**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. |

**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. |