

## Teaching Students with Respect:

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*In her book, "The Essential Conversation" (see references below) Harvard Professor Sara Lawrence-Lightfoot asks students "what makes a good teacher?"*

*"Because she respects us..." They feel respected by teachers who make them feel visible and worthy, who are demanding, who hold high standards for them, who insist that they learn.*

*They feel disrespected or "dissed" by teachers who never bother to get to know them, who let them off easy, who do not take them seriously or believe that they can be successful.*

*Respect is commonly seen as deference to status and hierarchy. Usually respect is seen as involving some sort of debt due people because of their attained or inherent position*

*Instead, Dr. Lawrence Lightfoot focuses on the way in which respect creates symmetry, empathy, and connection in all kinds of relationships, even those such as parent and child, teacher and student, doctor and patient, commonly seen as unequal. Must see the other as 'genuinely worthy'*

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## **SOME WEBSITES on EMOTIONS AND LEARNING**

- [www.sengifted.org](http://www.sengifted.org) Web site of SENG, an organization dedicated to Emotional Needs of the Gifted.
- [www.ccps.info](http://www.ccps.info) (Ross Greene's site for collaborative problem solving)  
([www.livesinthebalance.org](http://www.livesinthebalance.org))
- <http://www.edutopia.org/social-emotional-learning>
- <http://therulerapproach.org/> (From Yale's Center for Emotional Intelligence: building Emotionally literate Schools)
- [www.thegraycenter.org](http://www.thegraycenter.org) (Carol Gray on social learning for autism)
- [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel) center for social and emotional learning for young children
- [www.challengingbehaviors.org](http://www.challengingbehaviors.org) (linked to Csefel—more for young children)
- [www.strengthsmovement.com](http://www.strengthsmovement.com) (Jennifer Fox's book page)
- <http://eideneurolearningblog.blogspot.com/> (always great references from the Eide psychologists)
- <http://www.help4adhd.org/> (learn about research on social learning for students with adhd)
- [www.allkindsofminds.com](http://www.allkindsofminds.com)
- [www.additudemag.com](http://www.additudemag.com)
- [www.autismspeaks.org](http://www.autismspeaks.org) <http://www.autismspeaks.org/resource/social-learning-center>
- <http://isocial.rnet.missouri.edu/>
- [www.sensorystreet.com](http://www.sensorystreet.com) (Ida Zelaya's site with great refs on SPD, sensory processing disorder)
- [www.drdansiegel.com/](http://www.drdansiegel.com/) (website associated with Siegel's books)
- <http://thecreativemind.net> (douglas Eby's site for creative people)—deals with anxiety and talent development)
- <http://www.sparringmind.com/creative-thinking/>
- Maria Popova's Brain Picking's website discussion of "how to do what you love"
- <http://www.brainpickings.org/index.php/2012/02/27/purpose-work-love/>
- <http://jimwindell.com/TeachingSocialSkills.html>

## BOOKS AND SITES on MOTIVATION

Larry Ferlazzo's blog and book: <http://larryferlazzo.edublogs.org>

- He has written "Helping Students Motivate Themselves: Practical Answers To Classroom Problems," published in the Spring of 2011. You can read many free excerpts to it [here](#) Look for its sequel in early 2013!
- He has also written "Self-Driven Learning: Teaching Strategies for Student Motivation"
- Here are a list of his published articles: <http://larryferlazzo.com/articles.html>
- He blogs on education for Edweek and the New York Times. Here is a piece on engagement and flow:  
[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2013/03/response\\_flow\\_in\\_the\\_classroom.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2013/03/response_flow_in_the_classroom.html)
- I really liked this post on what to do when you're having a bad day at school  
<http://larryferlazzo.edublogs.org/2009/04/18/what-do-you-do-when-youre-having-a-bad-day-at-school/> Remember to take a deep breath, slow down, look at the "show patience" sign, have an engaging lesson ready, model student activities, throw out the lesson and play a review 'learning' game, etc...

### Daniel Pink's Puzzle of Motivation

- "The secret to high performance and satisfaction—at work, at school, and at home—is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world."
- [http://www.ted.com/talks/dan\\_pink\\_on\\_motivation.html](http://www.ted.com/talks/dan_pink_on_motivation.html) (TED talk)
- <http://www.danpink.com/books/drive>