



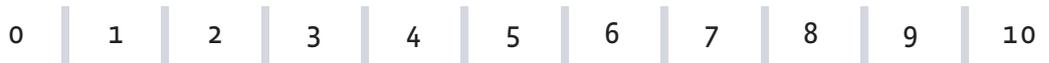
WEEKLY SESSION BEST HOPE (GOAL) AND SELF-EFFICACY EVALUATION FORM

SESSION NO _____

DATE _____

Best Hopes

Today I would rate progress to my best hope which I stated at the start of Pit –STOP as (please circle the appropriate number below). *Remember a score of zero means no progress has been made towards your best hope, a score of ten means your best hope has been reached fully, and a score of five is exactly half way between the two.*



How am I doing? (Self-Efficacy)

Please tick in the box on how much you agree or disagree with each one when you think about you and your young person.

Even though I may not always manage it, I know what I need to do with my young person

Strongly Disagree 1 Disagree 2 Not sure 3 Agree 4 Strongly Agree 5

I can make a difference to my young person

Strongly Disagree 1 Disagree 2 Not sure 3 Agree 4 Strongly Agree 5

I am able to do things that will improve my young person’s behaviour

Strongly Disagree 1 Disagree 2 Not sure 3 Agree 4 Strongly Agree 5

In most situations I know where my young person is and how they are acting

Strongly Disagree 1 Disagree 2 Not sure 3 Agree 4 Strongly Agree 5

The things I do make a difference to my relationship with my young person

Strongly Disagree 1 Disagree 2 Not sure 3 Agree 4 Strongly Agree 5

THE SESSION

I found this session to be (please circle one):

NOT INFORMATIVE | NEUTRAL | QUITE INFORMATIVE | VERY INFORMATIVE

MY HOME CHALLENGE THIS WEEK IS TO:





THE EFFECTS OF PRAISE: WHAT SCIENTIFIC STUDIES REVEAL ABOUT THE RIGHT WAY TO PRAISE KIDS

In some cultures praise is rare. People worry about the effects of praise. That too much praise will inflate the ego...make people too big for their boots. This seems to be an ancient concern.

It used to be that way in the West, too, but today things are different. Westerners praise each other all the time and Western parents praise their kids all the time. Why? Because we think that praise is going to make our kids better – more motivated, more confident, more inclined to tackle challenges.

But does it really work that way? Yes!

Praise can be a powerful form of encouragement. For instance, parents who praise their pre-school children for their good manners have kids with better social skills. (GARNER 2006; HASTINGS ET AL 2007).

WHAT'S THE RIGHT WAY TO PRAISE KIDS?

Good answers come from Jennifer Henderlong Corpus and Mark Lepper, psychologists who have analysed over 30 years of studies on the effects of praise (HENDERLONG AND LEPPER 2002). *They determined that praise can be a powerful motivating force if you follow these guidelines:*

- Be sincere and specific with your praise
- Praise kids only for the things they have the power to change
- Use descriptive praise that conveys realistic, achievable standards
- Be careful about praising kids for achievements that come easily to them
- Be careful about praising kids for doing what they already love to do
- Encourage kids to focus on mastering skills-not on comparing themselves to others

However, it is important to be sensitive to your child's developmental level.





Whereas very young children are likely to take your praise at face value, older kids are a different story. As kids mature, they become aware of your own possible motives for praising them. If they think you are being insincere, they may dismiss your praise. They may also be sensitive to being patronised or manipulated. So,

- Be sincere and specific
- Insincere praise may harm self-esteem and damage relationships

Kids might think you feel sorry for them or that you are trying to be manipulative. Insincere praise might also send the message that you don't really understand your child. (HENDERLONG AND LEPPER 2002). To prevent the appearance of insincerity, avoid frequent, effusive praise. And avoid praise that is sweeping or general. Kids are more likely to doubt it.

USE DESCRIPTIVE PRAISE THAT CONVEYS REALISTIC, ATTAINABLE STANDARDS

Some praise is merely about making a judgment “*Good job!*” Other praise provides information about what the recipient did right: “*I like the way you begin your essay by describing the problem and explaining why it’s important.*”

The latter is called *descriptive praise*, and it is thought to be more helpful than general praise. When you give a child descriptive praise, you don't just tell them that they are doing well. You are giving them specific feedback, and you tell him something about your standards.

But it is an important not to overdo it, argue Jennifer Henderlong Corpus and Mark Lepper (2002). The standards you convey should be reasonable. If you over-praise a child (e.g. “*You’re amazing! I’ve never heard anyone play the piano better!*”), you may send the wrong message. Your child might conclude that your standards are superhuman. How can he possibly live up to that? Praise that conveys unrealistically high standards can become a source of pressure, and make kids feel inadequate.

It’s been well-documented in cases where people are given tangible/material rewards each time they perform a particular behaviour (e.g., giving your child some money each time he eats broccoli). The feedback appears to re-set a person’s attitude (Lepper and Henderlong 2000).





However, a recent brain study reveals that social rewards (like praise) and tangible/material rewards (like money) activate the same regions of the brain (Izuma et al 2008). So, save yourselves some money and heap on those descriptive praise statements.

But the key point seems to be that praise must be given every time, for the behaviours you want to see. When praise is unexpected or spontaneous, it remains a powerful motivating force.

And remember that five to six positive comments are needed to ‘repair’ every negative comment that is directed to them . . . (ZENGER AND FOLKMAN 2013).

DEWAR G. 2008





PRAISE HELPS

In order to be effective, praise needs to be:

PRAISE HELPS

- H** Honest
- E** Enthusiastic
- L** Labelled
- P** Positive
- S** Straight Away

Mark Woodgate 2014

