

# Index

- Abernathy, S., 10, 391  
Absences, student, 350–353  
Accommodating individual students' needs, 180–230  
Action research, 389  
Active listening. *See* Communications, supportive replies.  
*See also* Listening  
Administrative duties, teachers', 79–80, 83  
Aggression. *See* Antisocial behavior  
*See also* Communications, hostile. *See also* Violence  
Alberti, R., 115, 391  
Alkin, M. C., 395  
Allen, L. A., 276, 391  
Allocated time. *See* Time, allocated  
Alternative behavior patterns, principle of, 322–323  
American Academy of Pediatrics, 311  
American Federation of Teachers, 311  
American Medical Association, 311  
American Psychiatric Association, 213, 311, 391  
American Psychological Association, 311  
American Speech-Language-Hearing Association, 193, 391  
Anderman, E. M., 37, 397  
Andero, A. A., 44, 312, 391  
Antisocial behavior, 11–12, 37, 48–49. *See also* Bullying.  
*See also* Fighting. *See also* Violence and violence prevention  
Argus, T., 155, 391  
Armstrong, J. J., 312, 391  
Ashlock, R. B., 273, 391  
Assertiveness. *See* Communications, assertive  
Assessing teaching, 388–389  
Atmosphere and climate, classroom. *See* Classroom, atmosphere and climate  
Attacks on teachers, 378–381  
Attendance at school, students', 20–27, 350–353  
Attention deficit disorder. *See* Learning disabilities, students with  
Austin, J., 155, 394  
Aversive stimuli. *See* Punishment  
Avery, N., 225, 391  
Azrin, N. H., 312, 391, 397  
Baenen, J., 35, 391  
Balch, T. J., 151, 395  
Ballard, M. B., 155, 391  
Bandura, A., 312, 391  
Banks, C., 225, 391  
Banks, J., 225, 391  
Beginning a new year or school term, 20–27, 59–74  
Behavioral disorders, students with, 212–215. *See also* Antisocial behavior  
Behavioristic psychology, 37–45  
Behavior modification, 37, 318–333. *See also* Patterns, behavior  
Bender, L., 153  
Berg, F., 276, 391  
Berliner, D. C., 393  
Bilingual education, 220. *See also* English as a second or other language (ESOL)  
Black, S., 225, 391  
Bodine, R. J., 162, 391  
Body language. *See* Communications, body language  
Bogacki, D. F., 312, 391  
Bongiovanni, A. F., 311, 391  
Boredom, student. *See* Engagement. *See also* Motivation, student  
Borkowski, J. G., 208, 391  
Bowers, C. A., 28, 31, 391  
Boyle, M. H., 395  
Bradley, A., 48, 391  
Brandenburg, N. A., 213, 391  
Brendtro, L., 153, 154, 167, 345, 391  
Brock, S. E., 154, 173, 174, 391  
Brown, D., 153, 391  
Brown, J. H., 153, 391  
Bucher, K. T., 173, 391  
Bullying, 154, 155, 173, 189, 370–372. *See also* Antisocial behavior. *See also* Violence and violence prevention  
Burgoon, J. D., 156, 396  
Bushway, A., 356, 391  
Businesslike atmosphere, 57–59, 111  
Cahen, L. S., 393  
Caldwell, J., 189, 392  
Cameron, J., 48, 392  
Cangelosi, B. R., 121, 122, 129, 185, 392  
Cangelosi, J. S., 3, 5, 12, 20, 28, 32, 34, 44, 48, 79, 86, 106, 117, 125, 135, 147, 152, 162, 175, 176, 187, 236, 244, 267, 273, 276, 312, 319, 345, 356, 357, 358, 386, 388, 389, 392, 393  
Canter, L., 34, 115, 175, 306, 307, 392  
Canter, M., 34, 115, 175, 306, 307, 392  
Carnes, J., 225, 392  
Cauley, K. M., 396  
Cazden, C. G., 31, 392  
Center for Disease Control and Prevention, 345  
Center for Effective Discipline, 311, 392  
Chandler, L., 48, 392  
Characterizing students. *See* Communications, judgmental  
Charles, C. M., 12, 19, 392  
Charney, R., 156, 392  
Cheating on tests, 354–359  
Clancy, J., 3, 392

- Classroom arrangement and design, 276–285
- Classroom atmosphere and climate, 57–231
- Cleaning up after learning activities, 42–43, 369–370
- Clowning, student, 365–367
- Cochran, K. M., 156, 396
- Cohen, E. G., 89, 392
- Cohen, S. B., 208, 393
- Coleman, P. T., 395, 396
- Collaboration among teachers, 149, 305–306, 386–389
- Colvin, G., 163, 370, 397
- Communication impairments, students with, 189–194
- Communications, 34, 90, 94–135  
 assertive, 115–129, 166, 306–308  
 body language, 102–106  
 descriptive, 90, 94–99, 187–189  
 hostile, 115–121, 308  
 judgmental, 94–98  
 parents, with, 63–67, 96, 130–135, 306–308  
 passive, 115–121, 307–308  
 privileged, 134–135  
 supportive, 108–110, 167
- Community, learning, 87–88, 168–178. *See also* Classroom atmosphere and climate
- Conflict management and resolution, 154–162
- Contingency contracts and proclamations, 325, 340–341
- Cook, G., 370, 392
- Cooper, J. M., 397
- Cooperative learning. *See* Learning activities, cooperative learning sessions
- Cooperative relationships, establishing, 94–135
- Corcoran, T. B., 386, 392
- Corporal punishment. *See* Punishment, corporal
- Council for Exceptional Children, 311
- Court, student, 162
- Craig, D., 356, 392
- Crawford, D. K., 157, 162, 391, 396
- Cues, 83–84, 327
- Cundiff, G., 335, 393
- Curwin, R., 34, 395
- Cyberbullying, 173
- Cybercheating, 356–358
- Daydreaming, 79, 335–337
- Delgado, J. M., 312, 392
- Denham, C., 393
- Descriptive language. *See* Communications, descriptive
- Deutsch, M., 156, 392, 395, 396
- Developmental psychology studies, implications for classroom management, 34–37
- DeVoe, J. F., 48, 392
- Dewey, J., 335, 392
- Dill, V. S., 168, 169, 175, 392
- Direct instructional strategies, 20–27
- Directions, giving. *See* Learning activities, directions for
- Disabilities, students with. *See* Exceptionalities, student
- Discipline policies. *See* Standards for conduct. *See also* Schoolwide discipline policies
- Discrimination, principle of, 327–329
- Discussion sessions. *See* Learning activities, discussion sessions
- Dishaw, M. M., 393
- Dishion, T. J., 163, 166, 392
- Disruptive behaviors, 9–16, 79, 111, 182–185, 291–315, 361–382. *See also* Bullying. *See also* Clowning, student. *See also* Interruptions, student. *See also* Language, offensive. *See also* Rudeness. *See also* Talking, disruptive student. *See also* Temper tantrums. *See also* Violence
- Diversity among students. *See* Students, individual differences among. *See also* Multicultural education
- Doorlag, D. H., 213, 325
- Doyle, P. H., 71, 394
- Dreikurs, R., 34, 43, 392
- Drug and substance abuse, students', 37, 165, 185–186, 345–350
- Dugan, T. J., 13, 394
- Duku, E. K., 395
- Dunlap, K., 37, 392
- Dunn, M. J., 155, 392
- Dunne, M., 49, 392
- Dupper, D. R., 153, 370
- Eating disorders, 187–188
- Edwards, K., 49, 394
- Elder, L., 13, 395
- Emmer, E. T., 276, 393
- Emmons, M., 115, 391
- Emotional or behavioral disorders (EBD), students with, 212–220
- Engagement, student, 9–16, 235–287
- English as a second or other language (ESOL), 36–37, 215, 220–224
- Evaluation of student achievement, communicating, 121–132, 357–359. *See also* Monitoring students' learning and behavior  
 formative, 121–131, 357  
 summative, 122, 125, 129, 357
- Evans, E. D., 356, 392
- Evans, W. J., 151, 395
- Evertson, C. M., 12, 276, 393
- Exceptionalities, students', 37, 189–224
- Extinction, principle of, 320–322
- Extrinsic rewards. *See* Motivation, extrinsic
- Fear of trying, students', 87–88
- Feelings, accepting. *See* Communications, supportive
- Fighting, 372–378. *See also* Violence
- Filby, N. N., 393
- Fisher, C. W., 12, 86, 258, 393
- Fixed schedules of reinforcement. *See* Positive reinforcers, schedules for
- Flannery, M. E., 3, 393
- Fleischman, H. L., 220, 393
- Fleming, J. E., 395

- Fleming, J. S., 48  
 Flinders, D. J., 28, 31, 391  
 Formative evaluation.  
   *See* Evaluation of student achievement, communicating, formative  
 Franklin, J., 225, 393  
 Friedman, R. M., 213, 391
- Gabel, D. L., 397  
 Gajar, A. H., 208, 393  
 Gallard, A. J., 267, 397  
 Gang activity at school, reducing, 163–167  
 Garbarino, J., 154, 393  
 Garrison, R., 174  
 Generalization, the principle of, 327–329  
 Gheen, M. H., 37, 397  
 Ginott, H. G., 19, 34, 89, 94, 95, 115, 136, 393  
 Glasser, W., 34, 36, 115, 301, 393  
 Gluckman, I. B., 313, 397  
 Goals, learning. *See* Teaching cycles model  
 Gold, S. R., 335, 393  
 Gordon, T., 34, 108, 115, 393  
 Gottfried, A. E., 48, 393  
 Gottfried, A. W., 48, 393  
 Grading, 130, 357–359. *See also* Evaluation of student achievement, communicating  
 Graffiti, 164. *See also* Vandalism  
 Greene, T., 49, 394  
 Grossman, H., 220, 346, 393  
 Grouping, intraclass, 86, 258–262  
 Grunwald, B., 43, 392  
 Guanci, J. A., 162, 393  
 Guerrero, A., 154, 393  
 Gump, P. V., 71, 394
- Haberman, M., 168, 169, 175, 392  
 Habits. *See* Patterns, behavior  
 Haefner, J., 28, 98, 393  
 Hagin, R. A., 202, 207, 396  
 Hake, D. G., 312, 391  
 Hallahan, D. P., 193, 207, 208, 213, 393  
 Harrington, R. G., 12, 394  
 Hearing impairments, students with, 189–194, 200–205
- Hennemann, T., 189, 393  
 Heward, W., L., 34, 191, 192, 207, 213, 393  
 Hinchey, P. H., 311, 393  
 Hinson, S. L., 35, 89, 395  
 Holub, L., 394  
 Homework assignments.  
   *See* Learning activities, homework assignments  
 Honemann, D. H., 151, 395  
 Hoover, J., 155, 393  
 Hopstock, P. J., 220, 393  
 Hostility. *See* Antisocial behavior.  
   *See also* Violence. *See also* Communications, hostile  
 Humphreys, S., 49, 392  
 Hutchinson, R. R., 312, 391  
 Hyman, I. A., 44, 312, 391, 393  
 Hyperactivity. *See* Learning disabilities, students with
- Impoliteness. *See* Rudeness  
 Incentives. *See* Positive reinforcers.  
   *See also* Motivation  
 Inclusion of special populations.  
   *See* Exceptionalities, student  
 Inclusion of students who are marginalized by “mainstream” society, 185–189  
 Independent work sessions.  
   *See* Learning activities, independent work sessions  
 Individual differences among students, 181–230  
 Individualized Education Program (IEP), 190–224  
*Individuals with Disabilities Education Act (IDEA)*, 191–193  
 Inquiry instructional strategies, 20–27, 265–269. *See also* IRE cycles  
 Intermittent schedules of reinforcement. *See* Positive reinforcers, schedules for  
 Interrupting speakers, students’, 364–365  
 Intraclass grouping. *See* Grouping, intraclass  
 Intrinsic rewards. *See* Motivation, student, intrinsic
- Intruders on the school campus, 176–178  
 IRE cycles (Initiate-respond-evaluate), 28–34, 98, 188, 264  
 Isolated behaviors, 38–39, 300–301
- Jansen, A., 187, 393  
 Jesunathadas, J., 236, 393  
 Johnson, D. W., 154, 156, 162, 393  
 Johnson, J. R., 230, 394  
 Johnson, R. T., 154, 156, 162, 393  
 Jones, F., 16, 86, 102, 103, 394  
 Jones, L., 12, 394  
 Jones, V., 12, 394  
 Judgmental language.  
   *See* Communications, judgmental  
 Juul, C., 155, 393
- Kapos, K., 12, 394  
 Karen, R., 153  
 Kauffman, J. M., 193, 207, 208, 213, 393, 394  
 Kaufman, P., 392  
 Kaukiainen, A., 153, 396  
 Kealey, K., 153, 156, 396  
 Keith, S., 173, 394  
 Kenney, M. J., 394  
 Kerr, M. M., 213, 313, 394  
 Khisty, L. L., 221, 394  
 Kinnard, K. Q., 312, 396  
 Klinger, E., 335, 394  
 Knipper, K. J., 13, 394  
 Kobrin, K., 34, 394  
 Koebbe, J., 393  
 Kohut, S., 312, 394  
 Kondrasuk, J. N., 49, 394  
 Kounin, J., 34, 71, 74, 103, 185, 394  
 Krasner, L., 391  
 Krisberg, B., 155, 394  
 Krumboltz, H. B., 327, 394  
 Krumboltz, J. D., 327, 394  
 Kumarakulasingam, T., 12, 394
- Labeling students. *See* Communications, judgmental  
 Language, offensive, 170–171  
 Language usage. *See* Communications  
 Latham, G. I., 12, 394

402 ► Index

- Lavoie, R. D., 210, 231, 394  
 Leach, F., 49, 392  
 Learning activities, 20–27, 235–287  
   alternative, 293–294, 305  
   cooperative learning sessions, 5–7, 258–264  
   directions for, 80–84, 240–244.  
     *See also* Procedures, routine classroom  
   discussion sessions, 262–264  
   homework assignments, 20–27, 272–276, 294–296, 342–344  
   independent work sessions, 86–87, 103–104, 270–272  
   lecture sessions, 252–258  
   questioning sessions, 265–269  
 Learning disabilities, students with, 206–212  
 Learning theory, implications for classroom management strategies, 20–27  
 Lecture sessions. *See* Learning activities, lecture sessions  
 Lee Canter & Associates, 162, 164, 166, 167, 174, 175, 372, 377, 394  
 Lessons. *See* Learning activities  
 Levin, J., 213, 394  
 Levy, D., 153  
 Lewis, R. B., 213, 325, 394  
 Lewis, S., 154, 173, 391  
 Lieberman, A., 393  
 Limited English proficiency (LEP), 221–224  
 Lindahl, A., 393  
 Linden, F., 396  
 Lindquist, B., 155, 394  
 Listening in the classroom, 98–109, 276. *See also* Communications, supportive  
 Long, N., 153, 154, 167, 345, 391, 395  
 Lotan, R. A., 89, 392  
 Loughlin, C. E., 276, 395  
 Lyerly, K. Z., 335, 395  
 MacMillan, H. L., 311, 395  
 Mainstreaming. *See* Exceptionalities, student  
 Manera, E., 10, 391  
 Manning, M. L., 173, 391  
 Marco, T., 189, 395  
 Marliave, R., 393  
 Martign, C., 187, 393  
 Martin, G., 325, 395  
 Martin, M. E., 173, 394  
 Marty, M., 154  
 Maslow, A., 89, 395  
 Mayer, G. R., 312, 396  
 McCabe, D. L., 356, 395  
 McCormick, C. B., 31, 395, 396  
 McCray, S., 167  
 McMillan, J. H., 396  
 Mendler, A., 34, 395  
 Mentor teacher. *See* Supervision, instructional  
 Midgley, C., 397  
 Mignano, A., 12, 397  
 Miller, A. K., 392  
 Miller, G. E., 396  
 Mind-wandering, 335–337  
 Misbehavior. *See* Off-task behaviors  
 Modeling, 111, 169, 186, 330–331  
 Molnar, A., 155, 394  
 Monitoring students' learning and behavior, 71–72, 244–252, 319–320. *See also* Teaching cycles model. *See also* Withitness  
 Motivation, student, 46–48, 235–287. *See also* Positive reinforcement  
   extrinsic, 46–48  
   intrinsic, 46–48, 235–240  
 Mueller, R., 393  
 Multicultural education, 34–37, 224–230  
 Munger, L., 153, 156, 396  
 Myth of the “good teacher,” 302, 306–308  
 Nash, W., 356, 391  
 National Association for Elementary School Principals, 311  
 National Center for Addiction and Substance Abuse at Columbia University, 345, 395  
 National Center for the Study of Corporal Punishment and Alternatives, 311, 395  
 National Commission on Excellence in Education, 12, 395  
 National Council on Crimes and Delinquency, 155  
 National Education Association, 311  
 National Joint Commission on Learning Disabilities, 207, 395  
 Nederkoorn, C., 187, 393  
 Negative reinforcement, 5–8, 45,  
 Nelson, C. M., 213, 313, 394  
 Nelson, S. E., 163, 166, 392  
 Norris, M., 189, 395  
 Nyak-Rhodes, A., 49, 394  
 Obenchain, K. M., 10, 395  
 Obscenity. *See* Language, offensive  
 Off-task behaviors, 6–16, 291–382  
 Olinger, D., 48, 395  
 Olivia, P. F., 386, 395  
 On-task behaviors, 9–16, 19. *See also* Engagement, student  
 Opotow, S., 155, 395  
 Ormrod, J. E., 19, 34, 35, 36, 38, 46, 48, 89, 96, 186, 258, 325, 346, 395  
 Paolucci, E. O., 311, 395  
 Parents, students'. *See* Communications, with parents  
 Parson, R. D., 35, 89, 395  
 Passive. *See* Communications, passive  
 Patterns, behavior, 38–39, 300–301, 318–333  
 Patton, D. M., 276, 391  
 Paul, R., 13, 395  
 Pawlas, G. E., 386, 395  
 Pear, J., 325, 395  
 Peebles-Wilkins, W., 225, 395  
 Peer acceptance. *See* Social acceptance  
 Peer mediation, 156–162  
 Pepper, F., 43, 392  
 Permissiveness. *See* Communications, passive  
 Peter, K., 392  
 Petersen, M. L., 203, 392  
 Peterson, R., 155, 396  
 Physical impairments, students with, 193–205

- Pierce, W. D., 48, 392  
 Planty, M., 392  
 Pope, K. S., 394  
 Positive reinforcers, 39–42, 88–89  
   destructive, 40–41, 88–89,  
   186–188  
   schedules for, 324–326  
 Powell, J., 393  
 Praise. *See* Communications,  
   judgmental  
 Pre-service teacher education,  
   181–185  
 Pressley, M., 231, 395, 396  
 Privileged information.  
   *See* Communications,  
   privileged  
 Problem-based learning, 48,  
   235–240  
 Procedures, routine classroom,  
   142–144. *See also* Learning  
   activities, directions  
 Prosocial behavior, 11–12  
 Public Law 94–142. *See Individuals  
 with Disabilities Education  
 Act (IDEA)*  
 Pulaski, M. A. S., 357, 395  
 Punishment, 42–44  
   contrived, 42–43, 309  
   corporal, 44, 309–314  
   destructive, 44, 186, 309–313  
   naturally occurring, 42–43, 309  
   unwittingly administered, 44  
 Pysch, R., 36, 395  
  
 Questioning sessions. *See* Learning  
   activities, questioning sessions  
 Quina, J., 256, 257, 395  
  
 Ramsey, E., 163, 370, 397  
 Rand, M. R., 392  
 Range, D. G., 312, 394  
 Redl, F., 34, 395  
 Reeves, J. R., 220, 395  
 Refusing to participate, students',  
   301–303, 338–339, 341  
 Reid, K. S., 189, 395  
 Remley, T. P., 155, 391  
 Research bases for classroom  
   management strategies,  
   18–53  
 Responsibility for one's own  
   conduct, 112–115  
  
 Rewards. *See* Positive reinforcers  
 Reynolds, M. C., 393  
 Robert, H. R., 151, 395  
 Roberts, J., 48, 395  
 Rogoff, B., 357, 395  
 Rose, T. L., 311, 395  
 Roy, L., 311, 395  
 Rudeness, students', 367–368  
 Rudy, S. A., 392  
 Rules for conduct. *See* Standards for  
   conduct  
 Rust, J. O., 312, 396  
 Ryan, A. M., 37, 397  
  
 Safe school policies and plans,  
   153–178  
 Safety audits, 173  
 Sallery, R. D., 312, 391  
 Salmivalli, C., 153, 155, 396  
 Sandavol, J., 154, 173, 391  
 Sandy, S. V., 156, 396  
 Santini, J., 26, 396  
 Santrock, J. W., 35, 46, 346, 396  
 Sardo-Brown, D., 35, 89, 395  
 Satiation, principle of, 331–332  
 Schedules of reinforcement.  
   *See* Positive reinforcers,  
   schedules for  
 Schoolwide discipline policies,  
   151–178. *See also* Safe school  
   policies and plans  
 Schrumppf, E., 157, 396  
 Schunk, D. H., 208, 396  
 Self-confidence, 35  
 Self-concept and self-esteem,  
   *See* Social acceptance  
 Seligman, M. E., 208, 396  
 Setati, M., 225, 396  
 Sexual orientation, students',  
   185–189  
 Shanken-Kaye, J. M., 213, 394  
 Shaping, principle of, 323–324  
 Shaprio, J. P., 156, 396  
 Shaw, T., 86, 396  
 Shelly, L., 370, 396  
 Sherman, L., 71, 394  
 Shorr, P. W., 85, 396  
 Short, E. J., 208, 396  
 Silva, H., 220, 396  
 Silver, A. A., 202, 207, 396  
 Silver, S. E., 213, 391  
  
 Singer, E., 189, 396  
 Singer, J. L., 394  
 Skemp-Arit, K. M., 187, 396  
 Skiba, R., 155, 396  
 Skinner, B. F., 37, 396  
 Smeets, T., 187, 393  
 Smith, M. S., 386, 396  
 Smith, P. K., 371, 396  
 Snyder, T. D., 392  
 Social acceptance, 88–90, 95–98,  
   185–189, 206  
 Social interaction and  
   communications studies,  
   implications for classroom  
   management strategies,  
   27–34  
 Socratic method. *See* Learning  
   activities, questioning sessions  
 Soltis, J., 307, 312, 396  
 Special needs, students with.  
   *See* Exceptionalities, student.  
 Stainburn, S., 189, 396  
 Standards for conduct, 140–153,  
   182–185, 188–189  
 Steffenhagen, J., 153, 156, 396  
 Stevahn, 153, 396  
 Stewart, A., 44, 312, 391  
 Stokley, A., 311, 312, 396  
 Strike, K., 312, 396  
 Struyk, L. R., 12, 86, 396  
 Student court, 162  
 Substance abuse. *See* Drug and  
   substance abuse  
 Sulzer-Azaroff, B., 312, 396  
 Summative evaluation.  
   *See* Evaluation of student  
   achievement, communicating,  
   summative  
 Supervision, instructional, 386–389  
 Supplies, students' failure to bring,  
   344–345  
 Supportive replies. *See* Communi-  
   cations, supportive  
 Syllabus, course, 73–77, 351  
  
 Talking, disruptive student, 156,  
   361–365  
 Tardiness, student, 20–27, 350–353  
 Tarver, S. G., 208, 393  
 Taylor, S. S., 10, 395  
 Teaching cycles model, 4–9, 72–73,  
   121, 148, 291–296

404 ► Index

- Teaching students to communicate assertively, 103–111, 138
- Technology for classroom management and school safety, 67, 70, 85–86, 175–178
- Tierno, M. J., 36, 396
- Time
- allocated, 9–16, 78–81
  - engaged. *See* Engagement, student
  - saving, 74, 78–81
  - transition, 9–16, 74, 78–79, 388
- Tippins, D. J., 267, 397
- Tobin, K., 267, 397
- Tonn, J., 48, 397
- Torok, W. C., 166, 397
- Transitions. *See* Time, transition
- Trentacosta, J., 394
- True dialogues, 28–34
- Trump, K. S., 166, 397
- Turnbull, A. P., 191, 192, 213, 397
- Turnbull, H. R., 191, 192, 213, 397
- Ullman, L. P., 391
- Ulrich, R. E., 312, 397
- Underwood, J., 189, 397
- United States Department of Education, 213, 397
- Urdan, T., 37, 397
- Usadel, H., 157, 396
- Vandalism, 163–166, 381–382
- VanDeWeghe, R., 13, 397
- Van Dyke, H. T., 311, 397
- Van Horn, K. L., 95, 397
- Velez, H., 189, 397
- Violato, C., 311, 395
- Violence and violence prevention, 48–49, 87–88, 153–178, 182–185, 370–382. *See also*
- Antisocial behavior. *See also*
  - Bullying. *See also*
  - Punishment, corporal
- Visual impairments, students with, 193–194
- Voeten, M., 153, 396
- Voice tone, 105–106
- Waggoner, J., 49, 394
- Wait time. *See* Learning activities, questioning sessions
- Walker, H. M., 163, 370, 397
- Walsh, C. A., 395
- Watson, J. B., 37, 397
- Watson, R., 153, 172, 173, 397
- Wattenberg, W., 34, 395
- Weapons at school, 48. *See also*
- Fighting. *See also* Attacks on teachers
- Weber, W. A., 43, 397
- Weinstein, C. S., 12, 397
- Weiss, K. J., 312, 391
- Weissberg-Benchell, J., 208, 396
- Welker, C. J., 156, 396
- Welsh, R. S., 311, 312, 397
- Whitted, K. S., 153, 370, 397
- Wilbert, H. J., 155, 397
- Wilson, B., 313, 397
- Wise, J. H., 44, 312, 391, 393
- Withitness, 34, 71–72, 103, 244–252, 358. *See also*
- Monitoring students' learning and behavior
- Wong, M. Y., 395
- Woolfolk, A. E., 12, 397
- Worner, W., 276, 397
- Worsham, M. E., 276, 393
- Wright, R., 10, 391
- Yasui, M., 163, 166, 392
- Zero-reject implications, 192–193
- Zirkel, P. A., 313, 397