Beliefs about Discipline Inventory

To help you determine where your personality and the techniques you tend to use would fall under the three philosophical positions, or “faces.” This 12-question inventory will give you insights about yourself. In each question, you are asked to choose between two competing value statements. For some questions, you will strongly agree with one statement and disagree with the second, making it easy for you to choose; for others, however, you will agree or disagree with both, and you must select the one with which you more closely identify. There are no “right” or “wrong” answers—but merely indicators of your own personal views.

**Forced Choices.** Instructions: Circle a or b to indicate the statement with which you identify the most. You must choose between the two statements for each item.

1. a. Because students’ thinking is limited, rules need to be established for them by mature adults.
   b. Each student’s emotional needs must be taken into consideration, rather than having some pre-established rule imposed on all.
2. a. During the first class session of the new school year, the teacher needs to assign each student his or her own desk or table space, and the student should be taught routinely to take that space after transitions.
   b. Groups of students can decide through a class meeting what rules they need to govern themselves.
3. a. Students should be given a choice as to which topics for projects they wish to select. Once they choose, they must keep to that decision for most of that grading period.
   b. The material students must learn and the tasks to be performed must be determined by the teacher, and a specific sequence of instruction to accomplish these goals must be followed.
4. The books and similar classroom equipment are being misused, soiled, and at times destroyed. I will most likely:
   a. Hold a class meeting, show the damaged books to the class, and ask them how we may solve this problem, including what action should be taken toward a student found to be misusing books.
   b. Physically remove or limit the number of books available and observe closely to see who is misusing the books. I would then tell that student how such action was affecting other students and how I felt about the loss of such books.
5. Two students of equal power and abilities are in a rather loud verbal conflict over a classroom material. I would:
   a. Attempt to see that this does not get out of control by approaching the students, telling them of the classroom rule, and demanding that they desist in their actions, promising a sanction if they fail to comply.
   b. Avoid interfering in something that the students need to resolve themselves.
6. a. A student strongly requests not to work with the group today. I would permit this, feeling that this student has some emotional concerns related to the group experience.
   b. One student is being refused entry into group activities. I would raise this as an issue in a class meeting and ask for a discussion of the reasons and possible solutions from the student and the group.
7. The noise level in the classroom is at such a high level that it is bothering me. I would:
   a. Flick the classroom lights to get everyone’s attention, ask the students to become quiet, and later praise those who are talking quietly.
   b. Select the two or three students really making most of the noise, take them aside to ask them to reflect (think) about their behaviour and how it might affect others, and get an agreement from them to work quietly.
8. During the first few days of class, I would:
   a. Permit the students to test their ability to get along as a new group and make no predetermined rules until the students feel that rules are needed.
   b. Immediately establish the class rules and the fair sanction I will apply if these rules are broken.

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M7.6 (continued)

9. My response to swearing by a student is:
   a. The student is frustrated by a classmate and has responded by swearing, so I do not reprimand the student but encourage him to talk out what is bothering him.
   b. I bring the two students together in a “knee-to-knee” confronting relationship and attempt to get them to work out this conflict while I ask questions and keep the focus on the negotiation.

10. If a student disrupts class while I am trying to lecture, I would:
   a. Ignore the disruption if possible and/or move the student to the back of the room as a consequence of his misbehaviour.
   b. Express my feeling of discomfort to the student about being disrupted from my task.

11. I believe that
   a. Each student must realize that there are some school rules that need to be obeyed, and any student who breaks them will be punished in the same fair manner.
   b. Rules are never written in stone and can be renegotiated by the class, and sanctions will vary with each student.

12. A student refuses to put away her work or materials after using them. I would most likely:
   a. Express to the student how not putting her things away will affect future activities in this space, and how frustrating this will be for everyone. I would then leave the materials where they are for the remainder of the day.
   b. Confront the student to reflect on her behaviour, think about how her noncompliance affects others, and tell her that if she cannot follow the rules, she will lose the use of the materials in the future.

**Scoring Key and Interpretation**

Take your responses and circle them on the tables provided:

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Table 2</th>
<th>Table 3</th>
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</thead>
<tbody>
<tr>
<td>4b</td>
<td>1b</td>
<td>2b</td>
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<tr>
<td>6a</td>
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<td>12a</td>
<td>10b</td>
<td>11b</td>
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|               |        |         |
| 2b             | 4a     |         |
| 3b             | 5a     |         |
| 7b             | 9b     |         |
| 11b            | 12b    |         |
| 2a             | 1a     |         |
| 3b             | 5a     |         |
| 7a             | 8b     |         |
| 11a            | 10a    |         |

Total number of responses in Table 1 _____
Total number of responses in Table 2 _____
Total number of responses in Table 3 _____

The table for which the total number of responses was the highest indicates the school of thought, or “face,” where your values tend to be clustered. Table 1 is Relationship-Listening, Table 2 is Confronting-Contracting, and Table 3 is Rules and Consequences. The table with the next highest score would be your second choice, and the table with the least number may be the “face” that you associate with the least. If your responses are equally distributed across all three tables, you may be an eclectic teacher who picks and chooses from all philosophies.