

Narrating Positive Behavior



Classroom Management

The Classroom Management series provides examples of teachers working with students to create a positive classroom culture. The segments in this series complement each other within a framework of five evidence-based components: Vision and High Expectations, Clear Procedures, Relationships and Support, Engaging Instruction, and Intervention and Redirection.

Pre-viewing Discussion Prompt

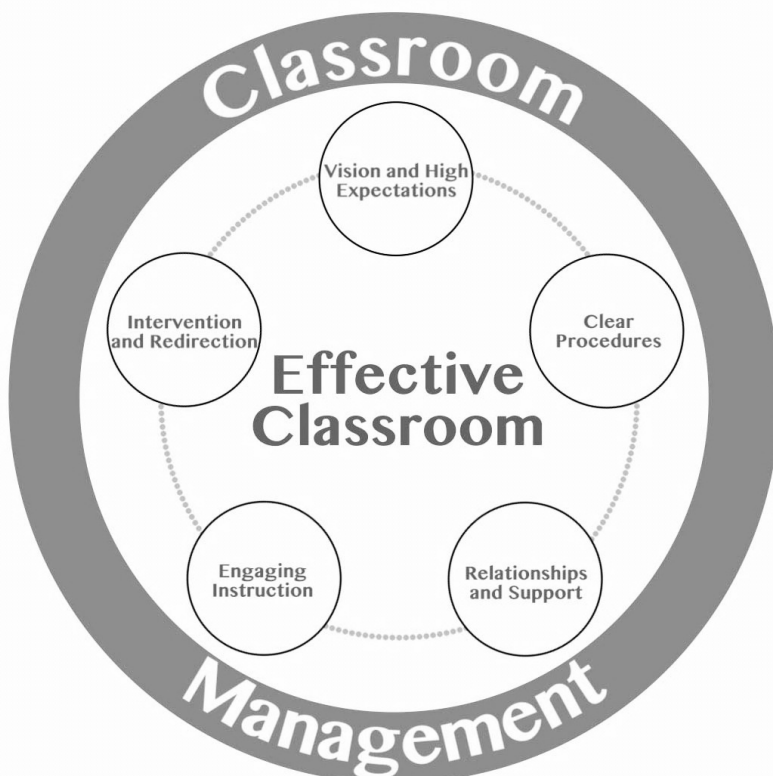
1. What procedures for reinforcing instructions do you use with your students? What works well with these procedures, and what would you like to change about them?

About this Segment

Teachers in New Orleans, Louisiana, demonstrate the technique of narrating positive student behavior in order to reinforce their instructions in a constructive way, drawing attention to desired behavior instead of misbehavior.

Post-viewing Discussion Prompts

1. What conditions are necessary for successful implementation of positive behavior narration?
2. In terms of a holistic approach to classroom management (see below left), how do strategies that develop Clear Procedures contribute to other components in this model?



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Reflection Questions

Following the discussion, participants can use the following to reflect on new learning and ideas.

1. How were the elements for successfully narrating positive behavior (listed to the right) demonstrated in this segment? What other elements could contribute to effective behavior narration?
2. How can you incorporate positive behavior narration into your own teaching practice?
3. What other strategies or techniques might you develop to reinforce instructions in a clear, constructive way?

Elements of Narrating Positive Behavior

- Begin by giving clear directions
- Within several seconds after giving directions, describe 1-2 groups/individuals who are following directions
- Descriptions should be brief and rarely include overt praise
- Secondary students may prefer group vs. individual attention

Benefits

- A positive, constructive reinforcement of instructions
- A non-competitive, non-divisive way to highlight student modeling of expected behavior

Resources from School Improvement Network

“Classroom Management: A Framework for Student Success.” *Classroom Management*. Edvivation.
<https://www.pd360.com/index.html#resources/videos/7562>.

“Assumptions.” *Conscious Classroom Management – Elementary*. Edvivation.
<http://www.pd360.com/index.cfm?ContentId=615>.

“Consistency.” *Conscious Classroom Management – Elementary*. Edvivation.
<http://www.pd360.com/index.cfm?ContentId=623>.

Academic and Professional Resources

LessonLab Skylight. “Determine Classroom Procedures Before School Starts.” National Education Association.
<http://www.nea.org/tools/determine-classroom-procedures-before-school-starts.html>.

Simonsen, Brandi, et al. “Evidence-Based Practices in Classroom Management: Considerations for Research to Practice.” *Education and Treatment of Children* 31, no. 3 (2008): 351-80.

Resource for Classroom Practice

“Classroom Management: The No-Nonsense Nurturer.” Accessed November 29, 2013,
<http://godzman.wikispaces.dpsk12.org/file/view/No+Nonsense+Nurturer+2+Pager.pdf>.