

## Generic Good Behavior Game

1. Purpose/Intent
  - a. Intervention designed for classrooms that exhibit mildly disruptive behaviors (i.e. difficulty starting or stopping a task/lesson, maintaining on-task behaviors)
  - b. The Good Behavior Game can be played in various ways to use social competition to increase the likelihood of on-task behaviors in any setting (i.e. whole group lessons, small groups, 1 to 1)
  - c. It works because:
    - a. Students are being explicitly praised for on-task behaviors
    - b. Students can gain access to “brain breaks” or access to desired reward/activity by adhering to clear expectations in the presence of difficult, boring or frustrating academic tasks
2. Active Ingredient
  - a. Develop clear classroom expectations based on setting (rug, desk)
  - b. Identify the items, privileges or activities that can be earned
  - c. Determine the type of game you will play (Teacher versus Class, Class Teams/Tables)
    - o Teacher Versus Class:
      - Teacher earns a point/tally when she has to redirect or sees a violation of the expectation
      - Class earns a point/tally when the Teacher “catches” students demonstrating the expected behavior
    - o Class Teams
      - Teams earn points by demonstrating the expected behaviors
      - Students who are seeking to have their team lose, can be put on their own individual team
      - Teams that meet a set criteria gain access to the reward/activity
  - d. Determine criteria for “winning” the game (Highest points, meeting criteria (ex. 10 pts = reward)

## Implementation of Generic Good Behavior Game

1. Develop clear and observable behavior expectations with the class
2. Identify the settings where the game can be played and discuss examples of the expectations, as well as the NON-EXAMPLES that would violate the expectation (ex. “If I’m talking to a friend, am I being quiet?”)
3. Identify the reward or activity that can be earned
  - a. Reward can be a tangible
  - b. Access to a quick activity (30 secs to 3 minutes) can be extremely motivating
4. Identify how the game will be played (teacher versus class, class teams)
5. Set the length of time that the game will be played (build the length of time of the game as they get better at the game)
6. When implementing Good Behavior Game, be clear and give feedback when points are earned (ex. “I like how Sara is sitting with hands in her lap” or “You guys earned a point because I like how Sam is keeping his feet in his square”)
7. When the game ends, access to the reward/activity should be delivered immediately
8. Variation:
  - a. Reward/activities can be suggested by students
  - b. Teacher sets parameters of the suggestions (30 secs to 3 mins) and students must sign their name on the suggestion in order for it to be considered
  - c. Suggestions go into a jar and will be pulled when the class or a team wins