

## Unit Guide

### Engaging in Respectful Communication

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“Can you get him!” a student yelled to me. My first thought was who had walked out of the room and needed to be escorted back in? Little did I know, this was a cry from a student who felt as though they were being treated disrespectfully. In the urban school where I teach third grade, there is a unique way of communicating information, and dealing with disrespect from a peer. Clegg and Ginsborg state that, “... many children with deficits in communication skills have difficulties in peer interaction.”<sup>i</sup> It is with this knowledge and events that have transpired in my classroom that I write this unit. There are two objectives. The first is to supplement the third grade Social Studies unit on respect for others, their opinions, and their property to include a real-world application in my classroom. The second goal is to model and teach my students how to communicate with each other effectively to reach a shared goal. I will accomplish this with a month of intensive direct instruction on respectful behavior. The remainder of the year will be devoted to the extension and reinforcement of the respectful behavior.

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<sup>i</sup> Clegg, Judy, and Jane Ginsborg. *Language and Social Disadvantage: Theory into Practice*. (Chichester, England: John Wiley & Sons, 2006), 84.