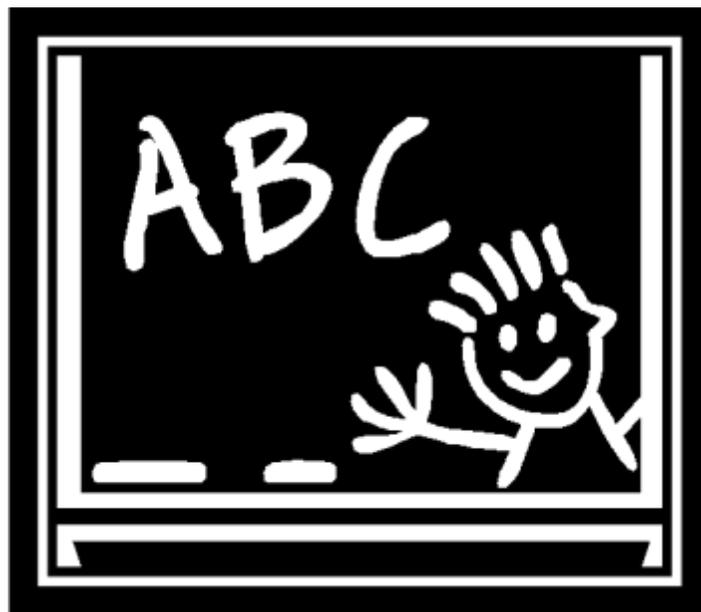


The Good Behavior Game

Implementation & Procedures Workbook



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The Good Behavior Game

Background

The Good Behavior Game (TGBG) is an evidence-based prevention intervention that is founded on over 40 years of scientific research. TGBG has been shown to decrease discipline problems, increase student learning, and reduce the likelihood of drug/alcohol use, aggression, and other problem behaviors over time. TGBG has been implemented by teachers in typical classrooms, by specialists in the library and physical education settings, and by behavior support personnel in classes for students with disabilities. The game has been well-received by teachers and students alike and is considered relatively easy to implement within an instructional routine. It is important to remember that TGBG is not a curriculum but a daily application implemented during regular instruction.

Purpose

The purpose of TGBG is to increase student social and academic success without costing additional instructional time. It is likely that by implementing TGBG and focusing on preventing problem behaviors and encouraging appropriate social behaviors you will find yourself with more time to teach while your students have more fun learning. The idea is that students exhibit behaviors to which we pay attention, and TGBG helps you to encourage behaviors you want to see by paying attention to them (and ignoring minor behaviors that you don't want to see). In addition, TGBG will be directly linked to the school-wide behavioral expectations, which may help both you and your students experience increased success. Basing your behavioral expectations for TGBG on the school-wide expectations may help students generalize their appropriate behaviors across settings. Additionally, you will be supported by an implementation coach, who will support you in the implementation of the game. The components of TGBG implementation include:

1. *Materials*
2. *Developing Expectations & Rewards*
3. *Teaching TGBG to Students*
4. *Playing TGBG*

Materials

In addition to your regular instructional materials, you will need a few materials for TGBG.

- *The Good Behavior Game Tally Chart* (template provided): This chart is for you to record student points/smileys for appropriate behavior and make note of problem behaviors that interfere with instruction. The positive behavior space is larger, as that is where you should focus your attention during instruction—catching students being good. The Tally Chart also has a place to write your name/group ID, date, behavioral expectations, and rewards the students earned.
- *Envelope with “Magic Number Cards”* : Place up to ten cards (e.g., numbered 6 to 15) into a storage envelope.
 - If you are going to determine the magic number each day before the game, place a number of your choice into the magic card” envelope. Each day prior to beginning the game.
 - If you will not know the number prior to the end of the day, simply keep all the numbers in the storage envelope. At the end of the day, you or a student draws a number from the envelope to identify the criteria.
 - Either way, the chosen number will serve as the minimum number of positives the students need to earn to receive the reward for the day.

Optional Materials

- *Rewards* (not provided): While it is possible to implement TGBG without using tangible rewards, the use of small “prizes” (e.g. stickers, stamps, activity sheets) is encouraged. In addition, consider using non-tangible acknowledgements such as extra free time, opportunities to be the class leader, and so forth.
- *Envelope with “Mystery Prizes”* (not provided): Your students may be motivated by working for a surprise. One way to do this is to write a reward on a slip of paper and place in an envelope. Students can then work toward the surprise in the envelope. For example, all teams meeting the criteria could earn the mystery prize.

Getting Started: Develop Expectations & Rewards

Develop Expectations

Telling students what you want them to do in a way that is very clear and easy to understand is critical for setting students up to be successful during instruction. It is important that students are able to remember what we expect of them, so we should have three to five rules. We must also show students examples of what it looks like to behave in ways that are meeting expectations and clarify how behaviors that do not meet the expectations look. To support student success across settings, we want to link our expectations to the school-wide expectations, making sure we have no more than five rules for students. Use the following worksheet to develop/modify the expectations for your instructional group.

- What are the school-wide expectations for your school?

1. _____
2. _____
3. _____
4. _____
5. _____

- What are the specific expectations for your group (linked to SWPBS expectations)?
- Provide at least two examples and non-examples for each expectation that you can use to teach your students the expectations?

1. _____

- Examples:
- Non-Examples

2. _____

- Examples:
- Non-Examples:

3. _____

- Examples:
- Non-Examples:

4. _____

- Examples:
- Non-Examples:

5. _____

- Examples:
- Non-Examples:

- Note any other considerations for teaching expectations (e.g. using visuals, transitions, answering on signal, signal for voices off).

Consider Rewards

Earning positive recognition or a reward for reaching a goal is an important piece of TGBG that allows students to feel motivated and successful. For students who academic skills do not come easily, earning regular feedback for appropriate behavior may be even more critical because they do not readily access the rewards of learning. Rewards do not have to be time or financially intensive but they should be varied so that students do not tire of them. Develop a list of rewards that would work for you and your students. Remember to develop a range of types and sizes so that students do not become bored. You can then take the list of rewards you consider appropriate and present to the students to find out the ones they like the most. You may want to revisit the options at choose some different ones to keep your students interested and motivated. The following categories can be used when considering rewards. You can then use the Rewards Worksheet to develop a list of potential rewards.

- **Wacky Prizes & Games**- are fun games and safe behaviors that that are not typically allowed in class. These safe, silly behaviors may be great motivators for your students.
- **Teacher Prizes**- are fun rewards that you come up with to motivate students. Students may work very hard to see their teacher do something silly or unusual.
- **Prize Box Items**- If you or your school have the option of using other tangible incentives (e.g. stickers, pencils, activity sheets), write things you would like to include in the prize box rewards below.
- **Kids' Prizes**- You may want to consider asking the students if there are other things they are willing to work for, letting them know you will write down their suggestions and check with the TGBG rules (implementation coach) to make sure they are allowed in the game.
- **Mystery Prizes**- This category allows students to work for a "surprise." You can place a slip of paper labeled with a reward inside an envelope. The rewards can be games or tangibles but students will not know what they are working toward until they reach the day's goal. Mystery prizes can be taken from the above prizes or can be different. Write your ideas for mystery prizes below.

Ideas for Rewards

Wacky Prizes- are fun games and safe behaviors that that are not typically allowed in class. These safe, silly behaviors may be great motivators for your students.

Animal Noises- students get to briefly make animal noises	Nerf (ball) Toss- students throw a ball at a basket, trash can, or hoop.
The Animal Game- the teacher thinks of an animal and gives clues until the students are able to figure out the animal.	Paper Airplane Toss- everyone makes a paper airplane and then a contest to see whose goes the farthest.
Bazillion Bubbles- students blow as many bubbles as they can in one minute.	Artwork- students have a few minutes to draw or doodle using color pencils, markers, or crayons.
Chalkboard/Whiteboard Doodles- students earn a couple of minutes to draw on the board.	Reading- students may look at a favorite book.
Computer Time- students earn time to play a game on the computer.	Story- students have a fun book read to them.
Dancing- students earn a couple of minutes of time to dance to a fun song.	Extra recess- students receive two to five minutes of extra recess.
Hangman- students earn a game or two of hangman using reading words.	Tic-Tac-Toe- students can play a tic-tac-toe tournament.
Jokester- the teacher reads silly jokes to the students.	Tiptoe Tag- students can play indoor tag while tiptoeing.
Paper Wad Toss- students can toss wadded paper scraps in the trashcan.	Other academic games- students can have extra time on a favorite academic activity/game.
Simon says- teacher (or student who's been working very hard) lead the students.	Wiggle time- students have one minute to wiggle in their chairs or act silly using inside voices.

Teacher Prizes- are fun rewards that you come up with to motivate students. Students may work very hard to see their teacher do something silly or unusual.

Teacher wears something silly (pajamas, hat, hair bow, etc.).	Lunch with teacher.

Prize Box Items- If you or your school have the option of using other tangible incentives (e.g. stickers, pencils, activity sheets), write things you would like to include in the prize box rewards below.

Stickers	Stamps	Pencil Grip	
Activity Sheet	School-wide ticket		
Pencil	Book		
Snack	Eraser		

REWARDS WORKSHEET

Review items with students.

Directions: When I tell you the prize, if it sounds like something you'd really like to earn, place two thumbs up. If it seems kind of fun, place one thumb up, and if you think you wouldn't want to work for one of the prizes, just keep your hands flat on the table

Place star next to item most students rate with two thumbs up, and cross out items students rate as not-liked by keeping hands flat on table.

Wacky Prizes & Games

- _____
- _____
- _____
- _____
- _____

Teacher Prizes

- _____
- _____
- _____

Prize Box Items-

- _____
- _____
- _____
- _____
- _____

Kids' Prizes

- _____
- _____
- _____

Mystery Prizes

- _____
- _____

- _____

Teaching TGBG to Students

Once you have determined your expectations and rewards, you are ready to present TGBG to your students. The following script provides a template for how to introduce TGBG and teach the expectations to your students.

Introduce TGBG and Tally Chart

We have a very special opportunity in our reading group to play a new game that is going to help us have fun and learn more. How many of you would like to learn about this new game? Good. Well, this game is called The Good Behavior Game. It has helped lots of kids and teachers have fun and get smarter at school, and I think it will be great to play in our reading group. Here's how it works. (Show TGBG Tally Chart with magic number envelope attached).

- See this chart, it is labeled with all the days of the week (point to Mon, Tues, Wed, Thurs, Fri). Each day there is a big space to earn smileys (point to the smiley face). If we earn the magic number of smileys each day, we will earn a special reward. Who thinks we can earn the magic number of smileys every day? I think we can earn them, too. Let me tell you how we earn smileys.

The implementation coach will work with you to develop a script specific to your expectations. The following is a sample script for teaching expectations.

- We earn smileys by following the school-rules in our reading group. The first school rule is Be Respectful. In reading group, Be Respectful means following directions quickly and quietly. Let's see if you can be respectful. Touch your head. Good—you followed my direction quickly and quietly and are all touching your head. Let's try another one. Stand up. Good—you were respectful because you followed my direction quickly and quietly. Sit down. Excellent job being respectful. You have just earned a smiley in today's column (teacher records smileys throughout teaching expectations when students are meeting them). Let's see. Suzy, tell me to start my work. (Teacher talks to student next to her and does not start working.) Was I being very respectful? No. Why not? (students provide answers). That's right to be respectful we need to follow directions quickly and quietly. I think you all will be very good at playing this game. Let's try the next school-rule that will help us earn smileys; it is Be Responsible. In reading group, Be Responsible means being ready to learn and

includes having eyes on me, sitting square in your chair (back to back, bottom to bottom, feet on floor), keeping hands to self, and talking in turn. Let's practice being responsible. Very good. I see Sam is being responsible because she has her eyes on me. Suzy is sitting square in her chair. Joe and Pam are keeping their hands to themselves and everyone is letting me have my turn to talk. (Teacher slouches in her chair) Am I ready to learn? (students answer no) Why not, remember to be responsible and talk in turn (raise your hand)? (students provide answers). You guys are going to be great at earning smileys—I just know it. Here's the last way we earn smileys—it's the easiest one. The last thing we can do to earn smileys is Do your personal best. Doing my personal best in reading means that I am working hard to get my work done and learn. (Teacher continues to review examples and non/examples.) All of you are doing your personal best right now, so I will put a smiley in today's column. Great work.

Briefly Review What Happens for Behaviors that are Disruptive to Learning

Now that we've talked about how to earn smileys, I will also let you know that there is a small place for frowns. I don't expect that I will give very many frowns to this group, but I will have to give frowns if students do not follow my directions and make it hard for other students to learn. If we get more than four frowns in our group, we will not be able to earn the prize for the day. I don't think I will need to give out frowns, do you? Good. Let's work hard to get smileys. Are you ready to learn about the "magic number" of smileys we need to get a prize?

Magic Number

Each time you come to group, there will be a magic number in this envelope (envelope is attached to Tally Chart). No one will know the number but it tells us how many smileys we need to earn our prize. We will have to work really hard to make sure we earn enough smileys. I will be looking for students who are following our school-rules in reading group. I will look for students who are being respectful by following directions quickly and quietly, who are being responsible and ready to learn, and students who are doing their personal best. When I see students doing these things, I will give the group a smiley. And, at the end of our group, we will count our smileys and open the magic number envelope. If we've earned the same number (or more) smileys than is on the magic number we will get a prize. AND, at the end of the week, if we've met the magic number every day, we will get an extra prize. Does this sound fun? Good.

Prizes (Refer to Reward Worksheet)

Let's take a few minutes to talk about prizes. I've been thinking hard of some fun things you would like to work for, and I'd like to share them with you. When I tell you the prize, if it sounds like something you'd really like to earn, place two thumbs up. If it seems kind of fun, place one thumb up, and if you think you wouldn't want to work for one of the prizes, just keep your hands flat on the table. *Refer to Reward Worksheet. Star the items on your reward worksheet that most students give two thumbs up and cross out ones that students don't want to work for.*

Playing the Game

Prior to beginning the lesson, place a "magic number" in the envelope on the TGBG Tally Chart and post the chart where students can see it and you can easily access it during instruction. If it is the first day of the week, fill out the Group ID and Date on the top of the Tally Chart and the expectations on the bottom of the chart.

Tell the students the reward they will be working for today, and review the specific group expectations (including examples and non-examples of specific behaviors) with the students prior to beginning the reading lesson. During the review of expectations and during ERI instruction, provide positive specific verbal praise paired with smiley faces on the board when the majority of the students are exhibiting behavior concurrent with a behavioral expectation (e.g. eyes on teacher, following directions). You want to provide specific praise for appropriate social behavior (e.g. "thank you for keeping your eyes on me," "you are doing a great job sitting in listening position") paired with the delivery of the smiley face at least once every two minutes if the majority of the students are meeting behavior expectations.

Three minutes before the end of the group, you will open the envelope and share the magic number with the students. If students earned at least as many smiley faces as the "magic" number (and no more than four frown faces), they will receive a reward (e.g. game of Simon Says, sticker, stamp). If the students meet the criterion each day of the week, they will be allowed to earn a larger reward on Friday (e.g. reading game, special literacy activity, larger stickers).

Circle on the Tally Chart whether the students won the game and received a reward. Write the reward received in the space. This information will be useful to monitor the different rewards used over time, as some may be more motivating for students than others.

Continued implementation

After the first week of implementation, it is likely that your review of group expectations and TGBG rules will go quickly. While you should always start the lesson

with a quick review of expectations (and how to earn smileys), you may not need to spend time specific examples and non examples but instead can simply provide specific praise for students who are engaging in the expectations.