

Introduction

Kounins model focuses on preventive discipline techniques and strategies designed to prevent the occurrence of discipline problems in the first place. Good classroom management depends on effective lesson management. Kounins key ideas include the "ripple effect," "withitness," "overlapping," effective transitions, group focus, and satiation.

The techniques advocated by Kounin for class control are all intended to create and maintain a classroom atmosphere conducive to learning. By keeping students busily and happily engaged, behaviour problems are reduced to a minimum. Kounin does not believe that teachers personality traits are particularly important in classroom control. What is important, he insists, is teachers ability to manage groups and lessons

Source: <http://slideplayer.com/slide/7723713/>
<https://www.slideshare.net/eidaerlieda/kounin-model>

Kounin's Principle Teaching

- 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.

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.

Withitness

- Teachers awareness of what is going on in all parts of the classroom at all times or commonly refer as "having eyes in the back of the head." Exp: If students are off-task and fooling around, the teacher needs to send a clear message that communicates to the students that the teacher sees that they are not working and they need to get started.
- The effectiveness of withitness is increased when the teacher can correctly identify the student who is the 'instigator' of the incident.
- Teacher who target the wrong student for a desist or a reprimand are perceived by the students are not knowing what is really going on.
- Teacher should intervene early and quickly in dealing with misbehavior. Failure to do so allows the misbehavior to spread

Overlapping

- Kounin states that overlapping is the ability to attend to two issues at the same time. Exp: A teacher can deal effectively with an interruption while keeping an eye on the happenings across the gym.
- Kounin found that teachers who are skilled at overlapping were also more aware of what is going on in the classroom.
- Students are more likely to stay on-task if they know that the teacher is aware of what they are doing and can help them when needed.

Kounin Principles

Kounin's Principal Teachings

- **Smoothness** in lesson presentation helps keep students involved.
- The term **smoothness** refers to steady progression of lessons, without abrupt changes or disturbing incidents.
- Effective teachers have systems for gaining student attention and clarifying expectations. Kounin called this tactic **group alerting**.
- Teachers must learn how to correct one pupil's behavior in a way that changes the behavior of others. This is called the **Ripple effect**.

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Effective Transitions

- Kounin's research revealed an important relationship between student behavior and movement within and between lessons. Notes:- Movement = pacing/momentum/transitions ≠ physical movement of teacher or students in the class
- Teachers ability to move smoothly from one activity to the next, and to maintain momentum within an activity has a great deal to do with their effectiveness in controlling behavior in the classroom.
- In smooth transitions, student attention is turned easily from one activity to another, thus keeping student attention on the task at hand.
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Group Focus

- The ability to keep members of the class or group paying attention to the task is essential in maintaining an efficient classroom and reducing student misbehaviour.
- Effective grouping maximizes active participation and keeps students engaged in learning.
- There are two techniques that can be used by the teacher during conducting a lesson in the class.

Measure Advantages

Accountability Powerful force in:

- Record-keeping When students know keeping students on-
 - Public recognition that they will be held task
 - Skill testing accountable for their
 - Written work. learning and behavior and teachers know how each student is progressing, student misbehavior decreases. Alerting
- Focusing the attention
- Demonstration Students become of group
 - Using questions to more alert and give check students more attention during understanding the lesson/activities
 - Varying the student conducted by teacher. who is called upon to give an answer

Satiation

- Means being satisfied or having enough
- To describe students progressive loss of interest in the task especially when students experience satiation or boredom. Exp: ☹ Work on the task without giving it much thought ☹ Try to create some excitement through fooling around with a classmate or engaging in other forms of misbehaviour

Kounin suggests reducing satiation by... Providing students with a feeling of progress Offering students challenges throughout the lesson Being enthusiastic. Using different teaching styles and add variety to the lesson

