

Facilitation Guide: *Provide Specific and Culturally Responsive Praise to Promote Student Skill Growth*

Introduction

This facilitation guide accompanies the **Provide Specific and Culturally Responsive Praise to Promote Student Skill Growth** professional learning session. The goal of this session is to support educators in providing specific, positive, and culturally relevant feedback to improve students' social, emotional, and behavioral skills (Caldarella et al., 2019; Cook et al., 2017; Floress et al., 2017; O'Handley et al., 2020; Partin et al., 2010; Royer et al., 2019; Scott & Gage, 2018; Simonsen et al., 2008; Sutherland et al., 2000; Sutherland et al., 2019).

By intentionally partnering with families, integrating culturally sustaining approaches, and implementing safe and inclusive practices, educators can intentionally implement this and other practices to create classrooms where all students thrive (Payno-Simmons, 2021; Riddle, 2014; Santiago-Rosario et al., 2022; Simonsen et al., 2024).



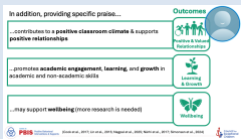

This session invites educators to:

- Reflect on their current practices and assumptions.
- See practical examples of providing specific and culturally relevant praise.
- Examine active ingredients of effective implementation.
- Develop an actionable plan using a plan–do–check–reflect approach.

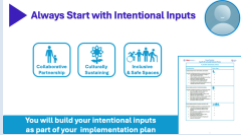
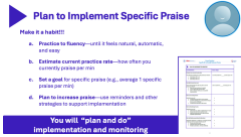


The professional learning session is built around a **20-minute video presentation**. The facilitation guide is designed to **intentionally extend the learning**, *with structured pauses, reflection prompts, and discussion activities* that can **adapt to your available professional development time**, allowing for deeper engagement depending on your context. These activities help make the learning active, collaborative, and directly applicable to participants' classrooms.

By the end of this professional learning, participants will have identified one or more actionable steps they can take immediately to strengthen their specific and culturally responsive praise, fostering strong positive relationships, as well as inclusive and academically engaging learning environments.

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	Key Content	Activity	Facilitator Notes
<p>Intro (Before Video)</p> 	<p>Intro & Purpose</p> <p>Remind staff of their progress in PD series, and intro today’s focus on <i>Provide Specific and Culturally Responsive Praise to Promote Student Skill Growth</i> for your context</p>	<p>Reflect (Quick Write)</p> <p>“Think about your classroom. Consider when and how you provide specific praise to your students. Write down a few examples of your praise statements.”</p>	<p>Facilitate</p> <p>Encourage participants to jot 1–3 examples; share with a partner if time allows. Frame this as a baseline connection point.</p>
<p>Pause after Slide 5</p>  <p>(If this is the group’s first skill-building session of the series, consider engaging in this item. Otherwise, feel free to skip it.)</p>	<p>Intentional Inputs</p> <p>Collaborative partnership, culturally sustaining approach, and inclusive and safe spaces</p>	<p>View, Reflect, & Discuss</p> <p>Watch/read the “Kickoff” <u>video/transcript</u> excerpt, note two “aha” moments and why they stood out, share in triads, and discuss as a whole group why these intentional inputs matter.</p>	<p>Facilitate</p> <p>Prompt participants to identify why each “aha” stood out, relate it each intentional input and share concrete examples in triads before discussing as a whole group.</p>
<p>Pause after Slide 17</p> 	<p>Why?</p> <p>Evidence supporting use of specific and culturally relevant praise</p>	<p>Think–Pair–Share</p> <p>“How do these results align with what you’ve seen in your own classrooms or schools?”</p>	<p>Facilitate</p> <p>Prompt participants to tie research outcomes to their lived classroom challenges.</p>
<p>Pause after Slide 22</p> 	<p>How?</p> <p>Assess, script, and differentiate specific praise; consider phase of learning; and consider students’ strengths and needs through the continuum of support.</p>	<p>Apply</p> <p>Script a few example praise statements that will support your current students to enhance their skill growth.</p>	<p>Facilitate</p> <p>Prompt participants to script and share new praise statements (adding to the list they started before the video).</p>

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	Key Content	Activity	Facilitator Notes
<p>Pause after Slide 32</p> 	<p>Plan Intentional Inputs</p> <p>Review intentional inputs and introduce planning document</p>	<p>Pause & Apply</p> <p>Provide time for staff to identify specific action steps to plan intentional inputs</p>	<p>Facilitate</p> <p>Prompt previous content (i.e., assess preferences, script preferred praise, & differentiate praise)</p>
<p>Pause after Slide 33</p> 	<p>Plan to Implement</p> <p>Plan to make it a habit:</p> <ul style="list-style-type: none"> • Practice to fluency • Estimate current rate • Set goal for practice • Plan to increase 	<p>Pause & Apply</p> <p>Provide time for staff to identify specific action steps to plan to implement</p>	<p>Facilitate</p> <p>Prompt previous content (see dot points on left) and support staff in estimating and setting reasonable goal</p>
<p>Pause after Slide 34</p> 	<p>Plan to Monitor</p> <p>Plan to make it a habit:</p> <ul style="list-style-type: none"> • Plan to monitor • Plan to celebrate 	<p>Pause & Apply</p> <p>Provide time for staff to identify specific action steps to plan to monitor</p>	<p>Facilitate</p> <p>Prompt previous content (see dot points on left)</p>
<p>After Video</p> 	<p>Close with Next Steps</p> <p>Recap key messages and describe next steps to support implementation in your context (e.g., share copy of action plan with coach, and share self-collected data with coach or peer at the end of each week)</p>	<p>Closing Commitment</p> <p>Provide additional time to complete the planning document, if needed, and share with peer or coach, if applicable</p>	<p>Facilitate</p> <p>Encourage sharing with a partner or coach (or submitting anonymously) to build accountability</p>

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