

GOOD BEHAVIOR GAME



Behavior Matters

By implementing the good behavior game this will help students build the social and emotional skills they need to develop healthy behavior. Also by allowing the whole class to participate this will improve the classroom culture and climate.

Good Behavior Game

is a classroom management intervention designed to reduce off-task and disruptive behaviors through competition, group contingency, and positive reinforcement

Statistics

-Emotional and Behavior Disorder (EBD) -receive 80% or more of their educational instruction inside the general education classroom.

-English Language Learners (ELL) – by implementing the good behavior game 50% saw more improvement in classroom behavior.

Implementing Good Behavior In your Classroom!

Before instruction

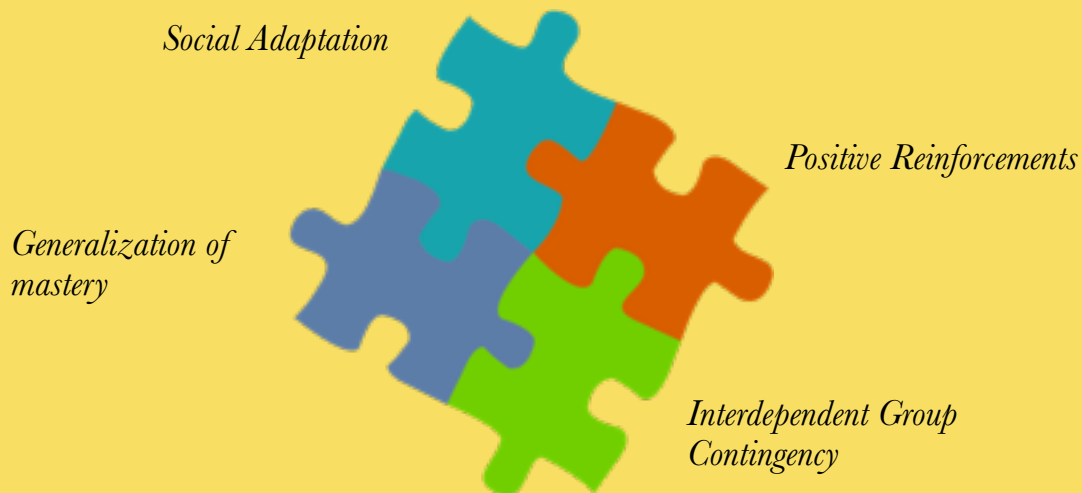
- Step 1. Identify times and settings in which challenging behaviors occur (This period can be decided by the time of day where a majority of disruptive behaviors occur or any time that students need a little extra motivation to be successful in the classroom. Part of the day)
- Step 2. Divide students into teams and name teams
- Step 3. Determine rewards for winning team (Something that will motivate students)
- Step 4. Define appropriate and inappropriate behaviors and post as rules (Anchor charts are helpful)
- Step 5. Determine winning requirements
- Step 6. explain rules to students how points will be earned or taken away
- Step 7. Explicitly model appropriate behaviors (can use statements such as “I agree with what you are saying,” or “I’m not sure if I understand why you chose that answer. Can you please explain it to me or show me where you found that in our textbook?”)

During instruction

- Step 8. Award and remove points based on rules determined in Step 4
- Step 9. Provide prompts and feedback to inappropriate behaviors (Remind them of rules)

After instruction

- Step 10. Winning team receives previously determined reward
- Step 11. Return to Step 1 and begin process again



Resources

- Dadakhodjaeva, K., Radley, K. C., Tingstrom, D. H., Dufrene, B. A., & Dart, E. H. (2019). Effects of daily and reduced frequency implementation of the good behavior game in kindergarten classrooms. *Behavior Modification, 44*(4), 471-495. doi:10.1177/0145445519826528
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- Ryan, J. B., & Mooney, P. (2019). Providing useful progress monitoring of behavior plans and programs that address practitioner concerns in classrooms. *Beyond Behavior, 28*(3), 123-123. doi:10.1177/1074295619873891