

## Praise Checklist

### Adherence:

#### Getting Started

- [Identify specific behavior\(s\)](#) you would like the student to demonstrate more often.
- [Assess what kind of praise](#) the student prefers. This can be based on past experience praising the student or can be done by asking the student if they prefer praise to be subtle or normal.

#### Implementation

- [Observe the student](#). When the student demonstrates the chosen behavior, acknowledge that they did well.
  - This feedback must be immediate and specific. Briefly describe to the student what they did and why it is important.
  - It is important to use praise with a targeted student more consistently than is done for the rest of the class. Especially at the beginning of implementation it is important to praise most instances of the target behavior.
- [Take note of how the student responds to praise](#). Some students may prefer private, nonverbal, or subtle praise, like a smile or a thumbs-up.
- Use Beacon progress monitoring tools to evaluate how much this strategy is improving the target behaviors as intended.

### Quality:

- [Ensure praise is given](#) as close to the behavior as possible. The sooner praise is given and the more the student understands why it is being given, the more effective it will be.
- Refrain from using a sarcastic tone.
- [Positive Student-Teacher relationships](#) increases the effectiveness of many interventions

### Tips For Success:

- Make sure that praise is individualized and goes beyond everyday encouragement given to all students. It should be genuine.
- Get creative with your wording to avoid sounding robotic or redundant.
- Consistency is important, especially at the beginning.
- Talk to other adults about praising this behavior in other classes and contexts. This will help to change the behavior more quickly and effectively.