

Name: _____

Effective Classroom Management

1. A student-centered approach views classroom management as
 - A. Discipline
 - B. The process of controlling students' behaviors
 - C. A way of preparing students for life
 - D. The reduction of disruptive behaviors

2. Assertive Discipline was developed by
 - A. Skinner
 - B. Canter
 - C. Jones
 - D. Albert

3. Evertson found that better managers
 1. Explained rules and procedures
 2. Held students accountable
 3. Communicated effectively
 4. Organized instruction
 - A. 1 & 3
 - B. 1 & 2
 - C. 1, 3 & 4
 - D. All of the above

4. One principle of Glasser's Reality therapy is
 - A. Individuals who lack a sense of belonging often misbehave to get attention
 - B. Individuals can change when given guidance and support
 - C. That the teacher's actions and words can stop misbehavior
 - D. That the teacher's approach creates classroom climate

5. Behavioral techniques refers to
 - A. Practices used to modify classroom behaviors
 - B. Extrinsic rewards
 - C. Proactive strategies
 - D. Rules developed by the teacher

6. The most powerful tool of behavior management is
 - A. Reinforcement
 - B. Extinction
 - C. Presentation punishment
 - D. Removal punishment

7. "Time-out" is an example of
- Positive reinforcement
 - Negative reinforcement
 - Presentation punishment
 - Removal punishment
8. Strengths of the behavioral model include
- The strategies work
 - It forces the teacher to be more aware of what is going on in the classroom
 - All children have a chance to be "good"
 - One student's reward may be another student's punishment
- 2 & 3
 - 3 & 4
 - 1, 2 & 3
 - All of the above
9. Assertive Discipline focuses on the rights of
- Student
 - Teacher
 - Parent
 - All of the above
10. The third step in developing the Assertive Discipline plan is
- Seeking approval from administration
 - Notifying parents
 - Establishing classroom rules
 - Providing positive reinforcement
11. Canter and Canter's guidelines for selecting consequences include
- No more than four consequences
 - Consequences must be something students dislike, but not physically or psychologically harmful
 - Consequences do not have to be severe to be effective
 - Negative consequences should be applied every time a student chooses inappropriate behavior
- 1 & 3
 - 2 & 3
 - 2, 3 & 4
 - All of the above

12. Teachers can track student misbehavior with
- A clipboard
 - A classroom-management log
 - Color-coded cards
 - All of the above
13. According to Fredric Jones, the greatest discipline problem in the classroom is
- Hostile defiance by a few students
 - The massive amount of time wasted by a majority of students
 - Students wandering around the room
 - Talking
14. Jones's effective classroom-management system must be
- Positive and affirming
 - Economical
 - Self-eliminating
 - Low-key
- 1 & 4
 - 2 & 3
 - 2, 3 & 4
 - All of the above
15. Proximity control refers to
- Classroom arrangement that allows for maximum teacher mobility
 - Placing disruptive students near the teacher's desk
 - Seating disruptive students at the back of the room
 - Seating disruptive students at the front of the room
16. Basic to Responsibility Training are
- Threats
 - Incentives
 - Prompts
 - Palms
17. The most common goal for student behavior is
- To seek attention
 - To gain power
 - To seek revenge for perceived injustice
 - To avoid failure
18. Bullying is a behavior of a student with the mistaken goal of
- Attention seeking
 - Power seeking
 - Revenge seeking
 - Failure avoiding

19. Criteria to distinguish logical consequences from punishment include that they
1. Express the reality of what happens in society when one breaks a law or rule
 2. Are tied directly to misbehavior
 3. Are concerned only with what will happen now
 4. Present choices for the student
- A. 2 & 3
B. 1 & 4
C. 2, 3 & 4
D. All of the above
20. The researcher who questions the idea that student behavior is a choice is
- A. Morris
B. Queen
C. Mallen
D. Kohn
21. Central to treating individuals with dignity is
- A. Creating a school environment where needs of students and teachers are met
B. Determining appropriate consequences for misbehavior
C. Learning strategies for dealing with potentially violent students
D. Evaluating the needs of teachers and students
22. To use Discipline with Dignity in your classroom, you will have to
1. Establish classroom rules with students
 2. Establish a range of consequences to use when rules are broken
 3. Evaluate each student's contribution to misbehavior
 4. Create personal contracts for students who do not benefit from traditional consequences
- A. 1 & 2
B. 2 & 4
C. 1, 2 & 4
D. All of the above
23. At the heart of the prevention dimension is
- A. The social contract
B. Classroom principles
C. Flag rules
D. A range of consequences

24. When a teacher moves toward the student to gain attention and stop inappropriate behavior, s/he is
- A. Being consistent
 - B. Reminding the student which rule has been broken
 - C. Using the power of proximity control
 - D. Embarrassing a student in front of peers
25. Evertson believes that classroom management is based in
- A. Control
 - B. Discipline
 - C. Reducing the number of inappropriate and disruptive students
 - D. The things all teachers must do to encourage learning
26. The first impression about a teacher comes from
- A. Interaction between teacher and student
 - B. Interaction between teacher and parent
 - C. The teacher's preparation of the classroom
 - D. Open house
27. When a student is asked to model appropriate behavior s/he is
- A. Explaining a procedure
 - B. Rehearsing a procedure
 - C. Demonstrating knowledge of a procedure
 - D. Reinforcing a procedure
28. If a student is asked to practice a desired behavior or procedure, it is an example of
- A. A positive consequence
 - B. A corrective consequence
 - C. A negative consequence
 - D. An intervention strategy
29. To build community in your classroom, you will need to
- 1. Evaluate your interactions with students
 - 2. Evaluate the curriculum
 - 3. Change from punisher to problem solver
 - 4. Eliminate dependence on extrinsic rewards to get desired behavior
- A. 1 & 2
 - B. 1 & 3
 - C. 1, 3 & 4
 - D. All of the above

30. Extrinsic motivators are
- A. Grades
 - B. Praise
 - C. Tangible rewards
 - D. All of the above
31. Kohn believes that the worst example of traditional discipline is
- A. Corporal punishment
 - B. Embarrassment in front of peers
 - C. Candy
 - D. Keeping students after school
32. The greatest strength of Kohn's ideas on classroom management is
- A. The use of "study buddies"
 - B. That they require teachers to consider their interactions with students
 - C. That students learn about one another
 - D. The use of cooperative learning
33. Marshall's Discipline without Stress Punishment or rewards is based on the observation that
- A. Students enter school without needed social skills
 - B. Teachers try to motivate students by advising and rewarding without success
 - C. Teachers spend too much time telling students what to do
 - D. Too much focus is on external rewards
34. The level of behavior accepted and desired for a classroom to function is
- A. Anarchy
 - B. Bullying
 - C. Cooperation/Conformity
 - D. Democracy
35. The manner in which the social development hierarchy is taught will depend on the
- A. Age of the students
 - B. Grade the students are in
 - C. School culture
 - D. Parental input
36. The Guided Choices form asks
- A. What did I do?
 - B. What can I do to prevent it from happening again?
 - C. What will I do in the future?
 - D. All of the above

37. A classroom with vague rules can be described as
- An open classroom
 - A jellyfish classroom
 - A brick-wall classroom
 - A backbone classroom
38. Coloroso suggests determining whether a consequence is appropriate with
- ABLE
 - RSVP
 - CARE
 - SMILE
39. Included in Coloroso's steps to teaching problem solving are
- Identify and define the problem
 - List possible solutions
 - Evaluate the options
 - Choose one option
- 1 & 2
 - 3 & 4
 - 1, 2 & 3
 - All of the above
40. In reconciliatory justice, the part that heals the hurt is
- Restitution
 - Resolution
 - Reconciliation
 - Reevaluation
41. Values education that helped students clarify personal values was important in the
- 1800's
 - 1960's
 - 1970's
 - 1990's
42. According to Lickona, character education is needed so individuals
- Can work together harmoniously and productively
 - Can survive in the public schools
 - Learn to be good
 - Make a personal commitment to their own values

43. Methods for teaching values through the curriculum include
1. Use “character words”
 2. Read stories of heroes and villains to develop understanding of the motivations of people
 3. Teach history to see moral issues played out
 4. View values as curriculum
- A. 2 & 3
B. 1 & 2
C. 1, 2 & 3
D. All of the above
44. The character education program founded by Eunice Kennedy is
- A. Character Counts!
 - B. Character Education Partnership
 - C. Community of Caring
 - D. Character Today
45. Classrooms full of conflict result when teachers
- A. Deal with problems that create misbehavior
 - B. Create a highly competitive atmosphere
 - C. Have highly diverse populations
 - D. Control behavior with time-outs
46. Principled responses to conflict are
- A. Proactive rather than reactive
 - B. Mainly avoidance
 - C. In place when one of the adversaries is victorious
 - D. Based in accommodation
47. Strengths of conflict resolution include
1. The expectation that participants will plan for effective behavior
 2. That faculty and students work and learn together while supporting each other
 3. The ability of conflict resolution programs to reach every child in school
 4. That the programs require additional planning on the part of teachers and administrators
- A. 1 & 3
B. 2 & 4
C. 1, 2 & 3
D. All of the above

48. Judicial Discipline teaches
- A. Self-control
 - B. Citizenship
 - C. Tolerance
 - D. Patience
49. Student Rights of freedom, justice, and equality are guaranteed by Constitutional Amendments
- A. First
 - B. Fourth
 - C. Fourteenth
 - D. All of the above
50. To prevent or lessen bullying
- 1. Provide opportunities for students to talk about bullying
 - 2. Make sure that students know what to do when they see bullying
 - 3. Act immediately when bullying is reported
 - 4. Learn the signs of a student who may be a victim of bullying
- A. 1 & 4
 - B. 3 & 4
 - C. 2, 3 & 4
 - D. All of the above

Three Essays Required

Essay 1: Make a copy of the Classroom Management Quiz, Table 15.1, on pages 282 and 283 of the text. Does your classroom management best fit the category of management as discipline, classroom management as a system, or classroom management as instruction? In what ways does your style fit that category or depart from it? As you reflect on what you've learned about your classroom management style and those you've studied in this course, will you make any changes to the way you handle your classroom? Describe the changes and the reasons for considering them. If none, tell why you would consider no changes. Include the completed quiz with your essay.

Essay 2: Each of the chapters in the text begins with a Scenario. To begin your essay, write a scenario of an incident that happened in your classroom. Following the scenario, describe the use of your classroom management in relation to the incident you describe. Could things have worked out better? If so, how? If not, describe the way in which your classroom management style operated for the good of all in that particular incident. Describe any changes you might consider making in your classroom after completing this course.

Essay 3:

Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities
Select one or more Chapter Activities from the text
Compare/contrast your current educational practice to that of the text
Create forms or systems for use in your classroom including assessment tools
Plan an 'event', meeting, or other pertinent program and report/reflect on it
You may combine any of these, or develop your own. You may e-mail
info@armchaired.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

Essay 1: Option 1: 4 to 5 pages, 20% of grade

Essay 2: Either Option 2 or 3: 4 to 5 pages, 20% of grade

Essay 3: Remaining essay option, 2 to 3 pages, 10% of grade

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a curriculum or unit is developed)

Demonstration of grammar, spelling, and writing skill

Demonstration of applied knowledge

Multiple Choice Test: 50% of overall grade

Pass/Fail: Coursework must be passed with 70% criterion.

Letter grade: 90%: A grade

80% B grade

70% C grade



Complete the exam below and mail or fax together with a completed registration form and payment (if paying by check) to: **ArmchairEd, P.O. Box 29137, Bellingham, WA 98228-1137**
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Grade scale for grade option:	90%	A
	80%	B
	70%	C
	60%	D



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This is my first course with SPU:			
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Work ()		Home ()	
Gender: <small>(optional)</small>		Ethnicity: <small>(optional)</small>	
<input type="checkbox"/> Male		<input type="checkbox"/> African American	
<input type="checkbox"/> Female		<input type="checkbox"/> American Indian	
		<input type="checkbox"/> Caucasian/White	
		<input type="checkbox"/> Alaskan Native	
		<input type="checkbox"/> Asian American	
		<input type="checkbox"/> Hawaiian	
		<input type="checkbox"/> Hispanic American	
		<input type="checkbox"/> Other	
Birth date: <small>(mm/dd/yy)</small>		Required Information:	
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