

Frank Wood

by Kristen Mahoney

Since 1962, Frank Wood has been involved in a career of special education and general education (Schoenfeld, n.d.). As a teacher and principal of both special

and general education, Dr. Wood was a professor of educational psychology and special education at the University of Minnesota from 1962-1999, and continued his role at the university as Professor Emeritus since 1995. Wood educated his students about the development and evaluation of educational programs for children with learning and adjustment difficulties through lectures and seminars (F. Wood, personal communication, October 29, 2009). Dr. Wood is also known for developing policies, programs, and interventions used for students with emotional and behavioral disorders.

Background Information

Dr. Wood was involved in training educators how to work with children with special needs. He conducted several studies on school adjustment and social behavior of children. During his academic career, Wood authored and edited over 120 journal articles, book chapters, and conference proceedings. Additionally, he presented more than 150 presentations at professional meetings

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and conferences. Dr. Wood co-established the Minnesota Educators of the Emotionally Disturbed and the Minnesota Council for Children with Behavioral Disorders (link <http://www.ccbd.net/>) (CCBD). In addition to his academic responsibilities, Wood held positions at the national level, including the presidency of CCBD and the governor of both the Council for Exceptional Children (CEC) and CCBD (Schoenfeld, n.d.).

Early Beginnings

Dr. Wood graduated from Harvard College (Franken, 2007) in 1951 with a Bachelor of Arts degree in American History. Following graduation, Wood worked as a high school teacher in Connecticut where he taught algebra and social studies (F. Wood, personal communication, October 29, 2009). In 1953, Dr. Wood completed his Master of Arts degree at Haverford College in social and technical assistance to developing nations and groups. In addition, Dr. Wood received his Bachelor of Science degree from the University of Minnesota in 1954 in elementary education. Thereafter, Wood served as an elementary school teacher and principal from 1954-1958 (Franken, 2007).

In 1958, Dr. Evelyn Deno, a director of special education for the Minneapolis Public Schools, contacted Dr. Wood (Franken, 2007). Dr. Deno asked Dr. Wood if he would be interested in becoming an elementary school teacher for students with emotional and behavioral problems. This public school offered the

first elementary school classroom for children with emotional and behavioral problems. This changed the view of public education, where these children were once thought of as “uneducable”.

Influenced by Dr. Deno, Dr. Wood continued on to receive his M.A. (1962) and a Ph. D. (1965) from the University of Minnesota in special education and educational psychology. Dr. Wood has mentioned Dr. Deno as one of “many friends and scholars [who have] mentored me over the years,” (F. Wood, personal communication, October 29, 2009).

Dr. Wood became a faculty member of the Department of Educational Psychology’s Special Education Program at the University of Minnesota (Frank, 2007). Dr. Deno joined him. Dr. Wood became a key leader at the University of Minnesota Committee for Social Concerns. This committee advocated for equality among races, genders, and sexual orientations.

From here on, Dr. Wood would embark on a lifelong journey through the world of children with emotional and behavioral disorders.

The World of Academia

Dr. Wood spent the bulk of his career working for the University of Minnesota, where he held various positions (Franken, 2007). As a faculty member of the Department of Special Education, Dr. Wood worked as an instructor, assistant professor, and associate professor. He facilitated training

programs for teachers of children with learning and adjustment problems from 1962-1972 (F. Wood, personal communication, October 29, 2009). From 1972-1995, Dr. Wood became a professor of special education programs and from 1972-1975 he coordinated special education programs. Dr. Wood became the director of graduate studies for educational psychology from 1987-1992. Since 1995, Dr. Wood has been a professor emeritus at the University of Minnesota.

Through many years at the University of Minnesota, Dr. Wood encountered numerous inspirational people (F. Wood, personal communication, October 29, 2009). Other than Dr. Deno (who was mentioned above), Dr. Wood lists three mentors from his years at the university: Professors Bruce Balow, Maynard Reynolds and Frank B. Wilderson, Jr.

When asked about his career, Dr. Wood stated:

From the classroom to the university, for almost 50 years I have had the opportunity to work with an always interesting group of people, young and old, all working to help each other grow and develop. I have always seen my own work in that broader context. I fear this sounds like toasted marshmallows, but it is the way I feel.(F. Wood, personal communication, October 29, 2009)

Awards and Honors

Dr. Wood has been honored with many awards and honors for his service (Schoenfeld, n.d.). Some of these awards began when Dr. Wood was still an undergraduate at Harvard. The following is a list of Dr. Wood's awards and honors in chronological order (F. Wood, personal communication, October 29, 2009):

- 1982 Phi Beta Kappa, Phi Delta Kappa, Psi Chi, Special award for contributions to the education of emotionally disturbed/behaviorally disordered students presented by Minnesota Educators of the Emotionally Disturbed,
- 1984 J. E. Wallace Wallin Award for outstanding contributions to the education of exceptional children presented by the Council for Exceptional Children
- 1987 Midwest Leadership Symposium Award for outstanding service in behavior disorders
- 1987 first recipient of Minnesota Educators of the Emotionally Disturbed "Dr. Frank H. Wood Award" to be given annually for outstanding contributions in the field of emotionally/behaviorally disordered education
- 1989 first recipient of Council for Children with Behavioral Disorders (CEC) Outstanding Leadership Award
- 1993 Robert H. Beck Award of the College of Education Alumni Society
- 1994 Lifetime Service Award for work with students with emotional and behavioral disorders from Minnesota Educators of the

Emotionally Disturbed and Minnesota Chapter of the Council for Children with Behavioral Disorders

- 2006 one of the 100 Distinguished Alumni of the College of Education and Human Development, University of Minnesota, 2006. (Part of the College's 100th Anniversary celebration)
- Lifetime Achievement Award, American Re-Education Association

Personal Facts

Dr. Wood's wife, Raquel, graduated from the University of Minnesota (Franken, 2007). They have been married since 1953 (F. Wood, personal communication, October 29, 2009). Together, they have three children and four grandchildren. After his retirement, Dr. Wood began providing transportation for homebound senior citizens in his community (Franken, 2007). Dr. Wood is an amateur photographer (Franken, 2007). He has enjoyed photographing in black and white, but more recently has been working with digital images (F. Wood, personal communication, October 29, 2009). Dr. Wood primarily photographs nature and the the creative arts he and his family are involved in. Dr. Wood believes that taking pictures "encourages us to see in a different way," (F. Wood, personal communication, October 29, 2009). Dr. Wood's family is involved in many creative activities involving the arts and drama (F. Wood, personal communication, October 29, 2009). Dr. Wood himself is a musician. He plays the harmonica and sings in an informal country/folk band called The Earthquakers.

Dr. Wood jokingly says, “the name is probably better than the performances” (F. Wood, personal communication, October 29, 2009).

Publications

As mentioned above, Dr. Wood has been an author and editor of more than 120 journal articles, book chapters, and conference proceedings (Schoenfeld, n.d.). He has presented more than 150 presentations at professional meetings and conferences. The following is a list of publications by Dr. Wood (F. Wood, personal communication, October, 29, 2009).

Journal Articles:

Follow-up study of children with special learning disabilities. Newsletter of the Council for Children with Behavioral Disorders. 1964, 7-11.

The educator's role in team planning of therapeutic educational placements for children with adjustment and learning problems. Exceptional Children, 1968, 34, 337-340.

Behavior modification techniques in context. Newsletter of the Council for Children with Behavioral Disorders, 1968, 5(4), 12-15.

Follow-up of training program graduates. Exceptional Children, 1970, 36, 682-683.

Coopersmith self-esteem inventory scores of boys with severe behavior problems. Exceptional Children, 1972, 38(9), 739-740. (May)

Negotiation and justification: An intervention model. Exceptional Children, 1973, 40(3), 185-190. Reprinted in H. Dupont (Ed.), Educating emotionally disturbed children (2nd ed.). New York: Holt, Rinehart, & Winston, 1975.

The task of CCBD. President's message. Behavior Disorders, 1976, 1, 66-67.
(May)

Making sense of figures on the incidence of problem behavior in elementary school children. (With Robert Zabel). Psychology in the Schools, 1978, 15(1), 45-51.

Review of Teaching skills to children with learning and behavior disorders by Thomas M. Stephens. (Publisher: Columbus, OH: Charles E. Merrill, 1977). Behavioral Disorders, 1977, 2, 1976-78.

Guest editor. Key issues in the development of secondary programs for children with behavioral disorders. Behavioral Disorders, 1979, 4(whole no. 3).

Punishment and control. Education Unlimited, 1979, 1(3), 54-57. (September)

Living with the emotionally disturbed: Burden or opportunity. British Columbia Journal of Special Education, 1982, 6(1), 1-10.

Affective education and social skills training: A consumer's guide. Teaching Exceptional Children, 1982, 14 (6), 212-216. (May)

Services to the seriously behaviorally disordered/emotionally disturbed students in rural communities. (With Robert Lininger). Monograph in Behavioral Disorders, 1982, 5, 9-21.

The antithesisist vision of William Rhodes. Behavioral Disorders, 1982, 7(4), 234-242.

Inside special education by Kenneth Howell. A review. Exceptional Children, 1983, 50, 82-83.

Behavioral modification for the classroom teacher (2nd ed.), by Saul Axelrod. A review. Exceptional Children, 1983, 50, 81-82.

Aversiveness and frequency of use of commonly used interventions for problem behavior. (With Bradley K. Hill). Monograph in Behavioral Disorders, 1983, 6, 28-29.

Disturbed or disturbing? Proceedings Journal of Minnesota Association of Teachers of Emotionally Disturbed Children, 1983, 2, 4-5.

Punishment. Proceedings Journal of Minnesota Association of Teachers of Emotionally Disturbed Children, 1983, 2, 5-6.

Developing guidelines for the use of punishing interventions in the schools. (With Sheldon Braaten). Exceptional Education Quarterly, 1983, 3(4), 47-55.

The pelican and after by T. W. Lyons. (A review). Exceptional Children, 1983, 50, 185-186.

The other side of delinquency by W. Brown. (A review). Exceptional Children, 1984, 50, 560-561.

The lives of mentally retarded people by D. P. Evans. (A review). Exceptional Children, 1984, 50, 560-561.

Issues in the identification and placement of behaviorally disordered students (1985). Behavioral Disorders, 10, 219-228.

Assessment of emotionally disturbed/behaviorally disordered students. (With Carl R. Smith). (1986). Diagnostique, 10, 40-51.

Emotionally disturbed, behaviorally disordered, or both? (1985, March). MEEDer Reader, 5(3), 3. (Newsletter of Minnesota Educators of the Emotionally Disturbed).

Teacher and student rankings of the disturbingness of common problem behaviors. (With Joyce A. Mullen). (1986). Behavioral Disorders, 11(3), 168-176.

Isaac Lora, et al. v. The Board of Education of the City of New York et al. Nonbiased referral, assessment, and placement procedures. (With John L. Johnson and Joseph R. Jenkins). (1986). Exceptional Children, 52, 323-331.

A conversation with Frank Wood. (By Sally Ryon). (1985). MATEDC Benchmark, 1, 4-5.

Hyperactivity: Diagnosis and management by M. R. Pryor and M. W. Griffin. A review. (1988). Contemporary Psychology,

Guides to colleges for students with disabilities by M. A. Liscio. A review. (1988). Exceptional Children, 54, 177-178.

Families, professionals, and exceptionality by A. P. Turnbull and H. R. Turnbull, III. A review. (1988). Exceptional Children, 54, 370-371.

Learners at risk. (1988). Teaching Exceptional Children, 20, 4-9.

Factors in intervention choice. (1988). Monographs in Severe Behavioral Disorders, 11, 133-143.

Students at risk: Supporting the growth of students with emotional and behavioral disorders. (1988). T*E*A*M: The Early Adolescence Magazine, 2(4), 12-18. (Reprinted in The Pointer, 1989, 33, 20-26.)

Appropriate special education programming can reduce the need for use of in and out of school suspension. (With Margaret Burns.) (1990). Beyond Behavior, 1, 15-17, 21.

The politics of caring by S. Bannerman Foster. A review. (1988). Exceptional Children, 55, 370-371.

Children and adolescents with mental illness. Edited by E. McElroy. (1988). Exceptional Children, 55, 369-370.

Aversiveness of teacher-chosen interventions and student problem characteristics: Is there a relationship? (With Beth Dorsey) (1989). Psychology in the Schools, 26, 389-397.

Students at risk: Supporting the growth of students with emotional and behavioral disorders. (1989). The Pointer, 33, 20-26. (Republished from T*E*A*M).

The adolescent interpretive interview and The teaching physical exam by the Children's Rehabilitation Center, Charlottesville, VA. A review. (1989). Exceptional Children,

Cost/benefit considerations in managing the behavior of students with emotional/behavioral disorders. (1991). Preventing School Failure, 35, 17-23.

"May I ask you why you are hitting yourself?": Using oral self-reports in the functional assessment of adolescents' behavior disorders. (1994). Preventing School Failure, 38, 16-20.

"Why should I? That's not my problem.": Defensive thought and behavior patterns and children's resistance to adult-sponsored socialization. (1994). Education and Treatment of Children, 17, 302-311.

Positive responses to student resistance to programs of behavior change. (in press). Journal of Emotional and Behavioral Problems.

Emotional/behavioral disorders and the Ziegarnik Effect. (1995). Education and Treatment of Children, 18, 216-225.

Life stories and behavior change. (1996). Beyond Behavior, 7, 8-14.

Books and Proceedings:

Classroom and curriculum adjustments in teaching severely disturbed children. Proceedings of the 1st Psychoeducational Conference on Disturbed and Disturbing Children. Minneapolis, Minnesota: General Extension Division of the University of Minnesota, 1961. pp. 39-42.

A symposium on therapy in the educational settings: Why, how and by whom? Proceedings of the 2nd Psychoeducational Conference on Disturbed and Disturbing Children. Minneapolis, Minnesota: General Extension Division of the University of Minnesota, 1962. pp. 65-87.

Diagnosing the culturally disadvantaged for vocational rehabilitation services. In Rehabilitating the culturally disadvantaged. G. E. Ayers (Ed.), pp. 17-23. Proceedings of a conference held at Mankato State College, Mankato, Minnesota, 1967.

Changing the attitudes of teachers in inner-city schools. Paper in Proceedings of 1969 Institute for College Instructors on Behavioral Disorders. Minneapolis, Minnesota: General Extension Division of the University of Minnesota, 1970.

(Ed.) Proceedings of the 1970 Institute for College Instructors on Behavioral Disorders. Minneapolis, Minnesota: General Extension Division of the University of Minnesota, 1971.

Implications of current child development research for educators of socially and emotionally disturbed children. In J. J. Gallagher (Ed.) Application of Child Development Research to Exceptional Children. Reston, VA: Council for Exceptional Children, 1975, 318-322.

(Ed.) Observation of pupils and teachers in mainstream and special education settings: Alternative strategies. Minneapolis, MN: Leadership Training Institute in Special Education, 1975. (With Richard Weinberg).

Mainstreaming of disturbed/disturbing youth: Implications for leadership training. In A. J. Pappanikou & J. L. Paul (Eds.), Current issues in mainstreaming the emotionally disturbed. Syracuse, NY: Syracuse University Press, 1977, pp. 89-100.

(Ed.) The Socialization Process. Minneapolis, MN: Advanced Institute for Trainers of Teachers for Seriously Disturbed Children, 1977.

(Ed.) Preparing Teachers for Severely Emotionally Disturbed Children with Autistic Characteristics. Minneapolis, MN: Advanced Institute for Trainers of Teachers for Seriously Emotionally Disturbed Children, 1977.

(Ed.) Preparing Teachers to Foster Personal Growth in Emotionally Disturbed Students. Minneapolis, MN: Advanced Institute for Trainers of Teachers for Seriously Emotionally Disturbed Children, 1977.

Accepting the challenge to provide educational alternatives for secondary students with special needs. In J. B. Jordan (Ed.), Exceptional students in secondary schools. Reston, VA: Council for Exceptional Children, 1978, pp. 1-8.

A partnership between regular and special educators: From adversaries to advocates. With V. L. Brown. In J. B. Jordan (Ed.), Exceptional students in secondary schools.

(Ed.) Punishment and aversive stimulation in special education: Legal, theoretical and practical issues in their use with emotionally disturbed children and youth. With K. C. Lakin. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1978. Republished by CEC, 1982.

The legal status of the use of corporal punishment and other aversive procedures in schools. With K. C. Lakin. In F. H. Wood & K. C. Lakin (Eds.), Punishment and aversive stimulation in special education. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1978.

The influence of public opinion and social custom on the use of corporal punishment in schools. In F. H. Wood & K. C. Lakin (Eds.), Punishment and aversive stimulation in special education. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1978.

Punishment and special education: Some concluding comments. In F. H. Wood & K. C. Lakin (Eds.), Punishment and aversive stimulation in special education. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1978.

(Ed.) Preparing teachers to develop and maintain therapeutic educational environments. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1978.

Books and Proceedings:

Social learning theory as the basis for educational planning for emotionally disturbed/behaviorally disordered students. In Preparing teachers to develop and maintain therapeutic educational environments. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1978. pp. 4-18.

Goals for teachers of seriously emotionally disturbed children. With Frank Feinberg. In Preparing teachers to develop and maintain therapeutic educational environments. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1978. pp. 19-34.

Observing skills for teachers. In M. C. Reynolds (Ed.), Social environment of the schools. Reston, VA: Council for Exceptional Children, 1980. pp. 79-96.

(Ed.) Disturbing, disordered or disturbed?: Perspectives on the definition of problem behavior in educational settings. With K. C. Lakin. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1979. Republished CEC, 1982.

(Ed.) Mental health, emotional disturbance and Afro-American children and youth: Theories, strategies, services and training. With B. Coppock. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1980.

(Ed.) Preparation of teachers for seriously emotionally disturbed and behaviorally disordered youth: Issues and trends. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1980.

Defining disturbing, disordered and disturbed behaviors. In Disturbing, disordered or disturbed?: Perspectives on the definition of problem behavior in educational settings. With K. C. Lakin. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1979.

Defining emotionally disturbed/behaviorally disordered populations for research purposes. In Disturbing, disordered or disturbed?: Perspectives on the definition of problem behavior in educational settings. With K. C. Lakin. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1979.

Individualized education programs for seriously emotionally disturbed adolescents. In G. B. Brown, R. McDowell, & J. Smith (Eds.) Educating adolescents with behavior disorders. Columbus, Ohio: Charles E. Merrill, 1981. pp. 140-158.

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Issues in training teachers for the seriously emotionally disturbed. In R. B. Rutherford, Jr., & A. G. Prieto (Eds.), Severe behavior disorders of children and youth: Volume II. Reston, VA: Council for Children with Behavioral Disorders (CEC), 1979, pp. 1-13.

Career Education for the chronically disruptive student. With T. F. Kayser, In Career education for the behaviorally disordered. Reston, VA: Council for Exceptional Children, 1983. pp. 26-41.

Planning and implementing leadership training for faculty in institutions of higher education. (1981). In J. K. Grosenick & S. L. Huntze (Eds.), Symposium on leadership training perspectives, pp. 24-47. Columbia, MO: University of Missouri, National Needs Assessment Project.

Formal observation of student's social behavior. Curriculum module prepared for the National Support System in Special Education. December 1980.

Full service delivery to emotionally disturbed students. In M. M. Noel & N. G. Haring (Eds.), Progress or change: Issues in educating the emotionally disturbed. V. I. Seattle: Program Development Assistance System, University of Washington, 1982. pp 115-134.

(Ed.) (1981). Perspectives for a new decade: Education's responsibility for seriously disturbed and behaviorally disordered children and youth. Reston, VA: Council for Exceptional Children.

The influence of personal, social and political factors on the labeling of students. In Perspectives for a new decade. Reston, VA: Council for Exceptional Children, 1981. pp. 45-62.

McDowell, R. L., Adamson, G. W., & Wood, F. H. (Eds.), Educational intervention strategies for emotionally disturbed children. Boston: Little, Brown, & Co., 1981.

A social learning curriculum for emotionally disturbed students. In Education intervention strategies for emotionally disturbed children. Boston: Little, Brown & Co., 1981. pp. 237-263.

Working paper: Legislation, litigation, and the handicapped. (With J. K. Grosenick, S. L. Huntze, B. Kochan, R. L. Peterson, & C. S. Robertshaw.) Columbia, MO: National Needs Assessment Project, University of Missouri, 1981. 16 pp and appendices.

Working paper: Disciplinary exclusion. (With J. K. Grosenick, S. L. Huntze, B. Kochan, R. L. Peterson, & C. S. Robertshaw). Columbia, MO: National Needs Assessment Project, University of Missouri, 1981. 28 pp. and appendices.

Working paper: Psychotherapy as a related service. (With J. K. Grosenick, S. L. Huntze, B. Kochan, R. L. Peterson, & C. S. Robertshaw). Columbia, MO: National Needs Assessment Project, University of Missouri, 1981. 31 pp. and appendices.

Resource catalog: Educating behaviorally disordered and emotionally disturbed pupils. Program Assistance Report No. 11. (With Robert Lininger & Bruce Balow). Minneapolis: Upper Midwest Regional Resource Center, University of Minnesota, 1982.

Special education for disturbed adolescents. In S. J. Apter & A. P. Goldstein, (Eds.), Youth violence: Programs and prospects, 1986, pp. 1-23. New York: Pergamon.

Decision making: Eligibility and programming options. In F. H. Wood, C. R. Smith & J. Grimes (Eds.), Iowa assessment model in behavioral disorders: A training manual, 1985, pp. 39-58. Des Moines, IA: Iowa Department of Public Instruction.

F. H. Wood, C. R. Smith, & J. Grimes (Eds.). Iowa assessment model in behavioral disorders: A training manual. Des Moines, IA: Iowa Department of Public Instruction, 1985.

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Issues in identification and placement of behaviorally disordered students. (With R. Smith & J. Grimes). (1988). In M. C. Wang, M. C. Reynolds, H. J. Walberg (Eds.), The handbook of special education: Research and practice. Vol. 2, pp. 95-123. Oxford, England: Pergamon.

Research and educational policy. (1988). In Rutherford, R. B., Jr., Nelson, C. M., & Forness, S. R., (Eds.), Bases of severe behavioral disorders in children and youth, pp. 21-38. Boston: College-Hill.

Fitting the pieces together. For publication in the proceedings of a multidisciplinary conference on children and adolescents in conflict held at Teachers College, Columbia University. Submitted 1986.

The uses of assessment. For publication in the proceedings of a multidisciplinary conference on children and adolescents in conflict held at Teachers College, Columbia University. Submitted 1987.

From assessment to intervention. Sodac, D. G., McGinnis, E., Smith, C. R., Wood, F. H., & Dykstra, D. J., (Eds.), Iowa program standards for interventions in behavioral disorders, pp. 11-30. Des Moines, IA: Iowa State Department of Education.

Sections on behavioral disorders and social skill development in What works in special education? edited by M. C. Wang. Washington, DC: U.S. Department of Education, in press.

Entry on "Behavioral Disorders." (1991). In Husen, T., & Postlewaite, T. N., (Eds.), International encyclopedia of education: Research and studies, Supplementary volume 2. Oxford, UK: Pergamon.

Forward. (1989). To E. Guetzloe, Youth suicide: What the educator should know, pp. Reston, VA: Council for Exceptional Children.

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Celebrating the past - Preparing for the future: An international symposium. (Edited with Sheldon Braaten & Gordon Wrobel.) (1989). Minneapolis, MN: MN Council for Children with Behavioral Disorders.

Learners at risk: Research and Prospects. (To be published.) Reston, VA: Association for Supervision and Curriculum Development.

Students at risk. (1989). In F. Krueger, S. Maroney, & C. Smith (Eds.), Students at risk, pp. 6-12. Storm Lake, IA: Buena Vista College.

Conduct disorders and social maladjustments: Policies, politics, and programming. (1991). (With C. O. Cheney, D. H. Cline, K. Sampson, C. R. Smith, and E. C. Guetzloe). (Wood contributed section and was overall editor). Reston, VA: Council for Exceptional Children.

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Wood, F. H., Bloomquist, J., & Chalmers, J. H. (1992). Research issues in behavioral disorders. In R. Gaylord-Ross (Ed.), Issues and Research in Special Education (Vol. 2, pp. 43-124). New York: Columbia University, Teachers College Press.

Consumer perspectives on time-out. (With G. Wrobel). (1991). In S. L. Braaten & E. Wild (Eds.), Programming for Adolescents with Behavioral Disorders (Vol. 5, pp. 117-126). Reston, VA: Council for Exceptional Children.

Religion and mental health. (1994). In R. Peterson & S. Ishii-Jordan (Eds.), Social and Cultural Factors in Mental Health (pp. 162-177). Cambridge, MA: Brookline.

Students and parents discuss timeout: A preliminary analysis of group interview data. (With G. Wrobel.) (1992). In R. B. Rutherford, Jr. & S. R. Mathur, (Eds.), Monograph in Severe Behavior Disorders of Children and Youth (Vol. 5, pp. 88-97). Reston, VA: Council for Exceptional Children.

Time-out from the viewpoint of students. (With G. Wrobel). (In press.) Programming for Adolescents with Behavioral Disorders (Vol. 6).

Entry on "Behavioral Disorders." (1994). In Husen, T., & Postlewaite, T. N., (Eds.), International encyclopedia of education. 2nd Edition. Oxford, UK: Pergamon.

Forward. (1995). For Kauffman, J. M., Lloyd, J. W., Hallahan, D. P., & Astuto, T. A. (Eds.), Issues in the Educational Placement of Pupils with Emotional and Behavioral Disorders.

Dodging the bandwagons on our way to the future. (1995). In B. L. Brooks & D. A. Sabatino (Eds.), Personal perspectives on emotional disturbance/behavioral disorders, pp. 424-441. Austin, TX: Pro-Ed.

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Other Papers:

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Planning for the education of the emotionally disturbed child. A paper presented at the annual conference of the Minnesota Council for Exceptional Children. May, 1963. 14 pp. (Mimeo)

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The relationship of measures of attainment value and achievement expectancy to the reading achievement of first-grade children from low income families. Final report on U.S.O.E. Project Number 7-8111. September, 1967. 55 pp. plus appendices.

Looking for the good and the bad in "problem" children. With Nettye R. Brazil. Mimeo, 1974.

Broadening our perspective on the behavior of children referred for special class placement as behavior problems. With Nettye R. Brazil. Mimeo, 1974.

Efficacy of educational interventions for emotionally disturbed children: A review of research. With Robert Zabel. Mimeo, 1977.

(Ed.) Report of an Advisory Conference on Issues and Needs for the Education of Seriously Emotionally Disturbed Children and Youth. Conference called by Division of Personnel Preparation (BEH/USOE). September, 1977.

Perspectives on mainstreaming mildly handicapped at the secondary level. (Interview by Charlotte Hawkins-Shepard). Education and training of the mentally retarded, 1977, 387-395.

Educators and behavioral disorders: Issues and strategies. Paper presented at Conference of Council for Exceptional Children. May, 1978. (Mimeo)

Problem behavior in the schools: A bibliography. Minneapolis: Department of Psychoeducational Studies, University of Minnesota, 1977. 56 pp. Revised 1978, 1981, 1982, 1983, 1984, 1985, 1986, 1987.

Sociolegal issues in the education of emotionally disturbed children. Paper presented at conference on the Council for Exceptional Children. April, 1979.

Trends in secondary programming for seriously behaviorally disordered emotionally disturbed youth. Paper presented at state teacher's conferences in Idaho and Vermont, October, 1979.

Punishment: Primary, secondary, and residual effects on school children. Paper written for use in a curriculum for regular class teachers being developed by the Region XII Education Service Center, Austin, TX. April, 1981.

Developing guidelines for the use of nontraditional educational interventions. Paper prepared for the Nebraska Support Systems Project for dissemination to participating schools. October, 1981.

Final report of the Lora Advisory Panel. Paper developed with Joseph Jenkins and others. December, 1981.

Summary remarks delivered at the Midwest Leadership Symposium for Educators of Behaviorally Disordered Students. Kansas City, MO. April, 1983. (To be published in proceedings).

School adjustment problems. Paper presented at a workshop for Continuing Pediatric Education. Minneapolis, MN. May, 1983.

Personal and professional: Teachers of emotionally disturbed students discuss their careers. Paper presented at conference of Michigan Association of Teachers of Emotionally Disturbed Students. Traverse City, MI. May, 1983.

Statement of support language in H. R. 3435, The education of the Handicapped Act Amendments of 1983, replacing the term seriously emotionally disturbed with the term behaviorally disordered as a description for children and youth who are handicapped by their behavior. October, 1983. 9 pp.

Education of behaviorally disordered/emotionally disturbed students: Accomplishments, problems, and prospects. (A white paper written at the request of the Executive Committee of the Council for Exceptional Children.) January, 1984, 19 pp. (With Carl R. Smith.) Revised 1987.

The law and correctional education. (Written as a training paper for the Correctional/Special Education Training Project and printed by the project), June, 1984.

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