



## 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).

Refer to the "Strategy Tool: Using Behavior-specific Praise" to complete this table.

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 <sup>[1]</sup>
<input type="text"/>

Did I meet my goal?	Yes	No
If YES, what went well?		If NO, what were the challenges?
<input type="text"/>		<input type="text"/>

How will I meet the goal next time?
<input type="text"/>



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### <sup>[1]</sup> 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 behavior-specific 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 Double Check coach to problem solve can be helpful.*

Challenges	Tips from the Field
<p>“ Too few students displayed the behaviors to catch.</p>	<p>Teach behavioral expectation to the students (see <a href="#">Teaching Behavior Expectations</a>). Then, prompt the students by telling them you will be looking for students who display the expected behaviors you plan to "catch."</p>
<p>“ It was hard to remember to use behavior-specific praise.</p>	<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><b>Example:</b> 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>
<p>“ I still find myself reprimanding students for many unwanted behaviors despite using behavior-specific praise.</p>	<p>You may want to actively ignore behaviors that are not dangerous or too disruptive to help reduce the number of reprimands you provide. You can also set a higher goal for the number of behavior-specific praise statements you are using.</p>