



Goal Setting: Using Behavior-specific Praise

Now that you have a time of day that you can "catch students being good," put the plan into motion. Set a goal for the number of students you will "catch" using your behavior-specific praise statements.

Goal:

During , I will catch % of students who are demonstrating the expected behavior(s).

Behaviors to "catch"	Behavior-specific praise #1	Behavior-specific praise #2
Behavior 1: <input type="text"/>		
Behavior 2: <input type="text"/>		
Behavior 3: <input type="text"/>		

Simple Data ^[1]

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Did I meet my goal?	Yes	No
If YES, what went well?		If NO, what were the challenges?

How will I meet the goal next time?

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[1] Using Simple Data




During the time you have identified to "catch students being good," keep this form close to you (perhaps on a clipboard that you can readily access). Each time you use a behavior-specific praise statement to acknowledge a student displaying the behavior(s) to catch, write a tally in the Simple Data section. Then, at the end of that time period, determine if you met your goal.

If you met your goal

Give yourself some praise! Keep it up. Maybe even increase your goal of catching more students the next day.

If you did not meet your goal

Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.

Challenges	Tips from the Field
 <i>Too few students displayed the behaviors to catch.</i>	<p>Teach behavioral expectations to the students (see Teaching Behavior Expectations). Then, prompt the students by telling them you will be looking for students who display the expected behaviors you plan to "catch."</p>
 <i>It was hard to remember to use behavior-specific praise.</i>	<p>One way to overcome this challenge is to develop a prompt that helps you remember. This might be a written note to yourself placed in a section of the room you see often.</p> <p>Example: One teacher we worked with put a smiley face above the clock in her room. She often looked at the clock and the smiley face was a prompt for her to look around the room to catch students and give them praise.</p>
 <i>You still find yourself reprimanding students for many unwanted behaviors despite using behavior-specific praise.</i>	<p>You may want to actively ignore behaviors that are not dangerous or too disruptive to help reduce the number of reprimands you provide (see Using Planned Ignoring). You can also set a higher goal for the number of behavior-specific praise statements you are using.</p>