

Classroom Management and Discipline Practice Test 10

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Parent-Teacher Coordination on Discipline

Q1. Home-school cooperation on discipline works best when parents and teachers:

- (A) Work in isolation from each other, because parents and teachers each understand the learner best in their own setting
- (B) Share consistent expectations, information and support for the learner
- (C) Blame each other for problems, because identifying who is at fault is the first step to solving discipline issues
- (D) Communicate only at the end of the year, because a full year's record gives the clearest picture of behaviour

Q2. When home rules and school rules contradict each other, the learner is most likely to:

- (A) Follow both perfectly, because learners adapt easily to different rules in different settings
- (B) Ignore both settings happily, because contradictory rules teach learners that rules do not really matter
- (C) Improve in both settings, because exposure to two sets of rules broadens a learner's understanding
- (D) Become confused, exploit the gap, or lose respect for one set of rules

Q3. The first contact with parents about a discipline concern should usually be:

- (A) A calm, factual, private conversation focused on the learner's welfare and a joint plan
- (B) A letter home carried by the learner, summarising the incident and the consequence already decided
- (C) An announcement at a parents' meeting, so that all parents hear the school's standards on behaviour
- (D) No contact until the pattern is fully established, so that parents hear a complete record rather than a single incident

Q4. Parents are most likely to cooperate with a school discipline plan when they:

- (A) Are treated as partners, listened to, and given a clear, fair plan with their role explained
- (B) Are blamed for the problem, because parents who accept responsibility are more likely to act at home
- (C) Are kept uninformed, because parents who do not know the details cannot interfere with school decisions
- (D) Are threatened with fines, because financial penalties motivate parents to enforce school discipline at home

Q5. A teacher who contacts parents only with complaints is likely to find that parents:

- (A) Welcome every call eagerly
- (B) Become defensive and avoid further contact
- (C) Increase their cooperation automatically
- (D) Praise the school more

Q6. Sharing positive news about a learner with parents, alongside concerns, helps discipline because it:

- (A) Wastes time
- (B) Builds trust and shows the teacher sees the whole child, not only the problem
- (C) Hides real problems
- (D) Confuses parents

Q7. When parents disagree with a school consequence, the teacher should:

- (A) Listen, explain the policy and evidence calmly, and seek agreement or a reviewed decision through proper channels
- (B) Refuse to discuss it, because the school's decision on a consequence should stand without argument and parents who disagree should accept the school's authority
- (C) Change the consequence secretly, because a quiet change avoids conflict with the parents
- (D) Punish the learner more severely, because parental disagreement shows the original consequence was too mild

Q8. Home visits or meetings for discipline purposes should be arranged with:

- (A) Surprise and no notice, because an unannounced visit shows the family's real circumstances
- (B) Publicity in the community, because community awareness encourages families to cooperate with the school
- (C) Respect for the family's time, privacy and circumstances, with a clear purpose
- (D) No preparation, because a spontaneous meeting is more honest than a prepared one

Q9. A parent who defends every misbehaviour of his child is best handled by the teacher through:

- (A) Arguing with the parent in front of the learner, because the learner should hear that his behaviour is indefensible
- (B) Giving up on the learner, because a parent who defends every misbehaviour makes school action pointless
- (C) Sharing specific, factual observations, listening to the parent's view, and focusing on the learner's interests
- (D) Punishing the parent, because a parent who defends misbehaviour should face a consequence himself

Q10. Consistency between home and school is strengthened when teachers advise parents to:

- (A) Reinforce the same basic expectations, such as respect, routine and responsibility, in age-appropriate ways at home
- (B) Use completely different rules at home
- (C) Ignore school rules at home
- (D) Punish the learner at home for school offences without discussion

Q11. Schools can support parents in discipline by offering:

- (A) Guidance, workshops and practical strategies for routines, homework and behaviour at home
- (B) Blame and criticism only, because parents who are criticised will take discipline more seriously at home
- (C) No information about school expectations, because parents should discover expectations from their children
- (D) Punishment of parents, because fining or sanctioning parents enforces their cooperation with the school

Q12. The main risk of poor home-school communication on discipline is that:

- (A) Learners receive too much support, because home and school both intervening overwhelms the learner
- (B) Misunderstandings grow, problems are discovered late, and home and school work against each other
- (C) Teachers have too little work, because poor communication leaves teachers with nothing to coordinate
- (D) Parents become too involved, because poor communication paradoxically draws parents into school matters

Communication and Agreements

Q13. A home-school diary or message book supports discipline mainly by:

- (A) Replacing all conversation, because a written diary is more reliable than face-to-face discussion
- (B) Punishing learners publicly, because entries in a diary seen by others deter misbehaviour
- (C) Providing regular, brief, two-way updates on behaviour, work and agreed actions
- (D) Collecting fines, because a diary that records offences can also record payments for them

Q14. An effective parent-teacher meeting about behaviour should end with:

- (A) No decision at all
- (B) A threat of expulsion
- (C) A longer list of complaints
- (D) A clear, agreed action plan: what each side will do, by when, and how progress will be reviewed

Q15. When writing to parents about a discipline incident, the teacher should use language that is:

- (A) Factual, specific, respectful and focused on behaviour and next steps
- (B) Warm and reassuring, focusing on the learner's good qualities before mentioning the incident
- (C) Detailed and formal, using school policy terms so that parents understand the official position
- (D) Firm and direct, warning parents clearly of the consequences if the behaviour continues

Q16. A home-school agreement on discipline is most useful when it is:

- (A) Agreed by school, parents and learner, written plainly, and reviewed regularly
- (B) Written in difficult legal language, because a formal legal document carries greater authority
- (C) Signed once and never mentioned again, because a signed agreement binds the parties without review
- (D) Imposed without discussion, because the school knows best what discipline arrangements are needed

Q17. When a parent asks a teacher about another learner's behaviour, the teacher should:

- (A) Share the details, because parents in the same class have a right to know about other learners
- (B) Share the details only with parents who promise to keep them private, because a promise of confidentiality makes sharing safe
- (C) Decline to share that learner's details, and offer to discuss the parent's own child instead
- (D) Refer the parent to the other learner's parents, so they can discuss the behaviour directly

Q18. If a parent cannot read the school's written messages, the school should:

- (A) Use oral communication, translation or a trusted contact, as appropriate, to keep the parent informed
- (B) Stop communicating, because written messages the parent cannot read serve no purpose
- (C) Blame the parent, because literacy is a parent's responsibility and the school cannot compensate for it
- (D) Communicate only through the learner, because the learner can explain school messages to his parents

Q19. A behaviour report sent home should emphasise:

- (A) Only failures
- (B) The teacher's personal opinions
- (C) Comparisons with other learners
- (D) Progress, strengths and next steps, as well as concerns

Q20. When parents and teachers agree on a reward system at home and school, it works best if the rewards are:

- (A) Expensive and inconsistent, because valuable rewards motivate learners more than small ones
- (B) Small, consistent, immediate and linked to specific desired behaviour
- (C) Given for all behaviour, good or bad, because rewarding every act encourages the learner generally
- (D) Kept secret from the learner, because a reward system works best when learners do not expect it

Q21. Regular parent-teacher meetings, not only crisis meetings, help discipline because they:

- (A) Waste everyone's time, because meetings without a crisis have nothing urgent to discuss
- (B) Replace teaching, because time spent in meetings reduces time available for lessons
- (C) Build trust and catch small problems before they become serious
- (D) Increase complaints, because regular meetings give parents more opportunities to complain

Q22. A teacher who promises parents an outcome he cannot deliver, such as guaranteed marks, damages home-school cooperation by:

- (A) Raising expectations helpfully
- (B) Improving discipline
- (C) Breaking trust when the promise fails
- (D) Encouraging parents

Q23. The school's discipline policy should be shared with parents at admission and revisited regularly so that parents:

- (A) Are surprised by consequences later, because unexpected consequences make a stronger impression
- (B) Know expectations, procedures and their rights in advance
- (C) Can ignore the policy, because knowing the policy allows parents to judge when it can be set aside
- (D) Fear the school, because a policy shared in advance warns parents of the school's power

Q24. When a learner's behaviour improves after a home-school plan, the school should:

- (A) End all contact with parents, because improvement shows that further contact is unnecessary
- (B) Increase punishment, because improvement proves that stronger measures would work even better
- (C) Acknowledge the improvement to learner and parents, and review the plan together
- (D) Ignore the improvement, because acknowledging improvement may make the learner complacent

Discipline Agreements in Practice

Q25. A learner, parents and teacher sign an agreement that the learner will arrive on time, complete homework and speak respectfully, with weekly review. This agreement is strongest because it is:

- (A) Vague and general, because a broad agreement allows flexibility in how it is applied
- (B) Secret from the learner, because the learner need not know the terms to be bound by them
- (C) Punitive only, because an agreement works when it states penalties clearly and nothing else
- (D) Specific, shared, measurable and reviewed

Q26. If a home-school agreement is broken, the first step should be to:

- (A) Review what happened, why, and what support or change is needed, with all parties
- (B) Abandon the agreement at once, because a broken agreement has lost its authority
- (C) Punish the learner severely, because a broken agreement calls for a strong response
- (D) Blame one party publicly, because identifying the party at fault restores the agreement

Q27. Agreements work better than one-sided orders because agreements:

- (A) Remove all consequences, because agreements should rely on trust alone without penalties
- (B) Are always lenient, because an agreement must never feel like a punishment to the learner
- (C) Give the learner and parents ownership and a voice in the plan
- (D) Require no follow-up, because signing an agreement is enough to secure commitment

Q28. A home-school agreement should avoid promising rewards or consequences that:

- (A) Cannot be delivered, or that conflict with school policy
- (B) Are consistent
- (C) Are fair
- (D) Are understood by all

Q29. When cultural differences affect views on discipline, home-school cooperation requires:

- (A) Ignoring the family's culture, because school policy should apply identically to every family regardless of background or belief
- (B) Abandoning school policy entirely, because respect for culture requires accepting the family's view
- (C) Imposing one view without discussion, because the school's view on discipline is authoritative
- (D) Respectful dialogue, explanation of school policy, and agreement within legal and child-protection limits

Q30. The ultimate test of a home-school discipline agreement is whether it:

- (A) Improves the learner's behaviour and learning, with home and school working together
- (B) Is written beautifully
- (C) Is signed by many people
- (D) Is filed neatly

Discipline in Inclusive Classrooms: Learners with Special Needs

Q31. Inclusive discipline means that learners with special needs are:

- (A) Exempt from all expectations, because learners with special needs cannot be expected to follow rules
- (B) Separated from the class permanently, because separate provision protects other learners' learning
- (C) Punished more severely than others, because stricter treatment compensates for their difficulties
- (D) Held to fair expectations adapted to their needs, with support to meet them

Q32. A learner with attention difficulties who calls out frequently should first be supported by:

- (A) Public punishment, because public correction deters calling out more effectively than support
- (B) Permanent removal from lessons, because a learner who calls out cannot learn alongside others
- (C) Clear cues, short tasks, movement breaks and a signal for turn-taking
- (D) Longer silent work, because extended silence trains the learner to wait before speaking

Q33. Behaviour that stems from a learner's disability should be understood as:

- (A) Deliberate defiance in every case, because behaviour linked to disability is still a choice
- (B) A reason to lower all standards for the class, because one learner's needs should set the class standard
- (C) A need to be understood and supported, with expectations adjusted where reasonable
- (D) Proof the learner cannot learn, because behaviour stemming from disability shows learning is impossible

Q34. A visual timetable, clear routines and advance warning of changes help learners on the autism spectrum with discipline mainly by:

- (A) Reducing anxiety from unpredictability, which often drives distressed behaviour
- (B) Removing all rules
- (C) Making lessons easier for the teacher only
- (D) Replacing all teaching

Q35. For a learner with a hearing impairment, a discipline problem caused by missed instructions is best prevented by:

- (A) Shouting instructions, because a louder voice reaches a learner with a hearing impairment and ensures he hears every word
- (B) Punishing inattention, because punishment teaches the learner to listen more carefully
- (C) Facing the learner, using visual cues, checking understanding and seating him where he can hear and see well
- (D) Excluding him from group work, because group work is too difficult for a learner who cannot hear well

Q36. An individual behaviour plan for a learner with special needs should be based on:

- (A) The teacher's guess alone, because the classroom teacher knows the learner best
- (B) Punishment alone, because a plan based on penalties secures compliance most quickly
- (C) The same plan used for every learner, because fairness requires identical plans for all
- (D) Assessment of needs, triggers and strengths, agreed with parents and specialists

Q37. Labelling a learner with special needs as "naughty" harms discipline because it:

- (A) Motivates the learner, because a label challenges the learner to prove it wrong
- (B) Improves parent cooperation, because parents accept a clear label more readily than uncertainty
- (C) Fixes a negative identity, lowers expectations and hides the real need behind the behaviour
- (D) Helps specialists, because a label gives specialists a simple description to work from

Q38. Peer support for a learner with special needs, such as a buddy system, helps discipline when buddies are:

- (A) Told to do the learner's work, because completing work for the learner guarantees his progress
- (B) Rewarded for reporting every mistake, because detailed reporting keeps teachers fully informed
- (C) Forced to befriend the learner, because assigned friendship guarantees social inclusion
- (D) Trained, willing and supervised, with clear, respectful roles

Q39. A learner with physical difficulties who is slow to move between lessons should be supported by:

- (A) Punishment for lateness, because a penalty for lateness teaches the learner to hurry
- (B) Extra time, accessible routes and a routine that avoids rushing and crowding
- (C) Exemption from all lessons, because a learner who moves slowly cannot keep up with lessons
- (D) Public criticism, because criticism in front of peers motivates the learner to move faster

Q40. Fairness in inclusive discipline means:

- (A) Treating every learner in exactly the same way regardless of need
- (B) Punishing some learners more harshly
- (C) Excusing some learners from all rules
- (D) Applying the same values and expectations, with support and adjustments matched to need

Q41. When a learner with special needs disrupts a lesson, classmates should be helped to understand that:

- (A) The learner is deliberately spoiling the lesson, and classmates should be told to ignore him
- (B) The learner may need different support, and respect and kindness help everyone learn
- (C) They should mock the learner, so that peer pressure discourages further disruption
- (D) They should leave the class whenever disruption occurs, so the teacher can deal with the learner alone

Q42. Collaboration with specialists, such as speech therapists or educational psychologists, supports discipline by:

- (A) Replacing the teacher entirely, because specialists should take over learners with special needs
- (B) Identifying needs and strategies the classroom teacher can use daily
- (C) Labelling the learner permanently, because a specialist diagnosis fixes the learner's identity
- (D) Removing the learner from school, because specialist support is available only outside school

Q43. A sensory-friendly classroom, with reduced noise and a calm corner, supports discipline for learners with sensory sensitivities by:

- (A) Removing all stimulation, because a classroom with no stimulation cannot overload any learner
- (B) Punishing sensitive learners, because punishment teaches them to tolerate sensory input
- (C) Reducing overload that can trigger distress and disruption
- (D) Separating all learners, because individual separation prevents sensory overload for everyone

Q44. Reviewing an individual behaviour plan regularly matters because needs, triggers and effective strategies:

- (A) Never change
- (B) Change over time, so plans must be updated to stay effective
- (C) Are unimportant
- (D) Should be kept secret

Discipline and Gifted Learners

Q45. A gifted learner who disrupts lessons may be doing so because work is:

- (A) Too difficult, because work beyond his ability frustrates the gifted learner into disruption
- (B) Too interesting, because fascinating work distracts the gifted learner from classroom rules
- (C) Too easy, repetitive and unchallenging, leaving him bored and frustrated
- (D) Too short, because brief work leaves the gifted learner with time to disrupt others

Q46. The best discipline response to a gifted learner's boredom-based disruption is to:

- (A) Punish the disruption and keep the same work, because the work is not the teacher's problem
- (B) Give easier work, because easier work reduces the pressure that causes disruption
- (C) Remove the learner from the subject, because a disruptive gifted learner harms the subject for others
- (D) Provide enrichment, extension tasks and choice within the lesson

Q47. Gifted learners may challenge rules and question authority because they:

- (A) Think deeply, notice inconsistencies and seek reasons, which needs guidance rather than simple suppression
- (B) Lack all values, because gifted learners who question rules have no respect for values and reject all moral standards
- (C) Dislike all teachers, because gifted learners resent authority in every teacher they meet
- (D) Cannot follow any rule, because gifted learners are unable to accept rules at all

Q48. A teacher who gives a gifted learner a responsible role, such as peer tutor or project leader, is using the role to:

- (A) Punish the learner, because a responsible role is a burden imposed for past disruption
- (B) Favour one learner unfairly, because giving one learner a special role privileges him over peers
- (C) Replace teaching, because a learner in a responsible role can teach the class instead
- (D) Channel ability and energy into contribution and leadership

Q49. Gifted learners still need clear discipline expectations because ability does not remove the need for:

- (A) Respect, self-regulation and consideration for others
- (B) Extra homework alone
- (C) Punishment alone
- (D) Isolation from classmates

Q50. Differentiated discipline for gifted learners means:

- (A) No expectations at all, because gifted learners should be free from all discipline expectations
- (B) Ignoring gifted learners entirely, because gifted learners can manage without teacher attention
- (C) Harsher punishment for gifted learners, because gifted learners should know better than others
- (D) The same respect and fairness, with challenge and responsibility matched to ability

Mixed Review Across the Whole Discipline Topic

Q51. A learner behaves well only when the teacher is watching. This shows discipline based on:

- (A) Internalization
- (B) Character education fully achieved
- (C) Moral reasoning at the post-conventional level
- (D) External control

Q52. A learner who disrupts every mathematics lesson but no other lesson most likely has a cause linked to:

- (A) His general character
- (B) That subject, its difficulty or its classroom setting
- (C) His home alone
- (D) His age alone

Q53. When a learner becomes angry and shouts, the teacher's first de-escalation step should be to:

- (A) Shout louder, because matching the learner's volume reasserts the teacher's authority
- (B) Leave the school, because leaving removes the teacher from a dangerous confrontation
- (C) Punish publicly at once, because immediate public punishment stops shouting fastest
- (D) Stay calm, lower his voice, give space and listen briefly

Q54. A learner says he will obey a rule only to avoid punishment. In Kohlberg's terms, this reasoning is:

- (A) Post-conventional
- (B) Conventional law-and-order
- (C) Beyond all stages
- (D) Pre-conventional, punishment-oriented

Q55. Which response to a learner's repeated truancy best combines understanding and action?

- (A) Contact parents, find the cause, support return, monitor attendance and review progress
- (B) Expulsion at the first absence, so that other learners see truancy is not tolerated and the truant learns the consequence at once
- (C) Ignore all absences, because attendance improves on its own as learners mature
- (D) Punish classmates, because peer pressure will bring the truant back to school

Q56. A school that bans corporal punishment should replace it with:

- (A) No discipline at all, because banning physical punishment means abandoning discipline
- (B) Clear expectations, logical consequences, restorative practice and taught social skills
- (C) Secret physical punishment, because physical punishment can continue discreetly after a ban
- (D) Punishment by classmates, because peer punishment replaces teacher punishment effectively

Q57. A teacher suspects a learner's disruption is caused by an unmet learning need. The wisest first step is to:

- (A) Punish immediately
- (B) Observe, check work level and understanding, talk privately and seek support if needed
- (C) Refer for expulsion
- (D) Tell the whole class about the suspicion

Q58. Parents and teachers disagree about a consequence. The approach most likely to preserve cooperation is to:

- (A) Refuse all discussion
- (B) Increase the consequence
- (C) Listen, share facts and policy, and seek an agreed or properly reviewed decision
- (D) Blame the learner publicly

Q59. A learner with special needs who needs extra time to move between lessons should receive:

- (A) Punishment for lateness
- (B) Extra time and an accessible routine, as a reasonable adjustment
- (C) Exclusion from lessons
- (D) No support

Q60. The best overall summary of good discipline, across all topics in this series, is that it:

- (A) Controls learners through fear
- (B) Understands causes, teaches self-regulation and respect, uses fair consequences, and works with parents and specialists
- (C) Punishes quickly without inquiry
- (D) Leaves learners entirely to themselves

Answer Key

Q1: B	Q11: A	Q21: C	Q31: D	Q41: B	Q51: D
Q2: D	Q12: B	Q22: C	Q32: C	Q42: B	Q52: B
Q3: A	Q13: C	Q23: B	Q33: C	Q43: C	Q53: D
Q4: A	Q14: D	Q24: C	Q34: A	Q44: B	Q54: D
Q5: B	Q15: A	Q25: D	Q35: C	Q45: C	Q55: A
Q6: B	Q16: A	Q26: A	Q36: D	Q46: D	Q56: B
Q7: A	Q17: C	Q27: C	Q37: C	Q47: A	Q57: B
Q8: C	Q18: A	Q28: A	Q38: D	Q48: D	Q58: C
Q9: C	Q19: D	Q29: D	Q39: B	Q49: A	Q59: B
Q10: A	Q20: B	Q30: A	Q40: D	Q50: D	Q60: B

Worked explanations for all 60 questions:

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