

For many years, as we have supported people with Intellectual Disabilities here in Pennsylvania, we have been guided by the Positive Approaches paradigm and our goal of helping them live EveryDay Lives. A cornerstone of these principles is Respect – respect

for the individual's right to self-determine and have choice and control in his/her own life. This also includes respect for individual differences, including a person's needs, wants, hopes, and dreams.

Respect is defined as: "A feeling of deep admiration for someone or something" and "Due regard for the feelings, wishes, rights, or traditions of others." Although the definitions of respect are relatively simple, when you begin to explore Respect as a concept, it becomes more complex. Some see Respect as a feeling, attitude, or motivation – something experienced from within. Others consider Respect to be a form of treatment, a way of attending to things, or a duty – a way of behaving. Because our thoughts and behaviors influence each other, Respect is really both internal and external.

This can be seen when we look at the **four key elements of Respect**: Attention, Deference, Valuing, and Appropriate Conduct. Giving proper **Attention** to someone we respect means doing our best to see the person clearly, as he/she really is, in order to gain a deeper understanding of the person. This may include being mindful of the person's likes

and dislikes, learning style, etc. It is about what we can learn from the person in the moment as well as over time that can guide to more successfully support the person. **Deference** takes this a step further to letting go of our own interpretations, desires, or fears in order to communicate acceptance of the other person. Recognizing and validating another's feelings and opinions is an important step toward meeting the person where he/she is. **Valuing** reflects that Respect doesn't exist in a vacuum. Respect comes out of acknowledgment that there is a reason to Respect someone and a belief that the person is worthy of our Respect. Who we believe to be worthy of Respect is up to each of us to determine; however, it will be difficult to be effective as a supporter if we cannot value and respect those we support. **Appropriate Conduct** refers to the way we treat people that we respect, including the inhibition of certain negative forms of expression, such as dishonesty, gossiping, and an attitude of superiority.

## *Are all people worthy of Respect?*

Look at the following pictures. Which ones show a person who is worthy of respect?



## Worthy (...continued from Page 1)

Take a moment to think about what may have influenced your answer. For example, your own beliefs and values will likely have an effect. What you were taught about Respect growing up may also have an impact. Do you have any personal experience with anyone similar to someone pictured on the previous page? Does this influence your answer?

Oftentimes, we may have (sometimes instant) feelings of like or dislike for someone. We may or may

not be aware of their origin, but it is important to explore them. We need explore within ourselves whether our reaction to the person is based on the person in front of us or on experiences with people “like” them we may have had in the past. Ultimately, we do not have to have “a deep admiration” for someone to have “due regard for [their] feelings, wishes, rights, or traditions...” We can still show respect for people even if we don’t like them.

Paul Meshanko, the author of *The Respect Effect*, tells how our neurology can be impacted by Respect: “When we’re treated with respect, our brains literally light up and perform at their highest levels. When treated with disrespect, the higher thought processes in our brains go dormant. Hijacked by our primitive survival wiring, we become diminished assets...” A single act of disrespect can damage trust that may have taken years to build. And Respect ultimately is about the relationship between two people. Many quote “the Golden Rule” – *Do unto others as you would have them do unto you* – but when we think about the elements of Respect, particularly Deference, the Platinum Rule seems more in line with Respect – *Do unto others as they would have you do unto them*.

## 10 Ways to Show Respect

1. **Reach Out** – Look for opportunities to connect with the person -- provide encouragement and show gratitude. Approach people with the intent of improving their self-esteem. Don’t settle for the bare minimum -- go above and beyond to show the person he/she is valuable – without expecting anything in return.
2. **Listen to Understand** – Don’t listen just to respond or to change the person’s mind. Listen to learn about the person, then honor what you learn! Ask questions. Don’t assume you know what the person wants or how he/she feels. Reflect back in your own words what you think the person is feeling and needing and make sure your words convey that you know you are guessing (Ex. “It seems like you are frustrated right now” vs. “You are frustrated”).
3. **Notice Non-verbals** – Para-verbal communication (including volume and tone of voice), body language, and facial expressions often convey much more information than the spoken word. When the person’s verbal and non-verbal communication doesn’t match, reflect what you see and offer support. Also, be aware of the message your own non-verbal communication may be sending. For example, a warm smile can often convey more than any words. When people roll their eyes, they may not have said a word, but have nonetheless conveyed disrespect. If your non-verbal communication is not congruent with what you are saying, you may be perceived as manipulative or untrustworthy, and thus, disrespectful.
4. **Do It With Dignity** – Be polite – remember to say “please” and “thank you,” don’t interrupt others, etc. Be honest and fair with people, and never hesitate to say “I’m sorry.” Don’t make promises lightly, and keep the ones you make. Respect privacy, which includes discussing concerns with or about people and dealing with disagreements where others cannot overhear. Respect peoples’ time by doing your best to be punctual.

**10 Ways to Show Respect** (...continued from Page 2)

5. **Be Willing to Learn** – When we accept others’ cultures, backgrounds, experience, and wisdom, we not only show respect, but we just might learn something from them! Approach each person with the belief that he/she knows something which can enhance our understanding of the world and the people in it
6. **Put on a Positive Spin** – We may come across people that just “rub us the wrong way” sometimes. This is when we have to choose to like that person. Develop your curiosity to find out what people think and feel and why they think/feel that way. Search until you find something you like about him/her. Notice achievements and compliment the person (but only if you can do it sincerely). And remember, “A smile is the shortest distance between two people.”
7. **Let It Go** – Pick your battles. Respect the person’s right to make his own choices, even if you don’t agree. Don’t pressure her into doing something she doesn’t want to do. If it’s not harming anyone, ignore it in favor of building a positive relationship with the person.
8. **Agree to Disagree** – Explain why you disagree (calmly and tactfully), but only if you think it might help the person to consider another perspective. Try to keep an open mind, no matter how certain you are that you are right. Paul Meshanko (author of *The Respect Effect*) says, “From a neurological perspective, there is absolutely no correlation between our degree of certainty about a subject and the likelihood that we are actually correct in our beliefs.”
9. **Respect Yourself** – Don’t forget to take care of yourself: focus on healthy choices for mind and body (good nutrition, exercise, and adequate sleep), avoid self-destructive behaviors, and find ways to manage stress. When something is bothering you, be assertive (not aggressive) in an effort to resolve the issue.
10. **Think of Thumper** – Don’t insult, mock, or tease people. Don’t talk about people behind their backs. Don’t dismiss another’s idea, no matter how silly it might seem to you. If all else fails, follow the “Thumper Rule”: *“If you can’t say nuffin’ nice, don’t say nuffin’ at all.”*



Paul Meshanko identified Three Key Ingredients to respectful relationships. First, Patience. Practicing patience allows us to maintain our composure and continue to be respectful, even when we are not receiving respect in return. Gandhi has been famously quoted as saying, “Be the light you wish to see in the world.” Maintaining patience allows us to model the respect we wish to receive. Secondly, we must have Courage. We must be assertive and stand up to

disrespectful behavior when we see it. This conveys to others that we value and honor respectful behavior. The last Key Ingredient Meshanko identified is Creativity. We must sometimes think “outside the box” when we are searching for areas of agreement and ways to value the person, especially when we may be in conflict or when we feel like we don’t have much in common with him/her.

*“They may forget what you said, but they will never forget how you made them feel.”*

*--Carl W. Buechner*

## Respect Test

Name: \_\_\_\_\_

Role/Title: \_\_\_\_\_

Agency: \_\_\_\_\_

Date: \_\_\_\_\_

Please provide contact information (email address, fax number, or mailing address) where you would like your certificate to be sent:

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You must submit your completed test, with at least a score of 80%, to receive ½ **hour** of training credit for this course.

- \* To submit via fax, please fax the test and evaluation to 814-728-8887.
- \* To submit via email, please send an email to [HCQUNW@MilestonePA.org](mailto:HCQUNW@MilestonePA.org). Please put “Respect Test” in the subject line, and the numbers 1— 5, along with your answers, in the body of the email, OR scan the test and evaluations pages and email as attachments.
- \* To submit via mail, send the test and evaluation pages to Milestone HCQU NW, 247 Hospital Drive, Warren PA 16365.

Knowledge Assessment: (true or false)

- |  |             |              |
|--|-------------|--------------|
| 1. You have to like a person in order to respect him/her.  | <b>True</b> | <b>False</b> |
| 2. It is often more difficult to respect someone who is very different from us.  | <b>True</b> | <b>False</b> |
| 3. The four key elements of respect are: Attention, Deference, Valuing, and Appropriate Conduct.                       | <b>True</b> | <b>False</b> |
| 4. Our brains perform at their highest levels when we are treated with respect.  | <b>True</b> | <b>False</b> |
| 5. If we want to show respect, we should listen to people with the intent of helping them see the correct perspective. | <b>True</b> | <b>False</b> |

## Home Study Evaluation

Training Title: Respect

Date: \_\_\_\_\_

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="radio"/> Direct Support Professional</li> <li><input type="radio"/> Program Specialist</li> <li><input type="radio"/> Consumer/Self-Advocate</li> <li><input type="radio"/> Support Coordinator</li> <li><input type="radio"/> PCH Staff/Administrator</li> <li><input type="radio"/> FLP/LSP</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Provider Administrator/Supervisor</li> <li><input type="radio"/> Provider Clinical Staff</li> <li><input type="radio"/> Family Member</li> <li><input type="radio"/> Support Coordinator Supervisor</li> <li><input type="radio"/> County MH/MR/IDD</li> <li><input type="radio"/> Other (please list): _____</li> </ul> |
|--|---|

Please circle your PRIMARY reason for completing this home-study training:

- It's mandatory    
  interested in subject matter    
  need training hours    
  convenience

Please circle the best response to each question.

**5 = Strongly Agree**    4 = Agree    3 = Undecided    2 = Disagree    **1 = Strongly**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. As a result of this training, I have increased my knowledge. | 5 | 4 | 3 | 2 | 1 |
| 2. I learned something I can use in my own situation.           | 5 | 4 | 3 | 2 | 1 |
| 3. This training provided needed information.                   | 5 | 4 | 3 | 2 | 1 |
| 4. The training material was helpful and effective.             | 5 | 4 | 3 | 2 | 1 |
| 5. Overall, I am satisfied with this training.                  | 5 | 4 | 3 | 2 | 1 |
| 6. I am glad I completed this training.                         | 5 | 4 | 3 | 2 | 1 |

Suggestions for improvement: \_\_\_\_\_

Additional information I feel should have been included in this training: \_\_\_\_\_

I would like to see these topics/conditions developed into home-study trainings: \_\_\_\_\_