**Behavior Specific Praise (BSP):**

*Adapted from Kathleen Lane, 2014*

**What is BSP?**

Praise statements that include reference to the specific behavior for which the student is being recognized (Brophy, 1981; Sutherland, Wehby, & Copeland, 2000)

A form of positive reinforcement

**Key Components** (Haydon, Musti-Rao, 2011, p. 31):

* Praise statement must be linked to a behavior
* Provide feedback specific to the behavior
* Be sincere
* Reflect skill level
* Evaluate effectiveness
* Praise effort – not ability

**Examples:**

* “Bob, great job showing your work on your math homework.”
* “I appreciate how you pushed in your chair on the way to line up for lunch. That keeps the walkways safe.”

**Why is BSP effective?** (Marchant & Anderson, 2012; Kennedy & Jolivette, 2008; Stormont & Reinke, 2009)

* Simple, effective, requires minimal effort
* Instructional feedback delivered at a rate of four positive to one negative (4:1 ratio; Myers, Simonsen, & Sugai, 2011)
* Establishes supportive and positive classroom environment

**When is BSP most effective?**

* When delivered consistently and immediately after desired behavior
* When teachers use strategies to intentionally increase their rate of BSP and target their delivery of BSP to identified students (Thompson, Marchant, Anderson, Prater, & Gibb, 2012).
* **IFEED-AV** (Rhode, Jenson, & Reavis, 1992)
	+ **I**mmediately,
	+ **F**requently,
	+ **E**nthusiasm,
	+ **E**ye Contact,
	+ **D**escribe,
	+ **A**nticipation,
	+ **V**ariety

**Benefits** (Lampi, Fenty, & Beaunae, 2005; Marchant & Anderson, 2012; Stormont & Reinke, 2009):

* Takes little effort and costs nothing
* Improves student- teacher relationships
* Not time consuming or intrusive
* Increases on-task behavior and reduces problem behavior
* Increases positive social and academic behaviors

**Challenges:**

* Determine students’ preferred method of praise – public or private
* Consider the needs of students who are more motivated by escaping tasks or activities rather than accessing teacher attention

**Research:**

* Increasing preschool student’s on-task behavior during transitions in inclusion classrooms (Fullerton, Conroy, & Correa, 2009)
* Increasing teachers’ use of behavior specific praise in self-contained classrooms (Hawkins & Helfin, 2011)
* Increasing time spent inside the classroom in a residential facility (Kennedy & Jolivette, 2008)