

Praise When Good Attitude And Involvement Occur

Why should I do it:

- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
- Boosts confidence, self-concept, and self-esteem
- Increases student buy-in
- Builds rapport and trust
- Is uplifting
- Increases students' desire and drive to please and succeed
- Increases students' resilience
- Helps embed an internal desire to try, succeed, and persist
- Helps students to push through difficulty, barriers, blocks, etc

When should I do it:

- Positive praise, according to research, should always be done with every student at a ratio of at least 4 positive praises to 1 criticism
- When students are stuck, frustrated, getting bogged down, etc
- When students exhibit good behavior, expectations, help others, show generosity, share, etc
- When students put forth good effort
- When students succeed, overcome, persist, push through, achieve, etc
- When students demonstrate positive behaviors, attitudes, statements, words, etc
- When students use productive coping skills, problem solving skills, etc
- When students are independent, self-start, etc
- When students look down, need encouragement, are having issues, personal difficulties, peer conflict, etc
- When you want to increase a positive behavior
- When you want to improve trust and rapport with students
- When a student steps outside their comfort zone, looks embarrassed, seems to feel stupid, takes a risk, etc

How do I do it:

- Praise, according to research, should be given in a ratio of at least 4 praises to 1 criticism
- When students display positive or productive behaviors, actions, skills, characteristics, etc, or appear to need some encouragement, etc, verbally praise the student and/or give them a high-five, pat on the back, clap, exclamation, cheer, hop, etc
- Praise can be done either quietly or if the student is motivated by peer approval, can be done in front of the class
- Praise can be verbal or physical (like pat on the back, fist pump, head nod, hop, jump, etc)
- When delivering praise, use direct eye contact, positive demeanor, open body position, and get to the level of the student if possible
- Make praises specific, personalized, and individualized
- Repeat praises if the student seems unconvinced at the first stating of the praise

- Restate praises in different ways to get the point across

Resources & Support for technique: *(Items with footnotes link to external websites)*

- Words of praise list¹
- Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done²
- Force Choice Reinforcement Menu.doc³
- Jackpot! Ideas For Classroom Rewards⁴
- Non-food Rewards For Kids⁵
- Free Printable Certificates⁶
- The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes⁷
- Rewards Kids Will Crave.pdf⁸
- Free or Inexpensive Rewards⁹

Footnotes:

1. The Incredible Art Department (2010). *REMEMBER, A SMILE IS WORTH 1,000 WORDS*. [<http://www.princetonol.com/groups/iad/files/praise.htm>].
2. Flora, S. R. (2000). Behavior Analyst Online., Gale, Cengage Learning. *Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done*. [<http://www.thefreelibrary.com/Praise's+magic+reinforcement+ratio%3A+five+to+one+gets+the+job+done.-a0170112823>].
3. Force Choice Reinforcement Menu.doc Modified by Gable, R. A. (1991) from: Cartwright, C. A., & Cartwright, G. P. (1970). *Determining the motivational systems of individual children*. *TEACHING Exceptional Children*, 2:3, 143-149. [<http://www.spannj.org/BehavioralPresentation/BehavioralPresentation/Student%20Involvement%20%26%20behavior%20problems/Forced%20Choice%20Reinforcement%20menu/Forced%20Choice%20Reinforcement%20Menu.pdf>].
4. interventioncentral.org. *Jackpot! Ideas For Classroom Rewards*. [<http://www.interventioncentral.org/index.php/rewards/139-jackpot-ideas-for-classroom-rewards>].
5. J. G. Hunter, HGIC Information Specialist, and K. L. Cason, Professor, State EFNEP Coordinator, Clemson University. (New 01/07). *Non-food Rewards For Kids*. [http://www.clemson.edu/extension/hgic/food/nutrition/nutrition/life_stages/hgic4110.html].
6. 123certificates.com. *Free Printable Certificates*. [<http://www.123certificates.com/>].
7. Astroth, K. A. (1994). *The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. [<http://www.joe.org/joe/1994august/tt3.php>].
8. Gold Medal School Team, Salt Lake City, UT. (2005). *Rewards Kids Will Crave*. [<http://health.utah.gov/obesity/gms/guide/RewardsKids.pdf>].
9. Riffel, R. (2008). *100 Free or Inexpensive Rewards for Individual Students: Elementary Level, 60 Free or Inexpensive Rewards for Individual Students: Secondary Level, 35 Free or Inexpensive Rewards for Adults in the Building*. [http://www.google.com/url?sa=t&rct=j&q=site%3Awww.pbis.org%20free%20rewards&source=web&cd=1&ved=0CDUQFjAA&url=http%3A%2F%2Fwww.pbis.org%2Fcommon%2Fcms%2Fdocuments%2FCoach_Trainer%2FideasToShare%2Ffreerewards4studentsnstaff.doc&ei=qZ3FuS2FInt0gGWnpzABQ&usg=AFQjCNHRjgbIR4A-__QXPbLMPk5ifNaG3Q].