

**ONLINE SESSION 7****TASK ONE**

Complete the quick write:

*“Reflection on A School Transgression – Or Not “*

Turn this into drop box by midnight, Saturday, \_\_\_\_\_

**Reflection on A School Transgression – Or Not**

**1 page, double spaced**

Describe a time in your K-12 schooling when you were reprimanded (i.e., got in trouble) for misbehaving. What were the consequences? If there were consequences, did they make a difference in remediating the behavior? What would you, as a teacher, do differently?

Now, for those of you who never got into trouble, reflect on why that was so. Why did you behave? What were the rewards? Why were those particular rewards worthwhile?

**TASK TWO**

**Palardy reading:** Read the Palardy article that is posted on Canvas in the Session Tasks file. After reading, respond to the following prompt.

Describe one of the strategies described by Palardy that seems most effective. Perhaps you have used it for class management or if you are not yet teaching, you have observed it being used as a student. Why was it so effective? Why did students respond so well? Or, respond to something you have not tried that sounds well worth the effort.

### TASK THREE

Click on the following link to the IRIS center.

<http://iris.peabody.vanderbilt.edu/iris-resource-locator/>

Then click on behavior and classroom management

**Search Resources for**  
Enter keyword  
SEARCH RESET

**IRIS Resource Locator** [Save] [Print]

SORT BY: TOPIC RESOURCE TYPE MODULE ELEMENT

- Accommodations
- Assessment
- Assistive Technology
- Behavior and Classroom Management**
- Collaboration
- Content Instruction
- Differentiated Instruction
- Disability
- Diversity

**Topics**

- Topics
- Accommodations
- Assessment
- Assistive Technology
- Behavior and Classroom Management
- Collaboration
- Content Instruction
- Differentiated Instruction
- Disability
- Diversity
- Early Intervention/ Early Childhood
- Learning Strategies
- Math
- Reading, Literacy, Language Arts
- Related Services
- RTI (includes Early Intervening)

Then click on modules – it lists 11.

Behavior and Classroom Management (85)	
▼	Modules (10)
▼	Case Studies (5)
▼	Activities (11)
▼	Information Briefs (30)
▼	Video Vignettes (12)
▼	Web Resource Directory (17)



You want the first part of the Acting-Out-Cycle.

### ▲ Modules (10)



#### [Addressing Disruptive and Noncompliant Behaviors \(Part 1\): Understanding the Acting-Out Cycle](#)

The first in a two-part series, this Module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases.

► [Show Available Elements](#)

📄 [View Module Outline](#)



#### [Addressing Disruptive and Noncompliant Behaviors \(Part 2\): Behavioral Interventions](#)

The second in a two-part series, this Module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.

► [Show Available Elements](#)

📄 [View Module Outline](#)



#### [Classroom Management \(Part 1\): Learning the Components of a Comprehensive Behavior Management Plan](#)

This Module—a revision of Who's In Charge? Developing a Comprehensive

After completing the segments of this module, comment on how this content relates (or may relate) to your classroom. About 1-2 paragraphs.

**Task 4**

1. Read the article on Restorative Justice posted on Canvas
2. Describe one “take-away” you found from reading the article.

**Task 5**

1. Read the article Demirdag article posted on Canvas
2. Describe one “take-away” you found from reading the article.

**To summarize: Submit the following tasks via Canvas on the assigned date.**

	Description
1. Quickwrite “Reflection On A School Transgression- Or Not”	<p><b>Complete a 1 page, double spaced, typed response to the following prompt:</b>                      Describe a time in your K-12 schooling when you were reprimanded (i.e., got in trouble) for misbehaving. What were the consequences? If there were consequences, did they make a difference in remediating the behavior? What would you, as a teacher, do differently? For those of you who never got into trouble, reflect on why that was so. Why did you behave? What were the rewards? Why were those particular rewards worthwhile?</p>
2. Read and respond to “Classroom Discipline: Prevention and Intervention Strategies”	<ul style="list-style-type: none"> <li>• Read the Palardy Article (posted on Angel)</li> <li>• <b>Complete a 1 page, double spaced, typed response to the following prompt:</b>                      Describe one of the strategies described by Palardy that seems most effective. Perhaps you have used it for class management or, if you are not yet teaching, you have observed it being used as a student. Why was it so effective? Why did students respond so well? Or, respond to something you have not tried that sounds well worth the effort.</li> </ul>
3. Complete the Online IRIS STAR Legacy Module #8: Part 1: Understanding the Acting-Out Cycle	<ul style="list-style-type: none"> <li>• Read the STAR legacy module: Part 1 Understanding the Acting out Cycle (<b>See full directions with screenshots in the following pages</b>)</li> <li>• <b>In 1-2 paragraphs answer the following:</b>                      After completing the segments of this module, comment on how this content relates (or may relate) to your classroom.</li> </ul>
4. Article Reflect: Restorative Justice	<ul style="list-style-type: none"> <li>• Two paragraphs that describe one idea you found helpful from the article.</li> </ul>
5. Demirdag article reflect	<ul style="list-style-type: none"> <li>• Two paragraphs that describe one idea you found helpful from the article.</li> </ul>