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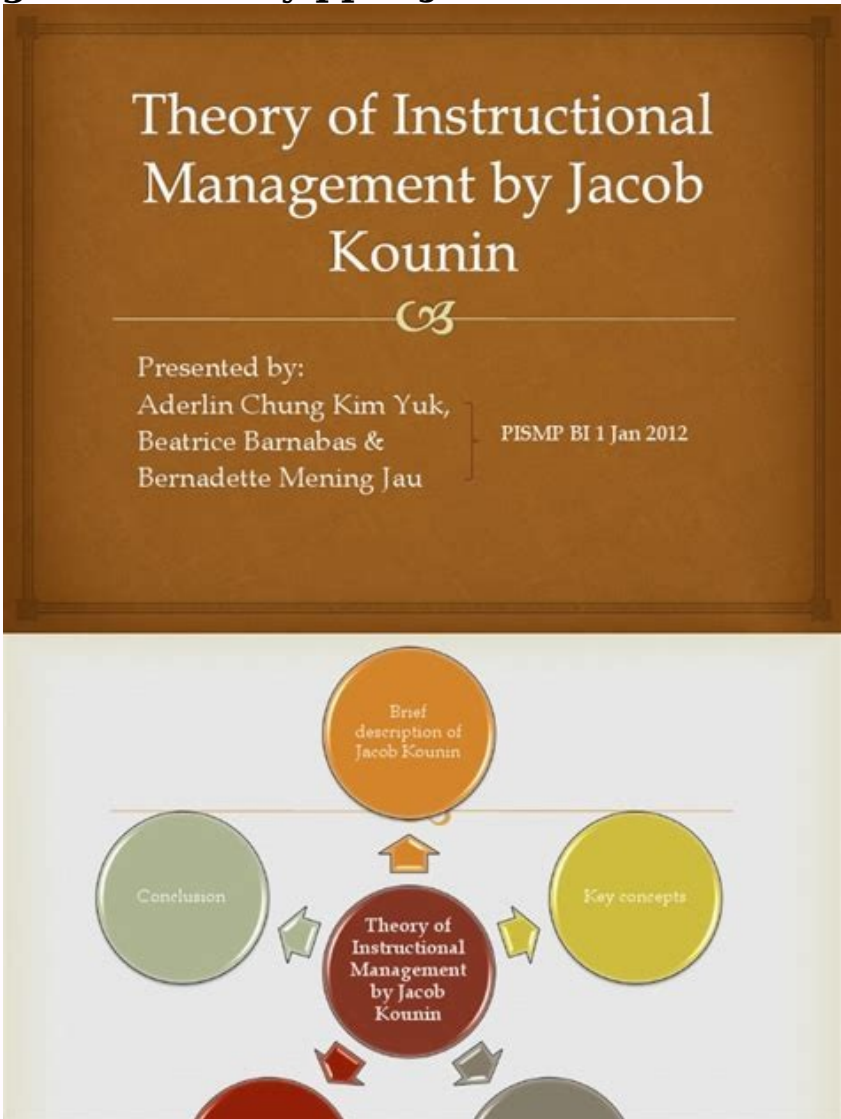
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Kounin classroom management theory ppt

Jacob kounin classroom management theory ppt. Jacob kounin classroom management techniques.



What are the theories of classroom management. What are the principles of classroom management. What are the concept of classroom management.

The Classroom Management Theory of Jacob Kounin By Linda Marenus Click for next slideThe Classroom Management Theory of Jacob Kounin • Though several management models have been developed over the years and have shown success, my style is best aligned with that of Jacob Kounin. • Kounin believed that good classroom management comes from good lesson planning. • “Good classroom behavior depends on effective lesson management, especially on pacing, transitions, alerting, and individual accountability.” (Andrius, 2008) • My experience supports Kounin’s model that a well planned out lesson does indeed take care of most classroom management issues. • When a lesson is varied, the students do not get bored or distracted. • When a lesson is well paced, the students are kept on track. • When students are held accountable, they rise to the occasion. • When students are aware of the organization of the class, they keep up with the pace. Click for next slideThe Classroom Management Theory of Jacob Kounin • About Jacob Kounin (Kounin J. , 1970): • Jacob Kounin began as an educational psychologist at Wayne State University in 1946 • Kounin is best known for his research on classroom management in the 1970’s.

“Ripple Effect”...

- Occurs when the teacher corrects a misbehavior in one student, and this positively influences the behavior of other nearby students.
- It is influenced by the clarity and firmness of the correction.
- The effect is greater when the teacher clearly names the unacceptable behavior and gives the reasons for the desist.

Exp:
Firmness, that is, conveying an *“I mean it”* attitude, enhances the ripple effect.

• Kounin was originally studying how teachers handle misbehavior. However, he soon realized that it was more about how teachers handled the class from the start than how teachers reacted to student behavior. • Kounin concluded that effective teachers are those who prevent management problems from occurring in the first place, and he set forth to identify proactive strategies rather than reactive strategies, to prevent misbehaviors. Click for next slideThe Classroom Management Theory of Jacob Kounin • The key ideas of Kounin’s theory (Andrius, 2008): • Teachers should be aware of everything happening in all parts of the classroom and correct any misbehavior immediately (“with-it-ness”) • Teachers must deal with behavior issues quickly (“ripple effect”) • Teachers must deal with several issues at once (“overlapping”) • Teachers should provide variety in the lesson to avoid student boredom. • Teachers should provide smooth transitions between activities to maintain momentum. • Teachers should hold the students accountablefor the content of the lesson through group focusing. Click for next slideThe Classroom Management Theory of Jacob Kounin • With-it-ness is the teacher’s ability to be awareof everything happening in all parts of the classroom at all time. • When students know the teacher is mindful and responsive, students are less likely to divert from directed lessons. (Wuest, 1999) • Monitoring is a key aspect of Kounin’s theory. Teachers must scan the room in three aspects (Doyle, 1990) • Watch groups – observe the entire room and how well the activity is going • Observe conduct and behavior – recognize misbehavior early and intervene • Survey the rhythm of events – maintain the flow of events • I utilize various tools to be cognizant of what students are doing in all areas of the room • I walk around the room as much as possible. When I cannot walk the room, I scan the room to ensure students are on task and exhibiting proper behavior. • I utilize the monitoring system on DyKnow (interactive learning tool employed by the school) which allows me to view the students’ monitors and block applications. • I keep my ears wide open – even when my back is turned and I am writing on the board, the students know I am quite aware of everything going on. • The students quickly learn that the teacher knows when they are not on task.

Teacher Behavior With-it-ness (Eyes on the back of your head)	Definition Demonstrating you know what is what	Example Correcting a single detour before it spreads ("Bully, get away from trash!")	Result More students on task Fewer behavior problems Positive ripple effect
Overlapping (teacher or pupils)	Dealing with more than one circumstance at a time	A hot second or less correction followed by a reference to the subject ("Who knows the capital of Utah?" "Billy, the state should have all four legs on the floor!" "Then, who is ready with the capital of Utah?")	More students on task Fewer behavior problems Positive ripple effect
Accountability (Teacher and student responses)	Making the students responsible for their own performance	✓ Teach self monitoring and self assessment ✓ Ask questions: "How well do you think you did?" "How could you make this even better?" ✓ Peer monitor	More students on task Fewer behavior problems Positive ripple effect
Teacher Behavior Smoothness and momentum (Teacher as ballerina)	Flow and smoothness of movement from one topic to another	Teacher should avoid: ✗ Single-line sentences left temporarily unfinished because of teacher distraction ✗ Transition statements dangled in mid-air ✗ Flip-flops: going back to a topic after a new topic	More students on task Fewer behavior problems Positive ripple effect

Click for next slideThe Classroom Management Theory of Jacob Kounin • The “ripple effect” occurs when other students respond to the positive or negative feedback given to a student. (Kounin, 1970) • When the teacher immediately corrects the misbehavior of one student, it affects the behavior of nearby students.

Kounin's Principle Teachings...

- Teacher need to be more attentive to all aspects of classroom.
- Effective teacher keep students attentive and actively involved.
- Teacher should be able to attend to two event/activities at the same time.
- Activities should be enjoyable and challenging.

• Interventions should be brief and direct; they should not invite further comments. (Doyle, 1990) • I have found this method to be effective.

Who is Kounin?

- Kounin is a classroom behaviourist theorist
- Best known for his two studies done in 1970
- He wrote the book, "Discipline and Group Management in Classrooms"
- Kounin worked to combine both discipline and learning in the classroom
- Kounin believed that organization and planning are key to engaging students
- This relationship is characterized by proactive teacher behaviour along with student involvement in learning

When a student’s behavior is dealt with immediately, less students join in the misconduct and opt for positive behavior. Click for next slideThe Classroom Management Theory of Jacob Kounin • Overlapping is being able to attend to multiple classroom events at once. • The ability to be aware of the students and manage multiple situations simultaneously is necessary to maintain decorum in the classroom. • Overlapping coincides with “with-it-ness” – when students realize that the teacher is continually supervising, they are more likely to behave and remain on task. • Students can easily get distracted; As teachers, we must not. Even when there are inside or outside distractions occurring, we must keep the instruction moving. • Also, I have found in a classroom of many students with many different personalities, it is necessary to answer one student’s question while instructing another group of students to stay on task. • Alternatively, some students in class may be moving at different paces. As a teacher that is aware of what is happening in the classroom, I find an alternate assignment to challenge those students that have already grasped the material and offer individual help or another assignment to help those that are still struggling. Click for next slideThe Classroom Management Theory of Jacob Kounin • A variety in the lesson lessens the boredom in the class. • Students can get satiated when a lesson is tedious. When a diversity of activities are planned, the students are less likely to lose focus. • The average amount of time that a high school student can stay in a positive learning environment without a change in stimulus is 20 minutes (Philp, 2007). • I try to plan each lesson with this in mind. In a 60-minute lesson, I plan for at least 3 activities which may include: lecture, demonstration, laboratory experiments, student activities, worksheets, educational games, videos, molecular models, or even a chemistry song to break up the lesson. • Smooth transitions lead to smooth acceleration into the next phase. • Students do not react well to unclear directions or long breaks between tasks. • It is for this reason that lessons must be well thought out prior to class. • If there is too much delay from one part of the lesson to the next, I find the students will not only lose focus, but they will also lose the momentum. It is vital to implement the varied lesson plan in a way that is seamless to the students. Click for next slideThe Classroom Management Theory of Jacob Kounin • Students must be held accountable for the content of the lesson through group alerting. • This can be done throughout the lesson by calling on students at random to answer or to have the group answer in unison. • A student can also be called up on to explain the topic to the class. • I have found in my experience that the students will pay more attention when they know there are consequences when they are not attentive. • When a student is unable to answer a question based on what was just taught, the student realizes he or she needs to get more focused. • When a nearby student then correctly answers that question, the first student feels the “ripple effect” and is eager to attempt the next one. Click for next slideThe Classroom Management Theory of Jacob Kounin • An organized, well managed classroom is supported by the teacher’s demeanor. • Kounin’s position is that the classroom should be looked at as a community. • Kounin urges the teacher maintain eye contact with a student who is talking in with an open and nonjudgmental manner. (Wiseman, 2008) • I have found in my classes that students respond to respect with respect. The teacher is the leader and sets the atmosphere of the classroom. A teacher that fosters an environment of openness and encouragement will see more achievements from the students. • My students feel comfortable asking questions because they know I will listen and try in any way I can to resolve their uncertainty and clarify the topic. Click for next slideThe Classroom Management Theory of Jacob Kounin • Support for Kounin’s Theory: • Kounin’s model of management provides a classroom atmosphere conducive to learning. • Kounin’s model focuses on strategies designed to prevent the occurrence of discipline issues form occurring in the first place. • When students are engaged, behavior problems are minimized. • I have employed Kounin’s model in my class and it is very effective. • Students require and appreciate the variety in daily lesson plans. • It allows each student to achieve individually in a way that might not have been possible without the change in approach. • Students stay on task because the amount of time spent on each part of the lesson is short enough to keep their full attention, but transitions are made smoothly so the momentum of the lesson is not lost in the second part. • Students respect rules and they a teacher who cares about the classroom community that is created. • There are very few discipline problems or classroom management issues that I have to deal with on a daily basis. Once the learning atmosphere is created, any occasional waves are resolved by the ripple effect. Click for next slideWhen students are engaged... they behave. they learn. they thrive. Click for next slideReferences Andrius, J. (2008). The Kounin Model of Discipline. Retrieved June 15, 2011, from Teacher Matters: Doyle, W. (1990). Classroom Management Techniques. In O. Moles, Student Discipline Strategies: Research and Practice (pp. P.113-121). Albany: State University of New York Press, Albany. Kogar, R. C. (2007, April 25). Jacob Kounin. Retrieved June 15, 2011, from YouTube: Kounin, J. (1970).

Discipline and Group Management in Classrooms. New York: Holt, Reinhardt and Winston. Philp, R. (2007). Engaging Tweens and Teens: A Brain-compatible Approach to Reaching Middle and High School Students. London: Corwin Press. Wiseman, D. H. (2008). Best Practice in Motivation and Management in the Classroom. Springfield: Charles C Thomas, Publisher Ltd.

Wuest, D. (1999, April). Learning Environment Article.

Retrieved 15 June, 2011, from PE Central: Classroom Management Theorist JACOB KOUNIN Jacob Kounin ● A classroom management theorist. ● His main focus is on the integration of a teacher’s organization and planning, along with steady movement of a lesson and how those concepts contribute to classroom management.

● He began his career at Wayne University as an educational psychologist in 1946. ● Kounin’s 1970’s case studies on classroom management, took over five years to conduct. He experimented with college, high school and elementary students. ● His research was conducted through visual observations of video tapes of 80 elementary school classrooms. ■ Kounin presents his novel “Discipline and Group Management in Classrooms”(1977), which is based on the integration of instructional and disciplinary aspects of the classroom. The Kounin Model of Withitness & Organization Teachers that provide their class with effective lesson management that provides smooth pacing, transitions, alerting and individual accountability will demonstrate effective classroom behavior. ● Teachers need to be attentive. ● Teachers need to keep students attentive and actively involved. ● Teachers should be able to multitask and monitor their students at all times. ● Teachers should plan lesson activities that students not only enjoy, but are also challenging to stimulate their minds. ● Ripple Effect● Withitness● Overlapping● Momentum● Smoothness● Maintaining Group Focus● Satiation ■ The “Ripple Effect” occurs when teachers correct the misbehavior of one student and as a result the correction of the misbehavior influences the behavior of a nearby student. Desist: Comments made to stop a behavior. ● The teacher should have the skills to be able to know what is going on in the classroom at all times. ● In a sense the teacher should have eyes in the back of their head. ● The ability to attend to multiple situations/students at the same time. ● The teacher has the ability to multitask. For example; The teacher is able to speak to the class about a topic as they walk around the classroom to monitor their students. ■ Momentum ■ Smoothness ■ Transitions ■ Maintaining Group Focus ● Teachers should be able to make easy transitions from one activity to another. ● Momentum must be at a consistent flow. ● The teacher must be prepared and know the activity well because the teacher must be prepared for any changes that may occur that effect the activity. ● The teacher sets a direction and does not lose focus on their lesson. The teacher avoids going off topic. ● The teacher lets the students know what is going on throughout the day and they stick with that schedule. ● The teacher is able to transition the students from one activity to another without having too many disruptions. ● The teacher sets a direction and does not lose focus on their lesson.

The teacher avoids going off topic. ● The teacher lets the students know what is going on throughout the day and they stick with that schedule.

● The teacher is able to transition the students from one activity to another without having too many disruptions. ● The students have had enough information and begin to drift. The students are bored. ● To avoid satiation, the teacher is enthusiastic, offers challenges to the students and provides the students with a variety of activities.

Weaknesses: Teachers can lose track of time when performing a lesson. Teachers can get distracted by students or other outside variables (the phone rings, someone walks into the classroom, etc). The teachers’ eyes cannot be on every student at all times. The teacher cannot always point out a student’s strength/weaknesses. The teacher cannot always get every student involved in a lesson. The teacher can lose control over a disruptive student. StrengthsThe model presents methods of withitness and organization that teachers can use in their classrooms. Group alerting gains the attention of students. Group alerting also allows teachers to present to students expectations that they have for the class.

Overlapping provides teachers with control over several activities. Teachers that make lessons more interesting avoid satiation. Teachers develop a pace with their class to achieve a precise momentum to teach a lesson appropriately. The model helps extinguish misbehaviors. ● Kounin’s model is relevant in today’s classrooms! ● His model is demonstrated by teachers each day to minimize inappropriate behaviors. ● I feel Kounin’s ideas will be demonstrated and used by teachers for many years to come because his practices are effective in many classrooms. I saw many of his methods used by my Practicum teacher back in the spring. Also, I feel Kounin’s methods are relevant because I have used his methods to minimize behaviors, while I was teaching my Practicum students. ■ Kounin’s model of behavior has it’s strengths and weaknesses. However, through my experiences of teaching and observing in classroom I have witnessed Kounin’s model being used by teachers and myself. At times Kounin’s model does not always work with every problematic student. However, the model has a tendency to work with most students and maintains a well organized classroom with minimal inappropriate behaviors. Here are some examples of how I used Kounin’s model of behavior. 1.The “Ripple Effect” – Once I called on one student for not paying attention the other students in the class lifted their heads and focused on me. 2.

Withitness- At one point of the day, one student would always start to play with their pencils in their desk. I caught onto this misbehavior and as I was writing on the board I said “Eyes on me, no playing in your desk”. The one student I heard whisper “How does she know”?

3.

Overlapping – As I teach a lesson I am able to point out ideas as I walk across the classroom, to monitor the students. Andrius , J. (2011). Teacher matters: The Kounin’s model of discipline. Retrieved on June 9, 2012, from Kounin, J. (1977). Discipline and group management in classrooms. Malabar, FL: Krieger Publishing Company Scarpaci, R. T. (2007). A case study approach to classroom management. Boston, MA: Pearson Education Inc.