

Table 1

Guidelines for Effective Praise

Effective Praise	Ineffective Praise
<ol style="list-style-type: none"> 1. Is delivered contingently (e.g., it is clearly linked in time with the student action) 2. Specifies the particulars of the accomplishment (e.g., “Good, you recognized the incomplete sentence.”) 3. Shows spontaneity, variety, and other signs of credibility; suggests clear attention to student’s accomplishment 4. Rewards attainment of specified performance criteria (which can also include effort criteria) 5. Provides information to the students about competence or the value of their accomplishments 6. Orients students toward better appreciation of their own task-related behavior and thinking about problem solving 7. Uses students’ own prior accomplishments as the context for describing present accomplishments 8. Is given in recognition of noteworthy effort or success at difficult (for this student) tasks (e.g., “You hung in there and made it!”) 9. Attributes success to effort and ability, implying that similar successes can be expected in the future 10. Suggests student success comes from a a serious caring and goal-based effort at self improvement. 11. Focuses students’ attention on their own task-relevant behavior (e.g., “Well done, you have really practiced reading.”) 12. Fosters appreciation of, and desirable attributions about, task-relevant behavior after the process is completed 	<ol style="list-style-type: none"> 1. Is delivered randomly or unsystematically 2. Is restricted to global positive reactions (e.g. “good.”) 3. Shows bland uniformity, which suggests a conditioned response with minimal attention 4. Rewards more participation without consideration of performance processes or outcomes 5. Provides no information at all or gives students information about their status 6. Orients students toward comparing themselves with others and competing (e.g., “Well, at least you did better than Jean.”) 7. Uses the accomplishments of peers as the context for describing student’s present accomplishments 8. Is given without regard to the effort expended or the meaning of the accomplishment (for this student) 9. Attributes success to ability alone or to external factors, such as luck or easy task (e.g., “Lucky guess.”) 10. Fosters external attributions (students believe that they expend effort on the task for external reasons--to please the teacher, win a competition or reward, etc.) 11. Focuses students’ attention on the teacher as an external authority figure who is manipulating them 12. Intrudes into the ongoing process, distracting attention from task-relevant behavior.