



**CONNECTICUT
NETWORK
FOR CHILDREN AND YOUTH**

**Beyond "Good Job":
How to Use Praise Effectively in After School Settings**

Imagination Travel



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Where is our destination?





CONNECTICUT
AFTER
SCHOOL
NETWORK



PROGRAM QUALITY
SELF-ASSESSMENT TOOL
USER'S GUIDE 3RD EDITION





Does it Matter? Why do we do it?

What do we hope to achieve by praising children?



Types of Praise

Two basic types of praise:

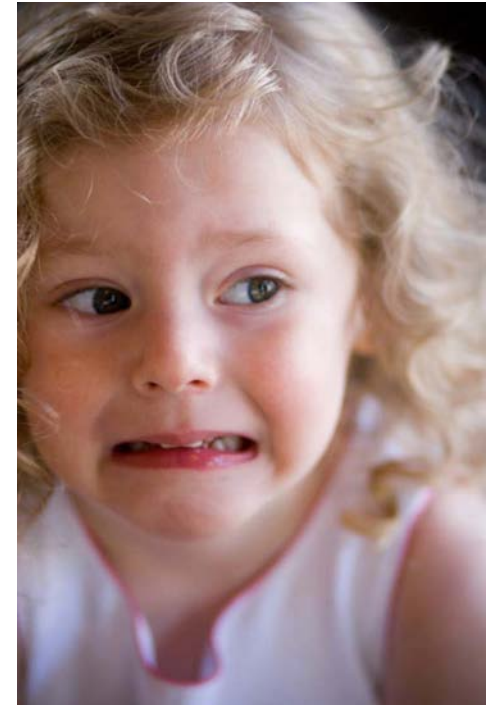
- Praise for “being”
- Praise for “effort and accomplishment”





Don't Compare with Praise

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.



Praise as Celebration

Adults should use praise as a celebration of:

- What concrete or specific thing the person did for you;
- How you feel about that specific action;
- 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.



“65” in American Sign Language



Where do we want to take the children
we work with?



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



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

