

YOUR CHOICE!

PRAISE

1. Is General
"You are a great kid."
2. Is Judgmental.
"That's a great job."
3. Places value upon the quality of the performance or product.
"I really like that paper."
- 4, Emphasizes the feelings of the person doing the praising.
"I'm so proud of the way you work in school."
5. Is often manipulative.
However, this depends upon the intentions of the person doing the praising and the perceptions of the person being praised.
6. Works only when the student believes that the praise is sincere and accurate.

RESULTS

PRAISE

Praise creates cognitive dissonance in students with low self-concept.

ENCOURAGEMENT

1. Is Specific
"You got 8 out of 10 correct."
2. Is Descriptive. The goal is to allow the student to do the judging.
"I noticed that you were taking turns on the playground."
3. Emphasizes and values effort.
"I bet you worked hard on this one."
4. Emphasizes the feelings of the student.
"Wow, five out of five! I bet that feels great."
5. Avoids manipulation since the student does most of the judging.
6. Is the technique of choice for students who have low self-concepts.

RESULTS

ENCOURAGEMENT

This technique reduces the change of cognitive dissonance.