The Good Behavior Game: An Effective Tier 2 Interventions for Student Behavior

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Do you ever feel like this???

“Every day it’s the same thing. My class starts out as Sesame Street and by three o’clock it ends up as Jerry Springer.”
“My objective is to have each student become more insightful, compassionate, introspective, and empathetic. In your case I will settle for quiet.”
“For throwing spitballs in class, I am sending you to the principal’s office. It’s nothing personal. It’s just a classroom management thing.”
Three Tiered Service Model

**Academic Systems**
- Intensive, Individual Interventions
  - Individual Students
  - High Intensity
- Targeted Interventions
  - At-risk students
  - Classroom/small group remediation
- Universal Instruction
  - All settings, all students
  - Preventive, proactive

**Behavioral Systems**
- Intensive, Individual Interventions
  - Individual Students
  - High Interventions
- Targeted Interventions
  - At-risk students
  - Classroom/small group focus
- Universal Prevention
  - All settings, all students
  - Preventive, proactive
Integration Prevention and Behavioral Intervention Model

- **School Counselor Services**
  - Universal Supports for all Students
    - Moderate Intensity Intervention for "At Risk" Students
    - High Intensity Intervention for "High Risk" Students
- **Universal Mental Health Screening**
- **Pre-School Assessment & Intervention**
- **PBIS Coaches**
  - Mental Health 101
- **Social Workers Assessments & Counseling**
- **School Psychologist, Assessment & Counseling**
- **A & D Assessment & Counseling**
- **Threat Assessment**

**Mental Health Center**

- Universal Mental Health Screening
- Mental Health Center Classroom Prevention Activities
- PBIS Team
- Coordinated School Health
Tier 2 Intervention
Specific Tier 2 Interventions

- Continuation of Tier 1 activities (SWPBS)
- Mentoring programs (Social Skills Club, Helping Hands, etc)
- Check-in Check-out (CICO)
- The Good Behavior Game
- Self-monitoring systems
- Behavioral contracting
- Social Skills instruction (problem/ solution activities, role play, and teach replacement skills)
- Think Sheets/ reflection sheets
- Peer mediation/ Conflict resolution training
- Group-based Counseling (pull out by school support staff or counselor)
- Increased academic/ behavioral supports and practice
- Self-management training and support
- Parent Collaboration
- ISS* instead of OSS
THE GOOD BEHAVIOR GAME
What is the Good Behavior Game?

• Created in 1969 by Barrish, Saunders, and Wolf for a 4th grade classroom
• Created due to talk out and out of seat behaviors
• Group contingent reinforcement procedure
Intervention

• The Good Behavior Game (GBG)-
  • is a classroom management technique that actually teaches students to monitor their own behaviors and adapt through self-regulation by way of a group process known as “interdependent team behavior-contingent reinforcement.”
    • (Tingstrom, Sterling-Turner, Wilczynski, 2006)
Previous Research on GBG...

• In 1972 a GBG replication was conducted by Medland & Stachnik.
  • a light (response feedback) to decrease three targeted behaviors (out of seat, talk out, and disruptive behaviors).
  • Results: light used for the response feedback was a red and green light attached to a box that was controlled by the observer. The light response feedback was used to increase student awareness of current unwanted behavior as a visual reminder to self-regulate and monitor their own behavior.

• Harris & Sherman (1973) GBG across classrooms and grades (looked at a 5th and 6th grade classroom).
  • Results: appeared that the impact of the reinforcer for winning the game really impacted the results of the intervention.

• In 2007 two researcher, Lannie & McCurdy
  • GBG on student and teacher behaviors within an urban school district.
  • Results: Increased student on-task behavior, while decreasing the maladaptive behaviors previously noted by the faculty.
Due to the noted and researched effectiveness of the GBG many practitioners continue to find ways to make the game appealing to current classrooms and teachers.

In 2008, a two year study was conducted by Kellam, Brown, Poduska, Ialongo, Wang, Toyinbo, Petras, Ford, Windham, and Wilcox that looked at the longitudinal effects of a universal classroom management program with first and second grade classrooms on young adult, psychiatric, and social outcomes.

Results: The results indicated that the GBG had a dramatic impact on decreasing aggression, disruptive behavior, and noted a reduction in drug/alcohol dependency and anti-social behaviors in young adult males who had been identified as more problematic while in the first grade. There were similar results for the female participant, but not as significant as the male population.
Previous Research continued

- The GBG has been replicated in upper elementary classes (Barrish et al., 1969; Maloney & Hopkins, 1973; Johnson, Turner, & Konarski, 1978; Warner, Miller, & Cohen, 1977), first and second grade classrooms (Lannie & McCurdy, 2007; Bostow & Geiger, 1976), preschoolers (Sweizy, Matson, & Box, 1992), adolescents diagnosed with emotional and behavioral disorders (Salend et al., 1989), and students with noted developmental and intellectual disabilities (Phillips & Christie, 1986).

- In 1981, the researchers Fishbein & Wasik, wanted to see if the GBG was an appropriate intervention for other settings outside of the class room.

- The GBG has also been proven to be effective across demographic areas as well as across diverse populations. Many researchers have utilized the GBG in replication studies. The GBG was replicated in Germany (Huber, 1979), the Sudan (Saigh & Umar, 1983), and within both rural and urban settings across the United States (Darveaux, 1984; Salend, Reynolds, & Croyle, 1989).
Need for Using the GBG

• Behavioral excesses continue to be problematic and time consuming for teachers/staff/schools

• Behavioral excesses have been proven to decrease scores on tests, decrease academic progress of all students, and cause significant social-emotional concerns for students

• New RtI Models are being employed related to not only academics but behavioral needs of students

• Federal and State Laws require that school districts appropriately intervene on maladaptive classroom behaviors
How to Implement the GBG...

• How to use the GBG?
  • Explain GBG Game to the children
  • Create group rules/ posters (students assist)
  • Define and explain behaviors that are wanted in class and explain behaviors that will create a loss in points (REHEARSE and ROLE PLAY this)
  • Designate a time to complete the game
  • Allow students to choose a group reward
  • Create groups/ teams
  • Track daily with tally marks visible on wall/ board/ computer system
  • Announce winner daily
  • Rewards for winning team are received weekly
Participants

- **Teachers** – three 1st grade teachers ages 26-30
- **Students** - 60 1st grade students in an urban public school; some of the students identified (CLUE/ gifted, ADHD, LD, Speech and Language)
Need for the GBG Intervention

• Teachers referred students previously for FBA/ BIP services for maladaptive classroom behaviors (each classroom had at least one identified student)

• Teachers requesting assistance and students were struggling
Target Behaviors

• **Teacher** - Behavior Specific Praise Statements (PS) and Disapproval statements (DS)
  - **PS**=behavior specific praise statement included the three following components 1) teacher gained student attention, 2) teacher identified the unprompted appropriate student behavior displayed, and 3) teacher used a praise statement
  - **DS**=as any verbal statement to the student that hosted negative statements or a verbal warning about possible redirection

Decided to look at PS and DS due to the lack in GBG literature on this subject
* Also looked at Pre and Post Test data about teacher perception of using research within the classroom
Target Behaviors

• **Students**- Talk Out (TO), Out of Seat (OS), and Disrespectful Behavior (DB)
  • **TO**=talking without teacher permission
  • **OS**=as leaving seat without teacher permission
  • **DB**=peer to peer frustration or aggression (verbal or physical) as a result of the peer influence/ pressure that encompasses the GBG

• These behaviors were chosen due to the noted increase in these behaviors in afternoon per teacher report
Teacher Consultation

• Teachers completed pretest
• Teacher meeting/ Professional Development
• Discussed needs
• Reviewed data regarding GBG
• Supplied Teachers with the GBG Teacher Manual
• Reviewed steps to implementing GBG
• Provided needed materials
• Reviewed Teacher Script
• Reviewed the Treatment Integrity Checklist
• Provided Q/A sessions
• Provided direct feedback after each data collection session regarding Treatment integrity and procedures
Results of GBG Intervention

• The GBG continues to be an effective intervention for decreasing maladaptive classroom behaviors
• This study also indicated that it is effective in increasing Teacher specific praise statements to student
• Teachers want information on EB interventions and want to implement EB interventions, but often times feel it is too time consuming; with the use of Teacher Manuals is more feasible
Graphs of Classroom data

Ms. T's Classwide Behavior

Sessions

Frequency of Target Behavior

Baseline

GBG

TO
OS
DB
Graphs

Mrs. G's Classwide Behavior

Sessions

Baseline

Frequency of Target Behavior

Sessions

TO
OS
DB
Graphs

Mrs. M’s Classwide Behavior

Frequency of Target Behavior

Sessions

Baseline

GBG

TO
OS
DB
Graphs of Teacher data

Ms. T's Statements to Students

Baseline
GBG

Session 1
Session 2
Session 3
Session 4
Session 5
Session 6
Session 7
Session 8
Session 9
Session 10
Session 11
Session 12
Session 13
Session 14
Session 15

Sessions

Frequency of Target Behavior

PS
DS
Graphs

Mrs. G’s Statements to Students

- Baseline
- GBG

Frequency of Target Behavior

Sessions
Mrs. M's Statements to Students

Sessions

Frequency of Target Behaviors

Baseline

GBG

Graphs
Video sample of the GBG in a Classroom

• PodCast- https://www.youtube.com/watch?v=volLmB5VMOU
• Video- https://www.youtube.com/watch?v=Nc0Tw6ISYKk
Ways to improve the use of the GBG

• Increase Appropriate Professional Development (continuous)
• Teacher Manual
• Video Modeling of the intervention, training information, and the use of it in the applied setting
• Data Collection assistance
Data Collection in the Applied Setting

• Providing effective modalities for data collection in the applied setting will assist teachers

• Schools are looking for more effective and efficient ways to provide teachers tools needed to monitor student progress

• If Teachers feel equipped to gather data in the applied setting without hesitation and with little planning required, then research in the applied setting becomes more plausible and fidelity is more obtainable
The Good “Great” Behavior Game

www.educatorshandbook.com
Teacher Data-Accuracy
Ms. M

Ms. M’s Accuracy of Data Collection

Condition 1
Computer data Collection
Procedure

Condition 2
Hand Data Collection
Procedure

Data Collection of Frequency of Student Behavior

Sessions

Cond 1 Researcher data
Cond 1 Teacher data
Cond 2 Researcher data
Cond 2 Teacher data

Cond 1 Researcher data: 14
Cond 1 Teacher data: 8
Cond 2 Researcher data: 24
Cond 2 Teacher data: 8

TO
OS
Teacher Data- Accuracy
Ms. D

Ms. D's Accuracy in Data Collection

Condition 1 Computer

TO
39

OS
6

Condition 1 Teacher data

28

Condition 2 Hand

TO
53

OS
7

Condition 2 Teacher data

25

Condition 2 Researcher data

2

Cond 1 Researcher data

Cond 1 Teacher data

Cond 2 Researcher data

Cond 2 Teacher data

Frequency Count of Target Behavior
Student Data-Improvements
Ms. M

Ms. M’s Student Behavior

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Frequency of Target Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cond 1</td>
<td>14</td>
</tr>
<tr>
<td>Cond 2</td>
<td>24</td>
</tr>
</tbody>
</table>

Condition 1
Computer data

Condition 2
Hand data
References

• Bradshaw, C., Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions.*
References