

# Effects of Teacher Praise on Attending Behaviors and Academic Achievement of Students with Emotional and Behavioral Disabilities

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Students with emotional and behavioral disorders exhibit high levels of inappropriate behaviors. As a consequence, engagement in class as well as academic progress suffers. A review of the literature was conducted to examine the effects of teacher praise on attending behaviors and academic achievement of students with emotional disabilities. Results of ten studies meeting inclusion criteria were analyzed. Findings suggest teacher praise positively affected attending behaviors with increases in on-task behaviors and decreases in disruptive behaviors. A relationship between teacher praise and academic achievement could not be established due to confounding variables; however, a relationship between teacher praise and student age emerged. Teacher praise affected attending behaviors of younger participants more than older participants. Limitations, teaching implications and future research are discussed.

**Keywords:** Teacher Praise, Teacher Attention, Emotional Disturbance, Behavioral Disability