Use of Effective Praise in the Classroom

Name of Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of In Place Responses \_\_\_\_\_ / 9 \* 100 = \_\_\_\_\_ (% of In Place)

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| --- | --- | --- |
| Current Status | Feature | Priority for Improvement  |
| In Place | Partial in Place | Not in Place |  | High | Med | Low |
|  |  |  | 1. Praise statements are directly related to expected behaviors in my classroom (i.e., expectations, rules, routines). |  |  |  |
|  |  |  | 2. Praise statements are specific rather than general (such as “good job”). |  |  |  |
|  |  |  | 3. Praise statements are genuine and meaningful. |  |  |  |
|  |  |  | 4. Praise is delivered immediately after desired behavior is seen. |  |  |  |
|  |  |  | 5. Praise statements are teacher-initiated (i.e., student does not have to say, “Look what I did.”). |  |  |  |
|  |  |  | 6. Praise statements are mostly focused on improvement and/or effort. |  |  |  |
|  |  |  | 7. I increase use of praise statements when students are learning new and/or challenging skills. |  |  |  |
|  |  |  | 8. I vary the frequency of praise based upon the individual needs of my students. |  |  |  |
|  |  |  | 9. I praise students based on their own previous performance and not compared to other students. |  |  |  |