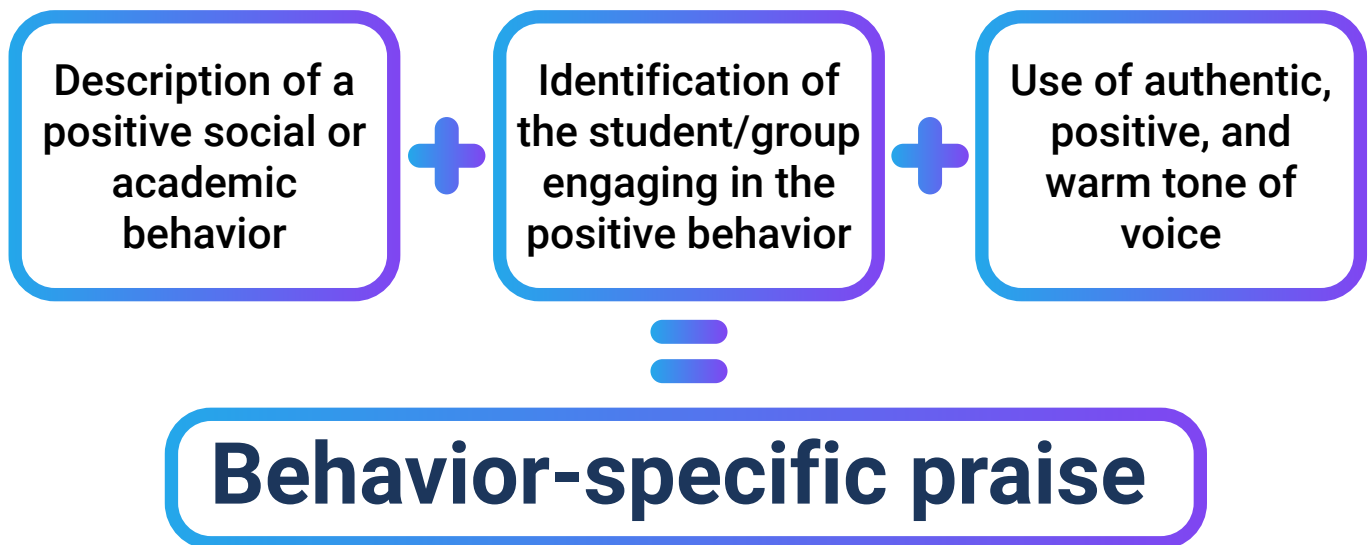


Generic Vs. Behavior-Specific Praise

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While generic praise is positive, such as “Nice work!” or “Good job, Dylan!”, it lacks detail. Behavior-specific praise refers to praise that is positive and details a specific, observable, measurable action.



[Research](#) indicates that behavior-specific praise is more effective than generic praise in the classroom. When teachers provide frequent, behavior-specific praise:

- Student engagement increases
- Problematic behaviors decrease
- Student learning outcomes improve
- Teachers form more positive relationships with students
- Classroom climate improves

While occasional use of generic praise is by no means harmful, incorporating behavior-specific praise as a regular practice has a more significant impact on students.

Behavior-Specific Praise Examples

- “Nice work using the correct formula to solve the problem, Bulldogs!”
- “Awesome job on today’s poetry presentation, Dylan! Thanks for teaching us all about modern sonnets.”
- “Kai, thank you for facilitating your group today! You did a good job of encouraging everyone to participate.”
- “Thank you for pushing in your chairs, Table 4! I appreciate you keeping our classroom safe!”

Here are some questions to consider when reflecting on the use of praise.

1. Did the use of praise reinforce positive behavior and/or academic achievement?
2. Did the use of praise motivate students? How do you know?
3. When praise was given, was it specific and related to the task at hand?
4. Was praise balanced with constructive feedback?
5. Was praise genuine and sincere?
6. Were individual student's needs considered when giving praise?
7. Was the amount of praise judiciously used to preserve the power of its impact?
8. Which students were given praise? Was it generic or behavior-specific?

Remember that while AI can provide valuable insights and support, it should not replace the expertise and judgment of educators. The AI report should be viewed as a tool to augment and inform instructional decision-making rather than as a substitute for human analysis and understanding.