Classroom Management Practice Test 6

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 in Practice

Q1. Why does Canter recommend sharing the discipline plan with parents?

(A) So parents can punish students at home for every minor slip
(B) So the teacher can avoid dealing with behaviour at school
(C) So parents understand the rules and support consistent expectations
(D) So students can negotiate different rules at home

Q2. Which teacher style is described as non-assertive?

(A) A teacher who avoids confronting misbehaviour and hopes it will stop by itself
(B) A teacher who states rules clearly and follows through calmly
(C) A teacher who recognises good behaviour regularly
(D) A teacher who involves students in agreeing classroom rules

Q3. A teacher says firmly, without anger: "Our rule is to listen while others speak. Please stop talking and listen now." Which style is this?

(A) Hostile, because the teacher gave a direct order
(B) Non-assertive, because the teacher did not punish
(C) Permissive, because no consequence was mentioned
(D) Assertive, because the correction is clear, calm and respectful

Q4. How does positive recognition in Canter's model differ from a bribe?

(A) Recognition is given before behaviour to buy cooperation
(B) A bribe is given before behaviour; recognition follows and reinforces good behaviour
(C) Recognition is only given in private
(D) Recognition replaces the need for any rules

Q5. Canter advises that classroom rules should be worded mainly in what way?

(A) As long lists covering every possible situation
(B) As threats that warn of severe punishment
(C) As vague advice such as "be good"
(D) As positive statements of what students should do

Q6. What does "follow-through" mean in assertive discipline?

(A) Applying the stated consequence every time the rule is broken, without exception for favourites
(B) Changing the consequence whenever a student complains
(C) Waiting until the end of term to enforce rules
(D) Letting the class vote on whether a consequence applies

Q7. In Canter's model, which right belongs to students?

(A) The right to ignore classroom rules
(B) The right to decide the teacher's lesson plan
(C) The right to learn in a classroom free from disruption
(D) The right to be exempt from consequences

Q8. A teacher applies consequences inconsistently and behaviour worsens. What is the most likely first remedy?

(A) Add many more rules to the list
(B) Review the plan, reteach the rules and apply consequences consistently
(C) Stop recognising good behaviour
(D) Remove all consequences from the plan

Q9. A student keeps interrupting, and the teacher calmly repeats the same clear expectation each time without entering an argument. Which assertive technique is this?

(A) The broken-record technique: repeating the expectation calmly until it is accepted
(B) Ignoring the student completely for the whole lesson
(C) Raising the voice with each repetition
(D) Changing the rule after each interruption

Q10. Why is it unwise to give the severest consequence for a first minor offence?

(A) Because minor offences should never be addressed
(B) Because students prefer severe consequences
(C) Because it makes later consequences impossible to escalate
(D) Because it feels unfair, damages trust and leaves no graduated steps

Q11. Which form of recognition is most effective in Canter's approach?

(A) Vague praise such as "good class" every day
(B) Specific recognition that names the behaviour, such as praising quiet listening during instructions
(C) Praise given only at the end of the school year
(D) Praise that compares one student unfavourably with others

Q12. Which criticism is most often made of assertive discipline?

(A) It gives students too much power over rules
(B) It forbids teachers from recognising good behaviour
(C) It can rely heavily on teacher control and external consequences rather than student self-control
(D) It requires teachers never to state expectations

Q13. What kind of classroom climate does a well-run assertive discipline plan aim to create?

(A) A safe, orderly climate in which teaching and learning can proceed
(B) A silent classroom in which students never speak
(C) A classroom run entirely by student vote
(D) A classroom with no rules at all

Q14. Two students commit the same offence but receive very different consequences. What principle has been violated?

(A) Positive recognition
(B) Democratic participation
(C) Lesson momentum
(D) Consistency and fairness in applying the plan

Q15. Why is a written discipline plan especially useful when a substitute teacher takes the class?

(A) Because the substitute can keep the same seating plan the class uses
(B) Because the substitute can use the plan to plan the next lesson
(C) Because the substitute can apply the same rules and consequences the class already knows
(D) Because the plan gives the substitute a record of pupils' marks

Dreikurs' Democratic Discipline and Mistaken Goals

Q16. A teacher says, "You worked steadily through the difficult problems today." Which Dreikurs idea does this illustrate?

(A) Praise for being the cleverest student
(B) Encouragement that recognises effort and persistence
(C) A logical consequence for good work
(D) A natural consequence of studying

Q17. A teacher feels hurt after a student's deliberately unkind remark. According to Dreikurs, which mistaken goal does this feeling point to?

(A) Attention-seeking
(B) Power-seeking
(C) Assumed inadequacy
(D) Revenge

Q18. A student leaves paint and paper scattered after art work. Which logical consequence fits best?

(A) The student tidies the materials before joining the next activity
(B) The student is banned from all future art lessons
(C) The student copies a long passage from a textbook
(D) The whole class stays behind after school

Q19. How does democratic discipline differ from an autocratic classroom?

(A) Students make every decision and the teacher has no authority
(B) The teacher imposes rules without explanation
(C) Students share in decisions and take responsibility, while the teacher still guides the class
(D) No rules exist and students do as they please

Q20. What should a class meeting agenda mainly contain?

(A) A list of punishments for the week
(B) Issues and problems students themselves raise, with time to suggest solutions
(C) Examination results ranked from highest to lowest
(D) Instructions that students must not question

Q21. What is the difference between a natural consequence and a logical consequence?

(A) A natural consequence follows without teacher intervention; a logical consequence is arranged by the teacher and related to the behaviour

(B) A natural consequence is always severe; a logical consequence is always mild

(C) A natural consequence is decided by parents; a logical consequence by the head teacher

(D) There is no difference between them

Q22. A student makes silly noises to get classmates laughing. Which Dreikurs-based response is most suitable for minor attention-seeking?

(A) Laugh along so the student feels accepted

(B) Punish the student harshly at once

(C) Remove the student from school

(D) Give little attention to the noise, but give attention when the student contributes positively

Q23. A student refuses an instruction and the teacher feels challenged. What should the teacher avoid?

(A) Staying calm and restating the expectation

(B) Offering a choice within the rule

(C) Entering a public power struggle to prove who is in charge

(D) Discussing the matter privately later

Q24. A discouraged student believes every task is beyond them. What response best fits Dreikurs' approach?

(A) Break the work into small steps where success is possible, and encourage each step

(B) Remove all work so the student never faces difficulty

(C) Tell the student they will fail without trying

(D) Compare the student with the highest achiever

Q25. A student who feels hurt by a teacher's remark starts teasing a younger pupil. Which goal is suggested, and what breaks the cycle?

(A) Attention; giving the student the lead role at once

(B) Power; arguing the student into submission

(C) Inadequacy; lowering all work to an easy level

(D) Revenge; a calm response that shows care instead of retaliation

Q26. In Dreikurs' psychology, what does "social interest" mean?

(A) Interest in social media and entertainment

(B) A sense of belonging and willingness to contribute to the group

(C) Popularity among classmates

(D) Obedience to every adult instruction

Q27. Why can encouragement be given even when a student's work is not yet correct?

(A) Because students who are encouraged ask for less help

(B) Because encouragement makes the student enjoy the subject more

(C) Because encouragement values effort and progress, which keep the student trying

(D) Because encouraged students complete homework more quickly

Q28. A good logical consequence must meet which three tests?

(A) It must be related to the behaviour, respectful and reasonable in severity
(B) It must be severe, surprising and public
(C) It must be unrelated, so the student remembers it
(D) It must be decided by the whole class as a vote

Q29. In a democratic classroom, what replaces punishment as the main response to misbehaviour?

(A) Ignoring all misbehaviour
(B) Logical consequences, discussion and joint problem-solving
(C) Stricter rules imposed without discussion
(D) Removing students from school at the first offence

Q30. Why do class meetings often use rotating roles such as chairperson and note-taker?

(A) To give the teacher a rest from teaching
(B) To punish students who misbehave
(C) To fill time at the end of the week
(D) To share responsibility and teach democratic participation

Glasser's Choice Theory in the Classroom

Q31. Which classroom condition most directly supports Glasser's basic need for survival?

(A) A safe classroom where students feel physically secure and free from bullying
(B) A classroom with the most expensive equipment
(C) A classroom where only top students are praised
(D) A classroom with no rules at all

Q32. How does a student's quality world change over time?

(A) It is fixed in early childhood and never changes
(B) It is decided by the teacher each term
(C) It changes as experiences, relationships and values change what the student wants
(D) It changes only after examination results arrive

Q33. Glasser compares total behaviour to a car. Which parts are the front wheels that steer it?

(A) Feeling and physiology
(B) Acting and thinking
(C) Rewards and punishments
(D) Rules and routines

Q34. In reality therapy, which questions guide a conversation with a misbehaving student?

(A) Who is to blame, and how should they be punished?
(B) What happened in the student's childhood?
(C) What grade does the student expect?
(D) What are you doing, is it working, and what plan will you follow?

Q35. In the WDEP system, what does the "W" ask the student to identify?

(A) What the student wants from school, the lesson or the relationship
(B) What punishment the student deserves
(C) What the teacher wants the student to fear
(D) What grade the student will accept without effort

Q36. How does Glasser's "lead management" differ from "boss management"?

(A) Lead managers use threats; boss managers listen
(B) Lead managers punish more severely
(C) Lead managers listen, involve students and focus on quality work; boss managers coerce
(D) Lead managers remove all expectations

Q37. How can a teacher meet students' need for fun without losing learning time?

(A) By cancelling lessons for games every day
(B) By allowing students to do whatever they like
(C) By removing all challenging work
(D) By designing learning activities that are varied, active and enjoyable

Q38. Glasser lists seven "deadly habits" of external control. Which pair belongs to that list?

(A) Listening and supporting
(B) Criticising and blaming
(C) Encouraging and trusting
(D) Negotiating and respecting

Q39. Which pair represents Glasser's "connecting habits" that build relationships?

(A) Threatening and punishing
(B) Complaining and nagging
(C) Listening and supporting
(D) Bribing and withdrawing

Q40. What makes a student's plan in reality therapy more likely to succeed?

(A) The plan is simple, specific and within the student's control
(B) The plan is vague and depends on other people
(C) The plan promises perfection at once
(D) The plan is written by the teacher alone

Q41. After a student commits to a plan, what does reality therapy expect from the teacher?

(A) To praise the student once and then move on
(B) To follow up, check progress and hold the student to the commitment without accepting excuses
(C) To check progress only at the end of term
(D) To ask classmates to report on the student's progress

Q42. How does choice theory view school grades?

(A) As weapons to force obedience
(B) As labels that fix a student's worth
(C) As the only reason to learn
(D) As information about the quality of work, not as tools of coercion

Q43. How can a teacher meet the need for freedom within a structured classroom?

(A) By offering genuine choices, such as which task order to follow or which topic to present
(B) By removing all rules and deadlines
(C) By letting one student decide for the whole class
(D) By never giving homework

Q44. Which classroom practice best meets students' need for love and belonging?

(A) Ranking students publicly each week
(B) Keeping students silent and isolated
(C) Building warm teacher-student relationships and cooperative group work
(D) Rewarding only individual competition

Q45. A student feels anxious before presenting in class. According to total behaviour, what is the most useful first change?

(A) Waiting until the feeling disappears on its own
(B) Changing acting and thinking, for example by rehearsing and reframing the task as practice
(C) Avoiding every presentation in future
(D) Demanding that classmates stop watching

Kounin's Concepts and Teacher Responses to Misbehaviour

Q46. When a teacher stops one student's misbehaviour, nearby students also settle down. What does Kounin call this?

(A) Momentum
(B) Smoothness
(C) Satiation
(D) The ripple effect

Q47. Which teacher action best signals withitness to the class?

(A) Naming the correct student and the exact behaviour, and intervening early before it spreads
(B) Punishing the whole class for one student's act
(C) Waiting until the end of the lesson to mention misbehaviour
(D) Ignoring all off-task behaviour

Q48. A teacher marks written work while still scanning the room and noticing raised hands. Which concept is shown?

(A) Accountability
(B) Satiation
(C) Overlapping
(D) Group alerting

Q49. A teacher dwells for fifteen minutes on a single minor point while the class grows restless. Which Kounin problem is this?

(A) Smoothness
(B) Overdwelling, which breaks lesson momentum
(C) Group alerting
(D) Accountability

Q50. A teacher begins a group activity, then abandons it halfway to start a different task. Which smoothness fault is this?

(A) Flip-flop
(B) Fragmentation
(C) Overdwelling
(D) A dangle: starting an activity and leaving it unfinished

Q51. A teacher keeps the whole group focused by asking questions to different students and checking understanding as the lesson proceeds. Which concept is this?

(A) Satiation
(B) Overlapping
(C) Group focus: maintaining the attention of the whole class, not just one student
(D) The ripple effect

Q52. Which teaching choice best prevents satiation?

(A) Repeating the same drill for the whole period
(B) Varying activities, pacing and materials so interest stays fresh
(C) Removing all breaks between activities
(D) Giving the same worksheet every day

Q53. A well-paced, engaging lesson has very few behaviour problems. Which point does this support?

(A) Punishment is the only effective management tool
(B) Prevention through good lesson management reduces the need for correction
(C) Students behave only when threatened
(D) Lesson planning has no effect on behaviour

Q54. For a desist to work well, what must it make clear?

(A) The teacher's anger at the class
(B) A threat about future punishment
(C) The student's past mistakes
(D) Which student should stop, and which behaviour should stop

Q55. Which is the least intrusive response to a student tapping a pen during a lesson?

(A) A brief nonverbal signal, such as eye contact or a hand gesture
(B) Asking the student to put the pen away for the rest of the lesson
(C) Moving the student to a different seat
(D) Stopping the lesson to discuss tapping with the class

Q56. A teacher notices a disagreement heating up between two students. What response best prevents escalation?

(A) Shouting at both students to stop
(B) Joining the argument to decide a winner
(C) Separating the students calmly and talking with each privately
(D) Ignoring the disagreement until it becomes a fight

Q57. Why is an early desist usually more effective than a late one?

(A) Because late desists are always kinder
(B) Because early action stops behaviour before it spreads and before the teacher becomes frustrated
(C) Because students prefer to be corrected late
(D) Because early desists require no follow-up

Q58. In lesson planning, which pair correctly contrasts preventive and corrective discipline?

(A) Preventive: detention lists; corrective: lesson objectives
(B) Preventive: punishments; corrective: rewards
(C) Preventive: ignoring problems; corrective: planning lessons
(D) Preventive: seating plans and routines; corrective: desists and consequences after misbehaviour

Q59. A whole class grows restless during a long lecture. What is the teacher's best first response?

(A) Change pace or activity, for example by adding a short discussion or task
(B) Punish the whole class with detention
(C) Lecture even longer to regain control
(D) Send several students out of the room

Q60. What was Kounin's main finding about effective classroom managers?

(A) They punish misbehaviour more harshly than other teachers
(B) They spend most lessons reacting to disruption
(C) They prevent misbehaviour through lesson flow, awareness and group management rather than relying on handling incidents
(D) They ignore misbehaviour until it stops

Answer Key

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

Worked explanations for all 60 questions:
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