

Classroom Management and Discipline Practice Test 5

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

Glasser's Choice Theory: Needs and Behaviour as Choice

Q1. Glasser's choice theory holds that almost all behaviour is

- (A) Forced entirely by outside events, because outside events are thought to determine behaviour without any choice by the individual
- (B) Chosen by the individual to satisfy inner needs
- (C) Determined only by punishments
- (D) Random and purposeless

Q2. According to Glasser, the five basic needs that drive behaviour are survival, love and belonging, power, freedom and

- (A) Fun
- (B) Wealth
- (C) Fame
- (D) Obedience

Q3. A learner who constantly seeks friends' approval in class is, in choice theory, mainly trying to meet the need for

- (A) Survival
- (B) Power over the teacher
- (C) Love and belonging
- (D) Freedom from all rules

Q4. A learner who wants to choose his own project topic is expressing Glasser's need for

- (A) Survival
- (B) Fun alone
- (C) Punishment
- (D) Freedom

Q5. A learner whose quality world includes close friendships is most likely to choose behaviour that

- (A) Follows every classroom rule at once, because friendship is thought to make learners obey all school rules automatically
- (B) Avoids all contact with friends during lessons, because quality world pictures are thought to stay separate from classroom behaviour
- (C) Works only for marks, because a quality world focused on friends is thought to turn attention entirely to examinations
- (D) Keeps him close to friends, even if it conflicts with a classroom rule at that moment

Q6. When a learner's behaviour does not match his quality world, choice theory says he feels

- (A) Contentment
- (B) No emotion at all
- (C) Frustration and acts to close the gap
- (D) Permanent satisfaction, because a mismatch is thought to be temporary and to settle into satisfaction once the learner accepts it

Q7. In Glasser's total behaviour, the part a teacher can most easily observe in class is

- (A) Acting, because behaviour the learner does can be seen directly, while thinking, feeling and physiology are less visible
- (B) Feeling, because emotions are thought to show most clearly on a learner's face during a lesson
- (C) Physiology, because bodily changes are thought to be the most visible sign of a learner's behaviour
- (D) Thinking, because a learner's thoughts are thought to be revealed directly by everything he says and writes in class, without needing any observation of what he actually does

Q8. Total behaviour is called total because it

- (A) Happens only in school, because total behaviour is thought to describe classroom conduct rather than behaviour anywhere
- (B) Includes acting, thinking, feeling and physiology together in every behaviour, rather than a single separate part
- (C) Can be divided into good and bad parts, because total behaviour is thought to separate helpful actions from harmful feelings
- (D) Ends when a learner feels calm, because total behaviour is thought to stop once feeling and physiology settle

Q9. Choice theory contrasts internal control with external control. External control relies on

- (A) Self-evaluation by the learner, because external control is sometimes mistaken for a system in which learners judge their own behaviour
- (B) Choices made by the learner
- (C) Coercion, threats and rewards imposed by others
- (D) Mutual respect

Q10. Glasser's seven deadly habits of external control include criticising, blaming, complaining, nagging, threatening, punishing and

- (A) Listening
- (B) Bribing
- (C) Encouraging
- (D) Negotiating

Q11. Glasser's seven caring habits include supporting, encouraging, listening, accepting, trusting, respecting and

- (A) Negotiating differences
- (B) Threatening, because threatening is sometimes listed among caring habits on the grounds that warnings show concern for the learner
- (C) Blaming
- (D) Punishing

Q12. A teacher who replaces threats with listening and negotiation is moving from

- (A) Discipline to disorder, because replacing threats with listening is thought to weaken authority and let order collapse
- (B) Teaching to testing
- (C) Rules to no rules
- (D) External control to internal control

Q13. According to choice theory, a learner misbehaves when the behaviour seems to him the

- (A) Best available choice for meeting a need at that moment
- (B) Worst possible choice, because misbehaviour is sometimes seen as a deliberate choice of the least helpful option available
- (C) Choice forced by the textbook
- (D) Choice made by classmates

Q14. Choice theory implies that lasting discipline comes from helping learners find

- (A) Harsher punishments, because stronger penalties are thought to force learners to find behaviour that satisfies their needs
- (B) Ways to avoid detection
- (C) Excuses for misbehaviour
- (D) Need-satisfying behaviour that also respects others

Q15. A classroom run on choice theory principles would emphasise

- (A) Fear, threats and public ranking, because fear and ranking are thought to motivate learners to behave and compete for approval
- (B) Warm relationships, learner choice and self-evaluation
- (C) Silent obedience without discussion
- (D) Rewards for every small act

Glasser's Reality Therapy and the WDEP System

Q16. Reality therapy, Glasser's counselling approach, begins by building a

- (A) Threat of punishment, because a clear threat at the start is thought to make learners take the counselling relationship seriously
- (B) Long history of the offence
- (C) Warm, trusting relationship between teacher and learner
- (D) Public warning

Q17. In reality therapy, the teacher focuses mainly on the learner's

- (A) Childhood history, because past experiences are thought to explain present behaviour better than current choices can
- (B) Present behaviour and what can be done now
- (C) Family background alone
- (D) Past punishments

Q18. The W in Glasser's WDEP system stands for

- (A) Warnings given to the learner, because warnings are thought to tell the learner what he wants to avoid in future behaviour
- (B) Work assigned as punishment
- (C) Wishes of the teacher
- (D) Wants: what the learner really wants

Q19. The D in WDEP stands for

- (A) Discipline imposed by the school, because school discipline is thought to describe what the learner is actually doing in class
- (B) Detention earned by the learner
- (C) Doing: what the learner is actually doing now
- (D) Demands made by parents

Q20. The E in WDEP stands for

- (A) Evaluation: judging whether current behaviour is getting what is wanted
- (B) Examination of past marks, because past marks are thought to show whether current behaviour is getting what is wanted
- (C) Excuses for misbehaviour
- (D) Exclusion from the class

Q21. The P in WDEP stands for

- (A) Punishment for the offence, because planning is sometimes mistaken for deciding the penalty that follows an offence
- (B) Praise for past behaviour
- (C) Permission to repeat the act
- (D) Planning: a specific plan for better behaviour

Q22. Self-evaluation is central to reality therapy because a learner who judges his own behaviour

- (A) Avoids all responsibility, because judging his own behaviour is thought to let the learner excuse himself from the teacher's standards
- (B) Takes responsibility instead of defending against the teacher's judgement
- (C) Blames the teacher
- (D) Needs no further help

Q23. A reality-therapy plan should be

- (A) Specific, realistic, positive and immediately doable
- (B) Vague, grand and delayed, because a broad long-term plan is thought to give the learner more freedom to improve gradually
- (C) Imposed without the learner's agreement
- (D) Focused only on punishment

Q24. When a learner fails to follow an agreed plan, reality therapy advises the teacher to

- (A) Punish the learner severely at once, because a severe penalty for breaking an agreed plan is thought to show that plans must be kept
- (B) Abandon the learner
- (C) Review the plan with the learner without accepting excuses, and revise it
- (D) Accept any excuse offered

Q25. Reality therapy rejects excuses because accepting excuses

- (A) Builds trust automatically, because accepting excuses is thought to show the learner that the teacher understands and trusts him
- (B) Improves behaviour at once
- (C) Lets the learner avoid responsibility for choices
- (D) Is required for fairness

Q26. A reality-therapy teacher responds to I cannot do it by helping the learner see

- (A) What small step can be done now
- (B) That the task is impossible, because telling a learner a task is impossible is thought to relieve pressure and prevent further failure
- (C) That effort is pointless
- (D) That others will do it instead

Q27. In reality therapy, the teacher does not give up on a learner who fails repeatedly, but instead

- (A) Excludes the learner permanently, because removing a learner who fails repeatedly is thought to protect the class and end the cycle of failed plans
- (B) Keeps working on new plans with the learner
- (C) Lowers all expectations to zero, because expecting nothing is thought to remove pressure and prevent further failure
- (D) Hands the learner to another class, because a fresh teacher and classmates are thought to give the learner a better chance to succeed

Q28. Reality therapy differs from punishment-based discipline because it asks the learner to

- (A) Suffer until behaviour changes, because suffering is thought to teach the learner that misbehaviour always carries a painful cost
- (B) Fear the teacher
- (C) Obey without understanding
- (D) Evaluate behaviour, choose a plan and take responsibility

Q29. A reality-therapy conversation about repeated lateness would end with the learner stating

- (A) Why lateness is the school's fault, because blaming the school is thought to help the learner see that lateness is not his responsibility
- (B) What he will do differently tomorrow morning
- (C) How others are also late
- (D) That lateness cannot change

Q30. The ultimate aim of reality therapy in school discipline is a learner who

- (A) Never breaks a rule, because a learner who meets needs responsibly is thought to follow every rule without exception
- (B) Fears all consequences
- (C) Depends on the teacher for every decision
- (D) Meets needs responsibly through choices he can defend

Kounin: Withitness and Overlapping

Q31. A teacher who, while helping one group, notices a second group going off task and quietly redirects it is showing

- (A) Overlapping, the ability to attend to two classroom events at once
- (B) Withitness alone, because noticing a second group is thought to be only about knowing what is happening in the room
- (C) Momentum alone
- (D) Satiation

Q32. Overlapping prevents misbehaviour because learners see that the teacher

- (A) Ignores the rest of the class, because focusing on one group is sometimes mistaken for supervising the whole room
- (B) Only helps the best learners
- (C) Can supervise the whole room even while busy with one group
- (D) Never moves from the desk

Q33. A teacher who marks papers at the desk while the class works unsupervised and disorder grows is failing in

- (A) Smoothness, because the lesson ended and marking papers is thought to break the flow when supervision stops
- (B) Ripple effect, because one learner was praised
- (C) Overlapping, because supervision stopped while another task took over
- (D) Momentum, because the lesson was too fast

Q34. Kounin's withitness, applied to discipline, means the teacher

- (A) Notices early signs of trouble anywhere in the room and acts before they spread
- (B) Knows every learner's marks, because knowing marks is sometimes mistaken for knowing what is happening in the room
- (C) Stays with one group all lesson
- (D) Teaches only from the front

Q35. A with-it teacher corrects the right learner at the right time, while a non-with-it teacher often corrects

- (A) No learner at all, because a non-with-it teacher is thought to miss every misbehaviour in the room
- (B) Only the best learner
- (C) The head teacher
- (D) The wrong learner or the wrong behaviour, losing credibility

Q36. A learner who whispers after the teacher has already scanned the room and made eye contact is more likely to stop, because the teacher's gaze signals

- (A) Ignorance of the class
- (B) Awareness of what is happening
- (C) Permission to whisper
- (D) Fear of the learner

Q37. Withitness helps prevention most when the teacher acts

- (A) Only after serious disruption
- (B) At the end of the term
- (C) Through other learners
- (D) Early, while the problem is still small

Q38. A teacher who faces the board for ten minutes while a paper fight starts behind her is showing weak

- (A) Overlapping
- (B) Withitness
- (C) Ripple effect
- (D) Group focus

Q39. Overlapping differs from withitness because overlapping is about

- (A) Knowing marks by heart
- (B) Teaching faster
- (C) Doing two things at once, while withitness is about knowing what is happening
- (D) Praising one learner

Q40. A teacher demonstrates overlapping when she

- (A) Answers a learner's question while keeping an eye on the rest of the class
- (B) Answers one question and ignores the class
- (C) Leaves the class to fetch materials
- (D) Stops teaching to mark papers

Q41. Kounin found that withitness matters for discipline because learners behave better when they believe the teacher

- (A) Knows what is happening and will respond
- (B) Cannot see them, because a teacher who cannot observe every learner is thought to be unable to respond to misbehaviour
- (C) Will punish everyone, because a watchful teacher is thought to use punishment on all learners to keep control
- (D) Never corrects anyone, because a teacher who knows what is happening is thought to trust learners to correct themselves

Q42. A teacher who nips a small disturbance in the bud protects discipline because small problems

- (A) Disappear on their own always
- (B) Affect only one learner
- (C) Grow into large ones if ignored
- (D) Improve the lesson

Q43. Which teacher habit best builds withitness?

- (A) Standing still at the board
- (B) Scanning the whole room regularly and moving to different areas
- (C) Looking only at the front row
- (D) Sitting with one group all lesson

Q44. Overlapping is especially important during group work because the teacher must

- (A) Teach only the fastest group
- (B) Ignore groups that are quiet
- (C) Mark papers during group work
- (D) Support one group while monitoring all others

Q45. A classroom where the teacher combines withitness and overlapping is likely to have

- (A) More disruptions than other classes
- (B) Fewer disruptions and faster correction when they occur
- (C) No need for rules
- (D) Learners working in fear

Kounin: Momentum, Smoothness, Ripple Effect and Group Focus

Q46. Kounin's momentum means the lesson keeps a

- (A) Very slow pace with long pauses
- (B) Rapid pace regardless of understanding
- (C) Brisk, steady pace without unnecessary slowdowns
- (D) Pace set only by the fastest learners

Q47. A dangle breaks momentum when the teacher

- (A) Finishes every activity carefully
- (B) Paces the lesson briskly
- (C) Gives clear instructions
- (D) Starts an activity, leaves it unfinished and moves to another

Q48. A thrust breaks momentum when the teacher

- (A) Bursts into an activity with an irrelevant order or comment
- (B) Gives a clear signal for attention
- (C) Paces transitions smoothly
- (D) Praises good work

Q49. A flip-flop breaks momentum when the teacher

- (A) Moves steadily forward through the lesson
- (B) Finishes one task before starting another
- (C) Reviews work at the end
- (D) Returns to an earlier activity after moving on, without reason

Q50. Smoothness in Kounin's terms means transitions and lesson flow are

- (A) Free from abrupt breaks, so learners stay on track
- (B) Full of sudden surprises
- (C) Interrupted by frequent announcements
- (D) Changed every few minutes

Q51. Overdwelling harms momentum because the teacher

- (A) Covers a point too quickly
- (B) Spends too long on a minor point while learners lose interest
- (C) Skips difficult points
- (D) Ends the lesson early

Q52. Fragmentation harms smoothness because the lesson is

- (A) Too well organised
- (B) Too short
- (C) Broken into disconnected bits without a clear thread
- (D) Taught too slowly

Q53. The ripple effect in discipline means that correcting one learner

- (A) Affects only the corrected learner
- (B) Has no effect on anyone else
- (C) Affects the behaviour of other learners who watch
- (D) Always harms the class

Q54. A positive ripple effect occurs when a teacher corrects a learner

- (A) Harshly and unfairly
- (B) In anger before the class
- (C) Without any explanation
- (D) Firmly but fairly, so watchers respect the standard

Q55. When a teacher corrects a learner harshly in front of the class, the effect on watchers is best described as

- (A) A negative ripple effect, because watchers resent the teacher rather than accept the rule
- (B) A positive ripple effect, because watchers are thought to learn the standard from a firm public example
- (C) Overlapping, because the teacher is thought to be attending to two classroom events at once
- (D) Momentum, because the lesson is thought to keep moving briskly despite the correction

Q56. Group focus means the teacher keeps

- (A) Only the answering learner alert
- (B) The whole class alert and accountable, not only the learner answering
- (C) The class silent
- (D) Attention on the textbook

Q57. An alerting technique that supports group focus is

- (A) Asking the question before naming the learner to answer
- (B) Naming the learner before asking
- (C) Asking only volunteers
- (D) Answering every question oneself

Q58. Accountability supports discipline because learners who may be asked to show work

- (A) Feel punished
- (B) Stay engaged instead of drifting
- (C) Avoid all participation
- (D) Work only for marks

Q59. Satiation in Kounin's work means learners grow bored when an activity

- (A) Is too short
- (B) Is too easy at first
- (C) Drags on too long without variety
- (D) Is done in groups

Q60. Kounin's prevention message as a whole is that discipline depends less on reacting to misbehaviour and more on

- (A) How severe punishments are
- (B) How many rules are displayed
- (C) How often learners are tested
- (D) How the teacher manages pace, flow, awareness and group attention

Answer Key

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

Worked explanations for all 60 questions:

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