

Title of Intervention: The Good Behavior Classroom Game

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Summary: The Good Behavior Game is used to reduce disruptive classroom behaviors (specifically tantrums) by using team competitiveness and group incentives. If the classroom does not exceed a specific amount of rule violations they are rewarded. The effectiveness of this intervention relies on positive peer pressure, specific performance criteria for winning, immediate behavior feedback and group-based reinforcement.

Target: To reduce inappropriate and disruptive behavior (tantrums) with team-based contingencies.

Materials Needed:

- 1) Poster board chart displaying the classroom rules, such as:
  - a. Play nicely with others, be kind and polite
  - b. Keep your hands to yourself
  - c. Use your words
  - d. Follow the teachers instructions
- 2) Poster board chart or section of the chalkboard divided listing team members' names with a column for each day of the week.
- 3) Small rewards, such as stickers, wrapped candy, and decorated pencils and erasers

Collection of Baseline Data:

- 1) Using a sheet of paper record the amount of demerits each day for four days.
- 2) Using this data calculate the average amount of demerits per day and decrease it by half, this is the amount of demerits that are allowed each day in order to get a reward. (For example, if the average is 30 demerits per day the allowed amount of demerits is 15).

Intervention Steps: Introduction and Training

- 1) Select a time for implementation, during a time when the students are especially disruptive. Tell the students that they will be playing a game. Explain the times when the game will be played and post the times.
- 2) Explain the game's procedures as described below, including the criterion for the maximum number of demerits permitted to earn the reward. Also describe the rewards; possible rewards include watching a DVD, 15 minutes of free time, or extra recess.
- 3) Review the classroom rules and demonstrate the process of giving demerits for rule infraction as described below. Be sure to model how students should respond to receiving a demerit and explain that arguing or other inappropriate reactions will result in the forfeiture of the class from the competition during that particular session.

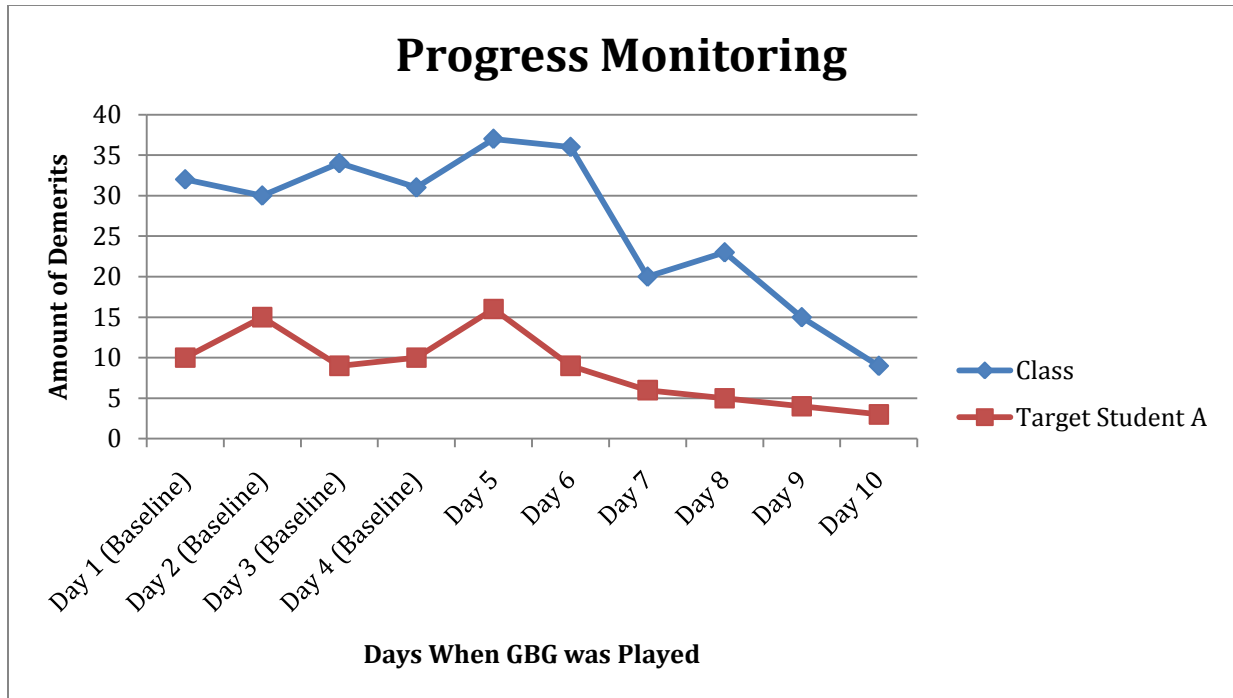
Implementation:

Correctly Implemented?	Step	
Y or N	1	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).
Y or N	2	During the intervention period, record a demerit beside the students name each time a student breaks a rule. As you record the demerit, state the reason.
Y or N	3	Tally demerits at the end of the intervention period and determine whether or not the class has met the criterion.
Y or N	4	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.
Y or N	5	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.
Y or N	6	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.
Y or N	7	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.

Progress Monitoring:

Everyday the teacher will record and graph the amount of demerits the class exhibits and if necessary record the frequency of demerits exhibited by target(s) students.

Example:



#### Treatment Integrity:

All teachers must follow implementation. Making sure the intervention is properly performed is critical to maintaining successful behavior changes in your student. Treatment integrity can be established by completing the steps of implementation chart (above) for the intervention demonstrated in this video. This chart should be completed daily throughout the course of the intervention. Integrity can be established by calculating the amount of correctly implemented steps divided by the total steps. This figure needs to be higher than 80%, if not, closer attention needs to be paid to the steps of implementation.

#### Social Validity/ Caveats:

This intervention can be used in any classroom experiencing frequent disruptive behaviors. It can also be implemented in any classroom to decrease rule-breaking behaviors.

#### Reliability:

Collecting “live” data can be difficult and is often subject to error. Thus, it is important that the recording of disruptive behaviors be as accurate and consistent as possible. To determine the accuracy of recording procedures, teachers, when possible, should conduct reliability checks. One of the most commonly used approaches is the assessment of interrater reliability. In this procedure, two observers gather data at the same time and then check the extent to which they agree on what was observed. The reliability is usually reported as the percentage of agreement. Generally, reliability above 90% is desirable, though reliability of 80%

and above is acceptable. Reliability below 80% is considered problematic. To calculate interrater reliability, the following formula has been provided:

$$\frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Disagreements}} \times 100 = \% \text{ of Agreement}$$

In this formula, you take the total number of agreements and divide that number by total number of agreements plus total number of disagreements multiplied by 100. This will give you the percentage of agreement. Below, an example of how to calculate reliability is given

Teacher Observations	Disruptive Behaviors	2 <sup>nd</sup> Rater Observations	Disruptive Behaviors
8:00am	X	8:00am	X
8:30am	X	8:30am	X
9:00am	X	9:00am	X
9:30am		9:30am	X
10:00am	X	10:00am	X
10:30am	X	10:30am	X
11:00am	X	11:00am	X

Calculation of Reliability: In the above example, the two observers agree on six of their observations and disagree on one of their observations. Reliability would be calculated (using the same formula provided above) as follows:

$$\frac{6 \text{ (agreements)}}{6 \text{ (agreements)} + 1 \text{ (disagreement)}} \times 100 = 85.7\%$$

Thus, the percentage of agreement between observers is nearly 86%, which means that the data are reliable!

Based on:

Barrish, H.H., Saunders, M., & Wolf, M.M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2, 119-124.

Coogan, B.A., Kehle, T.J., Bray, M.A., & Chafouleas, S.M. (2007). Group contingencies, randomization of reinforcers, and criteria for reinforcement, self monitoring, and peer feedback on reducing inappropriate classroom behavior. *School Psychology Quarterly*, 4, 540-556.

Rathvon, N. (2008). *Effective School Interventions: Evidence-based strategies for improving student outcomes (2<sup>nd</sup> edition)*. New York, NY: Guilford Press.