

P.B.I.S. for Parents

2/1/2014

Showing Respect

Showing respect is one of the four behavioral expectations at Glider. At the beginning of the school year, each teacher has had discussions and modeled what showing respect means at Glider. This covers a big gamut, from how to show respect to yourself and others with words and actions, to how to treat

Sharing ideas in a respectful way is vital to the success of these learning opportunities.

The teachers at Glider are being very clear and specific with the children on how to speak respectfully to others while doing group work and trying to collaborate and share ideas. Here are some

Respect means to consider worthy of high regard, to esteem.

personal and school property with respect. The children then had the opportunity to role play and practice showing respect to people, things and places around the school.

One area in which this is especially valuable training is in the area of communicating ideas to others. As you know, your child participates in many class discussions and works often in small groups.

of the situations in which the students are learning to handle with respect:

1. Holding the floor: How can a child continue to share their idea when interrupted? They are taught to deal with it respectfully by saying things like, "If I could finish my thought . . ." or "What I was trying to say was . . ."
2. Offering a Suggestion: How can a child give an idea

January Grizzly Bear Hug Contest

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In January, there was a contest to see which class could earn the most Grizzly Bear Hugs for responsibility. There were so many turned in from each class!

Congratulations to Mrs. Hernandez' and Mrs. Clayton's class for turning in the most!

without sounding bossy or unopen to other ideas? They are taught to offer suggestions with sentence starters like, "Maybe we could . . ." or "What if we . . ." or "Here's something we might try . . ."

3. Reporting a group's idea: How can a child present their group's ideas to the class respectfully? By starting with words like, "We decided/agreed that . . ." or "We concluded that . . ." or "We agree with Johnny's group and we would like to add . . ."

How can they present their ideas when they disagree with another group's ideas? By starting with sentences like, "Our group sees it differently." Or "We had a different approach."

These are a few of the areas in which the teachers are helping their students learn to communicate their ideas with respect.

How can I help my child learn to show respect at home?

-Begin with a discussion about it. Here are some questions to get the ball rolling:

1. What is your own definition of respect?

2. What does respect look like in our home?

3. What does respect look like with your friends? Is their definition of respect in their home different from your definition of respect in our home?

4. How does respect differ based on where you're at (for example, school vs. home)? Or who you're with (for example, friends vs. family)?

-Read a book with your child. Here are some titles that you can look for at the library or local bookstore:

1. Respect and Taking Care of Things by Cheri J. Meiners

2. The Berenstain Bears Show Some Respect by Jan and Mike Berenstain

3. My Mouth is a Volcano by Julia Cook

4. Lili's Reward for Respect by Sabina Oroge

5. Treat Me Right! Kids Talk about Respect by Nancy Loewen

6. Words are Not for Hurting by Elizabeth Verdick

-Institute the "do-over."

When your child says something in a disrespectful

way, give them a chance to say it again in a respectful way. You could say something like, "Susie, I want to hear what you are saying, but I need you to say it with respect." This gives them a chance to "do it over."

Sometimes a child may think he is being respectful, when in fact, he isn't. This is because it can be hard to hear how you are coming across to someone else. When this happens, you can model how to express their idea with respect by saying, "Sean, I know you think that you are being respectful right now, but actually you aren't. Let me show you what I mean. If I were going to say what you just said in a respectful way, it would sound like this . . . (reword their thoughts with respectful words and in a respectful tone of voice). Okay, now you try it." It may take some time, but don't give up! With consistent modeling, practice and verbal affirmation, a child can get into the habit of speaking respectfully. It will be well worth the effort.

