Good Behavior Game

An evidenced based classroom management tool
PBIS PD Expectations
1. Work toward expected outcomes
2. Support the team process
3. Keep a 4 to 1 Ratio

Team Points

Buckeyes: 45
Crimson Tide: 69
Ducks: 84
Horned Frogs: 74
Spartans: 57
Good Behavior Game
- How it was originally designed and studied
- Commercial version—known as PAX
- How to tweak it—make it your own

Materials needed
- Poster board to display class rules
- Chart with team names listed
- Small rewards such as prizes found in treasure box, or privileges/social activities—think complex reinforcers
Roots of the GBG


- http://evidencebasedprograms.org/1366-2/good-behavior-game

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).

How do I know how many points are the maximum pre-set??

Research suggests it should be one-half of the observed number for that time period...but maybe just experiment and look for progress...
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."

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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:

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>WEEKLY WINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM 1</td>
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<tr>
<td>TEAM 2</td>
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<td></td>
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<tr>
<td>TEAM 3</td>
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</tbody>
</table>
Green Expectations

- Raise quiet hand for question/help
- Eyes on teacher
- Materials out
- 6 inch voice with partner

Make-up of teams

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.
Make-up of teams

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.

Make-up of teams

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.
PAX Good Behavior Game

- About 20+ peer reviewed studies on the Game alone
- Best practice awards

Counting & Scoring Spleems

- Notice Spleems NON-EMOTIONALLY
  - “That was a Spleem for the XYZ team.”
  - “Was that Spleem?”
  - “Spleem for ____.”
  - Whisper, “Spleem.”
- Mark on sheet on wall, board or carry sheet

Use Figure 2 in handouts

Teacher’s Guide: FORM p. 96
When Kids Spoil the Game

- **Rule 101** states that a team member may be removed from a team by a teacher for committing deliberate Spleems, also known as “Splams.” The offending team member must play solo for several days up to a week. Teacher may reinstate him or her to a team.

- **Rule 102** states that laughing, giggling, or encouraging a person who is splamming is a Spleem against one’s team.

Teacher’s Guide: p. 30-1

Use Tootles

- Tootles are the opposite of tattles
- Teach and use written Tootles
- Post, promote, and announce Tootles
- Option: Use school-wide, at events, conferences, etc.

Types of Compliments

1. Ways People Look
2. Things People Have
3. Things People Do
4. The Way People Are

Teams & Wrist Bands

- Team structure and rotation
- Teams have identifiers such as names, colors, buttons, or wristbands (which they often enjoy picking with supervision)

QuickStart: p. 8-9; Teacher’s Guide: p. 22-25; 29-30
### Option 1

**Record Negative Behaviors (Spleems)**

<table>
<thead>
<tr>
<th>Teams</th>
<th>Sparrows</th>
<th>Raiders</th>
<th>Punks</th>
<th>Smart team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game 1</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td>Game 2</td>
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<td>Game 3</td>
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<td>Game 4</td>
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<td>Game 5</td>
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Choose a number not to exceed (maybe like 3?)

### Option 2

**Record Positive Behaviors and take away or add points..."you can earn em and you can lose em"**

<table>
<thead>
<tr>
<th>Teams</th>
<th>Sparrows</th>
<th>Raiders</th>
<th>Punks</th>
<th>Smart team</th>
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<td>Game 1</td>
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<td>Game 4</td>
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<td>Game 5</td>
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Choose a number to reach in order to win (maybe like 5?)
Note to self:
Reward(s) should follow the completion of the game as closely as is practical—especially at the beginning of the year
Daily Rewards

- Bathroom/Drink Pass
- 5 tickets for a raffle
- 5 extra minutes of recess
- Prize box (small)
- Pencil or Eraser

Weekly

- Snack
- Prize box (big)
- 10 minutes of computer time

Pass

Pass

Franchise

Franchise

Franchise

Weekly

Topper

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Notice in the Video

- How do Ms. Foster do with non-emotional take away of points?
- How was her pre-correction? Did you understand what behaviors she was looking for?
- How did she deal with the student who was not able to remain on a team?
Turn and Talk

- How do Ms. Foster do with non-emotional take away of points?
- How was her pre-correction? Did you understand what behaviors she was looking for?
- How did she deal with the student who was not able to remain on a team?
The Great Behavior Game

www.educatorshandbook.com


<table>
<thead>
<tr>
<th>Correctly Implemented?</th>
<th>Step</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y or N</td>
<td>1</td>
<td>At the beginning of the intervention period, conduct a brief review of the classroom rules and the GBG criterion (e.g., no more than 10 demerits for the period).</td>
</tr>
<tr>
<td>Y or N</td>
<td>2</td>
<td>During the intervention period, record a demerit beside the students' names each time a student breaks a rule. As you record the demerit, state the reason.</td>
</tr>
<tr>
<td>Y or N</td>
<td>3</td>
<td>Tally demerits at the end of the intervention period and determine whether or not the class has met the criterion.</td>
</tr>
<tr>
<td>Y or N</td>
<td>4</td>
<td>Begin by playing the GBG three times a week for 15 minutes or during the selected instructional period. Gradually increase the duration by approximately 10 minutes per intervention period every 3 weeks, up to a maximum of 3 hours or three or four instructional periods per day.</td>
</tr>
<tr>
<td>Y or N</td>
<td>5</td>
<td>If necessary, adjust the criterion slightly to reflect the longer periods of implementation, but gradually lower the limit for demerits to no more than four or five infractions per day.</td>
</tr>
<tr>
<td>Y or N</td>
<td>6</td>
<td>Initially, announce the game period and deliver the rewards immediately afterward or as soon as possible. As students become more familiar with the procedure, initiate the game period without prior notice at different times of the day and during different activities and routines, such as walking down the hall to the cafeteria. Delay rewards until the end of the school day.</td>
</tr>
<tr>
<td>Y or N</td>
<td>7</td>
<td>After several weeks of implementation, fade the rewards to once a week. Record the number of daily demerits for each student and deliver the reward on Fridays if the class meets the criterion on 4 out of 5 days.</td>
</tr>
</tbody>
</table>
Activity for GBG

1. Choose positively stated behaviors and post in common area(s) if not already done. Note: sometimes a few behaviors specific to the lesson can be added.

2. Choose teams and team members. Post these somewhere prominent for all to see. Note: refer to notes regarding the formation of teams if necessary.

3. Decide how reinforcers will be decided upon. Older students may want to generate their ideas for your approval/dissapoval, and this may improve their involvement.

4. Decide how often the game will be played during the beginning weeks. Note: refer to notes regarding frequency of using the GBG if necessary.

GOOD BEHAVIOR GAME
TEAM ASSIGNMENT WORKSHEET

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
<th>Team 4</th>
<th>Team 5</th>
<th>Team 6</th>
<th>Team 7</th>
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### References
