

TeachME Professional Development

Reimagining Responses to Classroom Behaviors

1. Which of the following best explains why students who has experienced trauma might appear defiant or oppositional in class?

- A. They are testing the teacher's boundaries intentionally.
 - B. They are seeking attention because they are lonely.
 - C. They are responding to perceived threats due to heightened vigilance.
 - D. They are mimicking peer behavior to fit in.
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2. Which strategy is aimed at helping students communicate their emotions instead of reacting impulsively?

- A. Co-Regulation
 - B. Emotional Literacy
 - C. 2x10 Strategy
 - D. Greeting Students at the Door
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3. A student with autism becomes visibly upset when the classroom schedule changes unexpectedly. This behavior is likely a result of:

- A. An attempt to avoid the activity
 - B. Difficulty with flexibility and change
 - C. A desire for more attention
 - D. Confusion over classroom rules
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4. Which strategy involves spending two minutes a day for ten consecutive days talking to a student to build a relationship?

- A. Relationship Mapping
 - B. 2x10 Strategy
 - C. Morning Circle Strategy
 - D. Emotional Literacy Strategy
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5. Which of the following is NOT an example of honoring a student's identity?

- A. Using the student's preferred pronouns
 - B. Learning and correctly pronouncing the student's name
 - C. Engaging with students about their hobbies and interests
 - D. Asking students about their academic performance regularly
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6. Which of the following best describes the concept of behavior as communication?

- A. Behavior shows how well a student understands classroom expectations.
 - B. Behavior results from unpredictable reactions to outside influences.
 - C. Behavior matters most when it interferes with class activities or routines.
 - D. Behavior reflects internal emotional, physical, and psychological experiences.
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7. Which of the following is an example of a practice that supports emotional literacy in students?

- A. Focusing on students' academic grades only
 - B. Allowing students to skip class when they're upset
 - C. Helping students identify and name their emotions using visual aids
 - D. Ignoring students' emotional needs during the lesson
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8. Which of the following is a key principle of a trauma-informed school?

- A. Focus on punishment over rehabilitation.
 - B. Prioritize safety in all forms.
 - C. Limit student input in decision-making.
 - D. Use restrictive discipline methods.
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9. Students who have experienced chronic stress are most likely to struggle with:

- A. Managing emotions and relationships
 - B. Reading fluency and decoding
 - C. Staying seated during lessons
 - D. Understanding directions in math
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10. Which of the following is an example of fostering student voice and empowerment?

- A. Telling students to follow all rules without question.
 - B. Giving students choices in how they address behavior challenges.
 - C. Limiting student participation in disciplinary decisions.
 - D. Using one-size-fits-all consequences for misbehavior.
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11. Which group of factors best explains what influences a student's behavior in the classroom?

- A. Academic goals, school policies, and classroom routines
 - B. Emotional needs, developmental level, and environmental context
 - C. Instructional style, learning content, and grade-level standards
 - D. Social skills, family structure, and standardized test scores
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12. Which practice involves creating a space for students to reflect on their actions, take responsibility, and repair harm through dialogue with those affected?

- A. Detention
 - B. Quiet Corners
 - C. Silent Reflection
 - D. Restorative Circles
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13. What is a common behavior observed in students with ADHD in a classroom setting?

- A. Difficulty sitting still and frequent fidgeting
 - B. Preferring to work on complex, quiet tasks
 - C. Excessive attention to detail in tasks
 - D. A strong need for social interaction
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14. Which strategy would you use to ensure a safe and supportive environment for a student who has a history of trauma, particularly after a behavioral incident?

- A. Provide a safe space where the student can calm down and then engage in a restorative conversation to address the behavior
 - B. Immediately remove the student from the classroom for the remainder of the day
 - C. Allow the student to continue disrupting the class without intervention
 - D. Ignore the student's emotional state and continue with the lesson as usual
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15. Which strategy best reflects a restorative practice that encourages accountability, community healing, and repairing harm after conflicts occur?

- A. Increasing classroom surveillance to prevent future behavioral problems
 - B. Implementing a reward system based on individual academic performance
 - C. Leading structured conversations where all parties discuss harm and solutions
 - D. Providing private written reflection assignments after rule violations
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16. How can trauma impact a student's executive functioning?

- A. It boosts attention but weakens memory.
 - B. It may impair planning and self-regulation.
 - C. It strengthens routines but hinders creativity.
 - D. It has little effect unless trauma is recent.
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17. Which strategy best reflects a trauma-informed practice that focuses on creating emotional safety and building strong, supportive relationships with students?

- A. Offering frequent parent-teacher conferences to review academic progress
- B. Using detailed academic contracts to encourage independent student accountability

- C. Building consistent routines and providing predictable, supportive classroom environments
 - D. Establishing strict rules and immediate consequences to discourage misbehavior
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18. Why is it helpful for teachers to view behavior as a form of communication?

- A. It allows teachers to respond in ways that support students' true needs.
 - B. It helps educators enforce rules more consistently with all students.
 - C. It ensures students are held accountable for classroom expectations.
 - D. It reduces disruptions by setting firm boundaries and consequences.
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19. What is the main goal of the 2x10 Strategy?

- A. To improve students' academic performance
 - B. To engage students in extracurricular activities
 - C. To build a connection and trust with students
 - D. To resolve conflicts in the classroom
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20. Why is it important to distinguish between trauma responses and neurodivergent behavior?

- A. So teachers can enforce clearer expectations
 - B. So referrals are processed more quickly
 - C. So all students receive the same rules
 - D. So interventions match the student's needs
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