

# Behavior Specific Praise Statements

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## *What are behavior specific praise statements?*

Behavior Specific Praise Statements (BSPS) Should Be:

- A description of the desired behavior (social or academic)
- Specific to the student or class
- A positive praise statement

(Villeda, Shuster, Magill, & Carte, 2014)

**AWESOME  
WORK**

## *Tips for Implementation:*

- Put reminders to use BSPS on your board, on post-it notes, in your lesson planner
- Set a goal for yourself to tally the number of BSPS you used
- Create laminated cards or signs of BSPS and locate them around the classroom

(Villeda, Shuster, Magill, & Carte, 2014)

## *How to Use Behavior Specific Praise Statements When Teaching Students with Mild Disabilities:*

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- Step 1: Determine What the Student Has Done to Earn Praise
- Step 2: Tell the Student Specifically What He or She Did Well and Praise Them for It
- Ex.: Jane helped a classmate, Ben, pick up his crayons that he accidentally spilt on the floor. You feel this is a behavior worthy of praise.

You tell her “Jane great job on helping your friend pick up his crayons off the floor. That was very thoughtful and kind of you. Wonderful Job!”





### Effective on the Following Populations:

- Modified to fit any school-age group (preschool through young adults)
- Emotional and Behavioral Disorders (EBD)
- Autism
- Learning Disabled (LD)
- Intellectual Disabilities
- Communication Disorders
- Attention Deficit Hyperactive Disorder
- Speech or Language Impairments
- Special Educational Needs (SEN)
- Other Health Impairments

(Fullerton, Conroy, & Correa, 2009; Stormont & Reinke, 2009; Sutherland, Wehby, & Copeland, 2000)

#### References

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- Stormont, M., & Reinke, W. (2009). The Importance of Precorrective Statements and Behavior-Specific Praise and Strategies to Increase Their Use. *Beyond Behavior*, (3). 26.
- Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional & Behavioral Disorders*, 8(1), 2.
- Villeda, S. T., Shuster, B. C., Magill, L. & Carte E. W. (2014). Behavior-Specific Praise in the Classroom. [https://vkc.mc.vanderbilt.edu/assets/files/resources/psibehavior\\_specpraise.pdf](https://vkc.mc.vanderbilt.edu/assets/files/resources/psibehavior_specpraise.pdf)