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| ***Checklist on the Strategic Use of Praise and Rewards for to Improve Student Engagement*** |
|  | **YES** | **NO** | **Not applicable** |
| 1. Praise and/or rewards are used often, not only to reinforce specific engagement behaviors (e.g., paying attention, completing homework, participating in classroom and other school activities), but also to help establish and maintain a positive classroom or school climate that promotes emotional, behavioral, and cognitive engagement. |  |  |  |
| 2. The informative, or feedback, function rather than controlling, function of praise and rewards is emphasized. For example, students are praised for their effort or progress, as opposed to being told “If you do well, you will earn a reward.”). |  |  |  |
| 3. Deliberate efforts are made to avoid teaching students that the most important reason to exhibit engagement-related behaviors is to earn rewards or to be praised. |  |  |  |
| 4. Praise and rewards are used to recognize and acknowledge the processes and dispositions associated with emotional, behavioral, and cognitive engagement, such as prosocial behavior, self-discipline, effort, setting goals, and self-evaluation. |  |  |  |
| 5. Rewards are used only occasionally for behavior that is intrinsically motivated, and used more often for behavior that is not intrinsically motivated. Rewards are used just enough, and not overused, to produce the desired behavior. |  |  |  |
| 6. Specific engagement behaviors are praised and rewarded, and students know what they are. Expectations should not be set too low (i.e., “easy” behaviors) or too high (i.e., “unrealistic” behaviors) and should change as behavior improves. For example, if the class earns a homework pass as a result of 80% of students completing their homework that week, the criterion should be raised to 85% for the following week. |  |  |  |
| 7. Praise and rewards are made contingent upon success in demonstrating the desired behavior, especially effort expended. |  |  |  |
| 8. Praise and rewards are used in a sincere and credible manner. |  |  |  |
| 9. Praise is much more common than rewards, and tangible rewards are used the least, especially after early elementary grades. After elementary grades, private praise receives emphasis. |  |  |  |
| 10. The present and future usefulness of the engagement behavior praised or rewarded is highlighted (e.g., “Excellent, Bobby. People really appreciate it when you try your best and work hard even when things are hard for you. That will help you a lot next year in high school, as well as in college and when you get your first job.”) |  |  |  |
| 11. Students are encouraged to self-evaluate and self-reinforce their engagement behaviors and take pride in their own behavior.  |  |  |  |
| 12. Students are actively involved in determining rewards and the engagement behaviors to be rewarded, (e.g., privileges earned for working hard, such as for 100% of the class completing their homework).  |  |  |  |
| 13. Rewards are often administered in an unexpected, or surprise, fashion. For example, free time is awarded on Friday for the class working hard all week. |  |  |  |
| 14. When rewards are used, all students have an equal opportunity to earn them. |  |  |  |
| 15. Developmental, cultural, and individual differences are recognized in the use of rewards. |  |  |  |
| 16. Students are encouraged (and recognized) for praising each other for engagement-related behaviors. |  |  |  |

Adapted with permission from: Bear, G.G. (2010). *School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior*. New York: Guilford Press.