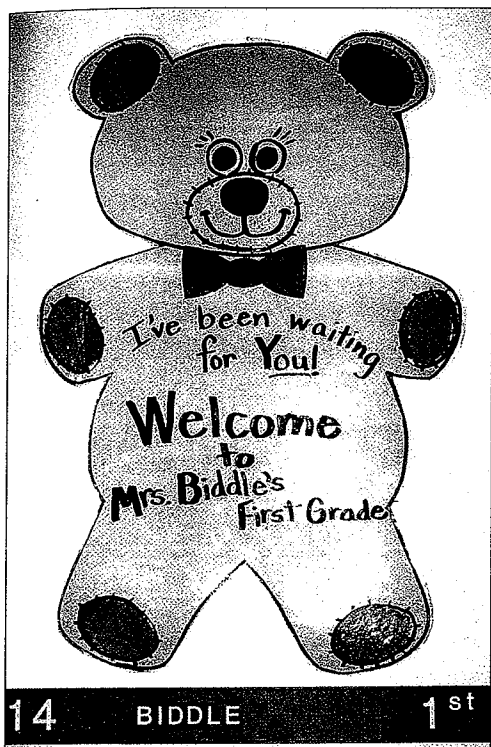


Are You Invitational or Disinvitational?



Even the outside of the classroom door contributes to creating a welcoming, invitational atmosphere.

Inviting Verbal Comments

"Good morning."
 "Congratulations."
 "I appreciate your help."
 "Tell me about it."
 "How can I help you?"
 "Yes."

Inviting Personal Behaviors

Smiling
 Listening
 Holding a door
 Thumbs up or high five
 Sending a valentine
 Waiting your turn

Inviting Physical Environment

Fresh paint
 Living plants
 Clean walls
 Comfortable furniture
 Attractively set table
 Fresh air

Inviting Thoughts (Self-Talk)

"Making mistakes is all right."
 "I've misplaced my keys."
 "I could learn to do that."
 "Sometimes I have to think what to say."

Disinviting Verbal Comments

"Keep out."
 "It won't work."
 "Not bad for a girl."
 "I don't care what you do."
 "You can't do that."
 "Because I said so, that's why."

Disinviting Personal Behaviors

Looking at your watch
 Yawning
 Letting a door swing behind you
 Sneering
 Forgetting an important date
 Shoving

Disinviting Physical Environment

Dark corridors
 No plants
 Graffiti
 Donated, old furniture
 Leftover food
 Bad smells

Disinviting Thoughts (Self-Talk)

"Why am I so stupid?"
 "I've lost my keys again."
 "I never could do that."
 "I never know what to say;
 I'm so slow to catch on."

You Are a Significant Person

An invitation is a message that states that the person being invited is **responsible, able, and valuable**. Conversely, a disinvitation is intended to tell people that they are irresponsible, incapable, and worthless. The critical ingredient needed for people to realize their fullest potential lies in the kinds of invitations extended to individuals by the significant people in their lives.

All individuals have significant people in their lives. These include teachers, leaders, mentors, colleagues, bosses, parents, relatives, coaches, administrators, spouses, and close friends.



The invitational messages that are extended to learn in school are the products of the expectancies that exist in the minds of the significant people who influence the lives of other people.

We all like to be invited to go shopping, to go to a party, to join a group. And we all have the common courtesy to greet people at the door, to exchange courtesies when introduced to others, and to offer food or drink to a visitor. These are all obvious, expected, and practiced. These same concepts should be practiced in the classroom.

*I have come to a frightening conclusion.
I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
As a teacher I possess tremendous power
to make a child's life miserable or joyous.
I can be a tool of torture or an instrument
of inspiration.
I can humiliate or humor, hurt or heal.
In all situations it is my response that
decides whether a crisis will be escalated
or de-escalated, and a child humanized
or dehumanized.*

—Haim Ginott
Teacher and Child. (1976).
Avon Books.

Effective teachers have the power and the ability to invite students and colleagues each day and in every class to learn together. Attentiveness, expectancy, attitude, enthusiasm, and evaluation are the primary forces behind a teacher's being inviting or disinviting. These are the characteristics that significantly influence a student's self-concept and increase or decrease the probability of student learning.



**All of us need to convey to our students
and our colleagues every day that
"you are important to me as a person."**

Every teacher, every professor, every educator ought to spend time in a kindergarten or first-grade class each year, just to look at and feel the excitement there. Children get excited about everything in the world. All the world is their stage, and there is nothing they cannot do, even though they cannot read, write, or spell. Yet they are ready to do anything you want them to do.

**If Only the Finest Birds in the Forest Dared Sing
How Quiet the Forest Would Be**

*If only the best readers dared read, how
ignorant our country would be.*

*If only the best singers dared sing, how sad
our country would be.*

*If only the best athletes engaged in sports,
how weak our country would be.*

*If only the best lovers made love, where
would you and I be?*

I would be tired!

—William W. Purkey

Then look at their teachers. They know that their charges cannot read, write, spell, or even speak correctly. Some of these students do not even know how to eat, use the bathroom, or hang up their jackets without help. Yet these teachers do not complain that they have a bunch of slow learners. Instead, their classrooms and their demeanor sparkle with an invitational attitude toward learning.

The Four Levels of Invitational Education

There are four levels of invitations that are issued to students. These levels can determine your effectiveness as a teacher.

1. Intentionally Disinviting. This is the bottom level at which a few curmudgeonly teachers operate. They deliberately demean, discourage, defeat, and dissuade students. They use expressions like these:

"You never do your homework."

"Why do you bother to come to school?"

"I failed 12 students last term."

"I've only given one A in the 16 years that I've been teaching."

"You will never amount to anything."

And they never smile.

2. Unintentionally Disinviting. Some teachers are oblivious to the fact that they are negative people. They feel that they are well-meaning but are seen by others as chauvinistic, condescending, racist, sexist, patronizing, or thoughtless. They make comments like these:

"I teach only students who want to learn."

"If you don't want to learn, that's your problem."

"What do you want me to do? I did my job, didn't I?"

"What are they all angry at me for?"

"These people just don't have the capacity to do any better."

"I want to teach only college-bound students."

"I was hired to teach history, not do these other things."

"I believe that only students who want to come to school should be allowed to come to school."

And they keep their arms folded when interacting with students.

Everyone Is a VIP

Oklahoma City principal Sharon Creager keeps a "VIP book" in her office with this inscription on the inside cover:

**Congratulations to these
Very Important Pupils,
who have distinguished
themselves in various ways.
These are the stars
of our future.**

Teachers send students to the office to have their names entered in the VIP book. The book is on permanent display in the hall and has never been vandalized. Each morning the new VIP names are read on the morning announcements.

3. Unintentionally Inviting. This is the level of the “natural-born teacher.” These teachers are generally well liked and effective but are unaware of why they are effective; they do not have a consistent philosophy of education. When something does not work in the classroom, they are unable to analyze what went wrong. They are usually affable, and this characteristic often hides the fact that their students may not be learning to their fullest potential. These teachers are sincere and try very hard, and we generally like to have them on the staff and as friends. They offer remarks like these:

“Aren’t you sweet!”

“Charge! Let’s go team!”

“That’s neat.”

“Just try harder.”

“I enjoy teaching.”

And they bubble with excitement.

4. Intentionally Inviting. Intentionally inviting teachers have a professional attitude, work diligently and consistently, and strive to be more effective teachers. They have a sound philosophy of education and can analyze the process of student learning. Most important, they are purposively and explicitly invitational. They know what it means to be invitational, and they work at it. They say things like this:

“Good morning. Have a great day.”

“Let me show you how to improve.”

“If you try this, you’ll be sensational.”

“Please tell me about it.”

“I know that someday you will be the best at . . .”

“Would you like to help me?”

“Yes, I believe it is in your best interest.”

“You can do better than this; let me show you how.”

They also use the proper emotion at the appropriate time.

Eric Abrams, principal at Douglas Elementary School in Tucson, Arizona, intentionally invites his students to communicate with him.



Invitational education states that all people have limitless human potential and should be cordially summoned and invited to develop intellectually, socially, and physically. Expectation theory states that humans have a success instinct to reach their fullest potential.

When you apply the power of POSITIVE EXPECTATIONS and INVITATIONAL EDUCATION, you become a very powerful and effective teacher.

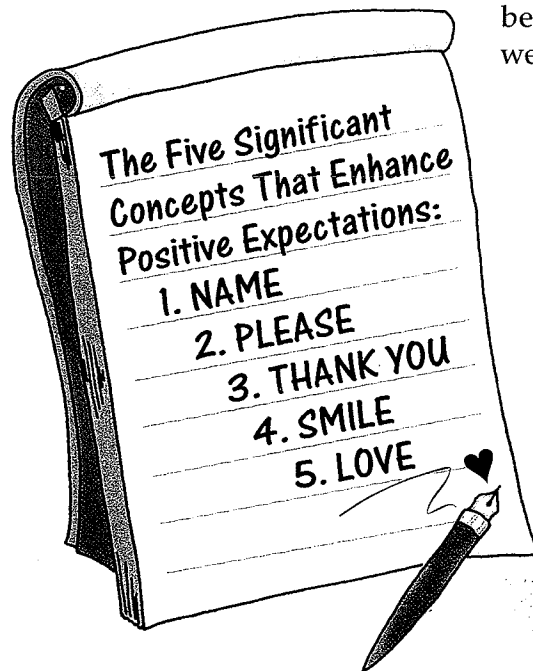


The Effective Teacher

1. Has an inviting personality.
2. Creates an inviting classroom environment.
3. Works at being intentionally inviting.
4. Maintains an inviting stance.



*Significant people
use significant
words and actions
to increase
positive
behaviors.*



Five Significant Concepts

**When you look at the truly effective teachers,
you will also find caring, warm, lovable people.**

High expectations have nothing to do with getting A's in class, finishing college, making a lot of money, or having a great marriage. These are products or end results of life. High expectations have to do with attitude or behavior, and it is this behavior that gets us the A's in class, helps us finish college, or gets whatever else we want in life.

Life is not a destination.

Life is a journey.

*As long as you continue the journey,
you will always be a success.*

—Albert Camus

How a person behaves in the journey of life is directly related to what a person expects to happen in life. There are five significant concepts that will help you achieve whatever it is you want in life. They are addressing a person by name, saying "please" and "thank you," smiling, and showing care and warmth.

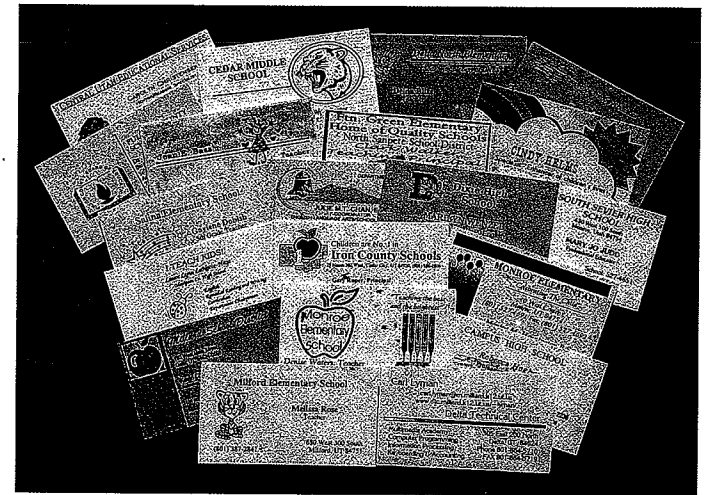
Address a Student by Name

Effective salespeople know how to use a very simple but valuable technique. They have learned to find out your name, introduce themselves to you, and then use your name every 7 to 10 sentences when they talk with you. Why?

Your name is very important. It identifies and dignifies you. Other people in the world may have the same words as your name, but as far as you are concerned, you are the only person in the world with your name. It is a name that you can easily hear called above the din of a crowd. And when you hear your name, you pay attention. Salespeople know this when they use your name. You pay attention. You pay attention because you are important!

Effective teachers use names, especially when they want a student to do something or behave in a certain way.

- ✓ When you address a student, use the student's name.
- ✓ Use a student's name in a friendly, respectful manner. Never address a student in an angry or condescending tone. This is a put-down of a person's identity and dignity.
- ✓ Pronounce the student's name correctly. A person's name is precious and personal. It is that person's property. It is imperative that students hear the correct pronunciation of names. Failure to do so will tell the students that they do not have to respect each other's name and as a result can tease, mock, and make fun of each other's name.
- ✓ When you use a person's name, you are saying to that person, "You are important. You are important enough for me to identify you by name."



*Important people have business cards—
and who is more important than a teacher?*

Say "Please," Please

Cultured, polite people can be identified by their manners. Of course, we all like well-mannered people because we know that they will treat us politely. We like it when service-oriented people treat us kindly at the shopping center, amusement park, office, or restaurant or on public transportation. Businesspeople know that continued customer business and satisfaction is based on how the customers are treated. The customer who is treated politely will return. Just how do people learn to treat others with politeness and courtesy? From how they were treated by others primarily during their formative years, such as at school and at home.

A child's behavior is learned and modeled after the expectations of the significant people in that child's life—and the most significant people in a child's life are parents and teachers. (See Chapter 6.)

If you abuse a child, the child will grow up with the expectation of abusing others. If you treat a child with kindness, the child will grow up with the expectation of treating others with kindness.

Repetition Is the Key

For a child to learn something new, you need to repeat it on the average eight times.

For a child to unlearn an old behavior and replace it with a new behavior, you need to repeat the new behavior on the average 28 times.

Twenty of those times are used to eliminate the old behavior, and eight of the times are used to learn the new behavior.

—After Madeline Hunter

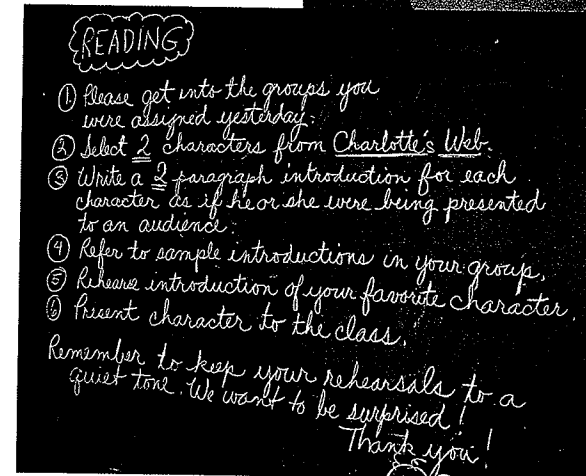
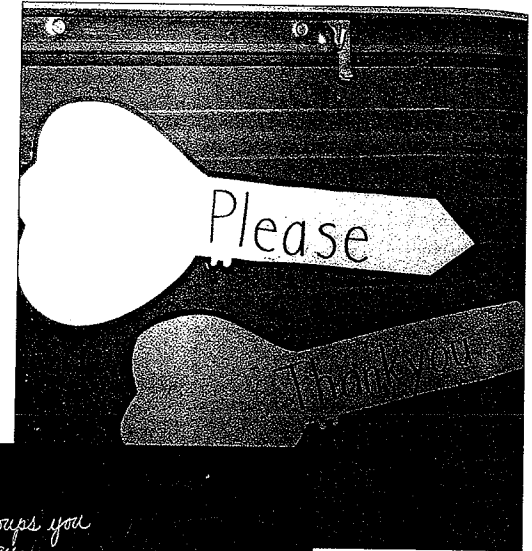
- ✓ Kindness begins with the word *please*.
- ✓ Cultured, polite, and well-mannered people automatically use the word *please*. They have learned appropriate behavior.
- ✓ Repetitive use of the word *please* is important if a child is to learn to use the word *please* in his or her life.
- ✓ *Please* is usually used when you ask someone to do something for you. Thus the most effective way to use *please* is to precede the word with the person's name to whom you are addressing the request, as in "Trevor, *please* . . ."
- ✓ Strongly consider adding the word *please* to your worksheets, assignments, and other papers that you distribute in class.

I Really Appreciate What You Did, "Thank You"

You really cannot use *please* without using *thank you*. The two just go together. Not using the two together would be like having a knife without a fork, a belt without a buckle, a yin without a yang.

Thank you says to others that you appreciate their effort and kindness. If you have expectations that students will work hard and will learn to be kind, saying *thank you* is your way of acknowledging that you know they have been kind and diligent and that you appreciate what they have done for you.

- ✓ End a statement of gratitude and appreciation for someone respecting your wishes with *thank you*.
- ✓ *Thank you* is the perfect transition; it paves the way to the next request, lesson, or task in class. It makes whatever you want done next much easier.
- ✓ The most effective way to use *thank you* is to use it with the person's name: "I truly appreciate what you did. *Thank you, George*" or "*George, I truly appreciate what you did. Thank you.*"
- ✓ Strongly consider adding the words *thank you* to your worksheets, assignments, and other papers that you distribute in class.

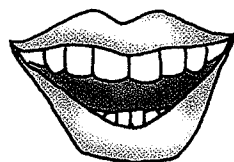


Please and thank you are used in these teachers' classrooms.

Please...

Thank you...

Smile!



A Smile, the Frosting on the Cake

If you truly want to achieve maximum effectiveness when you use a person's name and say "please" and "thank you," you SMILE. It requires no effort and is even easier than frowning—smiling uses far fewer muscles than frowning and hence is less tiring to do. But like using *please* and *thank you*, smiling is a behavioral trait that is learned.

A smile is like that extra garnish on the dinner plate, the extra pat on the back when a job has been done well, or the extra hug that says "I really love you." It's the frosting on the cake, the little lagniappe (pronounced "lan-yap") that sets you apart. It communicates three things:

1. You are a person who knows the ultimate of hospitality and graciousness.
2. You have that little extra bit of polish or panache that marks you as a cultured person.
3. You feel good about yourself and want others to feel good about themselves, too.

A smile is the universal language of understanding, peace, and harmony. If, indeed, we want the next generation to have a world of peace and understanding, we need to teach its sign, a smile.

A smile is the most effective way to create a positive climate, to disarm an angry person, and to convey the message "Do not be afraid of me; I am here to help you."

- ✓ There is no need for a great big smile; a controlled, slight, disarming smile is all you need.
- ✓ Accompany the smile with the name of the person at whom you are smiling.
- ✓ As you smile and speak, use momentary pauses. This is called timing. Every performer knows that the key to delivering a speech, telling a joke, or giving a performance is timing. This is the pregnant pause before speaking an important or emotional line or the punch line.

Technique for Smiling, Speaking, and Pausing

- Step 1. SMILE.** Smile as you approach the student, even if your first impulse is to behave harshly toward the student.
- Step 2. FEEDBACK.** Observe the reaction to your smile. Are you receiving a smile in return or at least a signal that the student is relaxing and receptive to your approach?
- Step 3. PAUSE.** (Timing, timing.)
- Step 4. NAME.** Say "Nathan" with a slight smile.
- Step 5. PAUSE.**
- Step 6. PLEASE.** Add *please*, followed by your request. Do this with a calm, firm voice, accompanied by a slight, nonthreatening smile.
- Step 7. PAUSE.**
- Step 8. THANK YOU.** End with "Thank you, Nathan" and a slight smile.

Example

Nathan, please stop talking to Joey and get to work on your assignment.
Thank you, Nathan. (Slight smile.)

Practice this in a mirror, over and over again.

It All Adds Up to Love

Only two things are necessary for a happy and successful life: being lovable and being capable. The effective teacher never stops looking for ways of being more and more capable.



Love what you teach, and love whom you teach.

*You may not love everyone,
but you can give them
unlimited positive regard.*

—Source Unknown

When you look at the truly effective teachers, you will also find caring, warm, lovable people. Years later, when the students remember their most significant teachers, the ones that they will remember the most are the ones who really cared about them. Effective teachers know that they cannot get a student to learn unless that student knows that the teacher cares.



**The effective person offers both
a product and a service.**

Ineffective teachers think that all they have to do is offer a product, as in “I was hired to teach history” or “I was hired to teach third grade.”

Respect at Graduation

At our baccalaureate service, just prior to graduation, we show a videotape we make of any student who would like to say “thank you” to anyone.

Messages to parents, siblings, and teachers are touching. It could also be part of graduation.

David A. Mac Raird
Principal
Woodridge High School
Peninsula, Ohio

Effective teachers offer more than a product; they offer a service too. **Effective teachers can help students learn as well as enhance the quality of their lives.** They offer this service consistently because they are practicing this same belief on themselves as they increase their own effectiveness in life.

The sincerest form of service requires no money, no training, no special clothes, and no college degrees. **The sincerest form of service comes from listening, caring, and loving.**

Beliefs of Effective Persons

- | | |
|--------------------------------------|---------------------------------|
| I am not in the restaurant business; | I do not sell insurance; |
| I am in the hospitality business. | I help people solve problems. |
| I do not serve food; | I do not teach history; |
| I nourish customers. | I teach students. |
| I do not sell clothes; | I do not teach third grade; |
| I dress successful people. | I enhance the quality of lives. |

People in our culture are starved for attention:

- ✓ The average child receives 12 minutes of attention each day from his or her parents.
- ✓ The average parent watches five to six hours of television each day.
- ✓ The number one problem reported by high school students is loneliness.
- ✓ Loneliness is the number one problem of the elderly, many of whom are afraid to venture out of their homes or apartments.

The Carnegie Foundation surveyed 22,000 teachers.

- ✓ 90 percent said that a lack of parental support was a problem at their schools.
- ✓ 89 percent said that there were abused or neglected children at their schools.
- ✓ 69 percent stated that poor health was a problem for their students.
- ✓ 68 percent reported that some children were undernourished.
- ✓ 100 percent described their students as "emotionally needy and starved for attention and affection."

You don't need to tell all the members of a class that you love them, but you certainly can show it. If you choose to be a significant and effective person in a student's life, you must demonstrate your care and love both implicitly through your body language and explicitly through what you say.

When significant people use significant words and actions, they increase the likelihood of receiving positive behaviors from other people.

Thank you.

Every day millions of students arrive at American classrooms in search of more than reading and math skills. They are looking for a light in the darkness of their lives, a Good Samaritan who will stop and bandage a burned heart or ego.

—Jim Trelease

*Love is life. . .
And if you miss love,
you miss life.*

—Leo Buscaglia



The Effective Teacher

1. Addresses people by name.
2. Says "Please" and "Thank you."
3. Has a controlled, disarming smile.
4. Is lovable and capable.

There Will Never Be a Shortage of Love

*Love is the reason for teaching.
It costs nothing, yet is the most precious thing
one can possess.*

*The more we give, the more it is returned.
It heals and protects,
soothes and strengthens.*

*Love has other names such as
forgiveness ...
tolerance ...
mercy ...
encouragement ...
aid ...
sympathy ...
affection ...
friendliness ...
and cheer.*

*No matter how much love we give to others,
more rushes in to take its place.*

It is, really, "the gift that keeps on giving."

*Give love in abundance—
every day.*

