

Test Questions for Chapter 2: Building Supportive and Healthy Classroom Relationships

Multiple Choice.

1. Which of the following teacher traits is least likely to be associated with desirable cognitive and affective student outcomes?
 - a. empathy
 - b. warmth
 - c. efficiency
 - d. encouragement
2. Teachers who do not attend carefully to relationship development in their classes are most likely to experience which of the following?
 - a. lessened effectiveness
 - b. students highly responsive to teacher requests
 - c. high student growth and engagement
 - d. development of effective school-community connections
3. Which of the following is a low-influence behavior?
 - a. using sarcasm
 - b. avoiding conflict
 - c. expressing opinions
 - d. demonstrating disagreeableness
4. Mr. Thomasen says to you, "I think those folks who talk about making sure we build relationships using high influence behaviors and high affect behaviors are overstating their case. There's no time in the day to make sure that every interaction I have with a student demonstrates those two qualities." Which response to him would be best?
 - a. Research indicates that those teachers who engage with their students at high levels of affect and influence are more successful at managing the classroom.
 - b. A teacher who doesn't actively work to cultivate healthy, mutually supportive relationships can still be as effective a classroom manager as those teachers who do attend to the interpersonal facets of class functioning.
 - c. Fostering good relationships with students will depend on the cumulative effect of positive interactions; some routine interactions won't rise to the level of high influence and affect.
 - d. Educational researchers often fail to recognize that some people naturally tend toward lower-level influence and affect behaviors, and that it's unlikely that they'll be able to change their core behaviors.
5. One aspect of facework is establishing and maintaining a public identity. Which of the following responses describes another aspect of facework?
 - a. managing one's actions and communications in ways that show sensitivity to others
 - b. being comfortable with one's own personal strengths and weaknesses.
 - c. balancing relationships with other concerns such as maintaining control, limiting emotional involvement, and preserving instructional time.

- d. avoiding making others uncomfortable, not requiring them to do things or face facts that are unpleasant or challenging, and reminding them that everyone needs to continue to grow.
6. Ms. Bryson has, for the most part, worked to develop healthy and supportive relationships with her students. However, today she is having a frustrating day, and her own emotions are running high. When Seong Wook is, for the third time in the lesson period, out of her desk, Ms. Bryson says, “What is wrong with you? Are you so immature that you absolutely cannot do what even a much younger student could do – stay in a desk? I mean really, sometimes I don’t know what’s wrong with your brain, but something is very, very off.”

Which of the following statements best describes the situation?

- a. Ms. Bryson is demonstrating high affect behaviors but low influence behaviors.
 - b. Ms. Bryson shouldn’t worry about this communicative slip because the cumulative effect of her regular classroom interactions are largely positive.
 - c. Ms. Bryson has shown her class that she, too, is human and her students are likely to recognize this event as something that doesn’t matter.
 - d. Ms. Bryson has failed to attend to a facework issue, and her relationship with Seong Wook and the rest of the class may deteriorate as a result of this interaction.
7. When teachers use respectful communication and regularly demonstrate high influence/high affect behaviors when interacting with students, all but which of the following are likely natural results?
- a. Students feel confident that their classroom is a safe space to live and learn.
 - b. Teachers focus on building their students’ identities as competent, capable individuals who are important to the class.
 - c. Sensitive topics will arise infrequently and students will not misbehave
 - d. Teachers will correct inappropriate behaviors in ways that do not call students’ character into question.
8. A teacher who doesn’t establish clear boundaries in student relationships might end up in some problematic situations. Which of the following concerns is *least* reflective of a boundary concern?
- a. J.C. gets Miss Ramirez off-track during lessons by asking her questions about topics that he knows interest her personally.
 - b. Ms. Goddard gives money to the parents of one of her students, Olivia, because she knows the family is facing eviction.
 - c. Mr. Perkins knows that Ahmad’s parents can’t go to his soccer game, so he goes to watch Ahmad play once during the season.
 - d. Mrs. Nash allows her students to spend an entire Friday “chilling” because they pointed out how hard they had been working in the previous nine week period.
9. Which of the following examples reflects a statement that might be made by a student with a realistic perspective on the causes of good and poor performance?
- a. Lynette says, “I brought my grade up this time because I made sure to do the homework every night.”
 - b. Dominique says, “My teacher is tricky. If I study hard, she gives an easy test. If I don’t study, she gives a hard test.”

- c. Elton says, "I did better on this test than I did on the last one."
 - d. Venetia says, "I am not a natural at math; my mom really struggled with it, too."
10. All of the following statements reflect goals for teachers who teach in urban settings. Which goal is likely to be most difficult for a teacher to attain?
- a. Teachers in urban settings should learn about the community in which they work and about students' daily lives beyond the school.
 - b. Teachers in urban settings should listen to the student's point of view in instances of misbehavior before negotiating or deciding upon a response.
 - c. Teachers in urban settings should give their students ample opportunities for decision-making and to do meaningful work.
 - d. Teachers should establish trusting relationships with students and their family members.
11. Which of the following conclusions was drawn by a meta-analysis about the nature of teacher-student relationships?
- a. Teacher-student relationships are more important in elementary school than they are in middle school.
 - b. Productive teacher-student relationships have a positive effect on students' development of executive functioning.
 - c. Male students exhibit more relational negativity than female students do, especially at the high school level.
 - d. Older teachers are less popular with elementary students because the students view them as being out of touch.
12. Ms. Baum is known throughout the school as a teacher who is warm and encouraging with her students. She also has a reputation for weak classroom management; her students are often off-task and do not produce work at the level that the school administration expects. Which of the following responses best describes Ms. Baum's relationship behaviors?
- a. Ms. Baum is demonstrating high influence and high affect.
 - b. Ms. Baum is demonstrating high influence and low affect.
 - c. Ms. Baum is demonstrating low influence and high affect.
 - d. Ms. Baum is demonstrating low influence and low affect.
13. Teachers who are interested in building relationships with their students would be encouraged to do all but which of the following?
- a. listening to and accepting student feedback
 - b. learning about students' home lives, communities, and cultures
 - c. sharing appropriate personal information on topics that interest students
 - d. offering to care for their students on the weekends
14. In order to successfully engage in culturally responsive classroom management, teachers should do all of the following EXCEPT:
- a. examine their own biases.
 - b. engage with students in meaningful ways.
 - c. accept students' unproductive behavior when it reflects their cultures.
 - d. learn about the students' communities and home lives.

15. When working with students whose cultures differ from that of their teachers, a good practice is for teachers to
- demonstrate that they value and respect their students' cultures and backgrounds.
 - tell students that although their cultural community may have one set of standards schools have a different set of acceptable behaviors and everyone must demonstrate them.
 - avoid correcting inappropriate behavior unless they are certain that it is not culturally related.
 - share a great deal about their personal lives as a means of helping students assimilate into the class.
16. Which of the following students would be least likely to qualify for homebound instruction?
- Patterson, whose IEP for his behavioral/emotional disorder says he should be served at home
 - Ivy, who is undergoing chemotherapy treatments
 - Racer, whose parents often allow him to stay home from school when he wants to
 - Ruby, who has brittle bone disease

Constructed Response.

- Mr. Walterson is concerned because his students are low risk-takers when it comes to class participation. They don't want to answer in front of their peers and they don't show much grit or resilience when it comes to their work. Mr. Walterson suspects that the idea of failure, especially public failure, is at the heart of the students' reluctance and he decides to work intentionally to address the issue. What are three things you would recommend Mr. Walterson do to try to enhance his students' risk-taking behaviors?
- Explain what is meant by the terms "influence behaviors" and "affect behaviors." Give examples of both high and low levels of behavior for each category. Why do teachers need to attend to their influence and affect behaviors?
- Describe at least three behaviors you would expect to see from a teacher who is committed to helping students preserve and protect their individual identities.
- Miss Nickel is getting ready to start the new school year, and she is particularly interested in managing first impressions among the members of her class. Describe at least three ways she can communicate her positive regard for her students as the school year begins.
- Describe at least four ways in which a teacher might facilitate positive home-school relationships.
- Communicating with parents about student misbehavior or other classroom challenges can be difficult. What specific guidelines would you recommend a peer follow if he wanted to be sure to handle parent contacts in ways that preserve, rather than disrupt, relationships?

Answers for Chapter 2: Building Supportive and Healthy Classroom Relationships

Multiple Choice.

1. C
2. A
3. B
4. C
5. A
6. D
7. C
8. C
9. A
10. D
11. B
12. C
13. D
14. C
15. A

Constructed Response.

1. Possible responses: Build relationships based on trust; maintain this focus throughout the year. Set a class agreement about the safety of the environment. Acknowledge emotions. Actively teach prosocial behaviors, particularly focusing on how to react when someone makes a mistake. Be vigilant about enforcing expectations of appropriate interactions. Consider ways to help students save face. Emphasize the fact that learning involves a series of mistakes. Choose initial tasks at which students are very competent *and* in which they show interest. Share a time he himself struggled to learn something. Offer supportive feedback. Plan lessons carefully to ensure the work is appropriate for students. Let them discuss responses with a partner or small group rather than expecting them to respond to the whole class (at least initially). Consider and respond appropriately to cultural differences.
2. **High influence behaviors:** goal-setting, providing information, explaining, expressing opinions, exerting control, taking the lead. **Low influence behaviors:** meekness, withdrawing, being submissive, avoiding confrontation. **High affect behaviors:** expressing affection, reassuring, approving, encouraging, complimenting, showing empathy. **Low affect behaviors:** hostility, disagreeableness, criticism, disapproval, sarcasm, opposition
3. Possible answers: showing interest in individuals, learning and correctly pronouncing student names, displaying empathy, disciplining privately when possible, planning lessons according to student interests, allowing choice/differentiating content, process, products, being an honest, principled person

4. Possible answers: commit to positive initial interactions (before school starts and once students are attending); introduce self and share appropriate personal information; invite questions; be polite and encouraging; acknowledge students' successes and efforts; use warm, accepting facial expressions and body language, demonstrate interest in individuals, plan lessons that students are interested in
5. Possible answers: send letter home before the first day; communicate in the family's native language as often as possible; call or text parents with good news, invite participation in the classroom, consider how to get the information to all parents regardless of tech access; communicate via a web page or social media; share information about class events and units of study; ask parental input about their students
6. Possible answers: build on previous positive interactions; prepare well -- have available evidence/data to back up any assertions; respect cultural influences on behavior and communication; emphasize that parents and teachers both want what is good for the child; ask for parental input; schedule conversations at times that are convenient for parents; communicate genuine like of the student even if you dislike some behavior