

MANAGEMENT & DISCIPLINE PLANNING QUESTIONNAIRE (1 of 2)

For each question, circle the number under the statement that best answers the question. If you are unsure about or do not know the answer to a question, circle the middle choice. When you are done, add all the numbers circled and enter the total on the line provided (you should have a number between 0 and 120).

Questions 1–6 relate to the population of the entire school.

1	How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10% put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2	What percentage of students in your school qualify for free or reduced lunch? *	60% or more 10	10% to 60% 5	Less than 10% 0
3	What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50% or more 10	10% to 50% 5	Less than 10% 0
4	How would you describe the overall attitude of students toward school?	A large percentage hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel OK about school. 5	The vast majority of students like school and are highly motivated. 0
5	How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations that include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6	How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority of parents are interested, involved, and supportive of what goes on in school. 0

Questions 7–11 relate to students in your class this year. Middle school teachers: Evaluate your most difficult class.

7	What grade level do you teach?	K or 1 20	6, 7, or 8 10	Other 0
8	How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9	What is the reputation of this group of students from previous years (e.g., if you teach fifth grade, what was the reputation of these students as fourth graders)?	This is the class from hell. 10	It's a mix, but most of the students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10	How many students in your class have been identified as Severely Emotionally Disturbed (SED)? Note: This label varies from state to state (e.g., ED, EBD, BD, etc.).	Two or more 10	One 5	Zero 0
11	Not including students identified as SED, how many students in your class have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

* While poverty level tells you nothing about an individual student, the percentage of students from poverty has an influence on the teacher's initial decision about level of structure. Notice that this is weighted the same as Item 8, the number of students in the class.

Total

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INTERPRETING YOUR RESULTS: Use the following scale to interpret your risk factors and determine the most appropriate level of structure for your classroom management plan.

If your total is:	Your risk factors are:
<i>0 to 30</i>	Low: Your students can probably be successful with a classroom management plan that involves Low, Medium, or High Structure.
<i>31 to 60</i>	Medium: For your students to be successful, your classroom management plan should involve Medium or High Structure.
<i>61 to 120</i>	High: For your students to be successful, your classroom management plan should involve High Structure.


