

# Positive Praise

<https://www.pbisworld.com/tier-1/positive-praise/>

## Why should I do it:

- Some students need outward motivators
- It helps keep students engaged
- Provides encouragement
- Boosts confidence, self-concept, and self-esteem
- Increases student buy-in
- Builds rapport and trust
- Is uplifting
- Increases students' desire and drive to please and succeed
- Increases students' resilience
- Helps embed an internal desire to try, succeed, and persist
- Helps students to push through difficulty, barriers, blocks, etc.

## When should I do it:

- Positive praise, according to research, should always be done with every student at a ratio of at least 4 positive praises to 1 criticism
- When students are stuck, frustrated, getting bogged down, etc
- When students exhibit good behavior, expectations, help others, show generosity, share, etc
- When students put forth good effort
- When students succeed, overcome, persist, push through, achieve, etc
- When students demonstrate positive behaviors
- When students use productive coping skills, problem solving skills, etc
- When students are independent, self-start, etc
- When students look down, need encouragement, are having issues, personal difficulties, peer conflict, etc
- When you want to increase a positive behavior
- When you want to improve trust and rapport with students
- When a student steps outside their comfort zone, looks embarrassed, seems to feel stupid, takes a risk, etc

## How do I do it:

- Praise, according to research, should be given in a ratio of **at least 4** praises to 1 criticism
- When students display positive or productive behaviors, actions, skills, characteristics, etc, or appear to need some encouragement, etc, verbally praise the student and/or give them a high-five, pat on the back, clap, exclamation, cheer, hop, etc
- Praise can be done either quietly or if the student is motivated by peer approval, can be done in front of the class
- Praise can be verbal or physical (like pat on the back, fist pump, head nod, hop, jump, etc)
- When delivering praise, use direct eye contact, positive demeanor, open body position, and get to the level of the student if possible
- Make praises specific, personalized, and individualized
- Repeat praises if the student seems unconvinced at the first stating of the praise
- Restate praises in different ways to get the point across

## Resources & Support for technique:

*(Items with footnotes link to external websites)*

- [Words of praise list](#)<sup>1</sup>
- [Praise's Magic Reinforcement Ratio: Five To One Gets The Job Done](#)<sup>2</sup>
- [Force Choice Reinforcement Menu.doc](#)<sup>3</sup>
- [Jackpot! Ideas For Classroom Rewards](#)<sup>4</sup>
- [Non-food Rewards For Kids](#)<sup>5</sup>
- [Free Printable Certificates](#)<sup>6</sup>
- [The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes](#)<sup>7</sup>
- [Rewards Kids Will Crave.pdf](#)<sup>8</sup>
- [Free or Inexpensive Rewards](#)<sup>9</sup>