The Kounin Model
Be Proactive, Not Reactive

- Jacob Kounin, Educational Psychologist

- Relationship between teacher’s discipline and instructional methods

- Teachers need to have organized lessons and clear expectations

- Leads to less behavior problems
Ripple Effect

- Correcting one student’s behavior while influencing others
- Name behavior and why it is wrong
- May deter others from misbehaving
Withitness

- Awareness of surroundings
- “Eyes in the back of your head”
- All students within your eyesight at all times
- Propose alternative behavior at first sign of misbehavior
Overlapping

- Completing two tasks at once
- Attention is evenly split
- Body Language is important
- Students work better when teacher is watching
Transition/Lesson Expectations

- Have clear expectations
- Practice different transition times
- Lessons flow smoothly
- Ideas are connected together
- Stay on task
Group Alertness

- Whole group engagement, despite one individual answering
- Have students answer questions for each other
- Create challenges for individuals and whole groups to complete
First Day of Class

- Clear Expectations
- Transition Plans
- Completed Lessons
- Encourage engagement of all types
You teach 9th grade math. Brayden is a boy in your class. You've provided time in class for students to work on an assignment from the book. While you're walking around, you see Brayden using his cellphone in his lap, under his desk. What do you do?

- Less likely to happen if Brayden was engaged in the lesson
- Call out his name
- Refer to classroom expectations
- Propose alternative behavior
  - i.e. have him write down his classmate’s answers
Our Final Thoughts: Be Proactive

+ Holds students accountable for actions
+ Prevents behaviors from occurring
+ Holds teachers accountable for their teaching methods

– Preventing behavior ≠ complete involvement
Resources


