

Helping your child to manage difficult behaviours

# The Use of Praise and Rewards

Week 4

Who are we?

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**CONFIDENTIAL**



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What is your experience of:



GIVING PRAISE



RECEIVING PRAISE

What was the last compliment you received for an action or piece of work?

How did that make you feel?

Did this make you more or less likely to repeat the action?



# The Power of Positive Attention

**"OK" CHILD  
BEHAVIOUR**

**"NOT OK" CHILD  
BEHAVIOUR**

**CARER  
ATTENTION**

**PRAISE**  
Positive behaviour  
increases

Negative behaviour  
increases

**NO CARER  
ATTENTION**

Positive behaviour  
Decreases

**IGNORE**  
Negative behaviour  
Decreases

# Benefits of Praise



Supports self-esteem

Children know they are loved and appreciated

Positive time spent with the child, helps build a positive relationship

Helps child know which behaviours we value and want to see more of (more likely to repeat behaviour)

Encourages them to keep trying with tasks that they find difficult

Helps us notice the positive behaviours in our children!



# Types of praise

- Generic praise – nice to hear
- Specific labelled praise – helps the child to understand exactly what they did that caught your attention, and increases the likelihood of the child demonstrating that behaviour again

Unlabelled Verbal Praise (Generic)	Labelled Verbal Praise (Specific)	Physical Rewards
“Well done” “Good boy” “That’s nice”	“Good boy – you picked up all the toys”  “Well done – you shared with your brother”  “Thank you for playing quietly whilst I was on the phone”	Social  Tangible

Which type of praise do you find yourself using most?

# Tips for making praise effective

Do	Don't
<ul style="list-style-type: none"><li>• Be sincere and specific</li><li>• Give praise immediately</li><li>• Focus on behaviour and traits they have the power to change (effort, perseverance, kindness, patience)</li><li>• Praise during the task</li><li>• Make your rewards actually rewarding</li><li>• Ignore negative responses</li><li>• Be enthusiastic – lots of smiles and eye contact</li><li>• Praise yourself</li></ul>	<ul style="list-style-type: none"><li>• Comparing your child to others</li><li>• Muddling the praise with criticism or teaching</li><li>• Waiting for perfection/completed tasks (praise effort/acknowledge safety response)</li><li>• Offering bribes (given before a behaviour)</li></ul>



- **What of the 'do's are you doing well at the moment?**
- **Which do you think you may want to try?**

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**P** - power to change

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**R** - recent

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**A** – avoid comparison/criticism

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**I** - individual

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**S** – specific

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**E** – every time / effort over outcomes

## Behaviours to praise:

What behaviours would you like to see more of?

E.g. being polite, asking, working hard, being patient, being calm, taking turns, taking their time



It can be really difficult to identify wanted behaviours as it's human nature to focus on negative behaviours

### Other examples:

- Playing quietly/imaginative play
- Concentrating well
- Prosocial skills (sharing, being gentle, being polite)
- Compliance with rules and instructions (especially behaviours in line with the identified goals)

## Examples of specific praise

Any other examples of what can you say instead?

Scenario: Your child has helped you tidy up

- Instead of: “Good job!”
- What can you say instead?
- Try: *“Thank you for helping me tidy up. I liked the way you lined the shoes up neatly together”.*

Scenario: Your child has been trying to tie their shoe laces and struggling, they’ve just successfully done it!

- Instead of: “You did it!”
- Try : *“I’m so proud that you kept trying and didn't give up. It's tricky isn't it? I'm sure that you're going to get it soon with all this practice and patience!”*

# Rewards



*There are times when praise isn't enough and children need a little extra incentive.*



What's your experience of using rewards?

# Types of rewards

## Social Rewards



- **Verbal Praise**
- **Non-specific verbal praise** ('Good', 'Well done')
- **Specific/labelled verbal praise** linked to an identified behaviour (*'Well done for putting the cars in the box', 'you did what I asked straight away – I'm so proud of you', 'Thank you for playing quietly while I was on the phone'*)
- **Physical Affection:** Hugs, kisses, high fives, tickles
- **Time with Child,** Joining their play, showing interest/excitement in their activity

## Tangible rewards



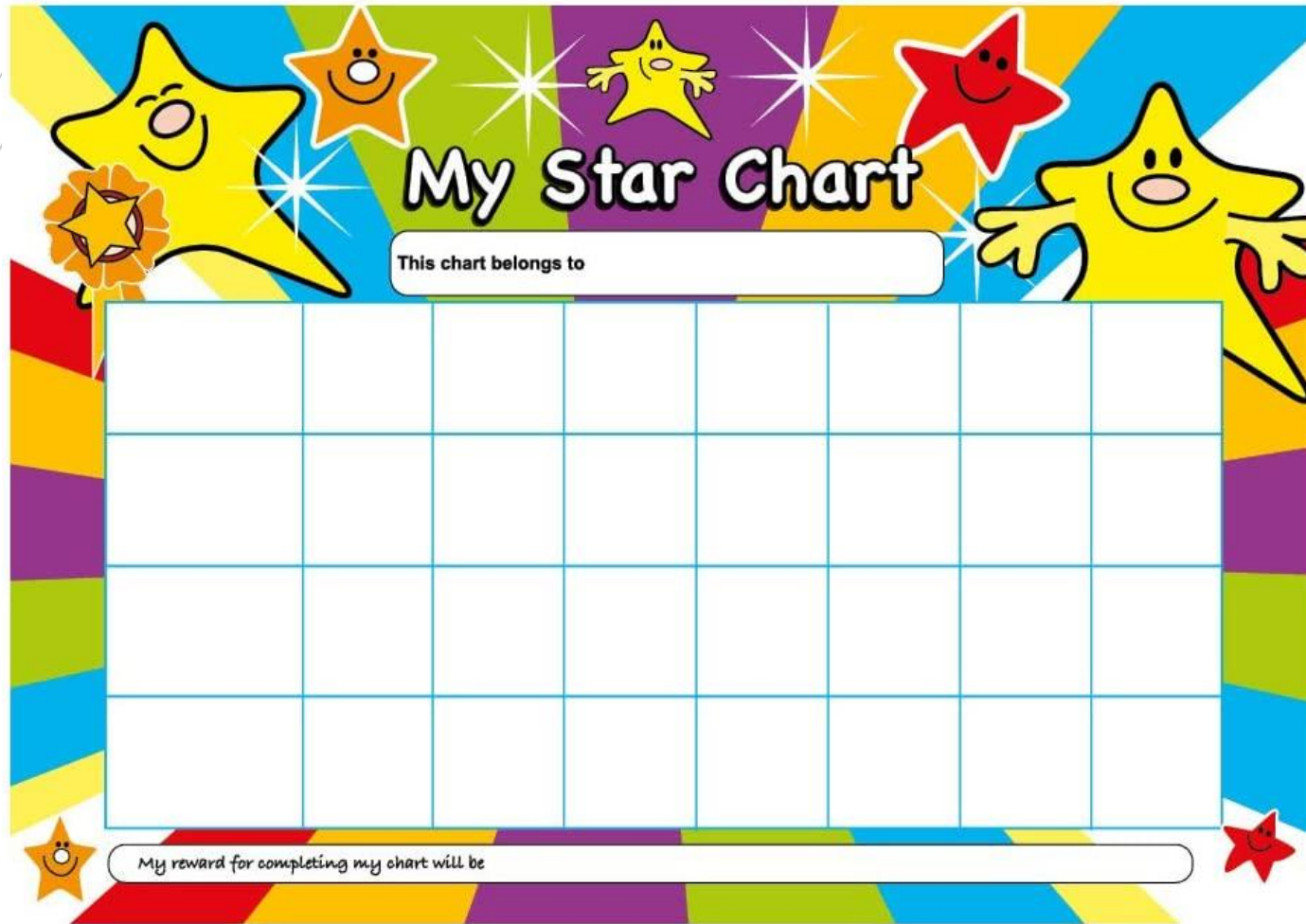
- **Inexpensive Items:** No or low cost is best: stickers, treats, pound store toys
- **Special Choices and Privileges:** Screen time, choosing dessert, choice of film
- **Special Activities:** Going to a movie, trip to the park, riding bicycle
- **Special Time with Child:** Baking, extra bedtime story, choosing a board game to play with parent

# Tips for rewards

- Discuss behaviour and rewards with child before – clear targeted behaviour
- Use motivating and varied rewards – something child is interested in
- Be consistent
- Don't mix rewards and punishment/move goal posts
- Use in the short-term until behaviour is learnt
- Only give reward after behaviour has been shown
- Deliver reward quickly after behaviour if possible







- Can have a whole family reward chart

- Sit down and create it together as a family
- Choose rewards for certain numbers of points
- Positive language

Thank You!