SRAENE
Sexual Risk Avoidance Education
National Evaluation

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Tip Sheet

OPRE Report No. #2023-306

Two-Part Verbal Praise

Co-Regulation Strategies Tip Sheet

Two-part verbal praise recognizes how a student's specific actions lead to positive effects in the classroom. It is both personal and specific. To make it personal, use the student's name; to make it specific, focus your praise on a behavior, skill, or effort you want to acknowledge.

Create opportunities. Identify ways to engage students that provide opportunities to praise them. Asking students to volunteer, answer questions, or share with the large group are a few ways you can create opportunities for praise that are natural and affirming.

Praise actions and efforts, not attributes. Encourage actions including contributing to class, asking for help, sharing personal experiences, and putting away cell phones as opposed to praising physical attributes or natural abilities. Take notes on students' contributions (for example, on your attendance sheet) to remind yourself of ways to praise students in future classes.

Focus on self-regulation. Praise students when they use a self-regulation skill. Offer praise when a student labels an emotion, shows kindness or empathy, demonstrates impulse control, or takes a break to rest and refocus when needed.

Read the room. Pay attention to the energy of students to get a sense of who is engaged and who might need more encouragement or praise. If some students might feel embarrassed to hear praise in front of their peers, consider praising them privately.

Reflect on missed moments. After each class, take a few minutes to assess how you praised students. Did you follow the principles of two-part praise by making it specific, personal, and tied to efforts or actions? Did you verbally praise all students who deserved it? Are students receiving praise well? Consider checking with other facilitators to help you reflect and plan how to better praise students in future classes.

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