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| ***Checklist to Guide the Strategic Use of Praise and Rewards***  ***(applied to positive student-student relations)*** | | | |
|  | **YES** | **NO** | **Not applicable** |
| 1. At both classroom and individual levels, praise and/or rewards are used often to recognize and reinforce positive student-student relations, particularly caring about others, getting along with others, treating others with respect, and friendliness. |  |  |  |
| 2. Praise and rewards are used in a sincere and credible manner. |  |  |  |
| 3. Praise and rewards are used at both individual student and class-wide levels to recognize and acknowledge the cognitive and emotional processes and **dispositions** associated with positive student-student relations (e.g., “You are a kind person, and care about others.” “Friends are important to you, and that’s why you treat them with respect.” “This class really cares about each other.”). |  |  |  |
| 4. Students are encouraged to self-evaluate and self-reinforce behaviors that promote positive student-student relations, and to feel proud and pleased that they are part of his/her self-concept. |  |  |  |
| 5. The present and future usefulness of the behavior praised or rewarded are highlighted (e.g., “You’ll gain a lot of friends by showing you care.”). |  |  |  |
| 6. Deliberate efforts are made to avoid teaching students that the most important reason to be kind and caring is to earn rewards or to be praised. That is, students learn there are other good reasons. |  |  |  |
| 7. Praise is much more common than rewards. After elementary grades, private praise for individual students receives emphasis. |  |  |  |
| 8. Students are actively involved in determining rewards, the behaviors to be rewarded, and in praising others for caring, kindness, respect, etc. |  |  |  |
| 9. Developmental, cultural, and individual differences are recognized in the use of rewards (e.g., high school students aren’t treated like elementary students). |  |  |  |
| 10. Rewards are used only occasionally when caring, kindness, friendliness, and related positive behaviors are intrinsically motivated. They are used more often when those behaviors need to be taught or are not intrinsically motivated. |  |  |  |
| 11. Rewards are often administered in an unexpected, or surprise fashion. |  |  |  |
| 12. When rewards are used, all students have equal opportunities to earn them. |  |  |  |
| 13. Variety and novelty characterize the use of rewards. |  |  |  |
| 14. Deliberate plans are made for the generalization of the desired behaviors that are praised or rewarded (e.g., multiple opportunities are provided for the behaviors to be practiced). |  |  |  |

Adapted with permission from: Bear, G.G. (2010). *School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior*. New York: Guilford Press.