

TABLE 14.1

## Examples of Effective Praise and Ineffective Praise

EFFECTIVE PRAISE ...	INEFFECTIVE PRAISE ...
is delivered contingently.	is delivered randomly or unsystematically.
specifies the particulars of the accomplishment.	is restricted to global positive reactions.
shows spontaneity, variety, and other signs of credibility; suggests clear attention to the student's accomplishment.	shows a bland uniformity that suggests a conditioned response made with minimal attention.
rewards attainment of specified performance criteria (which can include effort criteria, however).	rewards mere participation, without consideration of performance processes or outcomes.
provides information to students about their competence or the value of their accomplishments.	provides no information at all or gives students information about their status.
orients students toward better appreciation of their own task-related behavior and thinking about problem solving.	orients students toward comparing themselves with others and thinking about competing.
uses students' own prior accomplishments as the context for describing present accomplishments.	uses the accomplishments of peers as the context for describing students' present accomplishments.
is given in recognition of noteworthy effort or success at difficult (for this student) tasks.	is given without regard to the effort expended or the meaning of the accomplishment.
attributes success to effort and ability, implying that similar successes can be expected in the future.	attributes success to ability alone or to external factors such as luck or low task difficulty.
fosters endogenous attributions (students believe that they expend effort on the task because they enjoy the task and/or want to develop task-relevant skills).	fosters exogenous attributions (students believe that they expend effort on the task for external reasons—to please the teacher, win a competition or reward, and so on).
focuses students' attention on their own task-relevant behavior.	focuses students' attention on the teacher as an external authority figure who is manipulating them.
fosters appreciation of, and desirable attributions about, task-relevant behavior after the process is completed.	intrudes into the ongoing process, distracting attention from task-relevant behavior.

SOURCE: J. Brophy (1981), "Teacher praise: A functional analysis." *Review of Educational Research*, 51(1), 5–32. Copyright © 1981 American Educational Research Association. Reprinted by permission of Sage Publications.