

Resources for Providing Specific and Culturally Responsive Praise to Promote Student Skill Growth



KEY RESOURCES

Supporting and Responding to Students' Social, Emotional, and Behavioral Needs

This practice guide is an updated version of Supporting and Responding to Student Behavior (Office of Special Education Programs, 2015). "Supporting and Responding" summarizes evidence-based, positive, and proactive practices that support and respond to students' social, emotional, and behavioral (SEB) needs in classrooms and similar teaching and learning environments (e.g., small-group activity).

<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data

This guide is intended to be used in conjunction with the practices guide: Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators (Center on PBIS, 2022). It provides updated guidance on how to (a) develop systems to support educators' implementation of evidence-based classroom practices and (b) use data to guide the development of implementation supports.

<https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data>

High Leverage Practices

The term "high-leverage practice" and its corresponding definition emerged in general education more than ten years ago (Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013). In partnership with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), the Council for Exceptional Children (CEC) developed and published a set of high-leverage practices (HLPs) for special educators and teacher candidates.

<https://highleveragepractices.org>



WHAT: DEFINITION

Example School Video

In this video, a middle school educator from San Bernadino Unified School District demonstrates the positive to corrective ratio while actively supervising.

<https://www.youtube.com/watch?v=0dcQuyK5Pgq>

HLP #8 & 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

Leadership Guide

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

https://exceptionalchildren.org/sites/default/files/2021-01/HLP%208%20Admin%20Guide.pdf?_gl=1*npaz05*_gcl_au*MTk4NDQxMDUxLjE3NTc1OTgyMDM.*_ga*ODkwNTkyNTA5LjE3NTc1OTgyMDM.*_ga_L4ZFTNESGT*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw*_ga_Y45Y2NWG3S*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTgyOTckajYwJGwwJGgw

Faculty Guide

This guide provides information about how to faculty can support pre-service educators' implementation of this practice by (a) highlighting characteristics of effective feedback and (b) suggesting activities to support learning and application.

<https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%208.pdf>

Video: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

This video introduces and defines high-leverage practices (HLPs) 8 and 22 and provides the rationale for this practice appearing twice on the list of HLPs. The video also features four teachers demonstrating examples of the four key components of this HLP. These four key components are that effective feedback is goal directed, constructive, immediate, and respectful/positive.

<https://highleveragepractices.org/2017-first-edition-materials/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior>



WHY: RATIONALE

Why Implement Tier 1 PBIS for Students with Disabilities? What Does the Research Say?

This brief summarizes empirical research on the effects of Tier 1 PBIS for students with disabilities. In general, when schools implement PBIS with fidelity, students with disabilities experience: (a) improved SEB outcomes and (b) reduced exclusionary discipline (i.e., office discipline referrals, suspensions, restraint, seclusion). Given the promising empirically supported effects of Tier 1 PBIS, we recommend schools continue to prioritize Tier 1 supports that are inclusive, robust, and supportive of all students, including students with disabilities.

<https://www.pbis.org/resource/why-implement-tier-1-pbis-for-students-with-disabilities-what-does-research-say>

Intentionally Intensify Classroom Practices to Support Students with Disabilities

This brief addresses two evaluation questions: 1. What are the effects of supporting educators to intentionally intensify their practice on their overall implementation of targeted classroom practices (i.e., prompting, engaging, and praising)? 2. What are the effects of educators intentionally intensifying their classroom practices on the behaviors of students with disabilities?

<https://www.pbis.org/resource/intentionally-intensify-classroom-practices-to-support-students-with-disabilities>

PBIS Supports Students with Disabilities

One-page brief describing the effectiveness and reach of the PBIS framework, particularly with students with disabilities.

<https://www.pbis.org/resource/pbis-supports-students-with-disabilities>



HOW: IMPLEMENTATION TIPS FOR SPECIFIC PRAISE

Praise Preference Assessment

This handout defines, provides a rationale, describes how to implement, and offers a fidelity checklist for implementing a praise preference assessment.

<https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/f/19192/files/2024/09/PraisePreferenceAssessmentOverview.pdf>

Planned Praise

This handout defines, provides a rationale, describes how to implement, and offers a fidelity checklist for implementing planned praise.

https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/f/19192/files/2024/08/PlannedPraise_Overview-1.pdf

Intentionally Intensify Classroom Practices to Support Students with Disabilities

In addition to addressing 2 evaluation questions (summarized above), this brief addresses describes how educators differentiated and intensified their specific praise to support students with disabilities.

<https://www.pbis.org/resource/intentionally-intensify-classroom-practices-to-support-students-with-disabilities>



PLAN: WITH INTENTIONAL INPUTS, PLAN TO IMPLEMENT AND MONITOR

Self-Management Supports

Find training scripts on key practices, including specific praise, and an excel spreadsheet to self-monitor and self-evaluate to support effective implementation.

<https://nepbis.org/classroom-pbis/implementation/>

Track Positive Reinforcement with Our Be+ App

The Center on PBIS, in partnership with [PBISApps](#), is excited to announce Be+: A free, mobile application to remind and track all of the positive reinforcement and pre-corrections you give throughout the day. It's available to Android users right now in the [Google Play store](#) and the [Apple App store](#).

<https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app>

Iris Center: Providing Positive Feedback

This page provides an overview of positive feedback, and ends with tips on how to monitor your use of this important practice.

<https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q2/p06/>



CHECK: MONITOR, REFLECT, AND ADJUST

Habits of Effective Classroom Practices

This practice brief describes how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states. Be sure to watch the [related webinar](#).

<https://www.pbis.org/resource/habits-of-effective-classroom-practice>