**Praise and Contingent Praise**

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| **Reference Articles:** |
| Partin, T. C. M., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2009). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure: Alternative Education for Children and Youth*, *54*(3), 172-178. |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Attention |
| **Description of intervention:** |
| **“Specific, contingent praise is a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well.” (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)** |
| **Steps of intervention:** |
| 1. Conduct an FBA to determine if attention is the function of the student’s behavior 2. Develop a non-intrusive language when providing praise (age appropriate language, cultural sensitive, etc) 3. Provide specific praise immediately after the desired behavior has been demonstrated 4. When providing praise, specifically state the desired behavior being demonstrated (i.e. Good job raising your hand!”) 5. Pair praise with other incentives (ie tangibles) 6. Create an environment that promotes praise |
| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| The language utilized when providing praise should be age appropriate. Interest inventories can be administer to identify tangible rewards/incentives.  Example:  A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, “Thank you for coming in the room quietly.”  Non-example:  A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a “thumbs up” to recognize the quiet entry. (*This is general and non-verbal.*) |
| **Data Collection Method: (how would you take data on this intervention?)** |
| * Teacher Self-Monitor * Profession development on strategies to increase praise * Set “Praise Goals” (number of praise statement per class period/per minute/per student/per behavior) * Collect “Praise” data (measure the amount of statements with the tangible incentives awarded to the student * Reward yourself for meeting your goals |
| **Links to video examples:** |
| <https://www.youtube.com/watch?v=beA_g02Yj1s>  <https://www.youtube.com/watch?v=FNFNxAz8AzM> |
| **Important notes:** |
| Praise and contingent praise can be aligned with Positive Behavioral Intervention Support expectations.   * Increasing the number of **behavior specific praise statements** was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000). |