

Classroom Management 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

Canter's Assertive Discipline

Q1. What is the central idea of Canter's assertive discipline?

- (A) Students alone should decide every classroom rule
- (B) The teacher clearly states expectations and consequences and enforces them consistently
- (C) The teacher avoids making rules in order to keep peace
- (D) The teacher punishes misbehaviour without any prior warning

Q2. How does an assertive teacher differ from a hostile teacher?

- (A) An assertive teacher never enforces a consequence
- (B) An assertive teacher shouts to show authority
- (C) An assertive teacher uses sarcasm to correct students
- (D) An assertive teacher is calm, firm and respectful while enforcing rules

Q3. Why does Canter insist that classroom expectations be stated clearly at the start?

- (A) Students then know exactly what behaviour is expected of them
- (B) Teachers spend less time repeating instructions during lessons
- (C) Parents understand the classroom rules more clearly
- (D) Students take part more actively in group work

Q4. In assertive discipline, a consequence should be which of the following?

- (A) Invented on the spot after the incident
- (B) Kept secret from students until it is applied
- (C) Known in advance, related to the rule and applied consistently
- (D) Different for every student on the teacher's mood

Q5. According to Canter, which right belongs to the teacher?

- (A) The right to teach without disruption and to expect appropriate behaviour
- (B) The right to ignore students who disturb the lesson
- (C) The right to change rules daily without telling students
- (D) The right to punish the whole class for one student's act

Q6. A complete assertive discipline plan usually includes rules, positive recognition and consequences. What else makes it workable?

- (A) A rule list that is never shown to students
- (B) Consequences that apply only on examination days
- (C) Rewards given only to the highest achievers
- (D) A written plan shared with students and parents

Q7. What distinguishes an assertive response from an aggressive response to misbehaviour?

- (A) An assertive response avoids naming the behaviour
- (B) An assertive response is firm but respectful and free from personal attack
- (C) An assertive response blames the student's family
- (D) An assertive response threatens the student publicly

Q8. What is the main purpose of positive recognition in Canter's model?

- (A) To buy students' obedience with prizes
- (B) To embarrass students who behave poorly
- (C) To reinforce desired behaviour so students repeat it
- (D) To replace all consequences in the classroom

Q9. A student breaks a clearly stated rule for the first time. What is the assertive teacher's first step?

- (A) Send the student out of school at once
- (B) Ignore the incident and hope it stops
- (C) Lecture the whole class about respect
- (D) Calmly restate the rule and apply the agreed consequence

Q10. Canter's model expects the teacher to take which role in the classroom?

- (A) The teacher takes charge of behaviour in a firm and consistent way
- (B) The teacher leaves behaviour entirely to student opinion
- (C) The teacher waits for the head teacher to solve every problem
- (D) The teacher avoids intervening until behaviour becomes extreme

Q11. Why do assertive discipline plans often arrange consequences in a hierarchy?

- (A) So the teacher can skip steps whenever convenient
- (B) So every offence receives the severest punishment
- (C) So consequences grow gradually stronger if misbehaviour is repeated
- (D) So students cannot predict what will happen next

Q12. A student keeps talking while the teacher explains a task. Which response best fits assertive discipline?

- (A) Stop teaching for the rest of the period
- (B) Give a brief private reminder of the rule and apply the consequence if talking continues
- (C) Move the student to another school
- (D) Pretend the talking is part of the lesson

Q13. Why should classroom rules be few and clearly worded?

- (A) So the teacher can add new rules secretly
- (B) So only obedient students need to learn them
- (C) So students can remember them and the teacher can enforce them fairly
- (D) So rules cover only examination behaviour

Q14. Which body language best supports an assertive correction?

- (A) Calm eye contact, a steady voice and a relaxed but upright posture
- (B) Turning away and whispering the correction
- (C) Pointing aggressively and raising the voice
- (D) Laughing while announcing the consequence

Q15. What happens when a teacher announces consequences but rarely enforces them?

- (A) Students ask the teacher to restate the rules more often
- (B) Students learn that the rules are negotiable and test them further
- (C) Students become unsure which consequences apply to which behaviour
- (D) Students rely on classmates to remind them of the rules

Dreikurs' Logical Consequences and Democratic Discipline

Q16. How does a logical consequence differ from punishment?

- (A) It is decided by the whole class as revenge
- (B) It is harsher so students feel fear
- (C) It is related to the misbehaviour, respectful and explained to the student
- (D) It is applied without telling the student why

Q17. Democratic discipline, in Dreikurs' sense, emphasises what?

- (A) Shared responsibility, mutual respect and student participation in classroom decisions
- (B) The teacher making every decision alone
- (C) Competition between students for the teacher's favour
- (D) Freedom from all classroom rules

Q18. A student deliberately breaks a classmate's pencil. Which response is a logical consequence?

- (A) The student is banned from all lessons for a week
- (B) The student is made to stand outside all day
- (C) The student writes an essay on an unrelated topic
- (D) The student repairs or replaces the pencil

Q19. A student constantly argues with the teacher in front of the class. Which mistaken goal is most likely behind this behaviour?

- (A) The goal of seeking attention through quiet work
- (B) The goal of gaining power by winning the argument
- (C) The goal of displaying inadequacy by refusing to try
- (D) The goal of seeking revenge through helping others

Q20. A student often calls out to gain attention. Which teacher response best fits Dreikurs' approach?

- (A) Give the student attention only when calling out
- (B) Scold the student loudly in front of peers
- (C) Redirect the student to a useful role and recognise positive contributions
- (D) Remove the student permanently from class discussion

Q21. A student repeatedly fails to submit homework on time. Which logical consequence is most appropriate?

- (A) The student loses the right to attend all future lessons
- (B) The student is given extra homework on an unrelated subject
- (C) The student is publicly ranked against classmates
- (D) The student completes the work during a break or free period

Q22. Which practice best shows democratic discipline in action?

- (A) A class meeting in which students help agree on rules and solve problems
- (B) A rule list posted without any student discussion
- (C) A seating plan changed daily as a punishment
- (D) A ban on students raising classroom problems

Q23. According to Dreikurs, misbehaviour is best understood as what?

- (A) Random behaviour with no purpose at all
- (B) A purposeful attempt by the student to find a place and belong in the group
- (C) Proof that the student cannot ever learn
- (D) Behaviour caused only by poor parenting

Q24. A student who feels wronged by a teacher starts damaging classroom property. Which goal does this suggest, and what should the teacher avoid?

- (A) Attention-seeking; the teacher should give more praise
- (B) Power-seeking; the teacher should argue back
- (C) Revenge; the teacher should avoid retaliation and work on rebuilding the relationship
- (D) Inadequacy; the teacher should lower all expectations

Q25. Which behaviour most clearly signals the mistaken goal of assumed inadequacy?

- (A) A student who gives up quickly and says the work is too hard before trying
- (B) A student who leads every group discussion confidently
- (C) A student who argues with every instruction
- (D) A student who jokes constantly to entertain the class

Q26. How does Dreikurs distinguish encouragement from praise?

- (A) Praise focuses on effort, while encouragement focuses on winning
- (B) Encouragement focuses on effort, improvement and contribution rather than on being the best
- (C) Encouragement is given only for perfect work
- (D) Praise and encouragement mean exactly the same thing

Q27. Which of the following is a natural consequence in a classroom setting?

- (A) A student who arrives late is given double homework
- (B) A student who arrives late is made to clean the school
- (C) A student who arrives late loses marks in every subject
- (D) A student who arrives late misses the start of the lesson and its instructions

Q28. What should a teacher avoid when applying a logical consequence?

- (A) Explaining the connection between behaviour and consequence
- (B) Keeping the consequence proportionate to the behaviour
- (C) Shaming or humiliating the student in front of the class
- (D) Giving the student a chance to make amends

Q29. What is the main purpose of a regular class meeting in Dreikurs' model?

- (A) To let students solve classroom problems jointly and practise social skills
- (B) To announce punishments for the week
- (C) To rank students by behaviour
- (D) To replace all teaching with discussion

Q30. Why is Dreikurs' discipline described as democratic?

- (A) Because students vote on examination grades
- (B) Because the teacher never intervenes in behaviour
- (C) Because there are no rules in a democratic classroom
- (D) Because students participate in setting rules and solving classroom problems

Glasser's Choice Theory and Reality Therapy

Q31. According to Glasser's choice theory, human behaviour is mainly what?

- (A) Forced by other people and events
- (B) Chosen by the individual in an attempt to satisfy basic needs
- (C) Fixed at birth and impossible to change
- (D) Controlled entirely by rewards and punishments

Q32. What does Glasser mean by a person's "quality world"?

- (A) The school building and its facilities
- (B) The set of examination results a student has achieved
- (C) The mental picture of people, things and beliefs the person most wants
- (D) The list of rules posted in the classroom

Q33. Which four parts make up "total behaviour" in Glasser's theory?

- (A) Acting, thinking, feeling and physiology
- (B) Talking, listening, reading and writing
- (C) Rewards, punishments, rules and routines
- (D) Attention, power, revenge and inadequacy

Q34. What is the main focus of reality therapy in a school?

- (A) Analysing the student's childhood in detail
- (B) Finding someone else to blame for the behaviour
- (C) Diagnosing the student with a disorder
- (D) Present behaviour, personal responsibility and practical plans for change

Q35. Which list correctly names Glasser's five basic needs?

- (A) Food, shelter, clothing, money and fame
- (B) Grades, prizes, praise, promotion and popularity
- (C) Survival, love and belonging, power, freedom and fun
- (D) Attention, power, revenge, inadequacy and control

Q36. In a Glasser-style classroom, what is the teacher's main role when a student misbehaves?

- (A) To punish the student at once
- (B) To help the student evaluate whether the behaviour is getting what they want
- (C) To ignore the behaviour completely
- (D) To decide the student's future for them

Q37. In reality therapy, the WDEP system stands for what sequence?

- (A) Wants, Doing, Evaluation and Planning
- (B) Warnings, Detention, Exclusion and Punishment
- (C) Watching, Directing, Examining and Praising
- (D) Writing, Discussing, Explaining and Presenting

Q38. What does a reality-therapy teacher avoid when talking with a misbehaving student?

- (A) Asking what the student wants
- (B) Helping the student make a plan
- (C) Discussing present behaviour
- (D) Dwelling on the past and trading blame

Q39. A student says, "The teacher made me angry, so I shouted." How would Glasser's theory reframe this?

- (A) The student is right: feelings are entirely caused by others
- (B) The student chose shouting as a way of responding, and can choose a different response
- (C) The student should never feel angry at school
- (D) The teacher should accept all blame for the incident

Q40. What characterises a "quality school" in Glasser's ideas?

- (A) Strict punishment for every minor offence
- (B) Students competing against each other for grades
- (C) Students doing quality work because their needs for belonging and power are met through learning
- (D) Teachers controlling every student decision

Q41. In Glasser's view, what does taking responsibility mean for a student?

- (A) Doing what classmates do so the class stays settled
- (B) Waiting for the teacher to set a new plan
- (C) Explaining behaviour by pointing to past experiences
- (D) Owning one's choices and accepting their consequences

Q42. A student makes a plan to complete classwork but fails to follow it. What does reality therapy suggest next?

- (A) Punish the student and abandon planning
- (B) Lower all expectations permanently
- (C) Review the plan together and revise it, without accepting excuses
- (D) Let another student do the work instead

Q43. How can a teacher meet a student's need for power in a positive way?

- (A) By letting the student dominate classmates
- (B) By removing all classroom responsibilities
- (C) By giving the student a genuine leadership role or a chance to show competence
- (D) By praising only examination toppers

Q44. Why does Glasser argue that external control harms classrooms?

- (A) Because rules are never needed in schools
- (B) Because coercion damages relationships and reduces students' motivation to do quality work
- (C) Because students prefer complete freedom from structure
- (D) Because teachers lose authority when they explain rules

Q45. In total behaviour, which part is hardest to change directly?

- (A) Acting, because actions are automatic
- (B) Thinking, because thoughts cannot be noticed
- (C) Physiology, because bodily responses are fixed
- (D) Feeling, because changing acting and thinking is the usual route to changing feelings

Kounin's Concepts, Preventive and Corrective Discipline

Q46. What does Kounin mean by "withitness"?

- (A) The teacher's awareness of everything happening in the classroom at all times
- (B) The teacher's friendship with every student
- (C) The teacher's ability to write on the board quickly
- (D) The teacher's knowledge of the syllabus only

Q47. A teacher helps one group with a task while also noticing that another group has gone off task. Which Kounin concept is this?

- (A) Momentum
- (B) Satiation
- (C) Overlapping
- (D) Smoothness

Q48. A lesson drags because the teacher spends ten minutes searching for materials. Which Kounin concept has been lost?

- (A) Group alerting
- (B) Momentum
- (C) Accountability
- (D) Withitness

Q49. A teacher finishes one activity and jumps suddenly to an unrelated topic without any transition. Which concept is violated?

- (A) Accountability
- (B) Overlapping
- (C) Withitness
- (D) Smoothness

Q50. A teacher regularly asks different students questions during a lesson so everyone stays ready. Which concept is being used?

- (A) Group alerting
- (B) Satiation
- (C) Overlapping
- (D) Momentum

Q51. Students work harder when they know the teacher may check their work or call on them. Which concept explains this?

- (A) Smoothness
- (B) Accountability
- (C) Withitness
- (D) Satiation

- Q52. A class becomes restless because the same drill is repeated far beyond the point of learning. Which Kounin term describes this?**
- (A) Momentum
 - (B) Overlapping
 - (C) Group alerting
 - (D) Satiation
- Q53. Which of the following is an example of preventive discipline?**
- (A) Establishing clear routines and seating at the start of term
 - (B) Giving detention after homework is missed
 - (C) Suspending a student after a fight
 - (D) Reprimanding a student who is already shouting
- Q54. What is corrective discipline?**
- (A) Intervention after misbehaviour to restore order and teach better behaviour
 - (B) Planning lessons to prevent all problems
 - (C) Ignoring misbehaviour until it disappears
 - (D) Rewarding students before any behaviour occurs
- Q55. A student whispers to a neighbour. Which response is the least intrusive desist?**
- (A) Pausing the lesson and reminding the whole class of the rule
 - (B) Moving near the student and making brief eye contact
 - (C) Asking the student to move to a seat at the front
 - (D) Writing the student's name on the board as a warning
- Q56. Why can public scolding escalate misbehaviour instead of stopping it?**
- (A) Because students enjoy all teacher attention
 - (B) Because scolding always improves behaviour
 - (C) Because public embarrassment can provoke defiance and damage the relationship
 - (D) Because other students never notice scolding
- Q57. In Kounin's research, what is a "desist"?**
- (A) A lesson plan for the whole term
 - (B) A reward given for good behaviour
 - (C) A seating arrangement for group work
 - (D) A teacher action intended to stop misbehaviour
- Q58. What is the key difference between preventive and corrective discipline?**
- (A) Preventive discipline acts before misbehaviour occurs; corrective discipline responds after it occurs
 - (B) Preventive discipline uses punishment; corrective discipline uses rewards
 - (C) Preventive discipline is for young children only
 - (D) Corrective discipline is never needed in a good classroom
- Q59. Which sequence best follows the principle of least-intrusive intervention?**
- (A) Detention first, then a quiet reminder
 - (B) Suspension first, then eye contact
 - (C) Public scolding first, then a private talk
 - (D) A quiet signal or proximity first, with stronger steps only if behaviour continues

Q60. A teacher keeps a lesson flowing, notices two students off task, and calmly redirects them without stopping the lesson. Which combination is best illustrated?

- (A) Satiation and punishment
- (B) Withitness, overlapping and a least-intrusive desist
- (C) Democratic discipline and detention
- (D) Reality therapy and exclusion

Answer Key

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

Worked explanations for all 60 questions:

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