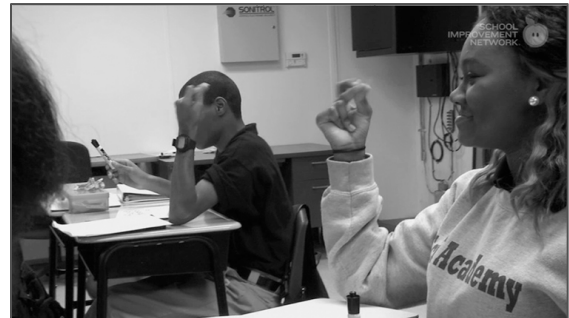


Nonverbal Praise Routines



Classroom Management

The Classroom Management series provides examples of teachers working with students to create a positive classroom culture. The segments in this series complement each other within a framework of five evidence-based components: Vision and High Expectations, Clear Procedures, Relationships and Support, Engaging Instruction, and Intervention and Redirection.

About this Segment

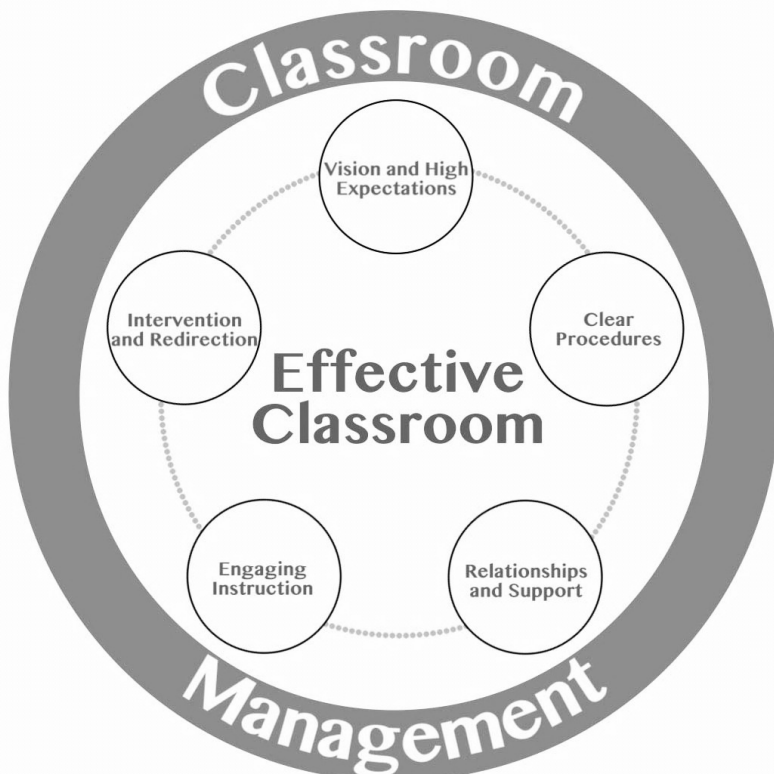
Teachers and students at Akili Academy in New Orleans, Louisiana, demonstrate nonverbal praise routines, such as thumbs up, snaps, and sending “magic” or “love.” These routines are quick, quiet, encouraging gestures designed to increase student engagement and self-efficacy, as well as contribute to a greater sense of classroom community.

Pre-viewing Discussion Prompt

1. What nonverbal praise routines do you use in your class? How do they motivate students and create a sense of community?

Post-viewing Discussion Prompts

1. What classroom conditions are necessary to successfully implement nonverbal praise routines?
2. In terms of a holistic approach to classroom management (see below left), how do strategies that develop Relationships and Support contribute to other components in this model?



Nonverbal Praise Routines

Reflection Questions

Following the discussion, participants can use the following to reflect on new learning and ideas.

1. How were the characteristics of nonverbal praise routines (listed to the right) demonstrated in this segment? What other elements could contribute to effective nonverbal praise routines?
2. How can you incorporate nonverbal praise routines into your own classroom management practice?
3. What other strategies or techniques might you develop to increase student motivation and contribute to a positive classroom community?

Characteristics of Nonverbal Praise Routines

- Quick, quiet, and simple
- Promote engagement
- Involve all students

Benefits

- Student-to-student praise and encouragement that doesn't interrupt instruction

Resources from School Improvement Network

"Classroom Management: A Framework for Student Success." *Classroom Management*. Edvivation.
<https://www.pd360.com/index.html#resources/videos/7562>.

"Positive Connections." *Conscious Classroom Management – Elementary Edition*. Edvivation.
<http://www.pd360.com/index.cfm?ContentId=620>.

"Classroom Cheers." *Teaching Strategies – Elementary*. Edvivation.
<http://www.pd360.com/index.cfm?ContentId=7031>.

Academic and Professional Resources

Brophy, Jere. "Teacher Praise: A Functional Analysis." *Review of Educational Research*, 51, (1981): 5-32.

Burnett, Paul C., and Valerie Mandel. "Praise and Feedback in the Primary Classroom: Teachers' and Students' Perspectives." *Australian Journal of Educational & Developmental Psychology* 10 (2010): 145-54.
<http://files.eric.ed.gov/fulltext/EJ906941.pdf>.

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. "Chapter 4: Reinforcing Effort and Providing Recognition." *Classroom instruction that works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD, 2001, pp. 49-59.

Simonsen, Brandi, et al. "Evidence-Based Practices in Classroom Management: Considerations for Research to Practice." *Education and Treatment of Children* 31, no. 3 (2008): 351-80.

Resource for Classroom Practice

Hammond, Kristyn. "How to Use Nonverbal Communication in the Classroom," eHow.com, accessed November 26, 2013, http://www.ehow.com/how_7451827_use-nonverbal-communication-classroom.html.

"Teacher Praise: An Efficient Tool to Motivate Students," accessed November 26, 2013, <http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students>.