A Study Guide for
Inviting Students to Learn:100 Tips for Talking Effectively With Your Students

This ASCD Study Guide is designed to enhance your understanding and application of the information contained in *Inviting Students to Learn:100 Tips for Talking Effectively With Your Students*, an ASCD book written by Jenny Edwards and published in January 2010.

The format for the study guide is adapted from the Center for Adaptive Schools. Each lesson includes essential questions that are followed by sections for activating and engaging, exploring and discovering, and organizing and integrating.

If you are using this guide in a study group, your group can discuss one chapter per meeting for the study guide materials in the Introduction and Chapters 1–4, and use several meetings to discuss the materials in Chapter 5. If you are the group leader, you might find it helpful to use the information from this study guide to create an agenda for each meeting.

As your group discusses the questions from this study guide, you can encourage your group members to contribute their thoughts in the following ways:
- Share with a partner before the group discussion
- Share with an "elbow partner" during the meeting
- Write down thoughts in a journal before the meeting and share during the group discussion

Group members can read the text prior to the meeting or with a partner during the meeting. If group members read the material during the study group, they can use the following paired reading strategies:
- Read a section in pairs, pause after reading each paragraph, and share thoughts
- Read an entire section, highlight areas of interest, and share highlighted sections with a colleague
- Read alternate sections with a partner, and teach and share what each person learned from the readings

Introduction

Essential Question

1. What do you want your students to remember about how you talked with them 5, 10, 20, or 50 years from now?

Activating and Engaging

1. What are some of the things that you remember about what your teachers in elementary, middle, or high school said to you? What were some of the long-lasting effects of their words?

Exploring and Discovering

1. Please read pages xvii–xix. What are some reasons for using invitational language with students?
2. Please read "Expressing Caring in Schools" on pp. xix–xx. How do you express care to your students? How do your students respond when you express caring to them?
3. Please read "Modeling Effective Communication Skills" on p. xxi. What are some of your observations about how your students model your communication style?
4. Please read "Altering Students' Perceptions" on pp. xxi–xxii. What might be some of the long-term benefits of helping students perceive situations in different ways? What strategies can you use to help shape their perceptions?
5. Please read "Inviting Students to Learn" on pp. xxii–xxiii. What are some of the ways that you seek to send inviting messages to students every day?

Organizing and Integrating

1. What are some of the ideas in this chapter that can help you speak invitationally with students?
2. What are some of the results that you may notice from intentionally using inviting language with students?
3. Which of the seven principles for inviting students to learn on p. xxiii are you presently using? Which principles will you consciously focus on during the next week?

Use the following chart to jot down descriptions of the seven principles and how can you use them.

Seven Principles for Inviting Students to Learn	Description	How Can I Use It?
Being Intentional in Conversations		
Stating Things Positively		
Using Words that End with "-ing"		
Intentionally Using Positive Presuppositions		
Assisting Students in Going Into the Future, Looking Back, Having Already Been Highly Successful		
Helping Students Realize that their Negative Thoughts are Only Perceptions, Subject to Changing		
Letting Students Know that They Can Choose the Way They Feel and React		

Chapter 1: Developing a Mind-set for Communicating Invitationally with Students

Essential Questions

1. What are some reasons that it might be important to have a mind-set for communicating invitationally with students?
2. What are some of the strategies that you use to create a mind-set for communicating invitationally with students?

Activating and Engaging

Activity 1

- Walk around the room and interact with others while thinking that people are broken and filled with problems.
- Now, walk around the room interacting with others while thinking that people are brilliant geniuses filled with potential.
- What are some of your observations about yourself, others, and the ways in which you are interacting?

Activity 2

- Walk around the room interacting with others while thinking that learning is drudgery, difficult, and not fun.
- Now, walk around the room interacting with others while thinking that learning is a natural process that is enjoyable, fun, and filled with new discoveries.
- What are some of your observations about yourself, others, and the ways in which you are interacting?

Exploring and Discovering

1. After reading the "Thinking Positive Thoughts About Students" section on pp. 5–7, play with the "Thank You" strategy on p. 6. What are some of the insights that you are gaining?
2. After reading "Asking Key Questions" on pp. 7–9, journal about and discuss some of the key questions that you have been asking yourself. What might be some additional key questions that could be helpful to ask yourself? How might you teach this to your students?
3. After reading the section on "Looking for Positive Intentions" on pp. 9–11, think about a difficult situation that you experienced with a student. What might have been some of the student's positive intentions? Replay the situation in your mind focusing on the positive intentions of the student. How might that mind-set have changed the situation? How might that have changed the ways in which you interacted with the student?

4. After reading the section on "Exploring Metaphors" on pp. 11–13, journal about and discuss some of the metaphors that you have been holding about living and learning? How might you tweak those metaphors in order to live even more enjoyably?

5. After reading the sections on "Establishing Rapport," "Using Intonation," and "Breathing" on pp. 13–20, do the following activities with a partner:

   Round 1
   - Decide on a topic on which you agree and a topic on which you disagree
   - Discuss the topic on which you agree while intentionally mismatching each other and staying out of rapport

   Round 2
   - Discuss the topic on which you disagree while intentionally matching each other and staying in rapport.
   - What were some of your observations about yourself?
   - What were some of your observations about the ways in which you and your colleague were communicating with each other?

6. Please read "Managing the Classroom" on pp. 20–21. What are some of the strategies you are using for effectively managing your classroom?

Organizing and Integrating

1. What ideas and strategies might you be able to add to your repertoire for developing a mind-set for communicating invitationally with students?
2. In what ways might these refinements enhance the ways in which you are interacting with your students?
3. Please jot down some notes about how you will use the strategies in this chapter that seem helpful.

Use the following chart to jot down your descriptions of the strategies and how you can use them.

Strategies for Developing a Mind-Set for Communicating Invitationally with Students	Description	How Can I Use It?
Valuing Students		
Thinking Positive Thoughts About Students		

Strategies for Developing a Mind-Set for Communicating Invitationally with Students (con't)	Description	How Can I Use It?
Smiling		
Asking Key Questions		
Looking for Positive Intentions		
Exploring Metaphors		
Establishing Rapport		
Using Intonation		
Breathing		
Managing the Classroom		
Aligning with Students' Belief Systems		

Chapter 2: Arenas in Which the Language Tips Can Be Applied

Essential Question

1. What might be some of the outcomes of intentionally communicating in an invitational manner with students, parents, and colleagues?

Activating and Engaging

1. What are some of the arenas in which you communicate with others professionally on a daily basis?

Exploring and Discovering

1. Please read "Giving Feedback to Students" on pp. 22–23. When you give feedback to students, what are you most aware of?
2. Please read "Interacting with Parents" on p. 23, "Writing Positive Notes to Students, Parents, and Colleagues" on pp. 23–24, and "Making Positive Phone Calls" on pp. 24–25. What are some of the ways that you stay in touch with parents during the year? What are some of the ideas that could be helpful to add to your repertoire?
3. Please read "Creating Positive Signs" on pp. 25–26. Begin assessing the signs in your school. What are some new ideas that you can use? How can you refine some of the signs in your school or classroom to make them even more inviting?
4. Please read "Writing Report Cards" and "Designing the Syllabus" on pp. 26–27. What are some ideas that you would like to apply in these two areas?
5. Please read "Using Technology" on pp. 27–31. What are some technological areas that you want to expand or improve? What might be some first steps toward expanding in these areas? How can you teach other faculty members about your areas of expertise?

Organizing and Integrating

1. What is the first arena in which you might choose to use the language tips?
2. What might be some of the outcomes of using the language tips in the various arenas? How might students, parents, and colleagues react?
3. How can the language tips support you in building up students and helping them to be successful?

Use the following chart to jot down a description of the arenas and how you might use them.

Arenas in Which the Language Tips Can Be Applied	Description	How Can I Use It?
Giving Feedback to Students		

Arenas in Which the Language Tips Can Be Applied (con't)	Description	How Can I Use It?
Interacting with Parents		
Writing Positive Notes		
Making Positive Phone Calls		
Creating Positive Signs		
Writing Report Cards		
Designing the Syllabus		
Using Technology		
Blogs		
Bulletin Boards		
Chat Rooms		
E-mails		
Multiuser Virtual Environments		
Podcasting		
PowerPoint Presentations		
Text Messages		
Wikis		

Chapter 3: Strategies for Using the Language Tips with Various Types of Students

Essential Question

1. How can you use the language tips to affirm and build up all of the students in your classroom?

Activating and Engaging

1. Which students in your classroom might benefit from hearing positive messages?
2. What are you aware of as you work with students from diverse populations and seek to be sensitive to their cultural norms?

Exploring and Discovering

1. Please read "Special Needs Students" on pp. 32–33. What are you aware of when you use the language tips with your special needs students?
2. Please read "Diverse Populations of Students" on pp. 33–36. What are some of your insights from that area? How does the information compare with your experience and reading? In what ways might you apply some of these ideas?
3. Please read "Various Ages of Students" on pp. 36–37. How can you adapt the language tips for the various ages of the students with whom you work?
4. Please read "Students in the Online Environment" on pp. 37–38. What have been some of your experiences in communicating with students in the online environment? What ideas might you apply from this section?

Organizing and Integrating

1. What principles from this chapter will be most helpful to you as you implement the language tips?
2. What might you be seeing, hearing, and feeling in your classroom as you tailor the language tips for your students?
3. How might you adapt the language tips to meet the needs of your students?

Use the following chart to jot down helpful information and how you can use it.

Groups of Students	Helpful Information	How Can I Use It?
Special Needs Students		
Diverse Populations of Students		

Groups of Students (con't)	Helpful Information	How Can I Use It?
Various Ages of Students		
Students in the Online Environment		

Chapter 4: Possible Purposes for Using the Language Tips

Essential Question

1. What are some possible purposes for you to use the language tips?

Activating and Engaging

1. As you consider the various purposes for which you interact with students, what areas are important for you to have effective tools?

Exploring and Discovering

1. Please read "Possible Purposes for Using the Language Tips" on pp. 39–45. Discuss the questions below for each of the seven areas for using the language tips—building relationships, teaching, planning for the future, responding to students' objections, encouraging students, influencing students, and resolving conflicts. Participants can read each purpose together and discuss the questions below.
    •   What strategies are you already using in this area? What are some of the results that you are noticing?
    •   What might be some of the reasons for using language effectively with students in this area?
    •   What new ideas from this area are most interesting to you?
    •   After you have finished discussing each of the areas, consider what additional areas might you add.

Organizing and Integrating

1. In which arenas will you use the language tips first?
2. What are some of the goals that you would like to accomplish by using the language tips?
3. How will you remember to use the language tips in the various arenas?

Use the following chart to jot down a description of the purposes and possible outcomes.

Possible Purposes for Using the Language Tips	Description	Possible Outcomes
Building Relationships with Students		
Teaching		

Possible Purposes for Using the Language Tips (con't)	Description	Possible Outcomes
Planning for the Future		
Responding to Student Objections		
Encouraging Students		
Influencing Students		
Resolving Conflicts		

Chapter 5: 100 Tips for Talking Effectively with Your Students

A table containing seven possible uses for the tips can be found on pages 153–157. These uses are also summarized after each tip in the text. Feel free to adapt the tips to fit your situation and style. Experiment with them and notice the students' responses.

Essential Question

1. How can you use encouraging and empowering language with students to help them to succeed?

Activating and Engaging

1. What are some of the words and phrases that you have found to be particularly helpful in encouraging and empowering students?
2. Feel free to spend as many sessions on this chapter as are helpful in order to cover and assist the participants in internalizing all of the tips. After the first session on this chapter, participants can begin the session by talking about the tips that they used during the previous week and how the tips affected their interactions with students.

Exploring and Discovering

1. As you explore the tips in Chapter 5, your group can use Expert groups and Home groups to discuss how to effectively use the language tips. In this activity, participants first meet in Expert groups to become experts on two to three of the language tips. Then, they get into Home groups of four people to share their tips with three other colleagues.
2. First, select two to three language tips for each of the four Expert groups to study. You will have a total of 8 to 12 tips for the session. For example, Group 1 could study tips 1 and 2, Group 2 studies tips 3 and 4, Group 3 studies tips 5 and 6, and so on. Invite participants to get into the four Expert groups based on the two tips that are most interesting to them. Make sure that each Expert group contains the same number of participants.
3. The Expert groups will meet for approximately 10–15 minutes to study their assigned tips and design ways for the Home groups to practice the tips. Some questions that the Expert group could discuss include the following:
   - What are the purposes for using this tip?
   - What might be some examples of using this tip in your classroom?
   - How might you adapt the tip to meet the needs of your students?
   - What might you observe in students as a result of using this tip?
   Invite the Expert groups to design playful ways for Home group members to practice and internalize the tip. Also, have them create a visual representation of the tip. It might be helpful to have colored paper and fine-tipped markers available.
4. When all of the Expert groups have completed their tasks, they will stand up and organize themselves into groups of four that contain one member from each of the Expert groups. In order to accomplish this task, members of Group 1 hold up one finger, members of Group 2 hold up two fingers, members of Group 3 hold up three fingers, and members of

Group 4 hold up four fingers. Participants will get into groups that include a member from each of the four groups.

In the Home groups, the four participants will share the tips that they studied in their Expert groups, the answers to the questions above, the activity, and the visual representation. Each person could spend 3 to 4 minutes to share one tip or use 6 to 8 minutes to share two tips. It would be helpful to time each person so that the groups complete the activity at approximately the same time.

Organizing and Integrating

1. Which of the language tips will you play with this week?
2. How will you use the language tips this week?
3. What might you notice in the students as you are using the language tips with them?
4. How will you remember to use the language tips in the various contexts?

Use the following chart to jot down how you used the tip and what you noticed in your students.

Language Tip	How Did I Use This Tip?	What Did I Notice with My Students?
Acknowledging Learners' Current Experience		
Adverbs		
"After . . . ."		
"And" or "Yet"—No "Buts"		
"As . . . ."		
"At This Time . . . ."		
"Because" and "Since"		
Becoming Someone Else		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
"Before Friday" Instead of "By Friday"		
"By Doing X . . . ."		
Can Do		
Choices		
Choosing To		
Consciously Noticing		
Contexts		
Continuing		
Counter-Examples		
"Create For Yourself . . ."		
Curious		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
Denominalizing		
Do It—Don't Try to Do It		
"Don't . . . Unless You Really Want To . . ."		
Eliminating "I"		
Embedding Suggestions		
"Even Better"		
Feedback		
Feeling Smart		
Flipping It		
Future Pacing		
Green Elephants		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
High Expectations		
"How . . . ?"		
"I Apologize" Versus "I'm Sorry"		
"I Will . . ."		
Identities		
Important Ideas		
"In the Long Run"		
"-ing" Words		
Inquiring Rather Than Interrogating		
Instructions		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
"It Is," "It Was"		
"It's Really About . . ."		
"Know Best"		
Laughing		
Linking Learning with Students' Lives		
Long-Term Consequences of Actions		
Magic Words		
"Managing to . . ."		
Meanings		
Metaphors		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
Models of the World		
Naming Things Intentionally		
Networking Students		
Next Steps		
Not Tell You		
"Noticed"		
One-Liners		
Owning Successes		
Paraphrasing		
Past Tense		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
Perceiving		
Planning		
Pointing Out Growth		
Points of View		
Positive Words		
Pretending as Though You Can		
Questions From Students		
Questions That Invite		
Refining Versus Improving		
Reframing		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
Resources		
Review, Review, Review		
"Say More About That"		
Self-Assessing		
"Someone Said . . ."		
Specifying		
"Stop and . . ."		
Strengths		
Student Names		
Systems Approach		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
Tag Questions		
"That" Versus "This"		
"The More You . . . The More You . . ."		
"The Paper" Versus "Your Paper"		
"Think of Some Times When . . ."		
Thoughts		
"Type of Student Who . . . "		
Universal Experiences		
"Us" and "We" Instead of "I" and "You"		
Wait Time		

Language Tip (con't)	How Did I Use This Tip?	What Did I Notice with My Students?
"What Is . . . "		
What, Why, and How		
"While . . . "		
"Will Today Be the Day That . . ."		
Wondering		
Words That Change Minds		
"Yes"		
"Yet," "Until Now, " "But Not for Long"		
"You First, Then Me"		
Zeigarnik Effect		

This study guide was adapted with permission from Carolyn McKanders and Michael Dolcemascolo. For more information, visit www.adaptiveschools.com.

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