**Effective Ways to Praise and Acknowledge – ANSWER KEY**

***Reminder:*** *Below are scenarios (column 1) and recommended technique for crafting an effective acknowledgement for each scenario (column 3). Column 2 has an example effective praise statement for each scenario.*

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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?  | “I noticed that you helped out Ryan just now. I’m sure you would want others to do the same for you.” | 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? | “If I were right now, I would be thinking ‘Great job, Taylor, you should feel proud of yourself!’” | 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? | “I’m going to call your parents and let them know how much your spelling has improved. You worked hard and got every word right!” | 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? | “Nice job thinking about others. Tyler really appreciates what you did.” | 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? | “Great! You must have realized how your behavior might make Carlos feel good about himself.” | Highlighting the future value of the behavior. |
| Your class remains quiet and respectful during a school assembly. How could you acknowledge their good behavior? | “You were all so quiet and respectful during the assembly this morning. I think you should all feel very proud of yourselves for your good behavior.” | Encouraging students to self-evaluate their prosocial behavior. |