GOOD BEHAVIOR GAME: MANAGING GROUP BEHAVIOR

Good Behavior Game – Barrish, Saunders, & Wolf (1969)

- Classwide behavior management strategy (inter-dependent group contingency)
- 20 independent replications across different grade levels, types of students, and settings
- Prevents substance abuse and antisocial behavior
- Interdependent group contingency
  - All for one instead to each his/her own
- Capitalizes on human nature
  - Social influence, teamwork, competition, and positive reinforcement

Short-term effects

- Talking-out behaviors
  - baseline = 96% of intervals
  - intervention = 19%
- Out-of-seat behaviors
  - baseline = 82%
  - intervention = 9%
- Academic engaged time
  - baseline = 58%
  - intervention = 83%

LONG TERM BENEFITS OF THE GOOD BEHAVIOR GAME

Selected Outcomes at Young Adulthood (age 19-21)	GBG classrooms	Standard Program classrooms	Risk Reduction
Use of School-Based Services for Problems with Behaviour, Emotions, or Drugs or Alcohol			
⮩ Males highly aggressive, disruptive in Year 2	17%	33%	48%
Lifetime Illicit Drug Abuse/Dependence Disorder			
⮩ All Males	19%	38%	50%
⮩ Males highly aggressive, disruptive in Year 2	29%	83%	65%
Lifetime Alcohol Abuse/Dependence Disorder			
⮩ All males and females	13%	20%	35%
Smoking 10 or more cigarettes a day regularly			
⮩ All males	7%	17%	59%
⮩ Males highly aggressive, disruptive in Year 2	0%	40%	100%
Antisocial Personality Disorder (ASPD)			
⮩ All males and females	17%	25%	32%
⮩ Males highly aggressive, disruptive in Year 2	41%	86%	52%

Drug and Alcohol Dependence (2008), *95S*, Kellam et al.; Poduska et al.; Petras at al.; Wilcox et al.; and Brown et al.

Steps to implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define behaviors (appropriate and inappropriate)
3. Identify rewards and preferred activities to serve as team reinforcer
4. Teach the students the rules to the game
5. Play the game

Good Behavior Game: Steps to Making it Work

1. The instructor decides when to schedule the Game
   - Predict when students are likely to engage in problem behavior.
   - Play it three times per day at a minimum for 15 to 20 minutes each time
2. The instructor defines the 2-3 inappropriate behaviors that will be scored during the Game. Most teachers use these 3 categories:
   - **Talking Out:** The student talks, calls out, or otherwise verbalizes without teacher permission.
   - **Out of Seat:** The student's posterior is not on the seat.
   - **Disruptive Behavior:** The student engages in any other behavior that the instructor finds distracting or problematic.

Good Behavior Game: Steps to Making it Work

3. The teacher works with the teams to identify the appropriate behaviors that team members should be exhibiting while the game is being played and during other instructional times
4. The instructor with the help of the students selects a daily reward to be awarded to each member of successful student teams.
5. The instructor divides the class into 2 or more teams.
6. The instructor selects cut-off levels that represents the maximum number of points that a team is allowed to earn the reward or preferred activity (e.g., 6 points) and the level at which both teams can win (e.g., less than 3 points)

Good Behavior Game: Steps to Making it Work

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student's team (e.g., as a tally mark on the board) and continues to teach.
7. When the Game period is over, the teacher tallies each team's points. Here are the rules for deciding the winner(s) of the Game:
   - Any team whose point total is at or below the pre-determined cut-off earns the daily reward or activity.
   - If one team's point total is above the cut-off level, that team does not earn a reward.
   - If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.
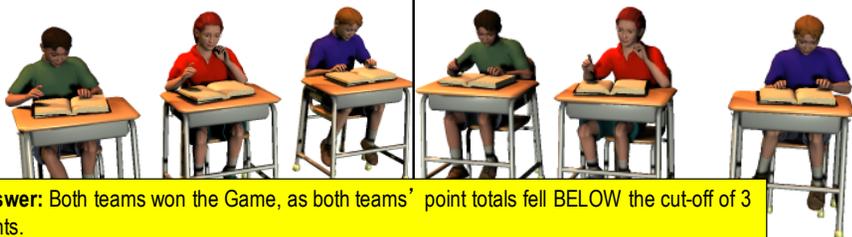
Good Behavior Game

Team 1	Team 2
| Out of Seat | Disruptive	| Call Out

Answer: Both teams won the Game, as both teams' point totals fell BELOW the cut-off of 3 points.

Issues with GBG implementation

- Bullying or social isolation
  - Teach at the outset what it means to be a good teammate and that bullying or isolating students for earning point will not be tolerated
    - Actually it will earn an additional point
- Dealing w/ the saboteur
  - Remove from game
  - Don't count behaviors against team
  - Put saboteurs on the same team

Good Behavior Game(s)
Using group contingencies

- *www.interventioncentral.org/htmdocs/ interventions/classroom/gbg.php*
- *www.evidencebasedprograms.org/Default .aspx?tabid=154*
- *www.pent.ca.gov/for/f7/bspdeskreference07 .pdf*

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