

The Good Behavior Game

IS IT FOR YOU?

TIER
One

AGE RANGE
K-12

PROBLEM
Whole group off task behavior

MATERIALS
Poster board displaying rules: Use whichever infractions most often constitute off task behavior in your class

Rules

Talk only when you have permission

Stay in your seat

Use respectful words

Chart reflecting a space to tally each team's offenses

Team 1	Team 2

Rewards

POSSIBLE REWARDS
Wearing victory tags for the day, extra recess, lining up first for lunch, extra computer time, reduced homework,

Whole Group Tier I Behavioral Intervention

Reduce Disruptive Classroom Behavior Using a team Competition Strategy

Step One Observation

Observe the behavior of your class during a particularly challenging period / subject. Count the number of disruptive behaviors noticed. (This need not be perfect, just record when you notice off task behavior for any student). Repeat for four days.

Step Two Procedure

Divide class into two teams, dividing disruptive students equally in both teams. (Possibly assign seating accordingly).

Display and explain the chart.

Tally demerits at the end of class. The team with the fewest demerits is the winner. If neither team exceeds the predetermined limit, both teams are winners

Deliver rewards daily and then fade them to once per week

Record the number of demerits earned daily by each group.

Step Three Evaluation

Did it work? Compare the frequencies of off task behavior before and after the intervention.

What makes it research-based?

Reference

Barrish, H.H., Saunders, & Wolf, M.M. (1969). Good Behavior Game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavioral Analysis*, 2, 119-124.

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Rathvon, N. (1999). *Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence*. Guilford Press. pp. 262-263.