THE GOOD BEHAVIOR GAME MANUAL

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SECTION 1:

BEHAVIOR MANAGEMENT IN THE CLASSROOM

The underlying principles of the Good Behavior Game stem from studies that have been done in behavior theory and behavior observations over the past thirty years. Concepts such as positive reinforcement (rewards) and behavior modification have been in use as early as the 1920's. This overview of behavior management will introduce the reader to its basic theory and to procedures for increasing and maintaining "good" behavior.

Behavior Modification versus Psychoanalytic Psychotherapy

Early attempts at treating problem child behavior were mainly based on the psychoanalytic or disease model approach. Pioneers in this approach included Leaightner Witmer, who believed that many social and academic problems resulted from physical defects or illnesses, and Sigmund Freud, who applied his psychoanalytic techniques to children's problems. The psychoanalytic and disease model approaches to child treatment have the following assumptions (O'Leary and O'Leary, 1977, pg. 7):

1. Problem behaviors are symptoms of an underlying cause.

2. Therapy should consist primarily of allowing the child to express his emotions.

3. A good relationship is a prime requisite for successful therapy, and the relationship between the therapist and the child is seen as the critical element in bringing about change in the child's behavior.

Methods of therapy include letting the child play with dolls and toys in the therapist's office and interpreting the child's feelings and fantasies or the child's responses to Rorschach tests. The key is to get the child to release his emotions through catharsis or expression of feeling so that these causes of the problems behaviors can be excised.

Summative evaluations (Levitt, 1957, 1963) of the psychoanalytic approach have failed to show any significant influence of psychotherapy with children. Treated children were found to improve at nearly the same rate as children who were accepted for, but never began treatment.

Although behavior modification was introduced as early as 1913 by John B. Watson, the approach did not gain prominence until the 1950's with the work of B. F. Skinner. Skinner reconceptualize behavior change by emphasizing the behavior itself rather than any inner condition that might explain it. In behavior modification an observable behavior is changed by the systematic application of techniques that are based on learning theory and experimental research. A behavior is observable in that it is measurable in terms of frequency, rate, intensity, duration, or pattern of behavior. Thus, a child's "mood" is not an observable behavior, but talking out of turn or throwing a temper tantrum is. The emphasis on making the behavior observable makes irrelevant

any subconscious or inner condition which has been the emphasis of the psychoanalytic approach.

Behavior modification differs from psychoanalysis not only in the focus of treatment (the behavior itself versus psychological causes), but also in the manner of treatment in that its treatment is systematic. If, as according to psychoanalytic approaches, the child's therapy depends on a good relationship between the child and the therapist, and if only the child's therapist can effect any behavioral change in the child, then any changes brought about by the therapist will be reduced or eliminated once contact with the therapist ends. The problem is avoided by making treatment explicit. In other words, instead of worrying about some intrapsychic conflict within the child, the behavior analyst concentrates on overt events that precede and follow the behavior in question. While unobservable factors may effect a person's behavior, the behavior analyst assumes that behavior is controlled by observable stimuli (antecedent events) and reinforcements (consequent events). This systematic and explicit approach to treatment allows various behavior analysts (such as teachers, parents, other therapists) to work with the child rather than one lone therapist who has worked with the child long enough to understand his inner psyche.

Behavior techniques have repeatedly been used successfully in classroom setting to alter children behavior. Many of the principles of the approach were developed in laboratory settings. Thus, there is strong evidence from research that behavior techniques work.

Principles of Behavior Modification

"Good" and "Bad" Behavior

A basic tenet of behavior theory is that very few behaviors are universally labeled "good" or "bad." Classroom behaviors that might be considered good in one culture, community, or even school can be labeled in a different setting. For example, some teachers encourage active discussion among students while others consider working quietly at the student's own desk as more appropriate behavior. The same teacher can even deem the same behavior as good or bad depending on the circumstances.

The teacher, then, must define explicitly for the students the desired, or target behaviors. he cannot take for granted that the student knows exactly what proper behavior is for each situation. This is especially important in the early school years when what a child has learned as proper behavior at home may be vastly different from the behavior the teacher desires. Defining appropriate behavior should be the first step in any classroom behavior management program.

Observable Behavior

As stated earlier behavior modification deals only with behavior that is observable or measurable. When determining whether a person's behavior has changed, one cannot

rely on one's own or someone else's subjective opinion on the matter. Instead, one must be able to cite some measurable difference in the behavior. one might cite, for example, that the frequency or rate or occurrence has decreased, or perhaps that the intensity of the behavior has changed.

Behaviors as Problems

Another principle of behavior modification is to treat behaviors as problems, not symptoms. while some childhood behavior problems (Down's Syndrome, for example) have physiological causes, in most classrooms they are not symptoms of any underlying medical disease. In addition, for the behavior analyst these problems do not stem from some underlying intrapsychic conflicts; instead, they are determined by other behaviors and events that precede and follow them, and they can be altered simply by addressing these other behaviors and events by providing stimuli that will bring on more desirable behaviors. One common concern with this view is that the method is "symptom substitution" - that if the underlying cause is not addressed, it will only manifest itself in another behavior problem. However, studies have shown that children treated in this manner showed no adverse side effects (Ward and Baker, 1968).

Positive Reinforcement

Generally, behavior change is brought about through reinforcement. When stimulus, such as an object or event, is presented as a consequence of a response, or measurable behavior, and the rate of that response increases or maintains as a result, the stimulus is called a positive reinforcer (O'Leary and O'Leary, 1977). Examples of positive reinforcers include praise, money, or an enjoyable activity.

Selecting appropriate positive reinforcers is not a simple task. A teacher would be naive to think that one or a few reinforcers will work with all students in all situations. Fortunately, there is abundant research which has yielded a set of principles to help guide the teacher.

Conditioned and Unconditioned Reinforcers

In selecting appropriate positive reinforcers it is useful first to consider how stimuli become reinforcers. Some stimuli are "natural" or unconditioned reinforcers. Food for a hungry person and warmth for a cold person are examples of unconditioned reinforcers. Conditioned reinforcers, on the other hand, are stimuli that were originally neutral, but through association with unconditioned or previously conditioned reinforcers, become reinforcers themselves. Money, for example, has no intrinsic reinforcing value, but if the subject has had frequent experiences of exchanging money for tangible goods such as toys or candies, then money assumes reinforcing properties. For very young children many conditioned reinforcers develop from being coupled with food such as the unconditioned reinforcer. Thus, the fact that a student has never experienced verbal praise while being fed might explain why he does not respond to such typical conditioned reinforcers as approval and good grades.

When the teacher as behavior analyst encounters a child who does not respond to typical conditioned reinforcers, a common strategy is to find a reinforcer, whether conditioned or unconditioned, that is effective and to pair the conventional but ineffective reinforcer with the effective one. For example, a first grade teacher found that one of he' disruptive students did not respond to being praised on those occasions when he displayed desired behavior, but did respond to hugs and pats. By initially pairing verbal and hugs and pats frequently, and then gradually reducing the hugs and pats, the teacher began to maintain desired behavior with verbal praise alone (Sulzer-Azaroff and Mayer 1977). Pairing strategies such as this are useful when the effective reinforcer is impractical or will be impractical. For example, it was important to teach the first grade student to respond to praise because hugs and pats from the teacher would be inappropriate as the student gets older.

Effectiveness and Intrusiveness of Reinforcers

Matching reinforcers with individuals depends on two key factors: effectiveness and intrusiveness. We have already seen that some conventional reinforcers are not always effective with some students. Effectiveness judgements are based solely on **objective** observations. A reinforcer is effective only if it increases the rate of a desirable response or decreases the rate of an undesirable one. If the reinforcer is found to be ineffective, other stimuli will have to be tried.

Effectiveness can be influenced by the subject's satiation with a particular reinforcer. If a child is overly praised, then praise would lose its reinforcing value. (Over praising is not a problem in most classroom settings, but it can be in tutoring situations' Food, or a particular food, loses its effectiveness when the subject is full, or if he has had his fill with sweets, for example. Satiation can be avoided if the child is temporarily deprived of the reinforcer just before it is given. If a certain food is used as a reward, thc child should not normally have easy access to that item.

To facilitate finding an effective reinforcer some behavior analysts have suggested that the children themselves be allowed to choose from a list of possibilities. However even if this approach is used, the teacher must still monitor the effectiveness of a reinforcer since people do not necessarily know what is reinforcing for themselves, or the students could be choosing what they think would please or impress the teacher.

In searching for reinforcers one should begin with those that are natural to the classroom setting. They might include praise and attention, gold stars and grades, and school activities. Only after these techniques have probed ineffective in increasing behavior more artificial or intrusive reinforcers be tried. When a strong, but intrusive technique is discovered, attempts should made to gradually shift back to more nature reinforcers. This gradual shift would be the first step toward getting the students to maintain their behavior without external reinforcements. (Maintenance is discussed in a later section.)

Schedule of Reinforcement

An important principle for any behavior analyst to keep in mind is the schedule of reinforcement. Reinforcement can be provided on either a fixed ratio or a variable ratio schedule, where the ratio refers to the number of reinforcements over the number of responses required to receive a reinforcement. For example, if a child receives a punishment for every three times he talks without being permitted, the ratio schedule of reinforcement would be fixed at one-third. Reinforcement can also be provided on a fixed or variable interval schedule. Here, the interval refers the time lag between the response and the reinforcement. In a fixed interval schedule the teacher reinforces a child for a behavior after a specified amount of time; in a variable interval schedule the teacher can vary the interval between response and reinforcement. Research has demonstrated that children learn appropriate behavior more rapidly when reinforcement is provided on either a variable ratio schedule or a variable interval schedule. In other words, it is better to surprise a child with a reinforcement that to have him expect it and know exactly when it will occur.

Defining Behavioral Problems and Goals

One of the first tasks in a behavior modification approach is to operationally define the target behaviors and the goals that will change these behaviors. Operationally defining problems and goals means breaking them down into measurable components. Describing a child as "lazy" and defining a goal of making him more "industrious" do not allow the behavior analyst much opportunity to effect change. However, if vague terms like " laziness" are broken down into measurable components, such as completion rate of assignments, accuracy level, and instances of volunteering, the teacher can then set the goal of increasing these (Sulzer-Azaroff & Meyer, 1977).

There are other reasons for operationally defining behaviors. It facilitates communication among teachers, parents, and others concerned with the child by eliminating ambiguous terms. Behavioral changes become more easily monitored when goals are measurable. Finally, operational definitions maintain objectivity and consistency in observations, preventing teachers' own hopes and expectations from influencing observations.

After the target behaviors and goals have been selected, the teacher must specify the objectives, or the rules and directions, to the students. While studies have shown that making rules clear alone will not increase behavior (Medland and Stachnik, 1972), in many cases it is an essential component of behavior modification. Children cannot alter their behavior if they do not know specifically, or if they have to guess at what behaviors will be reinforced, either positively or negatively. Stating and occasionally repeating classroom rules can also serve to prompt the students to rehearse the rules themselves and to remind each other of the rules.

The objective comprises three elements; the desired response and its properties; the situation under which the response is to occur; and the criteria for determining when

the objective has been met. Specifying the response to the students involves not only delineating the specific behaviors of that response, but also the properties of these behaviors, such as shape or form, frequency, duration and intensity. For example, the teacher can specify that talking in a normal tone of voice is acceptable, but screaming is not.

The teacher must also inform the students of the situation where the response is to occur. He might want the students to read quietly at their desk for the next forty-five minutes, but after the reading period is over they can discuss quietly in small groups what they have just read. Thus, talking quietly is an unacceptable response in one situation but appropriate in the other.

A behavioral criterion usually involves some minimum (or maximum, if the response is undesirable) rate and duration of the response. ("You will read quietly at your desk for 45 minutes with no more than three occurrences of the following...") The criterion level accepted should not be some unattainable, ideal level, but the minimum acceptable level.

Teachers might consider letting students participate in defining target behaviors and setting criteria. There is some evidence that if children are allowed to help in setting their own standards and contingent tasks, the probability of on-task behavior increases (O'Leary and O'Leary, 1977).

Behavior Modification Procedures

There are a number of behavior modification procedures available today. Although the classroom teacher will find useful other behavior modification methods (For example, modeling, where the teacher demonstrates the desired behavior, has been shown to be useful in curbing aggression [Banhura, 1969].), the most common ones are related to the positive reinforcement concept. Included here are the five major types of behavioral reinforcement procedures. (If the reader would like a more complete list of behavior modification procedures, he is referred to the O'Leary and O'Leary text.)

Social Reinforcers

Social reinforcers are usually known as praise and attention. A desirable behavior can be increased by enthusiastic praise during the behavior. Similarly, an undesirable behavior can be extinguished or reduced by a soft reprimand given to the child just as he begins to display the behavior. Praise and soft reprimands are especially effective when they are focused statements on specific behaviors that deserve them, rather than fuzzy comments on the child's general behavior, or worse, on the child himself. A reprimand on a specific behavior indicates to the child that it is the behavior which is wrong, not the child himself. Praise on a specific behavior reveals to the child what specific behaviors should be repeated.

Attention can range from a simple smile to pats and hugs. The success of attention in positively influencing child behavior is well documented. One study (Allen, Hart, Buell, Harris, and Wolf, 1964) reported on a child who withdrew from her peers and demanded attention from her teacher. When the teacher gave her attention only when she interacted with the other children, but not when she sat alone or tried to interact with adults, the teacher was able to increase appropriate behavior. In another study (Broden, Bruce, Mitchell, Carter, and Hall, 1970) two disruptive second-graders were seated next to each other. When the teacher increased attention for one in response to quiet and attentive behavior, but held back attention from the other, appropriate behavior increased for both, though less for the second student. When attention was directly given to the second student, appropriate behavior increased further.

Although praise and attention are the major forms of social reinforcers, another that is particularly useful in a classroom setting is group reinforcement. Peers can aid in effecting behavior change if reinforcement for an entire class or group is made contingent on appropriate behavior for everyone in the class or group. In one study (Schmidt and Ulrich, 1969) classroom noise was monitored with a decibel meter. When extra gym time was made contingent on ten minutes of "quiet time" in the classroom, noise levels reduced dramatically. With group reinforcement it is assumed that the children will reinforce each other so that the entire group can benefit. Care should be taken to monitor possible negative side effects such as threats and peer punishment.

Social reinforcers have many advantages. Because they are so readily delivered they can be a practical form of reinforcement, especially in classroom settings, where reinforcement often has to be frequent, immediate, and deliverable in a large group. Satiation is less of a problem with social reinforcers since most people cannot get too much praise and attention in most normal situations. Social reinforcers also have the advantage of being most likely be receiving praise and attention in recognition of appropriate behavior for the rest of their lives, it is not in those instances where other types of reinforcement, such as candy or toys, are necessary because social reinforcement alone is not effective enough, the teacher might want to couple these less natural rewards with social reinforcers to strengthen the reinforcing nature of the latter and to allow a gradual decrease of the former. (See discussion under Conditioned and Unconditioned Reinforcers.)

Activity Reinforcers

Teachers can make certain activities contingent on the accomplishing of certain tasks. For example, if a particular child has a problem remaining in his seat, and if the child enjoys drawing at the blackboard, by allowing the child to draw at the blackboard only after he has sat in is seat a certain amount of time the teacher can increase the child's in-seat behavior (Homme, DeBaca, Devine, Steinhorst, and Rickert, 1965). The Premarck principle is based on findings that high-frequency behaviors, activities that a person engages in often and voluntarily, can be used to reinforce low-frequency behaviors when access the former is allowed only after performance of the latter (Premarck, 1959). Thus, in choosing activity reinforcers the teacher needs only to observe what activities the children engage in during their free time. This process also ensures nonintrusiveness of

the reinforcer since the activities chosen are presumably ones that the student have had a chance to participate in a natural classroom setting.

As the behavior analyst employs the Premarck principle care must be taken that activities chosen are based on systematic and objective observations. Many parents and teachers will argue that they already use the Premarck principle when they, for example, make going out to play contingent upon completion of an assignment or homework. However, the reinforcing activity they choose is often based on what they think the children appear to enjoy, or what all children are supposed to enjoy, or even what they themselves enjoy. With the Premarck principle selection is based on formal observation of how often and how long the child engages in the activity on his own.

Sometimes, it is necessary to use special activities as reinforcers (for example, when more natural activities are ineffective or when a special reward is appropriate). In this case the teacher can consider letting the students choose the activity or having them choose from a list of activities. There is some evidence to suggest that if children themselves determine these activities, on-task behaviors increase. In any case, as with all other types of reinforcers, more intrusive activity reinforcers should be gradually substituted with less intrusive ones through the school year.

Edible Reinforcers

Food is one of the most basic reinforcers. Behaviors change has been induced in newborn babies with food (Sisqueland and Lipsett, 1966). In the classroom, when students were given the opportunity to earn candy and snacks for attending and working behavior, attending increased by over 50 percent (Craig and Holland, 1970) an working behavior increased while disruptive behavior decreased (Coleman, 1970).

Concerns with edible reinforcers include ensuring proper health and nutrition for the children. Some children may have allergies with certain foods while too much nonnutritious food before meals may interfere with children's appetites. Satiation is also a major problem with food. Edible reinforcers should be given in small amounts and not too near meal and snack times.

Tangible Reinforcers

When other techniques fail, children, as well as adults will often work for tangible rewards, such as trinkets, small toys, and school supplies. Many teachers and parents feel tangible reinforcement is bribery, or that it brings too much materialism into the classroom. They feel that students should work and behave themselves for more intrinsic reasons, or for more traditional reinforcements like grades and praise. That is certainly the goal of any reinforcement program. The problem is that some children do not initially respond in this manner. Tangible reinforcers are a means to get children to engage in appropriate behavior and after this is accomplished the behavior agent can teach the children to become independent of external rewards.

Children can became sated quickly with tangible reinforcers. A child who has several of the same trinkets will not likely work for another one. One possible solution is to give rewards that they can collect: for example, baseball cards, doll clothes, or tokens that the students can save up and exchange for prizes. (See below.) Or, the tangible reinforcer can have several parts which can be given over several events: for example, parts of a model. These items should be given out freely at first to encourage interest in collecting them.

Token Reinforcers

Reinforcers, whatever their type, should be awarded during or immediately following the desired response. Quite often, however, circumstances make this impossible or inappropriate. For example, handing out food would be inappropriate in the middle of a lesson, or the teacher might wish to wait until the end of the school day to have a party.

Under a token reinforcement program the teacher awards tokens immediately after a sought behavior. These tokens signal to the children receiving them that other, more realizable reinforcers are forthcoming. They can be exchanged for prizes or opportunities to take part in special activities.

Token reinforcement should be applied systematically. The teacher informs the class what specific behaviors will be rewarded with tokens as well as what the tokens can be exchanged for. If tokens are given and exchanged for prizes haphazardly, students will lose interest, or feel that the system is unfair.

Generalization and Maintenance of Acquired Behavior

Much of the discussion thus far has dealt with modifying behavior in specific inclass situations. However, a number of studies have shown that clients reverted to their original behavior after reinforcements were withdrawn and when clients moved to another setting where reinforcement programs were not in effect (Kuypers, Becker, and O'Leary, 1968; O'Leary, Becker Evans and Saudragas 1969). An ultimate goal of classroom behavior modification is for the child to reinforce himself intrinsically so that modified behavior will retain even after external reinforcement is removed (maintenance) and will be exhibited in all settings (generalization).

Self-Evaluation

Before a child can reinforce himself he must learn to evaluate his own behavior. A person who rewards himself because he mistakenly believes his behavior is acceptable will continue to display unacceptable behavior. In order for the child to learn self-evaluation the teacher must provide some standard against which the child can judge his behavior.

In one study (Turkewitz O'Leary and Ironsmith, 1975) students were taught self-evaluation by having them rate themselves in academic work and behavior. Students were given feedback on their self-evaluations and rewarded tokens exchangeable for prizes depending on how closely their rating matched the teacher's. The average difference between the teacher's ratings and the students' self-ratings was 0.8 (on a scale of 10) compared to over 6 before the token reinforcement program was introduced. The tokens were gradually phased out and when no tokens were offered at the end the difference rose slightly to 1.5.

Intermittent Reinforcement

Intrinsic reinforcement implies an absence of extrinsic reinforcement. That means that in order for a child to learn to reinforce himself extrinsic reinforcement has to be phased out. Phasing out of extrinsic reinforcers can be accomplished through what is known as intermittent reinforcement.

In general when one wishes to increase a weak behavior one should reinforce it immediately and continuously i.e. at every emission of the target behavior: Once the behavior has been established, however, it is preferable to reinforce the response only intermittently and to decrease gradually the ratio schedule of reinforcement and to increase the interval schedule (to increase the number of responses and amount of time before reinforcement). Decreasing the reinforcement ratio and increasing the reinforcement interval can help maintenance by delaying satiation. (A client will not continue an acquired behavior if he has been sated.) More importantly, they teach the child to work harder and longer without immediate extrinsic reinforcement.

An example of intermittent reinforcement can be applied to reading. When a child first learns to read, she is encouraged continually and praised for each new word that she learns. A parent might even cuddle her and lavish attention on her by asking her questions about the stories. As the child becomes more proficient at reading praise and attention is reduced. By the time she goes to college she reads thousands of pages for a course with no extrinsic reinforcement except for a good grade at the end of the semester.

In the Turkewtz et. al (1975) study, after learning self-evaluation the students were put in a token reinforcement program. Behavior as rated by the teacher jumped from an average of 2.8 to 7.9. As frequency of tokens awarded gradually decreased, the rating actually went up as the students became familiar with the program. When token reinforcers were entirely removed behavior rating dropped from a high of 9.2 to 8.

When switching from a continuous reinforcement to an intermittent reinforcement program, one must be careful to keep the reduction in reinforcement very gradual at the beginning. If the reduction is too abrupt, the target behavior will likely end as abruptly. If this occurs, the behavior analyst should quickly return to continuous reinforcement. On the other had, if behavior ends abruptly while reinforcement is still continuous or frequent, the problem can be satiation and new reinforcement will have to be used.

A smooth transition from continuous reinforcement to intermittent reinforcement can be aided by the use of supplementary reinforcers. Major contingent reinforcers are usually accompanied by other, weaker reinforcers. A gold star is given with a smile and a word of praise, for example. Through the phenomenon of coupling these supplementary reinforcers begin to gain in strength. (Recall "Conditioned and Unconditioned Reinforcers" under "Behavior Management Principles.") As frequency of the major reinforcer is reduced, the supplementary reinforcers are maintained. Thus, the child still gets some sense of gratification even when he is not directly rewarded.

Behavior Modification as Systematic Plan

Many teachers will probably say that they already use some kind of behavior modification in their classrooms in that they reward appropriate behavior and punish inappropriate behavior with an aim toward ultimately changing that behavior. The importance of any behavior modification approach is in making the procedures explicit. When adopting a behavior modification approach, it is necessary not only to implement the principles, but to implement the principles consistently. It is necessary for the teacher to be trained in developing an explicit plan to handle in a consistent manner problems as they arise in the classroom. It is also important for both teacher and students to know beforehand specifically what types of behaviors are appropriate and what type are inappropriate. Thus, behavior modification is more than just a list of procedures that the teacher can use haphazardly; it is a framework by which the teacher can establish a systematic plan for bringing about behavior change in the student.

While it is important for the teacher to be consistent, he must never be mechanical. The teacher must be spontaneous and sincere, and depending on the situation warm, excited, or firm when providing reinforcement. When the child feels that the teacher really means it, the potential for behavior change is greatly enhanced.

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SECTION 2:

GOOD BEHAVIOR GAME

1.0 INTRODUCTION

1.1 Goals

To reduce general classroom disruption, aggression, and shyness of first and second grade children.

1.2 Definition of Good Behavior Game

A team competition for prizes, privileges, and special activities. Check marks are recorded on the blackboard for a team when disruptive behavior of any team member occurs. If the check marks for a team remain below a pre-set number (4) by the end of the Game the team wins. All teams may win if their check marks do not exceed the pre-set number (4).

1.3 Materials Needed

Scoreboard and Timer

Magnetic chalkboard for Game Winner Scoreboard
Magnetic letters for the scoreboard
Timer

Rewards

Some enriched materials such as arts and crafts or games
Some tangible prizes such as stickers

Data Forms

PRC Class List
GBG Team Data Form
GBG Baseline Form
GBG Monthly Data Forms
Good Behavior Game Booklets for all children in the classroom
Self-inking happy-face stamps for GBG booklets

1.4 Behavioral Definitions of Disruptive Behavior and GBG Rules For Each Definition

Talking or verbal disruption: talking without being permitted by the teacher, whistling, singing, yelling, or making other sounds.
Rule - "We will work quietly."

Aggression or physical disruption: physical contacts, such as hitting, kicking, pushing, making someone stumble, hair pulling, pinching, throwing objects, pencil fighting, intentional pencil breaking, taking or destroying property of others.
Rule - "We will be polite to others."

Out-of-Seat: getting out of the seat without permission. Includes standing up, jumping, or walking around the room.
Rule - "We will get out of our seats with permission."

Non-compliance: breaking rules, disobeying the teacher.
Rule - "We will follow directions."

1.5 Composition of Teams

The teacher will assign each child in the class to a GBG team, making sure that teams contain equal numbers of social isolates, troublemakers, and aggressive/disruptive children. There should be 3 teams for each classroom.

The teacher records team membership on the PRC Class List. The PRC Class List (shown on page 3) is an alphabetic listing of all children in the teacher's classroom. The consent status of each child is listed next to the child's name. It is important to note that the consent status is used for the child assessments only; all children in the classroom will participate in the Good Behavior Game. Following the consent status column, are three "October Teams" columns. The teacher checks the appropriate team column ("1", "2", or "3") for each child.

Each team will have one team leader. The team leader will be in charge of handing out prizes, putting the star on the Scoreboard, and helping the teacher with activities for his/her winning team.

The teacher should choose a shy/withdrawn child as the leader for each team (without saying why the child was selected). This is because an aim of the Good Behavior Game Intervention is to impact not only on disruptive/aggressive behavior, but also on shy/withdrawn behavior. Previous research indicates that when a particular child becomes repeatedly associated with reinforcement, her/his social standing with other children will be enhanced such that they will be approached by other children for play.

If the teacher does not have children with shy/withdrawn behavior in the classroom, the team leader may be any child of the teacher's choosing. Also, team leadership may be used as a reward for children with good behavior by rotating team leaders frequently.

The teacher records the name of the team and information about team leadership on the GBG Team Data Form (shown on page 4). If one child is assigned as team leader, that child's name is written on the form. Next to the child's name, the teacher indicates whether the child was chosen as team leader because of shy/withdrawn behavior. If the teacher uses team leadership as a reward for good behavior, and team leadership changes frequently, this should be indicated on the GBG Team Data Form.

PRC CLASS LIST

TEACHER NAME: (TEACHER'S NAME HERE)

SCHGRSEC	ID	NAME	CONSENT STATUS	OCTOBER TEAMS 1	2	3	DATE OF CHANGE	NEW TEAM 1	2	3	4
1390203	935000	ANDERSON THOMAS	YES								
1390203	935001	BARNES ALICE	NO INFO								
1390203	935002	CARSON BEN	MORE INFO								
1390203	935003	DOWNES SUSAN	NO								
1390203	935004	EDMONDS ROGER	TRANS/YES								
1390203	935005	FRANKLIN ANNE	TRANS/ NO INFO								
1390203	935006	GORDON STEVEN	TRANS/MORE INFO								
1390203	935007	HODGES BETH	TRANS/NO								

CONSENT CODES:	THESE CONSENT CODES ARE FOR ASSESSMENTS ONLY, ALL CHILDREN IN THE CLASS PARTICIPATE IN THE GBG
YES	A signed consent form marked “yes” has been returned by the parent.
NO INFO	The parent has received a letter and consent form but has not returned it. If the parent does not respond after a second reminder notice, attempts are made to contact him/her by telephone.
MORE INFO	The parent has returned a signed consent form requesting more information about the program. The Prevention Center sends a second letter explaining each of the assessments in greater detail. If the parent does not respond to the letter with more information, attempts are made to contact him/her by telephone.
NO	A signed consent form marked “no’ has been returned by the parent.
TRANS/	The child has transferred out of the classroom. Extensions added on to this code indicate the child’s consent status at the time of transfer (TRANS/YES; TRANS/NO INFO; TRANS/MORE INFO; TRANS/NO).

GBG TEAM DATA FORM

TEAM	OCTOBER TEAM LEADER				DATE OF CHANGE	NEW TEAM LEADER			
	NAME	ID	WD	RL		NAME	ID	WD	RL
1									
2									
3									

WD=CHECK THIS COLUMN IF THE TEAM LEADER WAS CHOSEN BECAUSE S/HE IS WITHDRAWN
RL=CHECK THIS COLUMN IF TH TEAM LEADERSHIP IS ROTATED FREQUENTLY
NOTE: IF RL IS CHECKED, NAME AND ID SHOULD NOT BE FILLED IN

The teacher should be aware of the possibility that one team may accidentally contain too many troublemakers. If this occurs, the troublemakers can be separated out into a fourth team, or teams can be re-shuffled d. Teachers must consult with the GBG coordinator before changing teams.

Please note date of team membership changes on the PRC Class List for any child who changes teams. The new team membership ("1", "2", "3", "4") should be checked in the "New Team" column.

A similar-procedure should be followed when the teacher changes a team leader. The date, and new team leader information should be recorded on the GBG Team Data Form.

1.6 Example

The teacher observes the behavior of children in her classroom and assigns children to the following teams in October:

Team 1 - Thomas Anderson, Susan Downes, Steve Gordon
Team 2 - Alice Barnes, Roger Edmonds
Team 3 - Ben Carson, Anne Franklin, Beth Hodges

The PRC Class List is filled out as follows:

SCHGRSEC	ID	NAME	CONSENT STATUS	OCTOBER TEAMS			DATE OF CHANGE	NEW TEAM			
				1	2	3		1	2	3	4
1390203	935000	ANDERSON THOMAS	YES	✓							
1390203	935001	BARNES ALICE	NO INFO		✓						
1390203	935002	CARSON BEN	MORE INFO			✓					
1390203	935003	DOWNES SUSAN	NO	✓							
1390203	935004	EDMONDS ROGER	TRANS/YES		✓						
1390203	935005	FRANKLIN ANNE	TRANS/ NO INFO			✓					
1390203	935006	GORDON STEVEN	TRANS/MORE INFO	✓							
1390203	935007	HODGES BETH	TRANS/NO			✓					

Susan Downes is chosen as the leader of team 1 because she is shy/withdrawn. Roger Edmonds is chosen as the leader of team 2 because he is shy/withdrawn. No shy/withdrawn children are in team 3, so the teacher chooses Anne Franklin as the team leader, because of her good behavior. The GBG Team Data Form is filled out as follows:

	OCTOBER TEAM LEADER				DATE OF CHANGE	NEW TEAM LEADER			
TEAM	NAME	ID	WD	RL		NAME	ID	WD	RL
1	Susan Downes	935003	✓						
2	Roger Edmonds	935004	✓						
3	Anne Franklin	935005							

In December, the teacher finds that team 1 is losing consistently. The teacher discusses this with the GBG coordinator and the decision is made to move Steve Gordon to team 3, and move Anne Franklin to team 1. The PRC Class List now looks like this:

			CONSENT STATUS	OCTOBER TEAMS			DATE OF CHANGE	NEW TEAM			
SCHGRSEC	ID	NAME		1	2	3		1	2	3	4
1390203	935000	ANDERSON THOMAS	YES	✓							
1390203	935001	BARNES ALICE	NO INFO		✓						
1390203	935002	CARSON BEN	MORE INFO			✓					
1390203	935003	DOWNES SUSAN	NO	✓							
1390203	935004	EDMONDS ROGER	TRANS/YES		✓						
1390203	935005	FRANKLIN ANNE	TRANS/ NO INFO			✓	12/15/87	✓			
1390203	935006	GORDON STEVEN	TRANS/MORE INFO	✓			12/15/87			✓	
1390203	935007	HODGES BETH	TRANS/NO			✓					

In February, the teacher discusses team leadership with the GBG coordinator. Because Susan and Roger no longer seem withdrawn, the teacher decides to use rotating team leadership for all 3 teams. The GBG Team Data Form now looks like this:

	OCTOBER TEAM LEADER				DATE OF CHANGE	NEW TEAM LEADER			
TEAM	NAME	ID	WD	RL		NAME	ID	WD	RL
1	Susan Downes	935003	✓		2/1/88				✓
2	Roger Edmonds	935004	✓		2/1/88				✓
3	Anne Franklin	935005			2/1/88				✓

2.0 PROCEDURES

2.1 Baseline

Three weeks before game: divide the class into 3 teams. Do not announce the teams to the class. Teachers are strongly encouraged to arrange classroom seating according to the 3 teams. This seating arrangement should facilitate the collection of GBG baseline data. Rules for classroom behavior should be read to the class every morning.

Two weeks before game: GBG baseline data collection begins using the Good Behavior Game Baseline Form (shown on page 9). Teacher will record the number of check marks each of the 3 teams receives during a 10 minute period. The class should not be aware of the teacher's activity. Teachers should do at least one practice session before conducting 3 baseline sessions per week. Teachers will conduct baseline for 2 weeks and should have a total of 6 baseline sessions. Classroom rules should continue to be read to the class every morning.

If one team is consistently losing because of an excess of disruptive children on that team, rearrange team compositions to distribute disruptive children evenly among teams.

Remember to note the final team compositions on the PRC Class List, as described in the previous section.

GOOD BEHAVIOR GAME BASELINE FORM

TEACHER	SCHGRSEC		MONTH
WEEK BEGINNING	PROBE 1	PROBE 2	PROBE 3
DATE			
START TIME			
END TIME			
ACTIVITY DURING GAME			
TEAM 1 CHECKS			
TEAM 2 CHECKS			
TEAM 3 CHECKS			
WEEK BEGINNING	PROBE 1	PROBE 2	PROBE 3
DATE			
START TIME			
END TIME			
ACTIVITY DURING GAME			
TEAM 1 CHECKS			
TEAM 2 CHECKS			
TEAM 3 CHECKS			

ACTIVITY DURING GAME= READING, LANGUAGE, MATH, SOCIAL LIVING, LUNCH, TRANSITIONS, EVENTS

2.2 Preparing for the First Week of Good Behavior Game

The teacher will post a sign in a central location which lists the Good Behavior Game rules, will set up the Good Behavior Game Magnetic Scoreboard, and will set up an area on the blackboard with a list of the individual team members' names underneath each team name.

The sign will post the GBG rules listed on pages 1-2:

1. We will work quietly.
2. We will be polite to others.
3. We will get out of our seats with permission.
4. We will follow directions.

The magnetic goalboard will be put up with magnetic letters to delineate days of the week, with an area at the end of the rows for each team for Weekly winners:

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1						
TEAM 2						
TEAM 3						

The blackboard will include the name of each team and a list of team members:

TEAM 1 List names of children in team 1	
TEAM 2 List names of children in team 2	
TEAM 3 List names of children in team 3	

2.3 First Day of the Good Behavior Game

On the first day, the teacher hands out Good Behavior Game booklets, announces that the class will play a "game" for 10 minutes during reading (or any other subject), and announces the members of each team. He/she will re-read the rules from the GBG booklet, and review definitions of disruptive behaviors. He/she will then explain that each rule violation, (that is, occurrence of a disruptive behavior) will result in writing a check mark in the blackboard next to the team to which the offending child belongs. The teacher will verbally identify the misbehaving student and the behavior which earned the check mark.

The class will be told that any team with 4 marks or fewer at the end of 10 minutes wins the game, and that all teams can win if they all earn 4 marks or fewer. The class will then be told that the winning team(s) will get a happy face stamped into their booklets and will have a star placed on the Good Behavior Game Magnetic Scoreboard at the end of the Game. Additionally, the class will be told that the winning team(s) will get a prize, immediately following the game. The teacher sets the timer for 10 minutes and announces the beginning of the game.

During the Game, the teacher should drop whatever he/she is saying or doing with the regular lesson and put a check mark on the board as soon as a disruptive behavior occurs; the teacher should:

a) state what the wrong behavior was in a normal tone of voice
b) identify the child who did it
c) praise the other teams for behaving well

It is critical to stick to the Good Behavior Game rules when giving check marks. For example, getting arithmetic problems right is not one of the Game conduct rules, and teams should not earn check marks for poor academic performance.

At the end of 10 minutes when the timer goes off, the teacher should review with the class the number of check marks per team, repeat the 4-point or less criterion for winning the Game, and should announce the winning team (or teams). Immediately after this, GBG booklets should be stamped. (Please mark "absent" if a child is not there, for later record keeping).

The Team Leader should put up a star (drawn or pasted) on the GBG Magnetic Scoreboard. The teacher should record information about the GBG played that day whenever convenient, on the Good Behavior Game Monthly Data Form (see page 12). This must be done by the end of the day. Accurate start and stop times are important. The Team Leader should then hand out prizes to the children in the winning teams, which should be tangible rewards such as stickers or candy in the first few weeks. Children on the losing team(s) should do quiet seat-work with no special attention from the teacher.

GOOD BEHAVIOR GAME MONTHLY DATA FORM

TEACHER	SCHGRSEC		MONTH	
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				

ACTIVITY DURING GAME= READING, LANGUAGE, MATH, SOCIAL LIVING, LUNCH, TRANSITIONS, EVENTS
REACTION TO REWARD= 1 (VERY DISSATISFIED) TO 5 (VERY SATISFIED)

2.4 Second Day of the Good Behavior Game

The teacher should announce that the class will again play the Good Behavior Game for 10 minutes, repeat that the teams are the same as the day before, review the classroom conduct rules, and review the four points or less rule for winning the game. The blackboard should be erased of the previous day's check marks before the children come in. On Day 2, the teacher should announce that they will be playing the Game on some days for the rest of the week, and that the team(s) that won the Game most often will be the Weekly Winner(s). The Weekly Winners will be awarded a special privilege. Otherwise, the Game will be conducted exactly as the last time.

2.5 Weekly Probes

There will be 1 GBG probe per week once the Good Behavior Game intervention begins. The probe should be:

(a) conducted without the knowledge of the class
(b) the same length of time as the Good Behavior Game
(e.g., 10 minutes, 20 minutes, etc.)

2.6 Weekly Winners

At the end of the week, the Weekly Winner Team(s) will get a star with a happy face at the right-hand side end of the GBG Score Board. The little more special (e.g., walk in the woods, popcorn party). Again, non-winners should engage in quiet seat-work with no special attention from the teacher. On the data forms, please indicate who the Weekly Winner(s) were, and what prize they received.

2.7 Example

The teacher begins the Good Behavior Game at 9:00 am during Reading on Tuesday October 5. The game is played until 9:30 am. Team 1 has accumulated 4 checks, team 2 has accumulated 6 checks, and team 3 has accumulated 2 checks. The teacher distributes baseball cards to the winning teams, teams 1 and 3, at 9:35 am. The children on the winning teams are very satisfied with the rewards. The blackboard, scoreboard, and data sheet look like this:

TEAM 1 List names of children in team 1	✓✓✓✓
TEAM 2 List names of children in team 2	✓✓✓✓✓✓
TEAM 3 List names of children in team 3	✓✓

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1		✓				
TEAM 2						
TEAM 3		✓				

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	1/5/88			
START TIME	9:00 AM			
END TIME	9:30 AM			
ACTIVITY DURING GAME	Reading			
TEAM 1 CHECKS	4			
TEAM 2 CHECKS	6			
TEAM 3 CHECKS	2			
REWARD DELIVERY TIME	9:35 am			NA
REWARD	Baseball cards			NA
REACTION TO REWARD	5			NA
WEEKLY TEAM AND REWARD				

On the following day, Wednesday January 6, the teacher begins the Good Behavior Game at 10:00 am during Language. The game is played until 10:30 am. Team 1 has accumulated 5 checks, team 2 has accumulated 5 checks, and team 3 has accumulated 3 checks. The teacher distributes stickers to the winning team, team 3, at 10:35 am. The children on the winning teams are satisfied with the rewards. The blackboard, scoreboard, and data sheet look like this:

TEAM 1 List names of children in team 1	✓✓✓✓✓
TEAM 2 List names of children in team 2	✓✓✓✓✓
TEAM 3 List names of children in team 3	✓✓✓

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1		✓				
TEAM 2						
TEAM 3		✓	✓			

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	1/5/88	1/6/88		
START TIME	9:00 am	10:00 am		
END TIME	9:30 am	10:30 am		
ACTIVITY DURING GAME	Reading	Language		
TEAM 1 CHECKS	4	5		
TEAM 2 CHECKS	6	5		
TEAM 3 CHECKS	2	3		
REWARD DELIVERY TIME	9:35 am	10:35 am		NA
REWARD	baseball cards	stickers		NA
REACTION TO REWARD	5	3		NA
WEEKLY TEAM AND REWARD				

On the following day, Thursday January 7, the teacher begins the probe at 10:00 am during Language. The probe continues until 10:30 am. Team 1 has accumulated 4 checks, team 2 has accumulated 6 checks, and team 3 has accumulated 4 checks. The teacher does not mark anything on the blackboard or scoreboard because this is a probe. The data sheet looks like this:

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	1/5/88	1/6/88		1/7/88
START TIME	9:00 am	10:00 am		10:00 am
END TIME	9:30 am	10:30 am		10:30 am
ACTIVITY DURING GAME	Reading	Language		Language
TEAM 1 CHECKS	4	5		4
TEAM 2 CHECKS	6	5		6
TEAM 3 CHECKS	2	3		4
REWARD DELIVERY TIME	9:35 am	10:35 am		NA
REWARD	baseball cards	stickers		NA
REACTION TO REWARD	5	3		NA
WEEKLY TEAM AND REWARD				

On the following day, Friday January 8, the teacher begins the Good Behavior Game at 9:00 am during Reading. The game is played until 9:30. Team 1 has accumulated 4 checks, team 2 has accumulated 4 checks, and team 3 has accumulated 3 checks. The teacher distributes coloring books to the winning teams, teams 1, 2, and 3, at 9:35 am. The children on the winning teams are very satisfied with the rewards. The blackboard, scoreboard, and data sheet look like this:

TEAM 1 List names of children in team 1	✓✓✓✓
TEAM 2 List names of children in team 2	✓✓✓✓
TEAM 3 List names of children in team 3	✓✓✓

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1		✓			✓	
TEAM 2					✓	
TEAM 3		✓	✓		✓	

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	1/5/88	1/6/88	1/8/88	1/7/88
START TIME	9:00 am	10:00 am	9:00 am	10:00 am
END TIME	9:30 am	10:30 am	9:30 am	10:30 am
ACTIVITY DURING GAME	Reading	Language	Reading	Language
TEAM 1 CHECKS	4	5	4	4
TEAM 2 CHECKS	6	5	4	6
TEAM 3 CHECKS	2	3	3	4
REWARD DELIVERY TIME	9:35 am	10:35 am	9:35 am	NA
REWARD	baseball cards	stickers	Coloring books	NA
REACTION TO REWARD	5	3	5	NA
WEEKLY TEAM AND REWARD				

The teacher then goes over to the magnetic scoreboard and reviews the weekly game. Team 1 has won 2 games this week, team 2 has won 1 game this week, and team 3 has won all 3 games this week. Therefore, team 3 is the weekly winner. The teacher distributes the weekly reward, designing a winter bulletin board, to team 3, the weekly winner. The scoreboard and data sheet look like this:

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1		✓			✓	
TEAM 2					✓	
TEAM 3		✓	✓		✓	*

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	1/5/88	1/6/88	1/8/88	1/7/88
START TIME	9:00 am	10:00 am	9:00 am	10:00 am
END TIME	9:30 am	10:30 am	9:30 am	10:30 am
ACTIVITY DURING GAME	Reading	Language	Reading	Language
TEAM 1 CHECKS	4	5	4	4
TEAM 2 CHECKS	6	5	4	6
TEAM 3 CHECKS	2	3	3	4
REWARD DELIVERY TIME	9:35 am	10:35 am	9:35 am	NA
REWARD	baseball cards	stickers	Coloring books	NA
REACTION TO REWARD	5	3	5	NA
WEEKLY TEAM AND REWARD	Team 3- Design a winter bulletin board			

3.0 GBG PROCEDURES THROUGHOUT THE YEAR

3.1 Continuing the Good Behavior Game after the First Week

On the first day of Week 2, the teacher together with the class should review their progress, and solicit their opinions about the Game. At this point, the children in the class should choose a special privilege for Weekly Winners that week from the list of October rewards (page 20). This gives all the children a long-term goal to work toward.

In the early weeks of the game the teacher should begin with tangible rewards that are distributed immediately following the game. These tangible rewards should be chosen from the list on page 19. When all 3 teams are winning consistently, then the teacher should begin to include intangible rewards from page 19.

If all 3 teams continue to win consistently with the tangible and intangible rewards listed on page 20, then the teacher should start lengthening the time the game is played.

When all 3 teams are winning consistently with a longer game time, the teacher should begin altering the reward delivery time. For example, if the game is played from 9:00 am to 10:00 am, the children should be told at the end of the game that rewards will be distributed after lunch. If the teams continue to win consistently, the teacher may play the game early in the morning and distribute rewards at the end of the school day. Rewards should now be chosen from those listed on page 20.

3.2 What to Do if All 3 Teams are Not Winning Consistently

If all 3 teams are not winning consistently, the GBG Coordinator will help you determine whether you should alter team composition, rewards, reward delivery time, game time, or form a fourth team.

If too many disruptive children are in one team, the GBG Coordinator will help you rearrange your team composition. If all 3 teams are losing, the GBG Coordinator will ask you to give tangible rewards immediately following the game and/or shorten the game time. If several children are consistently responsible for a team losing, the GBG Coordinator will help you form a fourth team.

When you split into the 4th team - do not make it appear to be a good thing or a privilege to be moved to the 4th team. Explain calmly to the children that they are being moved so that their team can win the GBG. Explain that they must remain on the 4th team until they win the GBG for 3 consecutive sessions. Change the team membership for the children on the fourth team on the PRC Class List, add the fourth team information to the GBG Team Data Form, and add game data for the 4th team on the GBG Data Form.

GOOD BEHAVIOR GAME REWARDS

OCTOBER

Tangible	Intangible
a pumpkin	help with Halloween party
a mask	lead Halloween parade
a Halloween coloring book	1/2 hour to view World Series on TV
baseball cards	view Halloween related video & retell to class
make applesauce	listen to scary Halloween tapes
make a Jack O'Lantern	read baseball books
make a fall collage	
make a mask	

NOVEMBER

Tangible	Intangible
turkey or pilgrim stickers	help with Thanksgiving party
Thanksgiving coloring book	lead class Thanksgiving play
mini football	act as judges for class election
write on ditto paper and give copies to class	two minutes to write on the board
make a pumpkin pie	
make an indian head-dress	

DECEMBER

Tangible	Intangible
small toy (party favors)	lead Christmas play
yo-yo, jacks, bat and ball	deliver Christmas cards
angel cut outs	count UNICEF money
books related to holiday	carry food baskets to needy
design and distribute the class Christmas card	decorate Christmas tree
	design class Christmas bulletin board
	read special Christmas books

JANUARY - JUNE

Tangible	Intangible
certificates	group leaders
stickers	line leaders
letters of commendation to parents	pencil sharpener (sharpens classmates pencils)
	plant caretaker
	paper collector
	flag holders
	message carrier
	board washer
	book distributor
	5 minutes to write on an chalkboard
	15 minutes to play their favorite game
	name placed on Principals Outstanding Student List (displayed in the hallway)
	wears "Outstanding Student" badge
	class gives 3 silent cheers to each winning student
	class gives 3 silent cheers to each winning student
	teacher hugs the members of the winning team
	Students get a special hand shake from peers, other teachers, support teacher or principal
	Students get a congratulatory phone call from the teacher at home

When the fourth team has won 3 consecutive games, the children may return to their teams. The teacher notes this on the PRC Class List, and the GBG Team Data Form.

3.3 Generalization Procedures

Generalization may begin when all 3 teams are winning consistently with the increased use of intangible rewards, varied reward delivery time, and increased game time. The GBG Coordinator will help you determine when you should begin generalization procedures. To generalize good behavior, the Game should be played at different times of day, during different activities, and even in different locations, (such as in the hallway walking to the cafeteria, or in the auditorium if possible). The idea is that Good Behavior is expected at all times, everywhere.

3.4 Technical Assistance

Technical assistance will be provided to all GBG teachers through monthly meetings and classroom visits. Issues discussed will include GBG materials, procedures, records, and recommendations. The monthly meetings will address these issues as they relate to the entire group, while the classroom visits will address these issues for each teacher. A copy of the technical assistance form is included on page 23.

THE GOOD BEHAVIOR GAME
TECHNICAL ASSISTANCE FORM

Thanks for the opportunity to visit your classroom and watch you play the Good Behavior Game. We hope these comments will assist you in your professional development. If you have any questions concerning the Good Behavior Game before

our next meeting, please call either Vera at 396-8566 or Lisa at 955-3972.

MATERIALS

1. Timer
2. Chalkboard
3. Stamper
4. Student Booklets
5. Rules Posted
6. Daily Rewards
7. Weekly Rewards

PROCEDURES

1. Turn timer on
2. Review rules
3. Identify child and specific problem behavior in a neutral tone of voice
4. Give a check mark to child's team
5. Periodically praise teams for good behavior
6. Identify winning teams on chalkboard
7. Stamp booklets
8. Distribute or promise to distribute rewards

RECORDS

1. Data Recorded for Each Game
2. Three Games Played Each Week
3. One GAME Done Each Week

RECOMMENDATIONS: