“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.” 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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