



## 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?”