



Does Praising Kids Do Damage?

Many years of research has shown us that praise, in fact, influences a child to be **EXTRINSICALLY** motivated.....

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Important Dates:

7 – Board Mtg
6PM
10 – No School
Institute Day
13 – No School
Columbus Day
24 – No School
P/T Conference
Day

Oct

2 – Daylight
Savings Time
Ends

Nov

27-28 – No School
Thanksgiving

18 – Cultural
Diversity

Dec

Celebration
20 – Jan 4 No
School
Winterbreak

Rader Farm a Big Hit!



The field trip to Rader’s Farm was a huge success! The children (and teachers) were exhausted by the time they returned to school.

Activities during the day included: petting zoo, being buried in the corn, picking out pumpkins, eating hotdogs and of course, making s’mores!

Thanks so much for all the parent drivers who made this field trip possible. Without your help, the children would not have the experiences they have here at Mulberry. We value our parents and we wanted you to know it – **THANK YOU!!!**



Multi-agers
enjoying a
break at
Rader Farm!

News About People at Mulberry



We welcomed Christine Crockett to our school on September 18th! Christine is eager to provide assistance to the parents, children and staff at Mulberry School. She brings her extensive knowledge in office administration and is ready to serve Mulberry families. Christine enjoys spending time with family and friends. In the short time Christine has been at Mulberry, she has proven to be an amazing cook!

HELLOS/GOODBYES

Welcome to Hadassah in Ms. Lorissa's class! Parents are Jerry and Ruth.

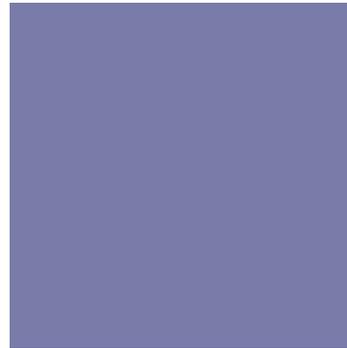
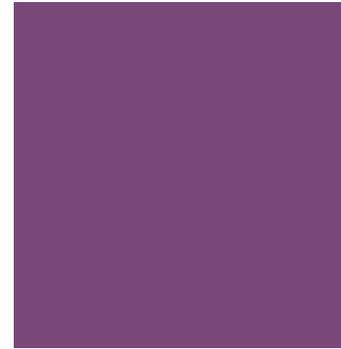
Welcome to Bharathan in Ms. Kim's PM class! His parents are Mukundan and Hemalatha.

A sad farewell to Advaith in Ms. Sue's class. He and parents Deepthi and Arun are moving to Portland, OR. We will miss you! Thank you, Deepthi, for all your parent participation hours. We enjoyed seeing your smiling face!

Parent/Teacher Conferences



Sign up for parent/teacher conferences on October 24th. Please check with your child's teacher to setup a time to come and chat about your child's progress.



Praise:

Do we want our children intrinsically or extrinsically motivated?

A hot topic in early childhood is whether or not we praise children for their behavior or accomplishments. Praise can be defined as words or candy or stickers. Do we say “good job” when our child picks up their room? Or, “I like the way you drew this picture?” Our gut instinct is to say YES! But, when we peel back the layers, there are some pretty surprising effects taking place. Did you know that praising a child can lead to a dependency on external evaluations by others rather than an internal evaluation of the experience? Another negative effect of

praise is that it produces a child who is “hooked” on the words or goodies that we are providing. That is to say, as a child ages, we have to up the ante. When a child is 3-5 yrs old candy or stickers may seem to work. But, as a child ages, so does the expectation that they will get more. Candy and stickers become money, privilege, electronics and by age 16, a CAR! While parents do not think about future consequences while praising their child, this is the unintended consequence of praising a child’s behavior or accomplishments.

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Another negative consequence of praising children is that of manipulation. When we say to a child, “Do this and then you will get that,” we send the message that a child is only valued when the adult’s needs are met. For instance, as a parent you say to your child, “We will go to the park after you put your toys away.” Playing at the park has *nothing* to do with keeping toys picked up! And, do we want to set the stage so that every request of our child is followed by a “what will you give me?”

So, what is a parent to do? We want children to know that we are aware of their behavior and that we recognize their efforts. We also want children to know the effects their behavior has on others.

We all want children to be responsible, kind, aware of others, of strong character and motivated to do well. The only way we can instill these behaviors in a child is to help

them realize how their behavior affects others and give them lots of feedback. There are 2 ways we can do this as parents.

First, make **encouraging** statements about a child’s actions. You see your child trying very hard to accomplish something (putting shoes on, drawing a picture, cleaning up) so instead of saying “good job” let’s focus on the EFFORT. It might sound something like this, “I noticed you really concentrated on getting your shoes on” or “you spent a long time picking out colors to draw your picture” or “you picked up all the toys.” The key to encouragement is that it is genuine, tied to current behavior and unique to the child at that moment. Doling out “good job” or praising with stickers doesn’t reflect genuine statements about a child’s actions. It is robotic and meaningless.

Second, to instill intrinsic

motivation in a young child we can draw attention to the **affects** of their behavior. For instance, if your child picks

Encouragement is specific, addresses the process not the product, and avoids comparisons or competition.

something up for someone you can say, “Picking the toy up for Sarah was a kind thing to do” or “Hanging up your coat is helpful!” These kinds of comments help internalize behavior rather than being extrinsically motivated by rewards or words.

These techniques send the message to children that they are learners whose feelings and emotions need to be

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(Praise, continued)

considered, not manipulated. When we use praise statements we take away an individual's opportunity to regulate their own behavior, develop critical thinking skills, and engage in true dialogue. Making this change can be difficult but with time and practice we can provide the necessary environment for children to learn and grow. Written by: Carol Weisheit



References

Kohn, A. (1999). *Punished by rewards*. New York: Houghton Mifflin.

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York: Penguin Books

