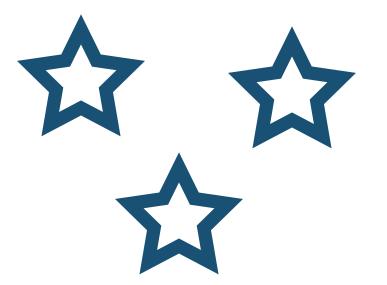# Good Behavior Game

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The Good Behavior Game is a classroom intervention that is intended to increase positive behavior management.

OVERVIEW & OBJECTIVE

The goal is to reinforce students with at least a 5:1 (positive:negative) ratio who are following the classroom rules or expectations. The team with the most points at the end of the time period gets the mystery reward. It is suggested that the game be played for 60-80 minutes at a time. Students will need breaks from the game to relax and socialize.

Set Up

The teacher will have lesson materials for activities prepared and easily accessible.

Pre-teach 3-5 classroom expectations posted in your classroom (must be visible, positive, and measurable). Use examples and non-examples.

Space on the whiteboard to tally points and dry erase markers.

Rewards for the game in a mystery bag

- Tangible items: treats, stickers
- Activities: extra art, music, PE, games
- Time: with peers, free time minutes

Timer to begin and end the game period

How to Play

The teacher will gain students' attention before giving directions by using a signal. (i.e., clapping, bell)

The teacher will give instructions that are clear and easy to follow then clarify if students do not understand instructions.

The teacher will monitor by watching all students:

- ○ At board, the teacher will periodically turn to face the students so the students are constantly monitored.

- ○ When working in centers, the teacher will continue to watch the remainder of the class by periodically looking up from his/her group.

- ○ By walking around the room and using proximity as needed.

The teacher reviews the posted rules at the start of each class activity. Keep the tone simple and positive. Reminding students about classroom rules during the duration of the game.

In addition to positive praise, the teacher will physically track rule compliance by tallying on the board when a rule has been followed.

- ○ Ex. "Sarah, you earned a point for your team! Thank you for staying on task and getting your work done."

The teacher will spend the majority of class time teaching and will ignore minor class disruptions and interruptions.

The teacher will provide positive verbal feedback regarding acceptable social behavior.

The teacher will provide positive verbal feedback about academic responses.

The teacher will ignore rule infractions (when applicable), and indicate the appropriate behavior the student engaged in.

Teacher will immediately return to class activity limiting time spent on disruption.

Winning the Game

At the end of the school day or game period record the number of points each team received on a data sheet:

Team with most points (or both teams if each team earns within 5 points of each other) receives the reward.

Caution: Do not withhold reward until the next day because the value of the game decreases when reinforcement not immediate.

Variations

If you have more than 15 students on a team, break up into 3 teams.

If a student intentionally sabotages the game, let him/her be on a team by himself/herself.

If needed, a teacher can be a team and when neither team is following the expectations, the teacher gets the point. If teacher has more points than the teams, there is no reward.

Teacher must seek to reinforce both groups more so that the teacher does NOT "win" the game.