



region 4

Maintaining MENTAL & BEHAVIORAL WELLNESS

Virtually

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THE RESPECT AGREEMENT

Tell students that as a class, they are going to engage in the topic of respect. Ask them to take a piece of notebook paper and fold it in half twice so that it has four sections. Have them label each section like this:

Student Respecting Student	Student Respecting Teacher
Teacher Respecting Student	Everyone Respects Facility & Equipment

Have students work alone, writing down how each of these four sections look behaviorally. What would each look like /sound like? (In addition, yes, they will be surprised that they have been invited to think about how teachers respect students.) There is no need to give examples; let them wrestle with it!

Next, divide the students into groups of four or five and have them share with the group what they listed on their individual papers. As the teacher, complete your own sheet and participate in one of the groups. Each group then gets a piece of flipchart paper to divide the same way that the individual sheets were divided. After each student reads his/her ideas, the group will write collective answers (which should include all ideas with duplicates removed) on the

flipchart paper. Each group then selects a spokesperson to report out to the class, and all flipchart papers are posted where all class members can see the lists.

Compliment the class. They know a lot about respect! They have had many caring adults and role models teach them about respect.

Now make a combined list of all of their ideas. It is likely that many of the same ideas appear multiple times, so they can be combined with slight wording changes. However, the final list should contain all of the ideas so that each student sees the ideas he/she contributed. After some discussion to clarify any items that are not clear to a student, the teacher signs the agreement and invites the class to help remind him/her if he/she forgets. The teacher then invites each class member to sign, also with the understanding that if he/she forgets, another student or teacher will provide him/her with a gentle reminder. The signed agreement is then posted in the classroom and referred to frequently at first, and as needed throughout the year.

The Discipline That Restores (DTR) flow chart suggests that teachers use their usual constructive reminders first; and if the student does not respond, then ask if he/she still intends to keep the respect agreement. If the respect agreement invitation and reminder does not modify the behavior, the DTR flow chart provides several next steps that are consistent with restorative justice principles, and will increase accountability as needed.

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Additional Resources:

Respect Agreements <https://www.youtube.com/watch?v=8gmbX2JJem0>

Respect Agreement E Course Sec https://www.youtube.com/watch?v=EBpZe5H_-5k

Family Respect Agreement <https://youtu.be/n55jcdUPBPo>