

Challenging behaviors and how to redirect the child

Child's behavior	How the adult feels	Child's mistaken goal	Redirection
<ul style="list-style-type: none"> • Child repeatedly asks for help. • Child is showing off. • Child cries or is overly sensitive. • Child is overly eager to please. • Child keeps adult busy with demands. 	<ul style="list-style-type: none"> • Adult feels annoyed. • Adult gives undue service. • Adult feels resentful. • Adult coaxes. • Adult reminds often. 	To gain undue attention	Ignore the child's demands for attention by not making eye contact. Do not respond verbally. You may wish to nonverbally make the child feel loved (by rubbing her back or touching her shoulder). Give attention promptly when the child is behaving appropriately.
<ul style="list-style-type: none"> • Child is stubborn. • Child often argues. • Child may lie. • Child does the opposite of what she is asked to do. • Child must be the boss. • Child must be in control of every situation. 	<ul style="list-style-type: none"> • Adult feels threatened. • Adult gets angry. • Adult is determined to not let child get away with her behavior. • Adult feels defeated. 	To seek power	Do not get into a power struggle with the child. Give choices, not orders. Make friendly eye contact. Don't fight, but don't give in. Give the child useful ways to feel powerful.
<ul style="list-style-type: none"> • Child is destructive. • Child hurts children or animals. • Child may steal and blame others. • Child may believe nobody likes him. • Child may want to get even for the hurts he believes others have done to him. 	<ul style="list-style-type: none"> • Adult feels angry. • Adult feels hurt. • Adult wants to hurt back. • Adult may dislike child. • Adult may want to teach child a lesson. • Adult may tell others to avoid the child. 	To seek revenge or to get even	Do not hurt the child back. Use logical consequences to have the child make up for problems he has caused or destructive behaviors. Reestablish the relationship. Get close to the child, initiate conversations with him, be friendly.
<ul style="list-style-type: none"> • Child acts helpless. • Child gives up and does not participate in activities. • Child may feel inferior to others. • Child wants to be left alone. 	<ul style="list-style-type: none"> • Adult feels annoyed and feels pity for the child. • Adult feels frustrated. • Adult feels unable to help. 	To display inadequacy (real or assumed)	Don't coax or show pity. Arrange tasks and achievable successes. Do not do the work for the child. Find ways to gradually increase the challenges so the child has continued success. Find situations to help the child feel valuable.

Chart adapted from Dreikurs, R., B. B. Grunwald, and F. C. Pepper. 2013. *Maintaining Sanity in the Classroom: Classroom Management Techniques*. Taylor and Francis.