



THE ENJOYABLE ART OF ENCOURAGEMENT (FOR PARENTS AND EDUCATORS)

1) Note attributes... be specific

- ▶ “Something you do that I admire...”
- ▶ “Would you like to know something about you that I think is unique/special/neat/unusual/beautiful...?”

2) Identify accomplishments... be specific

- ▶ “I think I see real progress in...”
- ▶ “I’m impressed by the speed/thoroughness/courage you demonstrated when you...”
- ▶ “I’ve noticed that you seem to have a special ability...”

3) Point out the usefulness of their ideas

- ▶ “I’m glad you suggested that possibility.”
- ▶ “Your idea was a really helpful one.”
- ▶ “How did you ever think to do that?”
- ▶ “Your creative solution did the trick! Thanks!”

4) Express your pleasure and lead them further

- ▶ “I am/was delighted with the way you...”
- ▶ “That idea seemed to work so well for you. Would you mind if I tried it too?”
- ▶ “Wow! I wonder what might happen if you also...”
- ▶ “I’m interested in how you handled that problem. Would you explain your strategy to me?”

5) Point out the commonality

- ▶ “I am no exception.”
- ▶ “It’s not surprising that...”
- ▶ “People often find it hard to...”
- ▶ “I think I may have felt similarly the other day when...”
- ▶ “Lots of children your age...”

6) Ask for feedback

- ▶ “What are your thoughts on the subject?”
- ▶ “How does this suggestion strike you?”
- ▶ “Do you have some different ideas?”
- ▶ “If you try any of the ideas we discussed, I’d be interested in hearing how they worked out for you.”

7) Help them deal with mistakes and fear of failure

- ▶ “It’s true it didn’t go as you’d hoped, but what did you learn from your experience?”
- ▶ “Would you like to give it a try together?”
- ▶ “That must seem scary/difficult, but I think you can give it a run for its money.”

8) Show interest in the concerns they express

- ▶ “I can understand that you might be hurt/upset...”
- ▶ “Would you like to talk it over?”
- ▶ “I’m aware of your strong feelings about...”

9) Ask for their help

- ▶ “Would you be willing to give me a hand with...?”
- ▶ “You could sure help me/us/the others by...”
- ▶ “Since your skilled at _____, I was hoping you’d...”
- ▶ “Help! I’ve really gotten myself in a pickle!”

10) Distinguish between the child and his/her behavior

- ▶ “I love you but I do not like _____ (name specific behavior). That is not how we treat other people.”
- ▶ “You may stay inside if you’d like, but the noise belongs outside.”

11) Point out what should be encouraging to them

- ▶ “You have the right to feel good about/be proud of...”
- ▶ “I imagine you were pleased by your progress in...”

12) Express your appreciation

- ▶ “I was grateful for/I surely appreciated... (your help with... your quick thinking, your cooperation, your hard work, your suggestions, your creativity, your delightful sense of humor, your friendliness)”

13) Express your confidence in them and in their ability to hand their situation

- ▶ “You would like us to think you can’t do it, but we think you can.”
- ▶ “I’m confident you can straighten this out, but if you need any help you know where to find me.”
- ▶ “I can understand how you might feel, but I’m convinced you can handle it.”

14) Keep them in control of themselves and their problem

- ▶ “Do you have any ideas about how you might handle that?”
- ▶ “That’s a tough problem, but I’m positive you’ll figure out a way.”
- ▶ “Could you use a helping hand?”
- ▶ “Would you be interested in learning a few good tricks?”