**Effective Ways to Praise and Acknowledge**

***Directions:*** *Review the scenarios (column 1) and the recommended technique (column 3) for crafting an effective acknowledgement for each scenario. Based on this information, write an effective praise statement to fit each scenario in column 2.*

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| **Scenario** | **Acknowledging Success** | **Technique Used** |
| Kathy calls Lisa a name and instead of responding, Lisa walks away. What would you say to that student? | “It’s great that you were able to control your anger when teased by Kathy. That’s an important skill that will help you keep friends.” | Highlighting future usefulness of behavior. |
| A student stands up for or comforts a peer who is being bullied. What would you say or do to recognize the student? |  | Linking the behavior to underlying thoughts, emotions, and dispositions. |
| A struggling student has turned in her homework every day this week. What feedback would you give her? |  | Encouraging the student to take pride in her own behavior. |
| Charlie gets a perfect score on his spelling test for the first time all year. What might you say to him? |  | Focusing on student’s specific achievement and effort demonstrated toward the achievement. |
| You catch a student helping a peer pick up the books and papers he has dropped. What would you say to recognize the student? |  | Linking behaviors to underlying thoughts, emotions, and dispositions to support prosocial behavior. |
| You spot one student praising another. What could you say to recognize that student? |  | Highlighting the future value of the behavior. |
| Your class remains quiet and respectful during a school assembly. How could you acknowledge their good behavior? |  | Encouraging students to self-evaluate their prosocial behavior. |