

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.

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

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

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

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

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.

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

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.

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

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.

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

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

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

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

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

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.

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

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.

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

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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