

Specific Praise

Core Components:

Presentation

- Definition of skill
- Rationale for using skill
- Examples of skill
- Critical features of skill

Activity

- Identifying examples of praise in your context

Develop self-management strategies

- Define self-management
- Describe self-management for this skill
- Review/discuss materials needed to implement
- Practice using strategies

Review and wrap-up

Complete Acceptability and Usability Questionnaires

SP RAISE

ECIFIC & CONTINGENT

What is specific and contingent praise?

“*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)

Why provide specific and contingent praise?

- + Delivering **contingent praise** for
 - academic behavior increased participants’
 - (a) correct responses (Sutherland & Wehby, 2001),
 - (b) work productivity and accuracy (Craft, Alber, & Heward, 1998; Wolford, Heward, & Alber, 2001),
 - (c) language and math performance on class work (Roca & Gross, 1996), and
 - (d) academic performance (Good, Eller, Spangler, & Stone, 1981).
 - appropriate social behavior increased participants’
 - (a) on-task behavior (Ferguson, & Houghton, 1992),
 - (b) student attention (Brodin, Bruce, Mitchell, Carter, & Hall, 1970),
 - (c) compliance (Wilcox, Newman, & Pitchford, 1988),
 - (d) positive self-referent statements (Phillips, 1984), and
 - (e) cooperative play (Serbin, Tonick, & Sternglanz, 1977).
- + Increasing the number of **behavior specific praise statements** was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000).
- + Providing contingent praise in conjunction with either establishing classroom rules in isolation (Becker, Madsen, & Arnold, 1967) or classroom rules paired with ignoring inappropriate behavior (Yawkey, 1971) was associated with increased appropriate classroom behavior.
(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

What are some examples (and non-examples) of specific and contingent praise?

Examples of Specific Praise	Non-Examples of Specific Praise
<ul style="list-style-type: none"> • During educator-directed instruction, a student raises her hand. The educator says, “Thank you for raising your hand.” • 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.” • During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” The educator immediately looks at the second student, gives a “thumbs up sign,” and mouths (moves lips without sound), “Thank you for paying attention.” • After a educator points to the consonant blend /th/, which is underlined in the word “through,” and says, “What sound?” a student responds by correctly pronouncing /th/. The educator says, “Nice pronunciation.” 	<ul style="list-style-type: none"> • During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, “Gee, thanks for listening.” (<i>This is sarcasm, not specific praise.</i>) • 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. (<i>This is general and non-verbal.</i>) • During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” About 1 min later, the educator looks at a second student, smiles, and says “good job.” (<i>This is general and not clearly contingent.</i>) • During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “through,” and says, “What sound?” (<i>This is an opportunity to respond.</i>)

What are the critical features of specific and contingent praise?

- Deliver immediately after the behavior
- Specifically state the desired behavior demonstrated
- Pair praise with other rewards (e.g., delivery of tokens or points) you use with your class/group

How will you use specific and contingent praise in your classroom?

Write three (or more) specific praise statements that you will use in your classroom during educator-directed instruction.

1. _____

2. _____

3. _____

How will you increase the likelihood that you will deliver specific and contingent praise?

- Self-management
 - According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the **manipulation of variables** of which behavior is a function" (p. 228).
 - Self-management is engaging in one response (the **self-management** behavior) that affects the probability of a subsequent behavior (the **target** or desired behavior). For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).
- Self-management in this study
 - In this study we will ask you to (a) **arrange your environment** to increase the likelihood that you use praise (set goals and give yourself reminders), (b) **self-monitor** (count) your use of specific praise during a 15-min segment of instruction, (c) **self-evaluate** (graph your specific praise rates daily and decide whether you met your daily goal, and (d) **self-reinforce** (give yourself a privilege on days you meet your goal).
 - **Arrange your environment.** Today, we will set an initial **goal** for your specific praise rate. Your goal is the criterion you will use to determine if you can self-reinforce. This goal can be adjusted weekly based on the previous weeks' average. In addition, we'll ask you to select a strategy to **prompt** or remind yourself to use specific praise.
 - **Self-monitor.** Press button to advance **counter** each time you give one (or more) students specific praise during the selected 15-min segment of educator-directed instruction.
 - **Self-evaluate.** Record total praise statements in the provided Excel Spreadsheet and view the updated **graph** to determine if you met your performance goal. (We will show you how to use the Excel Spreadsheet.)
 - **Self-reinforce.** Select a **privilege** that you'll allow yourself (e.g., a cup of coffee on the way home, an extra 15 min of TV) each day that you meet your goal. It needs to be something you like, and will allow yourself **ONLY** on days when you meet your goal.
 - To help, we will send you weekly reminders about specific praise and ask you to email your updated graph in the Excel file (or upload it to a Dropbox). In that email, we'll also ask you to let us know if you adjusted your goal based on your previous week's performance.
 - We will use the following table to further develop your self-management plan.

Estimate Your Current Praise Rate:	___ specific praise statements per minute
Initial Praise Rate Goal:	___ specific praise statements per minute
Plan for Increasing Praise: <i>Identify how you will (a) prompt/remind yourself to use praise, (b) use other strategies (e.g., script praise statements into your lesson) to increase praise, and (c) prompt/remind yourself to self-monitor.</i>	(a) (b) (c)
Self-delivered Reinforcement: <i>Identify the reinforcer you will deliver daily when you meet your goal.</i>	
Procedure for Self-delivered Reinforcement <i>Identify when you will (a) enter your praise data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).</i>	(a) (b) (c)
Procedure for Email Coaching <i>Identify when you will check email to receive additional prompts and submit your data each week.</i>	

- To track your data daily, you will enter it into an Excel spreadsheet. See example below, and we'll show you how it works in the power point.

