

Classroom Management and Discipline Practice Test 4

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

Canter's Assertive Discipline: Rights and Principles

Q1. Canter's assertive discipline rests on the belief that teachers have the right to

- (A) Teach without disruption and to expect behaviour that supports learning
- (B) Punish learners without explanation, because unexplained penalties are thought to deter misbehaviour more quickly than reasoned consequences
- (C) Ignore misbehaviour to keep peace
- (D) Control every thought of learners

Q2. In Canter's model, learners have the right to expect that the teacher will

- (A) Ignore misbehaviour to keep peace, because a calm class is thought to matter more than enforcing every rule
- (B) Decide consequences alone, because learners are thought to know best which penalties will change their own behaviour
- (C) State expectations clearly, apply consequences consistently and recognise good behaviour
- (D) Punish without explanation, because unexplained penalties are thought to deter misbehaviour more quickly than reasoned consequences

Q3. An assertive teacher, in Canter's sense, is one who is

- (A) Hostile and threatening towards learners, because fear is thought to make learners obey quickly and respect the teacher's authority
- (B) Firm, calm and clear about expectations, without hostility or apology
- (C) Passive and afraid to set limits
- (D) Silent about expectations

Q4. A nonassertive teacher differs from an assertive teacher because the nonassertive teacher

- (A) Sets limits too harshly, because a nonassertive teacher is sometimes mistaken for one who overreacts to every small misbehaviour and imposes penalties that learners see as unfair
- (B) Praises learners too often
- (C) Plans lessons too carefully
- (D) Fails to set and uphold clear limits, so misbehaviour continues

Q5. A hostile teacher differs from an assertive teacher because the hostile teacher

- (A) States expectations clearly, because a hostile teacher may still state rules clearly while using anger to enforce them
- (B) Uses anger, sarcasm and threats instead of calm firmness
- (C) Praises good behaviour
- (D) Applies consequences consistently

Q6. Canter's model requires the discipline plan to be communicated to

- (A) Learners only, in secret, because keeping the plan from parents and administrators is thought to protect the teacher's authority in class
- (B) Parents only, after offences
- (C) Learners, parents and school administrators
- (D) Administrators only, in writing

Q7. According to Canter, assertive discipline works best when expectations are

- (A) Invented on the spot for each incident, because flexible responses are thought to fit each learner and situation better than fixed expectations
- (B) Kept secret from learners
- (C) Changed daily
- (D) Stated clearly before misbehaviour occurs, not invented afterwards

Q8. The assertive teacher's response to persistent disruption is to

- (A) Apply the planned consequence calmly and consistently
- (B) Shout louder each time, because raising the voice is thought to show the learner that the teacher means business and will not back down
- (C) Ignore the disruption entirely
- (D) Blame the learner's family

Q9. Canter emphasises that discipline should protect

- (A) Only the teacher's authority, because protecting the teacher's right to teach is thought to be the main purpose of any discipline system
- (B) Only the highest achievers
- (C) Only the school's reputation
- (D) Both the teacher's right to teach and the learners' right to learn

Q10. An assertive statement of a limit sounds like

- (A) I need you to listen now so everyone can learn
- (B) You are always a problem in this class, because labelling the learner is thought to make him realise how seriously his behaviour is viewed
- (C) Do whatever you like, I give up
- (D) If you do not listen, you will be sorry

Q11. Canter's model is best described as a

- (A) Learner-only system with no teacher direction, because Canter's emphasis on recognition is sometimes mistaken for leaving discipline to learners
- (B) Teacher-led system of clear rules, consequences and positive recognition
- (C) System that forbids all consequences
- (D) System based only on punishment

Q12. The assertive teacher handles a learner who argues about a consequence by

- (A) Arguing until the learner gives in, because winning the argument is thought to prove that the consequence was fair and must be accepted
- (B) Withdrawing the consequence at once
- (C) Calmly repeating the limit without entering a long argument
- (D) Punishing the learner for arguing

Q13. In Canter's model, the teacher's authority is based on

- (A) Physical strength, because a teacher who appears physically imposing is thought to command obedience more easily than a calm teacher
- (B) Fear of severe punishment
- (C) Clear expectations, consistent follow-through and respect
- (D) The number of rules displayed

Q14. A teacher who apologises for enforcing a fair rule is behaving

- (A) Assertively, because politeness is required and an apology is thought to show respect while still upholding the rule
- (B) Hostilely, because apology is an attack
- (C) Democratically, because learners decide
- (D) Nonassertively, because apology undermines the legitimate limit

Q15. Canter's assertive discipline is preventive as well as corrective because clear rules and recognition

- (A) Stop many problems before they start
- (B) Remove the need for teaching, because rules and recognition are thought to be enough for learners to teach themselves the syllabus
- (C) Work only after offences, because clear rules are thought to matter mainly when a learner breaks them and needs correction
- (D) Replace all lesson planning, because a good discipline plan is thought to make detailed preparation of lessons unnecessary

Canter: Rules, Consequences and Positive Recognition

Q16. In Canter's plan, classroom rules should be

- (A) Numerous, vague and kept private, because many unwritten rules are thought to give the teacher flexibility to respond to any situation
- (B) Few, observable and posted where learners can see them
- (C) Changed without notice each week
- (D) Known only to the teacher

Q17. Canter's negative consequences are best arranged as a

- (A) Hierarchy that increases in seriousness with repeated offences
- (B) Single severe penalty for every offence, because one strong penalty is thought to deter all misbehaviour without needing graded steps
- (C) Random penalty chosen by mood
- (D) Penalty decided by classmates

Q18. A first-step negative consequence in many Canter plans is a

- (A) Suspension from school, because removing a disruptive learner at once is thought to protect the class and warn other learners
- (B) Recorded warning, such as a name on the board or a private note
- (C) Corporal punishment
- (D) Permanent exclusion

Q19. Positive recognition in Canter's model means

- (A) Praising only examination marks, because high marks are thought to be the clearest evidence of good behaviour in Canter's system
- (B) Ignoring good behaviour
- (C) Noticing and rewarding behaviour that follows the rules
- (D) Rewarding learners for avoiding punishment

Q20. Canter's phrase catch them being good means the teacher should

- (A) Catch learners breaking rules, because watching closely for faults is thought to be the only way to know who needs correction
- (B) Test learners without warning
- (C) Watch learners secretly
- (D) Actively look for good behaviour to praise, not only watch for faults

Q21. Positive consequences in Canter's plan may include

- (A) Extra homework and detention, because additional work and loss of free time are thought to motivate learners to behave better
- (B) Praise, privileges, positive notes home and class rewards
- (C) Public criticism
- (D) Removal of all privileges

Q22. A positive note home in Canter's system serves discipline because it

- (A) Links home support with school success
- (B) Embarrasses the learner, because a note sent home is sometimes seen as exposing the learner's behaviour to his family in an unwelcome way
- (C) Replaces classroom teaching
- (D) Is sent only after offences

Q23. Canter insists that consequences, positive and negative, must be applied

- (A) Only when the teacher is angry, because consequences applied in anger are thought to carry more force and deter learners more strongly
- (B) Only to difficult learners
- (C) Consistently, so learners can trust the system
- (D) Only on examination days

Q24. When a learner breaks a rule in Canter's system, the teacher should first

- (A) Shout at the learner, because a loud first response is thought to stop the breach immediately and show the class that rules matter
- (B) Ignore the breach
- (C) Send the learner home
- (D) Remind the learner of the rule and the consequence that follows

Q25. A Canter consequence should be explained to learners as

- (A) The teacher's anger, because learners are thought to understand a consequence best when they see how much the act upset the teacher
- (B) Bad luck
- (C) A decision by other learners
- (D) The result of their choice, not as the teacher's personal revenge

Q26. The assertive discipline plan is most effective when parents

- (A) Are never told about the plan, because keeping parents uninformed is thought to prevent interference with the teacher's classroom decisions
- (B) Are told only after serious offences
- (C) Understand the rules and consequences and support them at home
- (D) Decide consequences alone

Q27. In Canter's model, a learner who repeatedly breaks the same rule moves

- (A) Up the consequence hierarchy to more serious steps
- (B) Back to the first warning every day, because each school day is thought to deserve a fresh start regardless of earlier offences
- (C) Out of the class permanently at once, because repeated breaking of the same rule is thought to show that the learner cannot remain in the class
- (D) To a different school, because a learner who repeats a rule break is thought to need a new school environment to change

Q28. Positive recognition should be given

- (A) Only at the end of term, because recognition saved until the end of term is thought to carry more weight as a final reward for good behaviour
- (B) Promptly and specifically, so learners know exactly what was good
- (C) Vaguely, without naming the behaviour
- (D) Only to the best learners

Q29. A weakness critics note in Canter's model is that it can become

- (A) Too permissive with no rules, because a model that emphasises recognition is sometimes mistaken for removing limits altogether
- (B) Entirely learner-directed
- (C) Overly focused on teacher control and external rewards
- (D) Unconcerned with behaviour

Q30. The overall goal of Canter's assertive discipline is a classroom where

- (A) Learners never speak, because a silent class is sometimes taken as proof that teaching and learning are proceeding without disruption
- (B) Teaching and learning proceed without disruption and good behaviour is recognised
- (C) Punishment is the main activity
- (D) The teacher never corrects anyone

Dreikurs: Logical Consequences and Democratic Discipline

Q31. Dreikurs' approach to discipline is based on the idea that misbehaviour is

- (A) Purposeful behaviour aimed at belonging and significance in the group
- (B) Random and meaningless, because misbehaviour is sometimes seen as impulsive action with no purpose behind it at all
- (C) Caused only by poor textbooks
- (D) Always a sign of bad character

Q32. According to Dreikurs, the main social goal behind children's behaviour is to

- (A) Avoid all group contact, because some children are thought to prefer working alone rather than seeking a place in the group
- (B) Win every competition
- (C) Impress the head teacher alone
- (D) Belong and feel significant within the group

Q33. Dreikurs distinguished logical consequences from punishment by saying consequences are

- (A) Related to the behaviour, respectful and reasonable
- (B) Harsher and more frightening, because consequences are sometimes mistaken for penalties that must hurt to change behaviour
- (C) Unrelated to the behaviour
- (D) Decided in anger

Q34. A Dreikurs logical consequence for a learner who damages a book is to

- (A) Write lines about respect
- (B) Lose marks in all subjects
- (C) Be banned from reading
- (D) Repair or replace the book

Q35. Dreikurs advised teachers to use encouragement rather than praise, because encouragement

- (A) Is the same as praise, because encouragement and praise are often used as if they meant the same kind of teacher comment
- (B) Builds the learner's own confidence and effort instead of dependence on judgement
- (C) Never mentions effort
- (D) Works only for young children

Q36. An example of encouragement in Dreikurs' sense is

- (A) You are the cleverest learner here, because ranking a learner above others is thought to encourage him to maintain his high standard
- (B) You are better than everyone else
- (C) You worked hard on that difficult problem
- (D) You must always be first

Q37. Dreikurs argued that punishment fails because it

- (A) Is too gentle to work, because punishment without strong discomfort is thought to be ignored by learners who test limits
- (B) Creates resentment and power struggles without teaching better behaviour
- (C) Is never remembered
- (D) Always improves relationships

Q38. In Dreikurs' democratic discipline, the teacher acts as a

- (A) Dictator who decides everything, because a teacher who sets all rules alone is thought to keep the class orderly and predictable
- (B) Bystander who decides nothing
- (C) Judge who only punishes
- (D) Leader who guides the group with mutual respect

Q39. Dreikurs encouraged class meetings and shared problem-solving because they

- (A) Waste teaching time, because meetings and shared problem-solving are thought to take time away from syllabus coverage
- (B) Let learners avoid all rules
- (C) Give learners a voice in the rules that govern them
- (D) Replace the teacher entirely

Q40. A logical consequence must be applied with an attitude of

- (A) Calm firmness and goodwill, not anger or revenge
- (B) Anger and triumph
- (C) Indifference and silence
- (D) Public shaming

Q41. Dreikurs held that when a consequence is imposed in anger, it becomes

- (A) A logical consequence
- (B) An encouragement
- (C) A democratic decision
- (D) Punishment, whatever it is called

Q42. The teacher's first task with misbehaviour, for Dreikurs, is to

- (A) Punish the behaviour at once
- (B) Identify the purpose behind the behaviour
- (C) Ignore the behaviour entirely
- (D) Blame the learner's home

Q43. Dreikurs' approach expects learners to

- (A) Take part in setting rules and accepting consequences of choices
- (B) Obey without question
- (C) Avoid all responsibility
- (D) Decide everything alone

Q44. A Dreikurs consequence for a learner who misuses class materials is to

- (A) Lose all school privileges for a term
- (B) Receive extra homework in another subject
- (C) Lose the use of those materials until ready to use them properly
- (D) Be publicly criticised

Q45. Dreikurs' discipline is democratic rather than autocratic because it rests on

- (A) Fear and imposed penalties
- (B) Teacher dictation alone
- (C) Mutual respect, shared decisions and natural or logical outcomes
- (D) Learner dictation alone

Dreikurs: The Four Mistaken Goals of Misbehaviour

- Q46. Dreikurs identified four mistaken goals of misbehaviour. The first, attention, is shown when a learner**
- (A) Seeks notice through minor disruption, such as calling out
 - (B) Refuses all help to prove independence
 - (C) Seeks revenge for a real hurt
 - (D) Withdraws from all tasks
- Q47. The teacher's feeling that often signals attention-seeking behaviour is**
- (A) Threat
 - (B) Annoyance
 - (C) Deep hurt
 - (D) Helplessness
- Q48. The best Dreikurs response to attention-seeking is to**
- (A) Give constant attention to every disruption
 - (B) Punish every attempt for attention
 - (C) Ignore the learner completely at all times
 - (D) Give attention for positive behaviour and minimise attention for disruption
- Q49. The mistaken goal of power is shown when a learner**
- (A) Quietly seeks the teacher's notice
 - (B) Refuses to comply and challenges the teacher's authority
 - (C) Hurts others to get even
 - (D) Gives up before trying
- Q50. The teacher's feeling that often signals a power struggle is**
- (A) Feeling annoyed
 - (B) Feeling deeply hurt
 - (C) Feeling helpless
 - (D) Feeling threatened or challenged
- Q51. Dreikurs advised teachers in a power struggle to**
- (A) Withdraw from the struggle and offer choices within limits
 - (B) Win the argument at any cost
 - (C) Increase threats until the learner obeys
 - (D) Give in completely to the learner
- Q52. The mistaken goal of revenge is shown when a learner**
- (A) Seeks attention by clowning
 - (B) Refuses to obey an instruction
 - (C) Hurts others or damages property to get even for a hurt
 - (D) Avoids a task from fear of failure
- Q53. The teacher's feeling that often signals revenge-seeking behaviour is**
- (A) Being merely annoyed
 - (B) Being threatened
 - (C) Being hurt by the learner's actions
 - (D) Being helpless

Q54. Dreikurs advised teachers facing revenge-seeking to

- (A) Avoid retaliation and work to rebuild the relationship
- (B) Retaliate with a harsher penalty
- (C) Publicly shame the learner
- (D) Exclude the learner permanently

Q55. The mistaken goal of display of inadequacy, or avoidance of failure, is shown when a learner

- (A) Fights the teacher openly
- (B) Seeks applause constantly
- (C) Hurts classmates deliberately
- (D) Withdraws, gives up and avoids tasks to hide expected failure

Q56. The teacher's feeling that often signals avoidance of failure is

- (A) Annoyance
- (B) Helplessness and pity for the learner
- (C) Threat
- (D) Hurt

Q57. Dreikurs advised teachers to respond to avoidance of failure by

- (A) Removing all tasks from the learner
- (B) Shaming the learner for giving up
- (C) Giving the learner the answers
- (D) Encouraging small successes and breaking tasks into manageable steps

Q58. A learner who constantly disrupts to be noticed, then argues when corrected, may be moving from

- (A) Revenge to attention
- (B) Attention-seeking to a power goal
- (C) Avoidance to revenge
- (D) Power to attention

Q59. Dreikurs' mistaken goals are called mistaken because the learner

- (A) Intends to be evil
- (B) Has no purpose at all
- (C) Seeks belonging through behaviour that actually pushes others away
- (D) Cannot learn at all

Q60. The practical value of Dreikurs' four goals for a teacher is that knowing the goal

- (A) Points to the response most likely to help, instead of a one-size-fits-all punishment
- (B) Labels learners permanently
- (C) Removes the need for rules
- (D) Proves the learner's character

Answer Key

Q1: A	Q11: B	Q21: B	Q31: A	Q41: D	Q51: A
Q2: C	Q12: C	Q22: A	Q32: D	Q42: B	Q52: C
Q3: B	Q13: C	Q23: C	Q33: A	Q43: A	Q53: C

Q4: D	Q14: D	Q24: D	Q34: D	Q44: C	Q54: A
Q5: B	Q15: A	Q25: D	Q35: B	Q45: C	Q55: D
Q6: C	Q16: B	Q26: C	Q36: C	Q46: A	Q56: B
Q7: D	Q17: A	Q27: A	Q37: B	Q47: B	Q57: D
Q8: A	Q18: B	Q28: B	Q38: D	Q48: D	Q58: B
Q9: D	Q19: C	Q29: C	Q39: C	Q49: B	Q59: C
Q10: A	Q20: D	Q30: B	Q40: A	Q50: D	Q60: A

Worked explanations for all 60 questions:

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