

# Behavior Management Cycle: Use Positive Narration

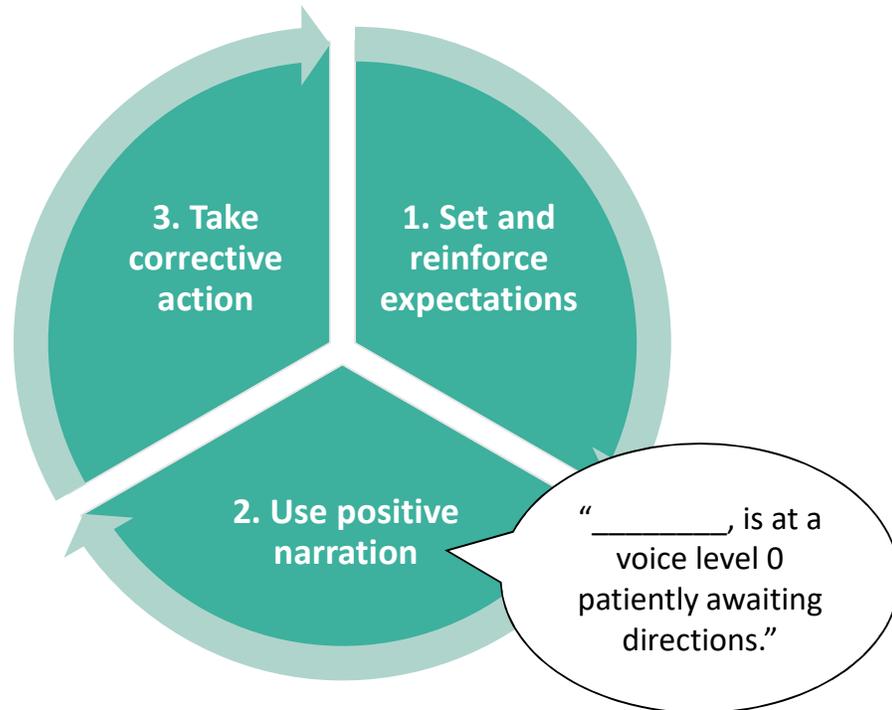


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## Directions:

1. Read through this packet individually.
2. Discuss content as a group.
3. Write or draw a summary of the content on your chart paper.
4. Make a plan to present your topic to the full group. For example,
  - Who will present?
  - How will you engage all team members?
  - How can you make your presentation engaging for the audience?

# Behavior Management Cycle



- There are several different approaches to classroom management, but we are going to share one commonly used, proven approach today. Positive narration is the second step in the behavior management cycle.
- Imagine a teacher said:
  - “OK, let’s all come back together with eyes on me, pencils down, and at a voice level 0. Chyna has her eyes on me and pencil down. Dennis is at a voice level zero, patiently awaiting directions. Walter has closed his folder and turned toward me to show he is ready. Sofia, the expectation was to be at a voice level 0. This is your verbal warning [and write names on board]. I should have all eyes on me, pencils down, and voice levels at 0. Sofia has her eyes on me and is ready for the next directions.”
- In this example, I first acknowledged students who were meeting or going above the expectation. This serves a couple of purposes:
  - It reminds students of the expectation if they did not hear it the first time.
  - It gives the class a few more seconds to shift to meeting the expectation.
  - It positively recognizes students in a specific way. Because it is so specific, other students can copy what this student is doing.
- This is what positive narration is all about!

# See It – Name It – Two Scenarios

“Thank you for your insightful reflections! Now we are going to move to independent reading time. Please take out your books, turn to Chapter 2, and begin reading silently at your seat. [Slight pause.] Everyone at Table 4 is taking out their books silently. [Slight pause.] I can see that Sam is making a connection to the text because he is writing in the margin.”

“Thank you for your insightful reflections! Now we are going to move to independent reading time. Please take out your books, turn to Chapter 2, and begin reading silently at your seat. [Slight pause.] Jenny, the directions were to be silent. This is your second infraction; please move your seat and complete the behavior reflection.”

- *Take a minute to read each of the two scenarios on the slide.*
- The first example uses what we call *narration* to highlight behaviors students are doing that are aligned to your expectation. It also provides an opportunity to bring attention to behaviors that are going above and beyond the basic expectation. By narrating positive behaviors like this **before** you give a consequence, you can create a more positive classroom environment.

# Definition of Behavior Narration

“Effective narration begins with teachers giving clear, step-by-step directions. **After giving directions**, teachers **identify individuals or groups** who are following the instructions and **briefly describe their actions** to the class.”

<http://www.schoolimprovement.com/classroom-management-narrating-positive-behavior/>

- The School Improvement Network defines behavior narration this way: “Effective narration begins with teachers giving clear, step-by-step directions. **After giving directions**, teachers **identify individuals or groups** who are following the instructions and **briefly describe their actions** to the class.”

# Narrate the Positive

## Why does behavior narration help?

- Stresses your expectations are important
- Respects student autonomy and builds self-control
- Reminds and redirects students in a positive and productive way
- Causes the adult to first think about the positive over the negative

<http://www.ct3education.com/2015/08/05/the-power-of-positive-narration/>

- So why do you all think positive narration is so powerful?
  - Stresses your expectations are important
  - Respects student autonomy and builds self-control
  - Reminds and redirects students in a positive and productive way
  - Causes the adult to first think about the positive over the negative