## TABLE OF CONTENTS

Preface to the Third Edition	xiii
Preface to the Second Edition	xvii
Preface to the First Edition	xix
PART I Understanding the Problem and the Proper Approach	
Chapter 1: Using This Book as a Handbook	3
A. For Education Majors and Student Teachers     B. For New Teachers or Veteran Teachers	3
Experiencing Difficulties on the Job	3
C. For Substitute Teachers	4
D. For Teachers K-6	5
E. For Paraprofessionals, Aides	5
F. For Instructors and Consultants of Inservice or	talignal 3
Graduate Workshops or Courses	7
G. For School Psychologists and Guidance Counselors H. For Administrators	8
	9
For Supervisors of Student Teachers     J. For Instructors of Education Courses	10
K. For Parents	12
N. TOF Parents	12
Chapter 2: Why Many Attempts Have Been Inadequate	19
A. What We Need to Do and Be Careful About     B. A Summary and Critique of the Literature	19 24

Chapter 3: You're Not Alone: "Right in the Middle of My Lesson, This Kid Suddenly"	33
Chapter 4: When Should You Call It: "A Discipline Problem"?	51
A. Not All Disruptions Are "Discipline Problems"	51
B. Fifteen Typical Miscalls	61
C. What to Do Instead of Making Miscalls	73
D. Especially for Grades K-6	78
E. Teachers Share Their Growing Pains	81
F. Training Exercises and Checklist for Chapter 4	87
Chapter 5: From the Horse's Mouth: "I Like to Bug Mr. Johnson Because He Always"	93
A. From Outside Your Classroom (Chapter 6)	97
B. From the Environment of Your Classroom	
(Chapter 7)	100
C. From the Interactions Between You and Your	101
Students (Chapter 8)  D. From the Delivery of Your Lesson Plan (Chapter 9)	101 105
PART II Prevention: Locating the Sources of Disruptive Behavior	
Chapter 6: From Outside Your Classroom	115
A. From Childhood to Adolescence	- 115
B. From Home and Peers	123
C. From Right Outside Your Classroom	126
D. Especially for Grades K-6	126
E. Training Exercises and Checklist for Chapter 6	128
Chapter 7: From the Environment of Your Classroom	135
A. Disorder Breeds Disorder	135
B. From the Physical Environment	136
C. From the Seating Arrangement	137
D. From Your Procedures	138
E. From Being Poorly Equipped	138
F. Especially for Grades K-6	141
G. Training Exercises and Checklist for Chapter 7	142
Chapter 8: From the Interactions Between You and Your Students	145
A. From Making Miscalls	146

B. From Being Incongruent (Inauthentic) C. From Not Following Through D. From Being Inappropriate E. From Being Unfair F. Especially for Grades K-6 G. Training Exercises and Checklist for Chapter 8	149 152 153 154 155 157
Chapter 9: From the Delivery of Your Lesson Plan	165
A. From Incongruent Content	165
B. From Not Being Affective Enough	167
C. From Not Being Actional or Experiential Enough	169
D. From Not Being Inductive Enough	170
E. From Not Being Interactive Enough	171
F. From a Lack of a Felt Sense of Order, Rewards, and Momentum	172
G. From a Mismanaged Distribution of Attention	174
H. From Not Being Supportive or Explained	117
Well Enough	175
I. Especially for Grades K-6	176
J. Training Exercises and Checklist for Chapter 9	176
PART III Preventing and Handling the Sources of Disruptive Behavior	
	189
Preventing and Handling the Sources of Disruptive Behavior	189
Preventing and Handling the Sources of Disruptive Behavior  Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands	
Preventing and Handling the Sources of Disruptive Behavior  Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence	191
Preventing and Handling the Sources of Disruptive Behavior  Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands	<b>191</b>
Preventing and Handling the Sources of Disruptive Behavior  Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck"	<b>191</b> 191 196 200
Preventing and Handling the Sources of Disruptive Behavior  Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck" C. Dealing with Disturbances Right Outside Your Classroom D. Working on the Environment of Your Classroom	191 196 200 204
Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck" C. Dealing with Disturbances Right Outside Your Classroom D. Working on the Environment of Your Classroom E. Being Well Equipped	191 196 200 204 215
Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck" C. Dealing with Disturbances Right Outside Your Classroom D. Working on the Environment of Your Classroom E. Being Well Equipped F. Especially for Grades K-6	191 196 200 204 215 225
Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck" C. Dealing with Disturbances Right Outside Your Classroom D. Working on the Environment of Your Classroom E. Being Well Equipped F. Especially for Grades K-6 G. Teachers Share Their Growing Pains	191 196 200 204 215 225 231
Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck" C. Dealing with Disturbances Right Outside Your Classroom D. Working on the Environment of Your Classroom E. Being Well Equipped F. Especially for Grades K-6	191 196 200 204 215 225
Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck" C. Dealing with Disturbances Right Outside Your Classroom D. Working on the Environment of Your Classroom E. Being Well Equipped F. Especially for Grades K-6 G. Teachers Share Their Growing Pains	191 196 200 204 215 225 231 234
Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck" C. Dealing with Disturbances Right Outside Your Classroom D. Working on the Environment of Your Classroom E. Being Well Equipped F. Especially for Grades K-6 G. Teachers Share Their Growing Pains H. Training Exercises and Checklists for Chapter 10  Chapter 11: Repairing Your Student-Teacher Interactions	191 196 200 204 215 225 231 234
Introduction to Part III: Four Guiding Caveats  Chapter 10: Dealing with Those That Are Somewhat Out of Your Hands  A. School Violence B. Learning How to "Duck" C. Dealing with Disturbances Right Outside Your Classroom D. Working on the Environment of Your Classroom E. Being Well Equipped F. Especially for Grades K-6 G. Teachers Share Their Growing Pains H. Training Exercises and Checklists for Chapter 10	191 191 196 200 204 215 225 231 234

D. Being Appropriate	267
E. Being Fair	267
F. Especially for Grades K-6	269
	271
H. Training Exercises and Checklist for Chapter 11	278
Chapter 12: Preventing Your Rules from Falling Apart and Saving Kids	285
A. Twenty-one Guidelines for Effective Rules	
and Warnings	285
B. The Debates about: "What's Most Effective"?	294
C. Systematic Rewards, Instead of Punishments:	
43 Suggestions	306
D. Conflict Resolution (CR) Training	314
E. Strengthening Students to Be Less Vulnerable	010
to Peer Pressure	319
F. Warding off Bullies	326
G. Working on Asserting Yourself and Taking Stands	327
H. Especially for Grades K–6	329
I. Teachers Share Their Growing Pains	331
J. Training Exercises and Checklist for Chapter 12	339
	0.15
Chapter 13: Specifics	345
A. How to Handle the: "See Me after Class!"	345
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who	345 348
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out	345 348 348
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight	345 348 348 349
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat	345 348 348 349 350
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight 3. Cheat 4. Come in late	345 348 348 349 350 351
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework	345 348 348 349 350
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight 3. Cheat 4. Come in late	345 348 348 349 350 351 353
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class	345 348 349 350 351 353 355 357
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers	345 348 348 349 350 351 353 355 357 357 357
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers  10. Criticize, "dis," each other	345 348 349 350 351 353 355 357 357 358 358
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers  10. Criticize, "dis," each other  11. Are "high" or dealing drugs	345 348 349 350 351 353 355 357 357 357 358 358
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers  10. Criticize, "dis," each other  11. Are "high" or dealing drugs  12. Carry weapons	345 348 349 350 351 353 355 357 357 358 358 358 358
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers  10. Criticize, "dis," each other  11. Are "high" or dealing drugs  12. Carry weapons  C. Especially for Grades K-6	345 348 349 350 351 353 355 357 357 358 358 358 358 358 359 370
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers  10. Criticize, "dis," each other  11. Are "high" or dealing drugs  12. Carry weapons	345 348 349 350 351 353 355 357 357 358 358 358 358
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers  10. Criticize, "dis," each other  11. Are "high" or dealing drugs  12. Carry weapons  C. Especially for Grades K-6	345 348 349 350 351 353 355 357 357 358 358 358 358 358 359 370
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers  10. Criticize, "dis," each other  11. Are "high" or dealing drugs  12. Carry weapons  C. Especially for Grades K-6  D. Training Exercises and Checklist for Chapter 13  Chapter 14: Repairing the Delivery of Your Lesson  Plan (89 Methods)	345 348 349 350 351 353 355 357 357 358 358 358 358 358 370 371
A. How to Handle the: "See Me after Class!"  B. How to Handle Students Who  1. Call out  2. Fight  3. Cheat  4. Come in late  5. Don't do the homework  6. Have crushes on you  7. Wear hats  8. Bring personal stereos to class  9. Have beepers  10. Criticize, "dis," each other  11. Are "high" or dealing drugs  12. Carry weapons  C. Especially for Grades K-6  D. Training Exercises and Checklist for Chapter 13  Chapter 14: Repairing the Delivery of Your Lesson	345 348 349 350 351 353 355 357 357 358 358 358 358 358 359 370 371

<ul> <li>C. Making the Lesson Actional and Experiential</li> <li>D. Making the Lesson More Inductive</li> <li>E. Involving the Students: Participation Methods</li> <li>F. Creating Lessons That Feel Orderly and Have Rewards and Momentum</li> <li>G. Managing the Distribution of Attention</li> <li>H. Making the Lesson Supportive and Explained Well</li> <li>I. Especially for Grades K-6</li> <li>J. Teachers Share Their Growing Pains</li> <li>K. Training Exercises and Checklist for Chapter 14</li> </ul>	377 380 385 390 394 396 399 401 402
Chapter 15: The Substitute Teacher	407
A. Securing Your Place	407
B. Some Helpful Techniques	408
C. Some Useful "Task Sheets"	410
D. Especially for Grades K-6	413
E. Training Exercises and Checklist for Chapter 15	414
Chapter 16: Epilogue: "You Matter!"	417
PART IV Special Features: Training Tools That Can Be Used with This Book  Appendix A: A Questionnaire for Your Staff—"Assessing the Problems and Needs of Your Teachers Regarding Discipline Problems"	425
Appendix B: A Companion Training Video, Cued to This Book	429
Appendix C: Legal Parameters	433
Appendix D: "Am I Going to Have a Lot of Discipline	
Problems?" A Pretest for Diagnosis and Prevention	443
Appendix E: An Indexed Inventory of the Sources of Disruptive Behavior and Their Remedies	447
Appendix F: A Checklist for Student Teachers, "Your First Day!"	453
Appendix G: A Glossary of Technical Terms Used in Schools	457
Bibliography	465
Index	
About the Author	475