



Guide for Principals for the SPAR Classroom Management Personality Style Quiz

Purpose of This Guide

This reflection guide helps administrators determine whether Light Blue Learning is a strong fit for their school. By inviting educators to take the SPAR Classroom Management Personality Style Quiz, leaders can surface a clear picture of how teachers naturally approach classroom management and behavior support.

Through this process, educators:

- Notice their existing strengths across Structured, Personal, and Academic styles
- Reflect on what happens when those strategies stop working
- Identify moments when behavior feels overwhelming or unsolvable
- Recognize whether regulatory tools are missing from their current toolkit

When a staff's profiles cluster around Structured, Personal, and Academic styles, as they do in most schools, it often signals not a lack of skill or effort, but a gap in preparation around what to do when students are outside their Learning Window. The Learning Window describes the zone where a student's body and brain are ready for learning. When students are inside their Learning Window, they can listen, think, problem-solve, and connect. When they are outside it - activated in fight/flight or shut down - those same skills become much harder to access, no matter how strong the instruction or relationships are.

This guide makes that gap visible in a non-evaluative, strengths-based way, helping administrators assess whether Light Blue Learning's nervous-system-aligned, regulatory tools would meaningfully expand their school's capacity to prevent and respond to student behavior in real time.

This is not an evaluation tool. It's a professional reflection that honors what teachers already do well.

Step 1 - Set the Frame (5 minutes)

"Every teacher manages classrooms differently. None of these styles are wrong. Each one reflects real strengths. This reflection is about noticing what we naturally lead with and what might be missing when behavior feels challenging."

Normalize:

- Most educators lead with Structured, Personal, or Academic strategies.
- Very few teachers are trained in Regulatory strategies.
- That's not a gap in effort. It's a gap in preparation.

Step 2 - Take the SPAR Quiz (5–7 minutes)

Invite teachers to take the [SPAR Classroom Management Personality Style Quiz](#).



"As you answer, don't choose what you wish you did. Choose what you actually do when things are hard."

Step 3 - Individual Reflection (10 minutes)

After teachers receive their results, ask them to reflect quietly:

1. What feels accurate about my top style(s)?
 - What does this say about what I value in my classroom?
 - Where do I feel confident?
2. What happens when my go-to strategies stop working?
 - What do I usually try next?
 - How do I feel in those moments?
3. Where do I feel stuck?
 - "I've tried everything I know."
 - "Nothing is working."
 - "I'm exhausted from repeating myself."
4. What isn't represented in my profile?
 - Did Regulatory land low or last?
 - Have I ever been trained in what to do when a student is outside their Learning Window?

Step 4 - Name the Pattern (Facilitated, 5 minutes)

"In most schools, we see a strong concentration in Structured, Personal, and Academic styles. Those are powerful tools for learning. What's often missing is a fourth layer: Regulatory strategies - what to do when a student's nervous system is in protection mode and those other tools can't land."

Help teachers see:

- Structure doesn't reach a dysregulated nervous system.
- Relationships alone can't override fight/flight.
- Instruction can't land when the body feels unsafe.

This doesn't mean your classroom management is failing as a teacher. It means we haven't learned how the nervous system works or what to do when a student is outside their Learning Window.

Step 5 - Bridge to Light Blue Learning (5 minutes)

"Light Blue Learning doesn't replace your style. It adds the piece most of us were never taught - how to work with the nervous system in real time so your existing strengths can actually work."

Connect the dots:

- Structured teachers gain tools for when structure breaks down.
- Personal teachers gain tools for when connection isn't enough.



- Academic teachers gain tools for when learning isn't accessible.

Regulatory strategies don't compete with what teachers already do. They complement what's already in place.

Closing Discussion with Staff

Before making any decision, invite your staff to share what this reflection surfaced for them:

- Where do they feel confident in their classroom management?
- Where do they feel stuck when behavior escalates?
- What do they wish they had in those moments?

This feedback helps you assess whether Light Blue Learning aligns with your school's real needs.

Light Blue Learning offers more than strategies. It provides a shared framework for understanding behavior through a nervous-system lens, practical regulatory tools teachers can use in real time, and a schoolwide approach that aligns prevention, response, consequences, and re-entry. The course supports educators in adding a regulatory layer to their existing strengths and guides leaders in creating consistent language, expectations, and practices across classrooms and homes.

Because this work includes rethinking how consequences function and how adults respond when students are outside their Learning Window, leadership plays an essential role. Engaging with this reflection ensures that implementation is thoughtful, aligned, and transparent so no one is surprised when the course invites deeper conversations about discipline, support, and schoolwide coherence.

This step isn't about commitment. It's about clarity, so you can decide, with your staff, whether Light Blue Learning is the right next move for your school.