Behavior Specific Praise Statements

What is it?
An effective teaching strategy that may positively affect classroom behavior by increasing student time on-task, responding, and correct answers.

Differences

General Praise-
teacher delivers verbal praise without describing the behavior for which the students are praised Ex. “good job” or “nice work”

BSPS- teacher approves (rewards) a specific academic or social behavior with a verbal comment, the praise statement Ex. “Joe, I like the way you solved the division problem”

How is it Beneficial/Effective?
When delivered contingently: immediately following the desired behavior. Using praise statements allows teachers to provide feedback on the specific student behavior they are trying to reinforce. In addition, teachers’ use of praise is effective in providing encouragement, building self-esteem, and promoting positive teacher-student relationships.

How to Use!

- Directly link the praise statement to the student behavior you want to increase.
- The praise statement should include feedback on the appropriateness and successfulness of the student behavior.
- Determine if the praise statement serves as an opportunity for genuine, positive, and meaningful interaction between the teacher and student.
- The praise statement should reflect the students' diverse skill level.
- Evaluate whether the praise statement is actually reinforcing. Review feedback data and consider the age of the student and peer reactions.
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First Time- Teacher Coaching

Teacher coaching with performance feedback has been effective in assisting teachers with increasing the use of BSPS. Teacher coaching works much like coaching athletes as it involves: (a) choosing a skill to develop, (b) reviewing information regarding the skill, (c) discussing the skill application, (d) practicing the skill, (e) collecting data through observations to analyze the effect, and (f) providing feedback.

Population

BSPS can work for anyone, but most effective when used with EBD students.

Students of all ages, but mostly younger children

Implementation

Can easily be implemented inside and outside the general education classrooms as well as inclusion classrooms.

BSPS can be used for the whole classroom, small group, or even an individual student.

The younger the child is at the time of intervention, the greater the impact on the child’s social adjustment

Children with or at-risk for challenging behaviors should receive more positive attention and feedback for appropriate behaviors than negative attention for inappropriate behaviors.

Reference List


