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EDUC 360

Classroom Management Theorists

Theorist:	Basic Principles:	Suggestions:	Strengths:	Weaknesses:
Redl and Wattenberg <i>Chapter 4</i> 1950s	<ul style="list-style-type: none">-Group Behavior-Group Dynamics-People behave differently in groups than they do individually.	<ul style="list-style-type: none">-Teachers should be aware of and point out student roles such as leaders, followers, clowns, instigators, and scapegoats.-Teachers should allow students to have a say in setting classroom standards.	<ul style="list-style-type: none">-These ideas encourage good class morale, and stopping problems before they start.	<ul style="list-style-type: none">-Teachers often see these ideas as complicated and difficult to implement.
B.F. Skinner <i>Chapter 4</i> 1960s	<ul style="list-style-type: none">-Behavior modification by use of a reinforcing stimulus.	<ul style="list-style-type: none">-Teachers should use rewards and praise to encourage positive behaviors, while limiting punishment and ignoring negative behaviors.	<ul style="list-style-type: none">-Positive reinforcement is an effective way of encouraging good behavior.	<ul style="list-style-type: none">-Positive reinforcement alone does very little to deter negative behaviors. Some form of punishment is often needed.
Jacob Kounin <i>Chapter 4</i> 1970s	<ul style="list-style-type: none">-Withitness, degree of awareness.-Momentum/smoothness-Accountability, involving students with questions and discussion.	<ul style="list-style-type: none">-Keep lessons engaging and interesting.-Keep students accountable by involving them in the lesson.-Be aware of what is going on in the classroom at all times (withitness).	<ul style="list-style-type: none">-Kounin's ideas are still used to keep lessons flowing in the right direction, while maintaining student engagement.	<ul style="list-style-type: none">-Kounin's ideas do not offer immediate suggestions for putting a stop to misbehavior.

