**Specific Labeled Praise**

**LOOK: Learning to Objectively Observe Kids**

* Labeled Praise specifically describes the desired behavior (“Great job walking down the hall with your hands at your side?” rather than just “Good job!)
* Labeled Praise is effective because it lets the child know why he or she is getting the teacher’s attention and which behaviors are important to the teacher

**Turn the general praise below into specific labeled praise**

| **General** | **Specific** |
| --- | --- |
| Good! | Good *listening*! You *kept your hands to yourself*-good! |
| Great job! | Great job *sitting in your chair.*  Look at what a great job Jacob is doing *using his walking feet* in line! |
| John is sharing his blocks with Eric. His teacher says “Nice work!” |  |
| Beth cleans up her plate and napkin after snack. Her teacher says “Super!” |  |
| The class walks down the half from the bus quietly with hands at their sides. The teacher says, “Thank you friends! I am so proud!” |  |

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