Beyond "Good Job": How to Use Praise Effectively in After School Settings
Imagination Travel
Where is our destination?
What do we hope to achieve by praising children?
Two basic types of praise:

1. Praise for “being”

2. Praise for “effort and accomplishment”
Is there ever a time when praise is bad for a child?
“The Psychology of Self-Esteem” by Nathaniel Branden, published in 1969 promoted the following ideas:

1. Self esteem was the single most important facet of a human being;
2. One must do whatever one can to achieve positive self esteem.
Adults should use praise as a celebration of:

1. What **concrete** or **specific** thing the person did for you:

2. How you feel about that specific action;

3. What need of yours was fulfilled by their action.
After school program staff can use meaningful praise to:

1. Help children identify and name positive behaviors;
2. Support increased demonstration of positive behaviors
3. Model positive use of praise for children to imitate with their peers.
65 Ways to Say “Good Job”

1. Circle the statements that are vague.
2. Draw a square around those statements that demonstrate adult approval.
3. Reword the remaining for increased effectiveness.
Where do we want to take the children we work with?

Using praise effectively is one way to get where we want to go.

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What do we want children to remember when they leave our program?
For more information on this topic look on the web for:

1. Alfie Kohn “Five Reasons to Stop Saying ‘Good Job’”
2. The National Network for Children Care
3. Familyeducation.com