

Characteristics of Reinforcing Language

- Names specific behaviors
- Points out approximation
- May be followed by a question
- Applies to all
- Emphasizes description
- Reflects goals and values

**Barriers to Using
Reinforcing Language**

**Changing the
Perspective**

Links to Articles

- [“Noticing Positives”](#)
- [“Reinforcing Language: Giving Middle Schoolers Supportive Feedback”](#)
- [“How’s Your Reinforcing Language?”](#)
- [“Want Positive Behavior? Use Positive Language”](#)

Use Caution

- Manipulative language
- Inauthentic reinforcement
- Inequity

Ready for the Next Level?

Connect reinforcing statements to questions that prompt the learner to think

Connect to class or individual reflections around A+SEL skills

Name leading-edge, not just perfect, behavior

Reinforcing Language Stems

“I see...”

“I noticed...”

“Did you notice...?”

“Lots of you are...”

“You remembered...”

“You showed...”

“Today you...”

“You decided to...”

“You helped...”