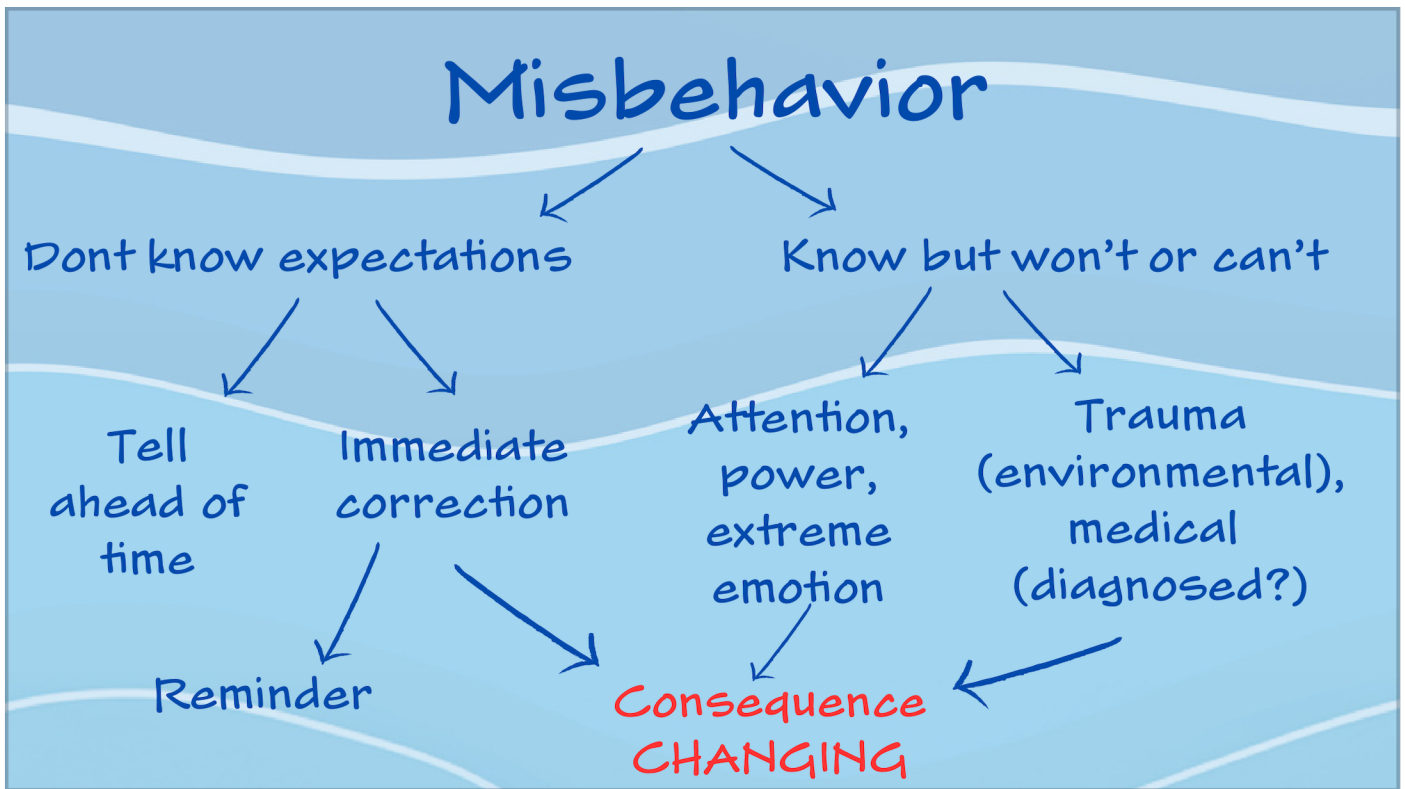
Gender-Neutral=  
no stereotypes

Gentle Parenting =  
emotionally supportive

Concerted  
Cultivation=  
foster natural  
talent

When looking for current parenting styles, here's what is in use for Gen Alpha. They are not the only styles that parents use, but it's interesting to look at the current trend.

This is an abbreviated summary of each parenting style.



This chart shows where misbehavior comes from. It's fairly simple, yet the information within each is not. Won't or Can't behavior has soooo many explanations in our broken world.

It shows you how we get to the behavior we see in the classroom.

When we get to the consequences that's the place where things are changing in families and society.

## When you intervene...

- Act immediately and privately as possible
- Respond calmly: voice, body language, stature, eye level (break gaze)
- Be brief: Give a reminder or choice.
  - “I see/hear \_\_\_\_ can you \_\_\_\_?”
  - “Would you rather \_\_\_\_ or \_\_\_\_?”
  - “That choice didn’t work out, now you’ll need to \_\_\_\_.”
  - Distract preschoolers

Here, we have suggestions on how to intervene, especially with a new child.

These things can work with kids that you know. You have expertise with the kids you see every week. You know what to expect from them and how they will respond.

For any child, our job is to love them and share the good news of Jesus.

A controlled classroom is the best place to do that.

## When you intervene...

- Be respectfully consistent in how you respond...
  - “Yes, that can be frustrating” (acknowledge their feeling)
  - “That’s a bummer it didn’t work out” (be on their side)
  - “It looks like this is hard, what would help you?”
  - Robot mode: “Our classroom expectation is \_\_\_\_\_”

Practice saying these things to the mirror before you need to say them to a child. Yep, it sounds crazy, but how you say it matters. You can probably picture the child you'll say it to.

## After you intervene...

- Thank them if they change their behavior.
- Come back to them with something neutral or positive later in the hour.
- Talk about the situation later and ask what strategy they will use so it doesn't happen again. (older kids)
- If it's a reoccurring behavior talk with your team and decide if Pastor Don needs to be involved.

Anytime a child has been in our care and we've needed to redirect them, we need to make sure there's follow-up.

Some are as easy as a thumbs up if they followed your directions. Others take a little more time and thought.

# Before you have to intervene...

- Make connections before something goes wrong.
- If it happened last week, check in on how they will handle it this week (older kids)
- Watch for triggers: people, routine, time
- Observe: off task, increased movement, tense muscles, withdrawn, body language
- Assign one teen or adult to shadow them.

These suggestions are especially for the kids you know to struggle with classroom expectations. It's better to stop the negative behavior before it happens.

Do you need to separate kids during the lesson or in Breakout groups?

Do you need to have a teen or leader sit beside or between a certain group of kids?

Do you need to ask an older child in group to hang with a specific child?

Do you need to tell a child ahead of time that you'll give their parents a good report if they do\_\_\_\_\_ (be specific to define the behavior)?

You are the expert, you know most of your kids. You probably know what works with one, but not another.



## When it's intense...

# FIGHT, FLIGHT, FREEZE

- Don't touch them. But you may have to use your body to protect another child. (hands away but body between kids, only if they are physically smaller than you)
- Get the intense child away from other kids...
  - Offer a walk to the \_\_\_\_
  - Move to a solitary activity
  - Call/send for help
  - Evacuate the other kids if needed (Do you have a class signal?)

There will be times when it's intense and you need to de-escalate a child. The earlier you intervene, the better. Watch the situation for body language, breathing, fists or hand clenching, tears, altered voice,...

These situations may involve keeping other kids safe, keeping the focus child safe, and keeping you safe.

## When it's intense...

### FIGHT, FLIGHT, FREEZE

- Offer calm-down ideas: deep breathing, walking, drink of water, alternate activity
- Avoid demands and ask questions:
  - “Would it help if \_\_\_\_\_”?
  - “Are you comfortable here, would you like to move to the back of the room?”
- You may need to contain the child for safety

The goal at this point is to get the child calm.

Helping the child is the goal. They need to know that you care and that punishment is not the goal...but their safety and emotional state.

This is NOT the time to reason with them. They are functioning in a different part of the brain and reasoning may not be an option...safety is.

# We offer what Google can't give...

Love

Humans=companion

Being known, belonging

Variety

Structure

Games with real people

Forgiveness if something does happen

A safe place to be

**AN ETERNITY WITH JESUS**

When you look up information on Gen Alpha, there's a lot of negative information.

But I would assume every "new" generation would have had negative descriptors. Remember that it's not wrong, just different.

These kids have lived through a pandemic and were isolated from others, so there are added factors with their socialization.

We've never had a generation that started with technology as early as they have.

We can offer what Google can't give..... (slide)

There is hope in Jesus for who they are and will become. Love them, pray for them, serve them the way Jesus would.

# Resources

PBIS.org  
consciousdiscipline.com  
edplus.org  
doso.students.wisc.edu  
modernparentingmedium.com  
thebump.com  
umcdiscipleship.org  
studentcenteredworld.com

Here are the resources and articles from which some of this information has been taken.

YouTube also has a variety of videos available. Remember that they are often opinions, if not from a specific educational or medical group.