

# WHAT IMPACT, IF ANY, CAN BEHAVIOUR SPECIFIC PRAISE HAVE ON THE CLASSROOM CLIMATE WITHIN A SECONDARY CLASSROOM?

## THE INTERVENTION

Behaviour Specific Praise (BSP) is a strategy which can improve learner-teacher relationships by providing recognition and endorsement of appropriate social behaviours by identifying effort and engagement within lessons. BSP can increase both the academic and social experiences of learners providing a safe and supportive classroom climate which encourages positive social interactions

## BSP INTERVENTION

BSP was implemented between April-June 2022 within two S3 Administration and IT classes with twelve girls and eight boys aged between fourteen and fifteen years old. Both classes were inclusive and had 25-30% of learners with ASL and SEBN. It was conducted as a practitioner enquiry within the researcher's own time. Praise statements were delivered regularly throughout the lessons with the aid of a Motivaider.

## DATA COLLECTION



### ONLINE QUESTIONNAIRES

Online questionnaires via a Microsoft Form were issued before and after the intervention to gather both qualitative and quantitative data to gain and measure learner perceptions on the impact of BSP within the classroom.



### FOCUS GROUPS

Qualitative data was gathered to gain learners perceptions of the impact of BSP within the classroom through two focus groups which were recorded and transcribed after the sessions



### TEACHER JOURNAL

A critically reflective teacher practice journal was used to gather qualitative data to gain teacher perceptions on the impact of BSP within the classroom and on her teaching practice.

## RESULTS



### CLASSROOM CLIMATE

- No impact on peer relationships
- Improved relationships between teacher and learners
- Improved positive classroom atmosphere
- Rates of praise- quality over quantity



### CURRICULAR RELEVANCE

- Appropriate strategy for S1/S2 learners
- Appropriate at beginning of S3 but not appropriate at end of S3
- Needs to be adapted to focus more on work than behaviour in senior phase
- Transition towards work over behaviour should happen as learners transition from BGE to senior phase



### ATTAINMENT

- Did not impact on most learners attitude towards work
- Higher acceptance of peer and teacher feedback
- More attention and support given to on-task learners

## CONCLUSIONS



The use of praise has been advocated in literature and educational policy. This enquiry analysed the impact in which BSP had within two secondary classrooms using both learner and teacher perceptions. It highlighted the positive impact in which BSP can have within BGE classrooms and identified adaptations and improvements which could be made to the strategy which could make it age appropriate to be used within SP classes.

## RECOMMENDATIONS

The impact of praise within secondary schools is still relatively unknown and there is a significant gap in research. Further research should be carried out with the strategy implemented into different curriculum classes and year groups over more significant timeframes which would allow for a greater collection of learner and teacher perceptions which could validate the findings of the enquiry and substantiate the changes expressed by learners. Further training should be given to all secondary teachers to support the implementation of this into their classrooms and allow opportunities for sharing good practice.

