



INDEX

- Abandonment, 123
- Abused and neglected children
- alcohol use by, 160–161
 - brain trauma of, 170
 - crisis situations for, 219–220
 - mistrust of, 31–32
 - and need for punishment, 145
 - oxytocin levels in, 177
 - passive-aggressive personality of, 153
 - responses of, xviii
 - self-fulfilling prophecy of, 74–75
 - silence of, 137–138
- Achievement and achievement
- motivation, 55, 178, 181. *See also* Competence motivation; Mastery
- Acting out
- of feelings, 81
 - and mask of being bad, 132
- Activity, mask of, 130
- Addams, Jane, 51, 52
- Addictive behaviors. *See* Alcohol and drug use
- ADHD, 180
- Adler, Alfred, 167
- Adrenal glands, 173
- Affirmation, 46, 48
- Aggressive Child, The* (Redl & Wineman), 93
- Aggressive students. *See also* Passive-aggressive students; School violence
- concepts for management of, 148–149
 - counter-aggression against, by teachers, 143, 147–148
 - definition of aggressive behavior, 146
 - and differences between feelings of anger, hate, and rage, 143–144
 - dynamics of, 147–148
 - guidelines for management of, 149
 - hostile behavior of, 147
 - self-fulfilling prophecy of, 74
 - self-talk for controlling staff anger, 149–151
 - violence by, 142–143, 147
- Alcohol and drug use
- alcohol use in schools, 160–161
 - benefits of drug subculture, 164
 - decoding meaning of behavior for interventions, 168
 - definition of “drugship” versus friendship, 164–165
 - and drunk driving, 159–160
 - elements of drugship, 165, 166–167
 - ethnographic interventions for, 165, 167–168

- goals of, 167–168
 - illegal drug use in schools, 161–162
 - one-downsmanship for interventions, 167
 - as part of youth culture, 163–164
 - reasons for alcohol use, 160–161
 - statistics on, 159–160, 162
 - storytelling and re-authoring kids' stories for interventions, 168
 - as trigger for anger, 144
 - types of illegal drugs, 162
 - unearthing strengths for interventions, 167–168
 - unraveling power of drugship, 165
- Algozzine, B., 105
- Alienation versus belonging, 52–54
- Allen, K. A., 63
- Altruism, 178
- Ama, S. M., 39
- American Psychological Association, 63
- American University, 34–35, 126
- Amygdala, 171
- Ancoli, S., 39
- Andersen, G. Chris, 132
- Andersen, Hans Christian, 133
- Anderson, G., 172
- Anderson, Harry, 132–133
- Anger. *See also* Counter-aggression by adults
- aggression versus, 143–144, 146
 - compared with hate and rage, 144, 147
 - of passive-aggressive students, 146, 154–155, 158
 - self-talk for controlling staff anger, 149–151
 - of silent child, 138–139
 - story on student's anger, 7–17
 - triggers for, 144–146, 150
- Anger Management for Youth Program, 149–150, 151
- Anglin, James, 177
- Anhorn, Rebecca, 66
- Ansbacher, H., 167
- Ansbacher, R., 167
- Anti-Bullying Movement, 215
- Antisocial behavior. *See* Aggressive students
- Anxiety
- of abandonment, 123
 - of conflict, 124
 - of guilt, 124
 - of identity, 124
 - and illegal drug use, 161–162
 - of inadequacy, 123
 - of silent students, 136–137
- Ashton-Warner, Sylvia, 55
- At-risk students. *See* Troubled students
- Atkinson, J., 181
- Attachment, 53–54, 172, 174, 177, 178, 181
- Attention
- anger triggered by need for, 145
 - in caring relationship, 44–45, 48
- Attention getting, as goal of misbehavior, 122
- Automatic thinking, 80
- Automobile accidents, 159–160
- Autonomy, 137, 178
- Availability, 45–46, 48
- Barkley, R., 180
- Baron-Cohen, S., 181
- Barrett, J., 174
- Bath, H., 172
- Battered teacher syndrome, 142
- Behavior management. *See also* Conflict Cycle
- for behavior reflecting developmental stage, 92
 - for behavior symptomatic of underlying illness, 93
 - as challenge for beginning teachers, 63
 - classroom rules and, 96–97
 - continuum of intervention strategies for, 105, 106
 - criteria for teacher intervention, 93–94
 - decoding student behavior and, 103
 - definition of effective classroom discipline, 67–69
 - descriptive praise and, 101–103

- establishing individual classroom
 - behavior expectations, 105–106
 - fairness and, 97–101
 - identifying behavior deviations, 106
 - identifying incompatible desirable behaviors, 107, 111
 - for increasing desirable behavior, 106, 111–115
 - interfering with inappropriate behavior, 93–94
 - learner's leeway, 91–92
 - limitations of preservice teacher education in, 66
 - multiple meanings of, 64–65
 - and needs of multicultural students, 65
 - permitting behavior, 91
 - planning steps for, 105–108
 - positive outcomes of, 95
 - preventive planning for, 94–97
 - reasons for problems in, 64–67
 - Redl on, 90–97
 - for reducing undesirable behavior, 106, 108–111
 - selecting behavior intervention strategies, 107–108
 - and social-emotional needs of troubled students, 65
 - summary on, 115–116
 - teacher intervention skills for, 104–115
 - as teacher protection of school values, 95–96
 - therapeutic humor and, 103–104
 - tolerating behavior, 91–93
 - top-down administrative solutions to, 65–66
- "Behavior Management by Walking Around," 38
- Behaviorism, xvii
- Bell, Tammy, 165
- Belonging. *See also* Attachment
 - alienation versus, 52–54
 - need for, 52–54, 119, 120, 178, 181
 - play and, 172
 - security and, 172
- Benson, P., 57, 58, 181
- Berkowitz, P. H., xvii
- Big Brothers/Big Sisters of America, 43
- Birdwhistle, R., 39
- Biven, L., 177
- Boardman, Randolph M., 38–41
- Body movements, sounds, and gestures, 108
- Boredom, mask of, 129–130
- Bradley, J. R., 39
- Bradshaw, C. P., 214
- Brain-scan studies, xvii–xviii, 170
- Brain science. *See* Neuroscience; *and specific parts of brain*
- Brain stem, 171
- Brain trauma
 - of abused and neglected children, 170
 - as trigger for anger, 144–145
- Braithwaite, E. R., 7–17
- Breenan, E. M., 39
- Brendtro, Larry, xiv, xvii, 37, 42, 50–61, 120–121, 123, 163, 170–186, 222
- Broekaert, Eric, 248
- Brokenleg, Martin, 37, 50–61, 120–121, 163, 178, 181
- Bronfenbrenner, U., 181
- Bullying, 104, 212–215
- Bullying prevention, 215
- Bullying Prevention Handbook, The* (Hoover and Oliver), 215
- Burns, David, 80
- Cambone, J., 42
- Care and caring. *See also* Connecting
 - with students
 - elements of, 43–48
 - joy and, 174
 - as neglected function of teaching, 36–38
 - as primary emotion, 172
- Carey, N., 180
- Carnegie Foundation, 58
- Carter, Forrest, 58
- Cawood, N., 39
- CBT. *See* Cognitive behavioral therapy (CBT)

- CDC. *See* Centers for Disease Control (CDC)
- Centers for Disease Control (CDC), 212, 215
- Cerebral cortex, 172
- Chambers, Jamie C., 162–170
- Character strengths, 178
- Cher, 129, 130
- Chess, S., 178–179
- Children Who Hate* (Redl & Wineman), xiv, 221
- Choice theory (Glasser), 120
- Choice Theory in the Classroom* (Glasser), 120
- Chromosomes, 180–181
- Cicchetti, D., 178
- Circle of Courage, 52, 59, 120–121, 181
- “Claiming” behaviors, 53–54
- Classroom discipline. *See also* Behavior management
- behavior planning steps for, 105–108
 - classroom rules and, 96–97
 - continuum of intervention strategies for, 105, 106
 - definition of, 67–69, 115–116
 - establishing individual classroom behavior expectations, 105–106
 - fairness and, 97–101
 - identifying behavior deviations, 106
 - identifying incompatible desirable behaviors, 107, 111
 - for increasing desirable behavior, 106, 111–115
 - limitations of preservice teacher education in, 66
 - long-term goals of, 68
 - and needs of multicultural students, 65
 - parents’ concerns about, 63
 - reasons for problems in, 64–67
 - for reducing undesirable behavior, 106, 108–111
 - selecting behavior intervention strategies, 107–108
 - short-term skills for, 68
 - and social–emotional needs of troubled students, 65
 - students’ concerns about, 63
 - summary on, 115–116
 - teacher intervention skills for, 104–115
 - teachers’ concerns about, 63
 - teacher’s significance in, 67–68
 - top-down administrative solutions to, 65–66
- Classroom rules, 96–97
- Closeness, defense against, 145
- Clown, mask of, 129
- Cognitive behavioral therapy (CBT), xvii
- Cognitive therapy (CT), xvii
- Communication. *See* Silent students; Speech
- Compassion
- brain science on, 175
 - sympathy versus, 118–119
- Compensation (defense mechanism), 81
- Competence motivation, 54, 55–56
- Con artist, mask of, 132–133
- Conflict, anxiety of, 124
- Conflict Cycle
- adult/peer reactions in, 70, 71, 83–89
 - case study of, 87–90
 - counter-aggression by adult in, 3–7, 83–90, 143, 147–148
 - graphic model of, 69–70
 - mirror effect and, 176
 - overview of, 69–71
 - and passive-aggressive students, 155
 - sequence of, 71, 87
 - stressful incident and, 70, 71, 75–79
 - student’s feelings in, 70, 71, 79–82
 - student’s observable behavior in, 70, 71, 82–83
 - student’s self-concept and, 70–75
 - summary on, 90
- Confrontation with students, 35–36. *See also* Counter-aggression by adults
- Connecting with students
- affirmation in, 46, 48

- alienation versus belonging, 52–54
- attention in, 44–45, 48
- availability in, 45–46, 48
- challenge of, 32–33
- confrontation with students versus, 35–36
- “developmental” perspective for, 43
- egoism versus generosity, 58–59
- elements of caring relationships, 43–49
- emotionally safe environment, 38–41
- empathy in, 45, 48, 61
- facial expressions and, 39
- inadequacy versus mastery, 54–56
- intensity of contact, 43
- irresponsibility versus independence, 56–57
- mistrust of students and, 31–32
- and psychological fit between teachers and students, 33–35
- resilience and, 42–43
- respect in, 46–47, 48
- responses to teachers by disconnected students, 32–33
- self-awareness and caring by teaching, 36–38
- summary on, 61
- trust and, 44, 48
- virtue in, 47, 48
- “Youthship” skills for, 40–41
- Consequences
 - enforcement of, 110–111
 - examples of, 110
- Consilience, 182
- Contagion in groups, 7–17, 193, 207–211
- Contempt, mask of, 130–131
- Contracting, 113, 115
- Control from Within* (Redl & Wineman), 221
- Coopersmith, S., 51–52
- Corpus callosum, 180
- Cory, G., Jr., 171, 175, 182
- Counter-aggression by adults
 - and aggressive student incidents, 143, 147–148
 - and bad mood of teachers, 85
 - in Conflict Cycle, 83–90
 - counter-passive-aggression by teachers, 157–158
 - intervention for, 230–231
 - and prejudging troubled student in a crisis, 85–86
 - and rigid and unrealistic teacher expectations, 84–85
 - self-talk for control of, 149–151
 - in stories, 3–7
 - “You messages” and, 86–87, 149
- Counterculture. *See* Alcohol and drug use
- Counter-passive-aggression by teachers, 157–158
- Coyle, D., 176
- Crabtree, M., 105
- Crisis
 - categories of student crisis, 218–220
 - destructive personal life event crisis, 219–220
 - developmental crisis, 218–229
 - need for crisis intervention, 218
 - as opportunity, 217
 - situational school crisis, 219
 - unresolved psychological crisis, 219–220
- Crisis intervention, 218. *See also* Life Space Crisis Intervention (LSCI)
- Crisis Prevention Institute, 38–41
- Crisis teachers, 222
- Cruise, Tom, 131
- Csikszentmihalyi, M., 42
- CT. *See* Cognitive therapy (CT)
- Cultural differences. *See* Multiculturalism
- “Curriculum of control,” 52
- Dare-and-Die Game, 206–207
- Darwin, Charles, 175
- Davis, Jefferson, 128
- Dawson, Carol, 220, 247–248
- De Maeyer, J., 248
- Debnam, K., 214
- Decision making, change in, 109
- Decoding student behavior, 103, 168

- Deep-brain learning, 170–182
- Defense mechanisms, 81–82, 125, 195
- Deloria, Ella, 53
- Demming, M., 152
- Denial, 81
- Depression
- anger as defense against, 145–146
 - of delinquent youth, 145–146
- Descriptive praise, 101–102
- Developmental anxieties. *See* Anxiety
- Developmental crisis, 218–229
- Developmental stages, 92
- Developmental stress, 76, 78. *See also* Stress
- Developmental trauma, 172
- Deviance, 50–51. *See also* Troubled students
- Difficult temperament, 178
- Dinkmeyer, D. and D., 167
- Direct teacher intervention, 68
- Discipline, 57. *See also* Classroom discipline
- Disconnected Generation, The* (McDowell), 163
- Disconnected students. *See* Troubled students
- Discouragement, 122–123
- Displacement, 81
- Disruptive behaviors. *See* Self-defeating behaviors
- Do-Goooder Game, 203–205
- “Doctor Jack-o’-Lantern” (Yates), 16–29
- D’Oosterlinck, Franky, 248
- Dorf, Ruth, 239–247
- Double Struggle Intervention (intervention with staff), 230–231
- Dreikurs, R., 121–123, 124, 145, 151
- Driving under the influence (DUI), 159–160
- Drug use. *See* Alcohol and drug use
- Drugships. *See* Alcohol and drug use
- Drunk driving, 159–160. *See also* Alcohol and drug use
- Du Toit, L., 177
- DuBois, W. E. B., 57
- Duels, 206–207
- Duncan, B., 182
- Dweck, Carol, 174
- Dwyer, K., 111
- Eastman, Charles, 58
- Easy temperament, 178
- Economic stress, 76, 78. *See also* Stress
- Edison, Thomas, 130
- Education for All Handicapped Children Act, xvi
- Education of Little Tree, The* (Carter), 58
- Eggert, L., 149–150, 151
- Ego and the Mechanisms of Defense, The* (A. Freud), xiii
- Egoism
- generosity versus, 58–59
 - as motivation for achievement, 55
- Einstein, Albert, 170
- Ekman, P., 39
- Eldridge, N., 69
- Emotional holding, 39–40
- Emotional hurt, 122
- Emotionally safe environment, 38–41, 63–64
- Emotionally troubled students. *See* Troubled students
- Emotions
- brain science on, 170, 171, 172–173
 - feelings versus, 79–80
 - mirror neurons and, 175–176
 - primary emotions, 172–173
- Empathy, 45, 48, 61, 140, 172
- Enforcement of consequences, 110
- Epigenetics, 173
- Epston, D., 168
- Equality versus fairness, 98–99
- Erikson, Erik, 31, 136, 137
- Escape (defense mechanism), 81
- Esteem needs, 119
- Ethnography, 165, 167–168
- Eustress, 178
- Evidence-based practice, 182
- Expectations
- establishment of, for individual classrooms, 105–106
 - school-wide behavior standards and limits, 105–106

- statement of positive expectations, 111
- Experience-expectant development, 179
- Facial expressions, 39, 108
- Fagen, Stanley A., xvii, 104–115
- Fahlberg, Vera, 53–54
- Failure
 - Long's view of, 125–126
 - masking feelings of, 126–133, 145
- Fairness
 - behavior management and, 97–101
 - criteria for, 99–101
 - definition of, 98–99
 - equality versus, 98–99
 - rewards and, 100
 - sameness versus, 98
 - and wants versus needs, 100
- Fairness Game, 200–203
- Fantasy, mask of, 133
- FBI. *See* Federal Bureau of Investigation (FBI)
- Fear, 172
- Fecser, Frank A., 38, 111, 152, 168, 174, 177, 222, 223, 232–239
- Federal Bureau of Investigation (FBI), 159
- Feelings. *See also specific feelings, such as* Anger
 - acceptance and ownership of, 82
 - acting out feelings, 81
 - change in, 109
 - Conflict Cycle and student's feelings, 70, 71, 79–82
 - defending against, 81–82
 - of discouragement and hopelessness, 122–123
 - emotions versus, 79–80
 - expression of, 81–82
 - masking feelings of stupidity, 126–133
 - questions on, 79
 - of rejection and emotional hurt, 122
 - speech for control and understanding of, 135–136
 - thinking and, 80
 - usefulness of, 80–81
- Fight, flight, freeze, 171, 172, 173
- First Doer Game, 197–200
- Fisch, R., 168
- Fleming, A., 174
- Flight, fight, freeze, 171, 172, 173
- Format and complexity of material, change in, 109
- Frail health, mask of, 131
- Francis, R., 173
- Freedom needs, 120
- Freud, Anna, xiii, 81
- Freud, Sigmund, xiii
- Friendship, 164
- Friesen, W. V., 39
- Frustration
 - relief from, through speech, 135
 - as trigger for anger, 145
- Fun needs, 120
- Furman, R., 136
- Garmezy, N., 42
- Gemelli, Ralph J., 134–141
- Gene expression, 173
- Generosity
 - care and, 172
 - egoism versus, 58–59
 - need for, 58–59, 121, 178, 181
- Gestalt psychology, 118
- Gibbs, J., 151
- Giggles, 208–209
- Gil, E., 174
- Gilligan, Carol, 56
- Glasser, William, 105, 120, 164–165
- Glick, B., 151
- Goethals, I., 248
- Gold, M., 195
- Goldstein, A., 51, 151
- Goleman, D., 173
- Good Samaritan, mask of, 130
- Goodness of fit, 178–179
- Gottman, J., 181
- Group contagion, 7–17, 193, 207–211
- Group dynamics. *See also* Groups
 - bullying, 212–215
 - characteristics of group roles, 195–197

- characteristics of subgroups, 195
- competing and rival subgroups, 191
- concepts of, 194–195
- Dare-and-Die Game, 206–207
- defense mechanisms of groups, 195
- denial of existence of, 191
- Do-Gooder Game, 203–205
- dysfunctional group techniques, 191–192
- Fairness Game, 200–203
- feuding subgroups, 192
- giggles and, 208–209
- group contagion, 7–17, 193, 207–211
- Inner Circle Language (The Lingo), 209–210
- moods of groups, 194
- peer pressure, 191–192
- personality of groups, 194
- pie phenomenon, 193
- playing the dozens, 193–194
- power of, 191–192
- power of peer group, 192–194
- primary and secondary groups, 190–191
- psychological games played in classrooms, 197–207
- role of peer group in bullying, 214–215
- scapegoating, 211–216
- self-control system of groups, 194–195
- social pecking order of subgroups, 195
- social power and, 195–196
- tastes and aversions of groups, 194
- values and standards of groups, 194
- “Who Did It First” Game, 197–200
- “Willing Sucker” Game, 205–206
- Group scapegoating, 211–216
- Group testing of teacher, 104
- Grouping change, 109
- Groups. *See also* Group dynamics
 - definition of, 189
 - exercise on impact of, 190
 - primary and secondary groups, 190–191
- Grunwald, B. B., 121–123, 145, 151
- Guilt, 124, 229
- Hahn, Kurt, 58
- Hambrick, E., 171, 172
- Hardy, K., 172
- Haring, N. G., xvii
- Harris, Eric, 213
- Hate, 144, 146–147. *See also*
 - Aggressive students
- Heck, K., 181
- Hedin, Diane, 58
- Helping. *See* Connecting with students
- Helplessness, mask of, 128
- Henley, M., 151
- Henrickson, Teresa, 162–170
- Herrnstein, R., 174
- Hewett, Frank, xvii
- Hewitt, Mary Beth, 97–101
- “Hidden faculty,” 117
- Hierarchy of needs (Maslow), 119
- High arousal periods, support during, 54
- High reactive children, 179
- Hippocampus, 173–174
- Hobbs, Nicholas, xvi–xvii, 174–175, 178
- Hoffman, C., 111
- Hoffman, Martin, 57
- Holding. *See* Emotional holding
- Hoover, J., 215
- Hopelessness, 122–123
- Hostile behavior, 147
- Hoyt, Lisa, 232–239
- Hubble, M., 182
- Humor, 103–104
- Hunt, Robert, 145
- Hypothalamus, 173
- “I” messages, 148, 149
- Iceberg analogy, 239–240
- IDEA, xvi
- Identity, anxiety of, 124
- Ignoring. *See* Planned ignoring
- Illness
 - behavior symptomatic of, 93
 - mask of, 131
 - psychosomatic illnesses, 146

- Imaging. *See* Brain-scan studies
- Inadequacy
 anxiety of, 123
 mastery versus, 54–56
- Incompatible desirable behaviors,
 107, 111
- Independence
 irresponsibility versus, 56–57
 need for, 56–57, 121, 178, 181
 play and, 172
 speech in development of, 135
- Indirect revenge, 156–157
- Individuals With Disabilities Education
 Act (IDEA), xvi
- Individuation process, 135
- Industry, sense of, 136
- Infant-parent relationship, 31, 39,
 134–135
- Inner Circle Language (The Lingo),
 209–210
- Institute of Psychoeducation Training,
 152
- Intelligence, 174
- Intentional inefficiency, 156
- Invisibility, mask of, 128–129
- Involvement, change in, 109
- Irrational beliefs
 advantages of, 73
 development of, 72
 lists of, 73
 about others, 73
 overgeneralization and, 72
 rational beliefs versus, 72–73
 about self, 72–73
 self-fulfilling prophecy and, 73–75
- Irresponsibility versus independence,
 56–57
- Jackman, L., 69
- James, William, 58
- JMD (Just Manageable Difficulties), 178
- Johnson, A., 58
- Johnson, S. L., 214–215
- Joint Commission, 247
- Joy, 174–175
- Jung, Carl, 57
- Kagan, Jerome, 179
- Kahneman, D., 172
- Kandel, Eric, 175, 176
- Kashani, J. H., 146
- Keltner, D., 175, 180
- Kerr, M., 110
- Kindness, 175
- Klebold, Dylan, 213
- Knitzer, J., 57
- Konopka, Gisela, 181
- Korczak, Janusz, 52
- Kress, C., 181
- Laursen, Erik K., 41–49
- Learner's leeway, 91–92
- Learning disabilities, 126–133
- Life events, 174, 175
- Life Space Crisis Intervention (LSCI)
 benefits and uses of, 111, 221
 cognitive map for, 224
 Double Struggle Intervention (inter-
 vention with staff), 230–231
 evolution of, 222–231
 historical roots of, 221–222
 limitations of reading reclaiming
 intervention, 231–232
 Manipulation of Body Boundaries
 Intervention (manipulation by
 peers), 230
 Massaging Numb Values Inter-
 vention (overwhelmed by guilt), 229
 name change to, 223
 New Tools Intervention (poor social
 skills), 229–230
 outcome goals of, 225
 principles of, 220–221
 Reality Rub Intervention (errors in
 perception), 227–228, 232–239
 reclaiming interventions in,
 227–232
 Red Flag Intervention (imported
 problems), 228, 239–247
 research evaluation of, 247–248
 stages of, 224–226
 student central-issue stage and staff
 member's differential diagnosis
 skills (Stage 3), 225–226

- student crisis stage and staff
 - member's de-escalation skills (Stage 1), 224–225, 233–236, 241
- student insight stage and staff
 - member's clinical skills (Stage 4), 226
- student new-skill stage and staff
 - member's empowering skills (Stage 5), 226
- student timeline stage and staff
 - member's relational skills (Stage 2), 225, 233–236, 242, 246
- student transfer-of-training stage and staff member's follow-up skills (Stage 6), 226
- summary on, 248–249
- support and follow-up following, 227
- Symptom Estrangement Intervention (comfort with antisocial behavior), 228–229
- teacher training for, 38, 222, 223
- underlying philosophy of, 220
- Web resources on, 250
- Life Space Crisis Intervention (LSCI) Institute, 143, 222, 247, 250
- Life Space Interviewing (LSI), 54, 221–223
- Limbic system, 79, 82, 170. *See also* Emotions
- Lingo (Inner Circle Language), 209–210
- Lippett, R., 195
- Long, Jody E., 152–159
- Long, Nicholas J., xiii–xviii, 38, 54, 69–97, 108, 111, 142–159, 168, 174, 175, 177, 181, 195–196, 211–216, 222, 223, 239–247
- Long-term memory, 175
- Longhurst, J., 177
- Louganis, Greg, 131
- Love
 - communication of, by parents, 134–135
 - need for, 119, 120
 - unloved child as silent, 136–137
- Low reactive children, 179
- Low self-concept, masking feelings of, 126–133
- LSCI. *See* Life Space Crisis Intervention (LSCI)
- LSI. *See* Life Space Interviewing (LSI)
- Lust, 172
- Lynch, M., 178
- MacLean, Paul, 171
- Madsen, C., 112
- Madsen, C. H., 112
- Maintaining Sanity in the Classroom* (Dreikurs), 121–123, 151
- Makarenko, Anton, 175
- Malchiodi, C., 172, 178
- Manipulation of Body Boundaries Intervention (manipulation by peers), 230
- Mann, Horace, 56
- Mannella, M. C., 69
- Maori children, 55
- Marchano-Martella, N., 105
- Martella, R., 105
- Martin, L., 182
- Marty, Martin, 52
- Masking feelings of stupidity, 126–133
- Maslow, Abraham, 119
- Massaging Numb Values Intervention (overwhelmed by guilt), 229
- Mastery
 - inadequacy versus, 54–56
 - need for, 54–56, 120–121, 178, 181
 - seeking and, 172
 - speech as facilitator of, 135
- McAuliffe, Mary, 165, 166–167
- McAuliffe, Robert, 165, 166–167
- McCall, H. J., 178
- McCurdy, B. L., 69
- McDowell, Josh, 163
- McIntosh, W., 182
- Meaney, Michael, 173
- Mechanical devices for signaling, 108
- Medicine wheel, 52, 120
- Memmo, M., 181
- Memory. *See* Long-term memory; Working memory

- Menninger, Karl, 52
Mental illness, 144
Metacognition, 177
Micro-expressions, 39
Milieu Therapy, 222
Miller, S., 182
Mindfulness, 177
Mirror neurons, 175–176
Misbehavior, goals of, 121–123
Mistrust, 31–32
Mitchell, Martin L., 170–186
Modeling, 111–112
Montessori, Maria, 52, 59
Morse, William C., xiii, xiv–xv, 222, 224
Multiculturalism
 needs of multicultural students, 65
 teacher’s lack of multicultural awareness, 16–29
Murray, C., 174
Myelin, 176
- Napoleon, 128
National 4-H Council, 181
National Bullying Prevention Month, 215
National Center for Education Statistics, 31
Native American empowerment values, 51–59, 120–121
Needs. *See* Psychological-need theories
Needs hierarchy (Maslow), 119
Needs versus wants, 100
Negative consequences. *See* Consequences
Negativity, mask of, 130–131
Neglected children. *See* Abused and neglected children
Nelson, C. M., 110
Nelson, J., 105
Ness, A., 42
Neurons, 176
Neuroplasticity, 179
Neuroscience, xvii–xviii, 170–182. *See also specific parts of brain*
New Tools Intervention (poor social skills), 229–230
New Zealand, 55
Newman, Ruth G., xiii, xiv, 90–97, 108, 197–211
Nichols, J. G., 55–56
Nisbett, R., 174, 180
Non-talking students. *See* Silent students
Noncompliance, 156
Nonverbal signals, 108
Nonviolent Crisis Intervention (Crisis Prevention Institute), 38–41
Not caring, mask of, 129
Nylund, D., 168
- Obedience, 56–57
Oliver, R. L., 215
One-downsmanship, 167
Osher, D., 111
Outrageousness, mask of, 130
Outward Bound, 58
Overgeneralization, 72
Overinvolvement of teachers, story on, 16–29
Overprotected children, 137–138
Oxytocin, 176–177
- Pain-based behavior, 177
Panksepp, J., 172, 177
Passive-aggressive students. *See also* Aggressive students
 as abused and neglected, 153
 anger of, 146, 154–155, 158
 concepts and skills needed in helping, 158–159
 Conflict Cycle and, 155
 counter-passive-aggressive reactions to, by teachers, 157–158
 developmental patterns producing, 153–154
 dynamic beliefs of, 154–155
 as “good children,” 153–154
 indirect revenge by, 156–157
 intentional inefficiency by, 156
 levels or patterns of behaviors by, 156–157
 noncompliance by, 156
 repulsive behaviors by, 157
 self-destructive behaviors by, 157

- self-fulfilling prophecy of, 155
teachers' reactions to, 152–153,
157–158
- Patriarchal values, 51–59
- Patton, George S., 128
- Paul, J. L., 37
- PBS. *See* Positive behavior support (PBS)
- Peck, Scott, 101
- Pedersen, P., 164
- Peer groups. *See also* Group dynamics
manipulation of, 230
power of, 192–194
role of, in bullying, 214–215
- Peer modeling, 112
- Peer pressure, 191–192
- PEP (Positive Education Program), xvii
- Pepper, F. C., 121–123, 145, 151
- Perfection, mask of, 131
- Permitting behavior, 91
- Perry, Bruce, xviii, 170–176, 178, 179
- Personal life event crisis, 219–220
- Personality praise, 102–103
- Pestalozzi, Johann Heinrich, 51, 52, 55
- Peterson, C., 175, 178
- Physical movement change, 109
- Physiological needs, 119
- Pie phenomenon, 193
- Pituitary gland, 173
- Planned ignoring, 108
- Play, 172, 174
- Playing the dozens, 193–194
- Porges, Steven, 179
- Portland State University, 39
- Positive behavior support (PBS), 69
- Positive interaction cycles, 54
- Positive reinforcements, 68, 100,
112–114
- Positive Youth Development (PYD),
181
- Postman, N., 38
- Power
anger and power seeking, 145
of group dynamics, 191–192
need for, 120
power seeking as goal of
misbehavior, 122
social power, 195–196
- Power struggles. *See* Counter-
aggression by adults
- Praise, 101–102
- Preservice teacher education, 66
- Preventive planning for behavior
management, 94–97
- Primary groups, 190–191. *See also*
Group dynamics
- Projection, 81
- Prosocial skills, 68
- Proximity control, 108
- Psychoeducational model, xiii–xvi
- Psychological crisis, 219–220
- Psychological fit, 33–35
- Psychological staff, 117
- Psychological stress, 76–77, 78. *See
also* Stress
- Psychological-need theories
Circle of Courage, 52, 59, 120–121,
181
Dreikurs's four goals of misbehavior,
121–123
Glasser's choice theory, 120
Long on self-defeating pattern of
failure, 125–126
Maslow's hierarchy of needs, 119
Wood's concept of developmental
anxieties, 123–124
- Psychopathology of Everyday Life*
(S. Freud), xiii
- Psychosomatic illnesses, 146
- Punishment, 145. *See also* Classroom
discipline; Discipline
- PYD. *See* Positive Youth Development
(PYD)
- Quiescence, 177
- Quiroz, D., 105
- Rage, 144, 146–147, 172. *See also*
Aggressive students
- Ramón y Cajal, Santiago, 176
- Rapp, C. A., 42
- Rational emotive therapy (RET), xvii
- Rational versus irrational beliefs, 72–73
- Rationalization, 81
- Rauschenberg, Robert, 130

- Re-ED Project, xvii, 174
- Reality Rub Intervention (errors in perception), 227–228, 232–239
- Reality stress, 77–79. *See also* Stress
- Reclaiming Youth At Risk* (Brendtro, Brokenleg, & Van Bockern), 51, 120–121
- Recognition, 109
- Red Flag Intervention (imported problems), 228, 239–247
- Redl, Fritz, xiii–xvi, 54, 90–97, 174, 193, 199, 205, 221–223
- Reframing, 167–168
- Regression, 81
- Reinforcements. *See* Positive reinforcements
- Rejection, 122
- Repression, 81
- Repulsive behaviors, 157
- Resilience, 42–43, 174, 177–178, 181
- Respect, 46–47, 48
- Responsibility, 56–57
- Restructuring the situation, 109
- RET. *See* Rational emotive therapy (RET)
- Revenge
- anger triggered by, 146
 - as consequence of bullying, 213–214
 - as goal of misbehavior, 122
 - indirect revenge by passive-aggressive students, 156–157
- Rewards. *See* Positive reinforcements
- Rexford, E.N., 222
- Rhodes, William, xvi–xvii
- Rose School, 34–35
- Rosenberg, M., 69
- Ross, Helen, 135
- Rothman, E. P., xvii
- Sadness
- anger as defense against, 145–146
 - silence of sad child, 138–139
- Safe school environment, 38–41, 63–64
- Safety needs, 119
- Saleebey, D., 42
- Sameness versus fairness, 98
- Scapegoating, 211–216
- Schacter, D., 175
- School violence, 142–143, 213–214
- School violence prevention, 215
- School-wide behavior standards and limits, 105–106
- Schorr, Lisbeth, 52
- Schuyten, G., 248
- Schwebel, R., 163
- Search Institute, 58
- Seating change, 109
- Secondary groups, 190–191. *See also* Group dynamics
- Security, 174. *See also* Attachment
- Seduction, mask of, 132
- Seeking, 172
- Segal, L., 168
- Seita, J., 172
- Self-actualizing needs, 119
- Self-awareness, 36–38
- Self-concept
- Conflict Cycle and student's self-concept, 70–75
 - formation of, 71–72
 - irrational beliefs versus rational beliefs in, 72–73
 - masking feelings of low self-concept, 126–133
 - self-fulfilling prophecy and, 73–75
- Self-control system, 194–195
- Self-defeating behaviors
- aggressive students, 142–152
 - alcohol and drug use, 159–168
 - behavioral signs of emotional problems, 126
 - brain science and, 170–182
 - causes of, 118–126
 - compassion for, 118–119
 - masking feeling of being stupid, 126–133
 - passive-aggressive students, 152–159
 - silent students, 133–141
 - team approach to, 117
- Self-destructive behaviors, 157
- Self-esteem
- definition of, 126–127
 - foundations of, 51–52

- measurement of, 55–56
- Self-fulfilling prophecy, 73–75, 155
- Self-talk, 149–151
- Seligman, M., 42
- Selye, Hans, 178
- Sex chromosomes, 180–181
- Sexual abuse. *See* Abused and neglected children
- Shahbazian, Mary, 247
- Shocked children, 137
- Siegel, Daniel, 177, 181–182
- Signaling, 108
- Significantly Ignored Student (SIS), 196
- Significantly Preferred Student (SPS), 196
- Significantly Rejected Student (SRS), 196
- Significantly Split Student (SSS), 196
- Silent students
 - angry child as, 138–139
 - anxious and/or shocked child as, 137
 - empathy for, 140
 - and loneliness versus aloneness, 133–134
 - and meanings of speech, 134–136
 - nonverbal communication for, 140–141
 - overprotected child as, 137–138
 - reasons for not speaking, 136–140
 - sad child as, 138–139
 - teachers' approaches to, 139–141
 - traditional view of, as "good students," 133
 - unloved and unvalued child as, 136–137
- Simpson, M., 142
- SIS. *See* Significantly Ignored Student (SIS)
- Situational school crisis, 219
- Skinner, B. F., xvii
- Slow to warm up temperament, 178
- Small, S., 181
- Smart vagal, 179–180
- Smith, C., 168
- Smith, R. S., 42–49
- Smith, Sally L., 126–133, 145
- Smith, T. J., 37
- Social power, 195–196
- Social skills, 229–230
- Soenen, B., 248
- Special education students, 192, 213
- Speech. *See also* Silent students
 - for controlling and understanding feelings, 135–136
 - developmental approach to meanings of, 134–136
 - independence and, 135
 - mastery and, 135
 - and sense of being valued and loved, 134–135
- Sperry, L., 167
- Spriet, E., 248
- SPS. *See* Significantly Preferred Student (SPS)
- SRS. *See* Significantly Rejected Student (SRS)
- SSS. *See* Significantly Split Student (SSS)
- Stage, S., 105
- Standing Bear, Luther, 57
- Starr, Floyd, 51
- Steckley, L., 39
- Steele, W., 172, 178
- Sternberg, R., 56, 174
- Storytelling, 168
- Strauss, Rick, 132
- Stress
 - in Conflict Cycle, 70, 71, 75–79
 - definition of stressful incident, 75
 - developmental stress, 76, 78
 - economic stress, 76, 78
 - physiology of, 75–76
 - positive versus negative stress, 178
 - protective factors versus stressors, 42–43
 - psychological stress, 76–77, 78
 - reality stress, 77–79
 - speech in relief of, 135
- Strong, silent type, mask of, 131
- Structuring the situation, 112
- Stupidity, masking feelings of, 126–133
- Subgroups. *See* Group dynamics; Groups
- Sublimation, 81

- Subramaniam, A., 181
- Substance abuse. *See* Alcohol and drug use
- Substance Abuse and Mental Health Services Administration, 159
- Substitution (defense mechanism), 81
- Sukhomlinsky, V., 175
- Super-competence, mask of, 128
- Survival needs, 120
- Sylwester, R., 174
- Sympathy versus compassion, 118–119
- Symptom Estrangement Intervention (comfort with antisocial behavior), 228–229
- Szalavitz, M., 173, 174, 175, 176, 178
- Taffel, Ron, 163
- Task involvement, 55
- Tasks, changing nature of, 109
- Taylor, S. E., 176
- Teacher assistance change, 109
- Teachers. *See* Connecting with students; Counter-aggression by adults; Life Space Crisis Intervention (LSCI)
- Teacher's Handling of Children of Conflict, The* (Long & Newman), xiv
- Teaching Responsible Behavior* (Wood), 123–124
- Temperament, 178–179
- Tesser, A., 182
- "Theory of Human Motivation, A" (Maslow), 119
- Theory of mind, 176
- Therapeutic humor, 103–104
- Thinking, 80
- Thomas, A., 178–179
- "To Sir, With Love" (Braithwaite), 7–17
- Trauma. *See* Brain trauma; Developmental trauma
- Treshman, A., 222
- Tribes, 52–53
- Troubled students. *See also* Behavior management; Conflict Cycle; Connecting with students; Life Space Crisis Intervention (LSCI); Self-defeating behaviors
- behavioral signs of emotional problems, 126
- confrontation between teachers and, 35–36
- labeling of, 51
- mistrust of, 31–32
- positive potentials in, 50–61
- psychological fit between teachers and, 33–35
- self-reflections of, 30
- social-emotional needs of, 65
- statistics on, 218
- stories of, 1–30
- stressors versus protective factors for, 42–43
- Trust, 31, 44, 48
- Turning Down the Heat program, 143, 152
- University Ghent, 248
- University of California–Davis, 181
- University of Minnesota, 181
- Unvalued children, 136–137
- Use-dependent development, 179
- "Use of Force, The" (Williams), 2–7
- Vagal nerves, 179–180
- Van Bockern, S., 37, 51, 120–121, 163, 178
- Van der Kolk, B., 172
- Verbal communication. *See* Speech
- Victim, mask of, 129
- Violence. *See also* Aggressive students
- battered teacher syndrome, 142
- school violence, 142–143, 213–214
- visual stimulation of, as trigger of anger, 146
- Virtue, 47
- Vorrath, H., 59
- Vulnerability, mask of, 131
- Waasdorp, T. E., 214
- Walker, Hill, xvii
- Wampold, B., 182
- Wants versus needs, 100
- Warning, 109–110
- Warren, J. S., 69

- Wasmund, W., 57
Watzlawick, P., 168
Weakland, J., 168
Werner, E. E., 42–49, 178
Western civilization patriarchal values, 51–59
Whelan, R. J., xvii
When We Deal With Children (Redl), 199
White, M., 168
White, Robert, 54
Whitson, Signe, 152–159, 214
Whittaker, J., 222
“Who Did It First” Game, 197–200
Whole-language approach, 55
William T. Grant Foundation, 56
Williams, D., 58
Williams, William Carlos, 2–7
“Willing Sucker” Game, 205–206
Wilson, E., 182
Wineman, David, xiv, 93, 193, 219, 221–223
Winkler, Henry, 129
Winnicott, D. W., 39
Winters, K., 165
Withdrawal, 74–75, 81
Wolcott, H., 167
Wolin, S., 42
Wolin, S. J., 42
Wood, Frank, xvii
Wood, Mary, xvii, 38, 54, 111, 123–124, 168, 174, 177, 222, 223
Working memory, 180
World Waiting to Be Reborn, A (Peck), 101
XX and XY chromosomes, 180–181
Yates, Richard, 16–29
“You messages,” 86–87, 149
Youth development, 181
“Youthship,” 40–41
Ysseldyke, J., 105
Zeigarnik, Bluma, 181
Zeigarnik effect, 181–182