DOCUMENT RESUME

ED 246 026 SP 024 893

AUTHOR Vasa, Stanley F.
TITLE Classroom Management: A Selected Review of the Literature.
PUB DATE Mar 84
NOTE 12p.; In: Egbert, Robert L., Ed., and Kluender, Mary M., Ed. Using Research to Improve Teacher Education: The Nebraska Consortium. Teacher Education Monograph No. 1. (SP 024 888), p64-74.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Class Activities; Classroom Research; *Classroom Techniques; *Discipline; Elementary School Teachers; Elementary Secondary Education; *Planning; Preservice Teacher Education; Secondary School Teachers; Student Behavior; Student Teacher Relationship; Teacher Behavior; *Teacher Effectiveness; *Teaching Styles

ABSTRACT

Classroom management factors relating to group management of students and cooperation between the student and the teacher are discussed. The definition of classroom management is limited in this discussion to those managerial behaviors related to maintenance of on-task student behaviors and the reduction of off-task or disruptive behaviors. Classroom management is viewed from the perspectives of preparation for the school year, in-class activities, and teacher monitoring behaviors. Specific teacher behaviors and techniques are discussed within each of these categories. Recent research concerning classroom management by Jacob Kounin (1970) and Anderson, Evertson, and Emmer (1979) forms the basis for most of the discussion. Four alternative classroom management models (Redl's Model (1959), Canter's Assertive Discipline Model (1976), Dreikurs' Model (1980), Glasser's Model (1969)) are briefly described and implications for teacher education are discussed. (JD)

Classroom Management: A Selected Review of the Literature

Stanley F. Vasa

University of Nebraska-Lincoln

Introduction

Although classroom management can be viewed from various perspectives, this paper focuses on factors relating to group management of students and cooperation between the student and the teacher. More specifically, in this paper, the definition of classroom management is limited to those managerial behaviors related to maintenance of on-task student behaviors and the reduction of off-task or disruptive behaviors (Goss & Ingersoll, 1981). As a means of organizing the discussion, classroom management is viewed from the perspectives of preparation for the year, in-class activities, and monitoring behaviors, (Figure 1); specific teacher behaviors and techniques are discussed within each of those categories. Although distinctions have been made for the purpose of the discussion, in practice these aspects of classroom management are highly interrelated.

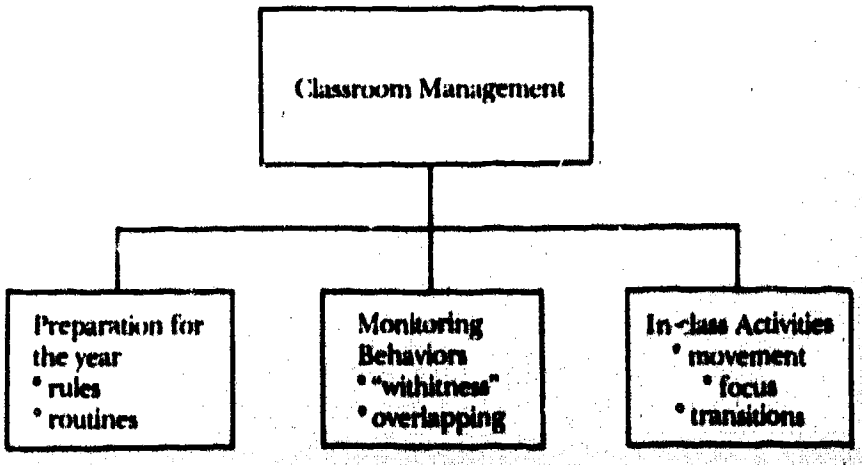

Figure 1. Categories of Classroom Management

Much of the recent work concerning classroom management has been influenced by the work of Jacob Kounin (1970), and that of Anderson, Evertson, and Emmer (1979). In his research, Kounin used videotapes to analyze teacher and student behaviors in the classroom. One study consisted of 30 self-contained classrooms, 15 first- and second-grade classrooms and 15 classrooms from grades three through five. A second videotape study consisted of 50 first- and second-grade classrooms which were selected in schools which were large enough to have at least two classrooms for a grade. Schools were selected that had, in the principal's judgment, one "good" and one "poor" classroom at the same grade level. Children were scored for work involvement and deviancy every 12 seconds but only when they were working in an academic subject. Different scorings were reported for seatwork and for recitation. Teachers' classroom management behaviors were also tabulated.

In a study with intent somewhat similar to Kounin's research, Emmer, Evertson, and Anderson (1980) compared two groups of third-grade teachers in eight elementary schools, using both beginning-of-year and follow-up observations. For comparison purposes, teachers were divided into categories of more effective and less effective managers. Rules, procedures, pupil monitoring and delivery of consequences were among the dimensions studied. Other recent research that has moved beyond Kounin has led to extensive descriptions of successful elementary and secondary classroom organization and management (Evertson, Emmer, Clements, Sanford, & Worsham 1984; Emmer, Evertson, Clements, Sanford & Worsham 1984).

Preparation for the School Year

Preparation for teaching includes a number of functions, the first of which, instructional planning, is discussed by Walter (1984) elsewhere in this monograph. Once planning is well under way, other preparatory functions assume increased importance. Among these are setting up the classroom and establishing routines.

Setting Up the Classroom

One of the major concerns of both classroom teachers and researchers about classroom management is the initiation of the school year, particularly establishing rules and guidelines for behavior during the first few weeks of school. Emmer, Evertson, and Anderson (1980); Evertson and Anderson (1979); Emmer and Evertson (1980); Evertson, Anderson, Emmer, and Clements (1980); and Emmer, Sanford, Evertson, & Clements (1981) found that more effective managers spent considerable time during the first weeks of school assisting students in learning to behave. These studies identified a number of differences between teachers judged to be effective and ineffective managers. The differences between the groups were most apparent in

areas of classroom rules and procedures, monitoring of pupils, and delivery of consequences. Both groups of teachers had rules and procedures; however, the more effective teachers were distinguished from the less effective by the degree to which the rules and the procedures were integrated into a workable system.

Some of the findings which distinguished the more effective teacher were:

1. initial meetings planned for maximum contact and control,
2. well-prepared rules and procedures,
3. effective communication of rules and procedures,
4. efforts to teach rules and appropriate behavior,
5. effective monitoring of students, and
6. apparent consequences for either good or inappropriate behavior.

Routines

Yinger (1979) observed teachers making planning decisions over a period of time and analyzed the types of procedures they chose. He found that procedures whose main function is to provide continuity increased the predictability of the school day and thus played a major role in teacher effect on student time-on-task. Such routines allowed students to better predict the direction in which an activity was going and what would be expected of them (Yinger, 1980).

In Class Activities

Kounin's research, mentioned above, investigated the effects of classroom procedures and activities on students' on-task behavior (Kounin, 1970). Through study of his extensive videotapes, Kounin identified cert in general categories of classroom procedures, including movement management and group focus. He then divided these general dimensions into more specific behaviors. Kounin identified two sub-categories under movement management—momentum and smoothness of movement; he identified three categories under group focus—group alerting, accountability, and format. Correlations for the sub-categories—momentum, smoothness of movement, group alerting and accountability—with (1) work involvement and (2) freedom from deviancy, under both recitation and seatwork conditions are shown in Table 1.

Table 1*

Correlations Between Teacher Behaviors and Children's Behaviors in Recitation and Seatwork Settings

	Recitation		Seatwork	
	Work involvement	Freedom from deviancy	Work involvement	Freedom from deviancy
Momentum	.656**	.641	.198	.490
Smoothness	.601	.489	.382	.421
Group Alerting	.603	.442	.234	.290
Accountability	.494	.385	.002	−.035

*Adapted from Kounin (1970)

**N 49 classrooms (r of .276 significant at .05 level) Kounin (1970), p. 169.

Movement Management

Momentum. Kounin suggested that momentum could be weakened by a number of different actions: behavior overdwelling, actone overdwelling, prop overdwelling, task overdwelling, group fragmentation, and prop or actone fragmentation. Explanations of these qualities are:

Behavior overdwelling. generally categorized as "nagging" or "preaching." The teacher dwells on misbehavior beyond what is necessary.

Actone overdwelling. when a teacher concentrates or overdwells on a sub-part of an activity enough to detract from the task as a whole.

Prop overdwelling. when a teacher emphasizes a prop to the extent of losing the focus on the activity.

Task overdwelling. when the teacher elaborates explanations beyond what is required for the children to understand, to the point that children are hindered from progressing.

Group fragmentation. when a teacher has an individual student do singly what a whole group could do as a unit. By doing so, this fragmentation produces "waits" for students.

Prop or actone fragmentation. when a teacher breaks units of behavior into small components and focuses upon the sub-parts although the behavior could have been more efficiently performed as a unit.

Smoothness of Movement. In Kounin's description, smoothness of movement was weakened by stimulus-boundness, thrusts, flip-flops, dangles, and truncations. The definitions of these measures are:

Stimulus boundness. opposite of goal directedness. The teacher's ability to maintain a focus on a goal is measured in contrast to the teacher's becoming easily distracted by a stimulus to the extent that he/she forgets the goal.

Thrust. a teacher's sudden bursting in on children's activities. Timeliness is the issue.

Dangle. when a teacher starts an activity and leaves it by going to another activity. After this interruption, the teacher resumes the original activity.

Truncation. same as dangles except the teacher does not resume the original activity.

Flip-flop. measured only in transition activities. A flip-flop is when a teacher terminates one activity, starts another, and then returns to the terminated activity.

As indicated in Table 1, smoothness of movement correlated significantly with students' behaviors for both work involvement and freedom from deviancy during recitation as well as while they were engaged in seatwork. Momentum correlated with work involvement and freedom from deviancy during recitation and with freedom from deviancy during seatwor' momentum did not correlate significantly with work involvement during seatwork.

Kounin also found that momentum and smoothness correlated significantly with each other, i.e., teachers who use smooth transitions have a tendency not to slow down student progress by their behaviors.

Group Focus

In Kounin's organizational scheme, the general category of group focus was further divided into three sub-categories: group alerting, accountability and format.

Group Alerting. Techniques used for group alerting include creating suspense before calling on a child, picking reciters randomly, interspersing "mass unison" recitation along with individual recitation, calling on non-participants, and presenting new materials or methods during recitation. Negative techniques included focus on the individual to the exclusion of the group, preselection of a reciter before asking the question, and selection of reciters in a predictable order.

The results revealed that group alerting was significantly related to children's behavior in work involvement and freedom from deviancy during periods of recitation but not for either work involvement or freedom from deviancy during seatwork (see Table 1).

Accountability. Another method of achieving group focus was through accountability, which was characterized by teachers (1) asking all students to expose answers, (2) asking all students to recite in unison, (3) asking students who knew the answers to raise hands, (4) circulating and checking non-participants' work, and (5) requiring non-participants to demonstrate.

Like group alerting, the correlations of acccountability with work involvement and with freedom from deviancy were significant only in recitation settings; that is, the correlations of accountability with work involvement and

freedom from deviancy were not significant during seatwork. In addition, the correlation between accountability and group alerting was also significant. Both group alerting and accountability demonstrate the ability of the teacher to maintain group focus and not become immersed in working with individual students to the point of neglecting the group.

Format

Two components of instructional format were identified by Kounin: (a) the use of props and (b) the formal setup of the session (lecture, recitation, or combination). Format did not correlate significantly with either work involvement or freedom from deviancy for either recitation or seatwork.

Teacher Transitions

Another teacher behavior which the research literature shows as being important is transition from one activity to another. In a study critical to this area, Arlin (1979) addressed two research questions: Do off-task, disruptive behaviors occur when teachers make transitions from one activity to another? If so, what teacher behaviors accompany disruptive transitions and are there convenient ways to decrease the amount of disruption? Arlin defined a transition as "a teacher-initiated directive to students to end one activity and to start another."

Arlin's study focused on the amount of off-task student behavior that occurred during transition. Using naturalistic observation techniques, 50 student teachers at the elementary and junior high levels were observed in an attempt to evaluate the quality of their transitions and the resulting levels of off-task behavior. Findings showed that the rate of student off-task behavior during transitions was almost twice as great as during regular class time. However, transitions could be structured to minimize disruptive behavior. The transitions that involved the fewest pupil disruptions contained smoothness, momentum and continuity of signal. Arlin also observed that teachers often used a "steering group" in the timing of transitions and/or transitional decisions. He further suggested that the quality of transitions may serve as an easily observable indicator of the general quality of time management procedures used in the classroom.

Teacher Monitoring Behaviors

In addition to his findings related to teacher classroom behaviors, Kounin described two complex teacher characteristics that correlated substantially with work involvement and freedom from deviancy. He termed these characteristics "withitness" and "overlapping." Correlations of these characteristics with work involvement and freedom from deviancy under recitation and seatwork conditions are shown in Table 2.

Withitness

According to Kounin, "withitness" is the ability of the teacher to give the

illusion to students that he/she has eyes in the back of his/her head. The "withitness" quality was measured by the following criteria:

1. ability to catch a deviancy before it spread,
2. ability to catch a deviancy before it increased in seriousness,
3. ability to desist the child causing the deviancy rather than desisting the wrong child, and
4. ability to stop the more serious deviancy rather than desisting a less serious deviancy and ignoring a more serious deviancy.

Kounin's research showed that "withitness" correlated positively with work involvement and with freedom from deviancy during both recitation and seatwork conditions (see Table 2).

Table 2

Correlations Between Teacher Style and Children's Behavior in Recitation and Seatwork Settings

	Recitation		Seatwork	
	Work involvement	Freedom from deviancy	Work involvement	Freedom from deviancy
Withitness	.615**	.531	.307	.509
Overlapping	.460	.362	.259	.379

*Adapted from Kounin (1970).

**N = 49 classrooms (r of .276 significant at .05 level) Kounin (1970), p. 169.

Overlapping

Another teacher behavior measured by Kounin was overlapping, which he defined as the teacher's ability to attend to more than one event at the same time. These overlapping events primarily occur when the teacher has to issue a desist order while at the same time working with a group of children or when the teacher is involved with one group of children and another child interrupts for some assistance.

Like withitness, overlapping correlated with work involvement and freedom from deviancy during both recitation and seatwork (see Table 2). The two aspects of teacher style, overlapping and withitness, also were intercorrelated (r = .477) (Kounin, p. 169).

Desist Techniques

In addition to the teacher behaviors and characteristics that Kounin found correlated with children's behaviors, he found one behavioral complex, desist techniques, that did not show such a relationship. Through his research Kounin attempted to determine "whether or not desist techniques made a difference in children's reactions to desist events," or "does the manner in which a teacher handles a misbehavior affect the behavioral reactions of a child to this event or not?"

In order to score these direct management techniques, Kounin coded

the teachers' desists for their clarity, firmness, intensity, focus, and child treatment.

Clarity. a clearly stated desist should answer the questions who, what to stop, what to do, and why.

Firmness. the teachers' follow-through for firmness includes moving closer to the deviant student, looking at the deviant student, using a "physical assist," or using a repeat urge.

Intensity. the teacher's position and manner determined the intensity of desist.

Focus. the teacher's ability to focus positively on misbehaviors and to positively direct the deviant students into the proper activities.

Kounin concluded that, based on his data, a relationship between the qualities of teacher desist techniques and the degree of success in handling a deviancy was not supported.

The research conducted by Kounin and others provides valuable information about specific techniques which teachers can use to promote discipline and good classroom management. These management skills may allow teachers to accomplish their teaching goals; their absence may be a serious barrier to goal accomplishment. Several comments should be noted about the research. First, many of Kounin's variables are not independent and the data gathered is correlational. Second, the data may not generalize to other age-level groups of students Finally, one wonders if well-behaved students do not produce teachers who score highly on Kounin's variables. At least a partial response to these caveats appear in a study by Borg (1977), who found that teachers given training in skills related to withitness showed a significantly greater decrease in mildly and severely disruptive behavior in their classrooms than did teachers not given such training.

Alternative Classroom Management Models

Two recent publications have been written as an outcome of the studies conducted at the Research and Development Center for Teacher Education at the University of Texas. The two publications, *Classroom Management for Secondary Teachers* (Emmer, E., Evertson, C., Sanford, J., Clements, B., & Worsham, M., 1984), and *Classroom Management for Elementary Teachers* (Evertson, C., Emmer, E., Clements, B., Sanford, J., & Worsham, M., 1984) are attempts by the authors to put into practice classroom management procedures based on the research reviewed and conducted at the University of Texas. Contents include: organizing the classroom, choosing rules and procedures, managing student work, getting off to a good start, and organizing and conducting instruction.

A number of alternative classroom management models have been pop-

ular in the literature during the past decade (Charles, 1981). However, limited research supporting these models is available. Short descriptions of four models currently in use are provided as examples for further study. Individuals seeking information on additional models are referred to *Building Classroom Discipline from Models to Practice* by C. M. Charles (1981).

Redl's Model

Redl offers teachers insight into psychological and social forces affecting student behavior in groups and suggests to teachers specific strategies for discipline. The techniques include supporting self-control, providing situational assistance, appraising reality, and using pleasure-pain techniques designed to help teachers maintain classroom control and strengthen the emotional development in students (Redl & Wattenberg, 1959).

Assertive Discipline

Canter's model for classroom management places emphasis on the teacher as the regulator of classroom behavior and the controller of the environment by establishing and enforcing rules. The teacher serves as the dispenser of reinforcement and punishment based on predetermined rules. The model emphasizes teacher control and structure in the classroom (Canter & Canter, 1976).

Dreikurs' Model

Dreikurs (1968) places responsibilities on teachers, asking them to interpret the goals of students' misbehavior and to determine management strategies based on these goals. Formal teacher training programs implementing the model have been established by Dinkmeyer, McKay, and Dinkmeyer (1980). A major goal of the model is to assist students in becoming responsible for their behavior and actions.

Glasser's Model

Glasser (1969) provides a model for classroom management which views students as rational beings who can control their own behavior. His classroom management and discipline procedures are designed to assist the student to make good choices. His model entails developing reasonable consequences for both appropriate and inappropriate behaviors. Class rules are an essential component of this approach.

Implications For Teacher Education

The concepts developed by Kounin and others emphasize the general behavior and classroom organization of the teacher. The approaches developed from their research provide insights for the development of teacher training programs. Transitions, early planning, rule enforcement, and effective classroom monitoring, i.e., withitness and overlapping, are concepts which

are helpful to beginning teachers. A strength of these approaches is that they manage the class as a group, providing guidance for controlling misbehavior while also dealing with the remainder of the class. In addition, in each instance the approach is proactive on the part of the classroom teacher rather than reactive to the misbehavior of students. Perhaps these concepts can be a starting point for examining what further research has to offer classroom teachers in group behavior management.

The suggestion that teachers be trained to utilize such concepts as withitness and overlapping leads to several other issues. The first is whether classroom teachers can be effectively trained to utilize such strategies. Borg addressed this problem with his intervention research, but a single study does not provide definitive answers to such complex questions. However, the more recent documentation added by the researchers at the Texas R & D Center increases the credibility of this body of information.

Two additional dilemmas confronting higher education are (1) the proliferation of classroom management models, which for the most part have limited research or empirical data as support, and (2) the lack of information concerning effective matching of management models and teacher/student characteristics. These dilemmas are confounded by the question of whether teachers in training should be exposed superficially to a number of classroom management models or should receive intensive training within one or two models.

Another level of problem is the role that inherent characteristics may play in the ability of a teacher to manage classrooms. That is, the ability to use a particular classroom management style may be inherent in the style or personality of individuals. If teacher-trainees are encouraged to accept models which do not reflect their basic capabilities in the use of classroom management and discipline approaches, the chances of their success may be limited.

A minimal amount of data has been collected on the characteristics of prospective teachers and their amenability to the myriad of classroom management procedures. The formal training and practica in behavior management may need to be carefully examined to determine whether trainees have mastered the necessary skills.

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