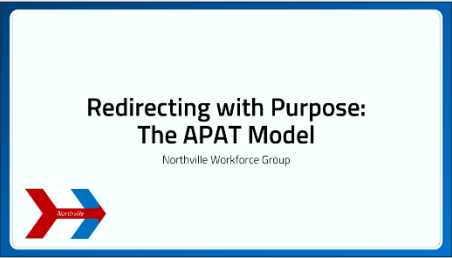

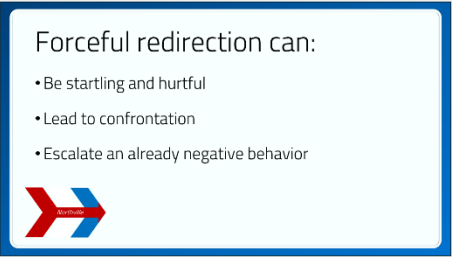
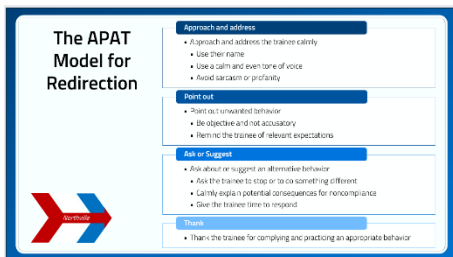


## Redirecting with Purpose: The APAT Model – Instructor’s Guide

- The following training is for Northville Workforce Group residential staff.
- Objectives: Empower residential staff to proactively and respectfully address and redirect unwanted behavior in trainees.
- Goals: Learners will be able to apply the steps of the APAT model in redirection interactions with trainees.
- Timing: Approximately 30 minutes.
- Materials required: Presentation & projection equipment; printed copies of scenario cards (x5 sets)

Slide #	Facilitator Actions	Learner Actions (in person)
<p>1</p> 	<p>Introduce the module topic and thank learners for attending.</p> <p>Give learners a moment to get settled, then begin a forceful redirection:  “Hey! Put away your phones, I’m speaking! This isn’t a living room – this is a training.”</p> <p>Give learners a moment to respond.</p>	
<p>2</p> 	<p>Ask learners to reflect on how they felt being redirected in such a forceful way.</p> <p>Elicit responses from 3-4 learners.</p> <p>Pause and acknowledge each contribution.</p>	<p>Learners will volunteer observations / reflections about how they felt about the redirection.</p>
<p>3</p> 	<p>Consolidate learner’s contributions and summarize the results:</p> <p><i>Being forcefully redirected is jarring, embarrassing, hurtful, etc.</i></p> <p><i>Learners felt offended, confused, etc.</i></p> <p>Invite learners to consider how trainees in the dorms are likely to feel the same emotions and have the same responses as they did.</p> <p>Ask learners what strategies they think might be more effective for redirecting trainees in the dorms.</p>	<p>Learners will volunteer suggestions for how to appropriately redirect learners.</p>

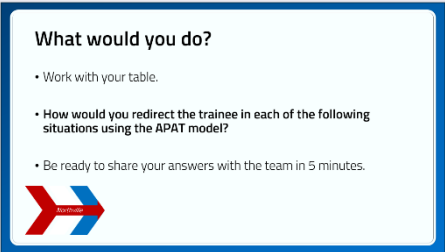
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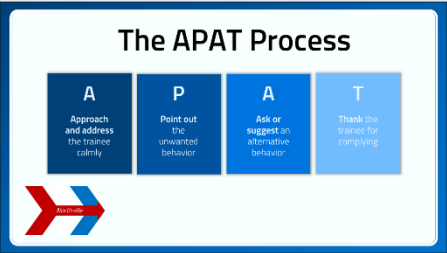



Introduce the APAT strategy and the training objectives.

Go over the four steps of the APAT, adding information for each one:

1. Approach and address the trainee calmly. *Use an even tone of voice, avoid sounding confrontational. Use the trainee’s name to get their attention and address them directly.*
  - a. “Hi Jalen, how are you?”
2. Point out the unwanted behavior. *Be objective and avoid sounding accusatory. Remind the trainee about relevant expectations.*
  - a. “Jalen I notice that the music from your speaker can be heard all the way in the hallway. Remember that music should not be loud enough to hear in the hallway if you’re playing it on a speaker. It’s important to respect the space that everyone shares.”
3. Request or suggest an alternative behavior. *Emphasize that there may be a consequence if the trainee does not comply.*
  - a. “Please either turn down your music, or listen to it on your earbuds.”
  - b. If this is a repeat behavior, you can emphasize that additional noncompliance will result in an infraction.
  - c. Give the trainee time to respond to your request. *It’s important to allow trainees some time to respond! Everyone needs a moment to respond, and some trainees may take a little longer.*
4. Thank the trainee for complying with your

	<p>request. <i>Use the trainees name and emphasize the appropriate behavior performed.</i></p> <p>a. “Jalen, thank you for turning down your music and respecting the common space.”</p> <p><i>If a student does not comply with a redirection, you may need to repeat the redirection a second time. If the trainee continues to be noncompliant or becomes confrontational, calmly reiterate the expectation that they are not meeting or the behavior that they need to change, and emphasize that their noncompliance will result in a consequence, for example an infraction being entered.</i></p> <p>Give the trainee space to choose their response again.</p> <p>Document any noncompliance and enter an infraction using the RAP format as necessary.</p>	
<p>5</p> 	<p>Hand out scenario cards – 2 cards for each table. There are 5 total scenarios, so every table might have a different combination of scenarios. Instruct each group to choose a representative, then to work together to determine an APAT-based approach for redirection in each situation.</p> <p>Give learners 7-10 minutes to review the scenarios and develop an approach using the APAT strategy.</p> <p>At the end of 7-10 minutes, ask learners from each table to share one of their scenarios.</p> <p>Allow other groups/individuals to give feedback about the approach and provide your own feedback on the approach that was taken.</p>	<p>Learners will work with their table groups to determine appropriate ways to approach and redirect trainees in each situation.</p> <p>Groups’ representatives will explain the approach each group chose.</p> <p>Members of other table groups will</p>

		<p>contribute advice or feedback on the strategies chosen.</p>
<p>6</p> 	<p>Review the APAT strategy with the learners.</p> <p>Ask learners to explain what each letter of “APAT” stands for and what additional directives there are for each step in the strategy. Use the slide to confirm each answer – elicit a response, then confirm with the slide.</p>	<p>Learners will call out or volunteer to recall the APAT strategy sequence.</p>
<p>7</p> 	<p>Before closing, ask learners what additional questions they have regarding the APAT strategy.</p> <p>Address learner questions as needed.</p> <p>**Learners may start to discuss situations where trainees reacted to redirection with hostility. Emphasize that the aim of the APAT method is to avoid introducing hostility or tension to an interaction with a trainee but that, in the case of a trainee becoming aggressive or confrontational after being calmly redirected, it may be necessary to switch to a de-escalation strategy, which is the topic of a separate training. Invite learners to participate in the additional de-escalation training to help develop skillset for dealing with confrontational or hostile trainees.</p> <p>Thank the learners for attending the training.</p>	<p>Learners may ask questions or contribute experiences.</p>

### Instructions for Group Activity:

1. Have 5 sets of the scenario cards from the following pages printed out prior to the training.
2. During the presentation, ask learners to organize themselves into groups of 3-4 people. If groups are seated at tables, they can work together as a table as well.
3. Distribute the cards randomly to the groups during the “What would you do?” activity on slide 5.
4. Review activity instructions from the slide with the groups, then allow 5-7 minutes to complete the activity. Groups should review their scenario cards and apply the APAT model to address the scenario on each card.
5. After 5-7 minutes, go around the room and ask learner groups to share one or two of the scenarios and their solutions with the entire group. Debrief after each scenario, as learners from other groups to provide feedback, and review the steps of the APAT model as necessary.

## Scenario 1:

Jaden has left empty food and drink containers in the lounge and gone back to his room. He has his earbuds in and is listening to music.

## Scenario 2:

Amirah is room-visiting with Jenaly and they are laughing and joking loudly, causing a disturbance.

## Scenario 3:

Alfred is still in the dormitory at 7:45am and has not made an effort to get ready for the training day.

## Scenario 4:

Dione is banging on the vending machine because their snack got stuck in the machine.

## Scenario 5:

Ali has gotten frustrated by a video game and is yelling and cursing in his room.