

Good Behavior Game: A Classroom Behavior Management Strategy

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Session Objectives

1. Research base for Good Behavior Game (GBG)
2. Description and video of GBG
3. GBG throughout the school year
4. Professional development model
5. Discussion



Impact of Poorly Managed Classrooms

- On Students:
 - Aggressive, disruptive behavior as early as first grade is a major risk factor for academic failure, later school drop-out, delinquency, drug abuse, depression, and other problem outcomes.
 - Children with behavior problems in poorly managed first grade classrooms were up to 20 times more likely to exhibit severe aggressive problems in middle school compared to similar children in well managed first grade classrooms.
- On Teachers:
 - The number one reason for teacher burn-out is the inability to manage classrooms.



The History of the Good Behavior Game

- GBG was originally developed by Barrish, Saunders, & Wolfe at the University of Kansas with the first report in 1969.
- At least 18 short-duration, non-randomized trials followed and described positive results.
- These led to the developmental epidemiologically-based randomized field trials in Baltimore to test GBG.

Goals of GBG

- Provide teachers a classroom-wide method to socialize children into the role of student
- Help children work together to create a positive learning environment
- Reduce classroom aggressive, disruptive behavior to enhance classroom teaching and learning
- Prevent school failure, drug abuse, delinquency, and other problem outcomes



Design of 1st Generation Trial

- 41 1st-grade classrooms in 19 schools
- **ACROSS** schools: Schools were matched and randomly assigned.
- **WITHIN** each intervention school: Children were balanced across all 1st-grade classrooms.
- Then 1st-grade classrooms and teachers were randomly assigned to standard program classrooms or to intervention classrooms.



Short and Mid Term Benefits of GBG

- End of first grade
 - Increase on-task behavior in classroom (Brown, 1993)
 - Reduce aggressive, disruptive behavior, especially for males entering first grade highly aggressive, disruptive (Dolan et al., 1993)
- By middle school
 - Maintain reductions in aggressive, disruptive behavior (Kellam et al., 1994)
 - Delayed age of smoking initiation (Kellam & Anthony, 1998)



Long Term Benefits of the Good Behavior Game

Selected Outcomes at Young Adulthood (age 19-21)	GBG classrooms	Standard Program classrooms	Risk Reduction
Use of School-Based Services for Problems with Behavior, Emotions, or Drugs or Alcohol			
➤ Males highly aggressive, disruptive in first grade	17%	33%	48%
Lifetime Illicit Drug Abuse/Dependence Disorder			
➤ All Males	19%	38%	50%
➤ Males highly aggressive, disruptive in first grade	29%	83%	65%
Lifetime Alcohol Abuse/Dependence Disorder			
➤ All males and females	13%	20%	35%
Smoking 10 or more cigarettes a day regularly			
➤ All males	7%	17%	59%
➤ Males highly aggressive, disruptive in first grade	0%	40%	100%
Antisocial Personality Disorder (ASPD)			
➤ All males and females	17%	25%	32%
➤ Males highly aggressive, disruptive in first grade	41%	86%	52%

Lessons Learned

- First grade classrooms are centrally important to later academic, mental, and behavioral health.
- A relatively simple method of classroom behavior management can have a dramatic long-term impact if done with fidelity.
- Without a system to mentor, model, and monitor teacher practices over time, GBG practices are not sustained.



Good Behavior Game Overview

A team-based classroom behavior management strategy that promotes:

- Self-control
- On-task learning and behaviors
- Focused attention
- Academic engagement
- Positive social relationships



GBG Core Elements

- Classroom Rules
- Team Membership
- Monitoring of Behavior
- Positive Reinforcement



GBG Implementation

- Teachers work with students to define the four classroom rules: displayed in classroom (poster, desk)
 1. We will work quietly.
 2. We will be polite to others.
 3. We will get out of our seats with permission.
 4. We will follow directions.
- Teachers observe students and place them in heterogeneous GBG teams, balanced for learning, behavior, and gender
- Played during times that the students are working independently of the teacher.



GBG Implementation, continued

- Teams with 4 or fewer infractions of the rules win.
- Early in the year, GBG is played systematically for ten minutes, three times a week
- The ten minutes are extended gradually over the year until the process is integrated into the entire day.
- Rewards are more intangible as the year goes on.



Quick Visual Sweep of the GBG

Starting the Game	Announcing that the GBG is about to start
Introducing Assignments	Reviewing directions for independent work
Reinforcing Class Rules	Reviewing the four class rules
Playing the Game	Setting the timer; monitoring behavior; following the check, comment, praise procedure
Ending the Game	Stopping the GBG when the timer rings; announcing its end
Announcing Winning Teams	Identifying/announcing teams earning 4 or fewer checkmarks
Providing Rewards	Distributing tangible rewards or privilege/activity reward tokens
Recording Game Results	Recording points earned by teams on the weekly scoreboard onto the class profile and stamping student booklets

Good Behavior Game Learning Walk



GBG Integration into the Day

- Referencing rules in redirection and praise
- Modeling expectations with students
- Monitoring consistently throughout the day
- Praising students consistently for following rules
- Making expectations clear
- Consistent routines



Additional Benefits of the GBG

- Changes in teacher practices
- Differentiation of assignments for students
- Awareness of student needs and growth in terms of behavior and academics



Core Elements in Moving GBG into Practice

- Governance structure to support teachers' practices over time and scaling up practices
- Professional development across multiple levels of the school district
- Monitoring of practices over time
 - Teacher practices
 - Practices of individuals across the multi-level structure



Multi-Level Training and Support

Teachers

- **Initial GBG Training:** 2-day group-based
- **Booster Session:** 1-day group-based
- **Supported by Coach:** In-classroom observing, modeling, mentoring
 - Professional development based on teacher practices/fidelity checklist
 - Sept-Dec: 90 minutes bi-weekly
 - Jan-June: Differentiated by teacher need



Multi-Level Training and Support, cont.

- **Local GBG Coaches**
 - **Participate in group-based teacher trainings** (Initial GBG Training and Booster Session)
 - **Coach Training:** 1-day on coaching practices
 - **Implementation Audits:** Trainer visits classrooms
 - **Weekly** professional development by phone
- **School Teams and District**
 - Readiness
 - On-going monitoring and support

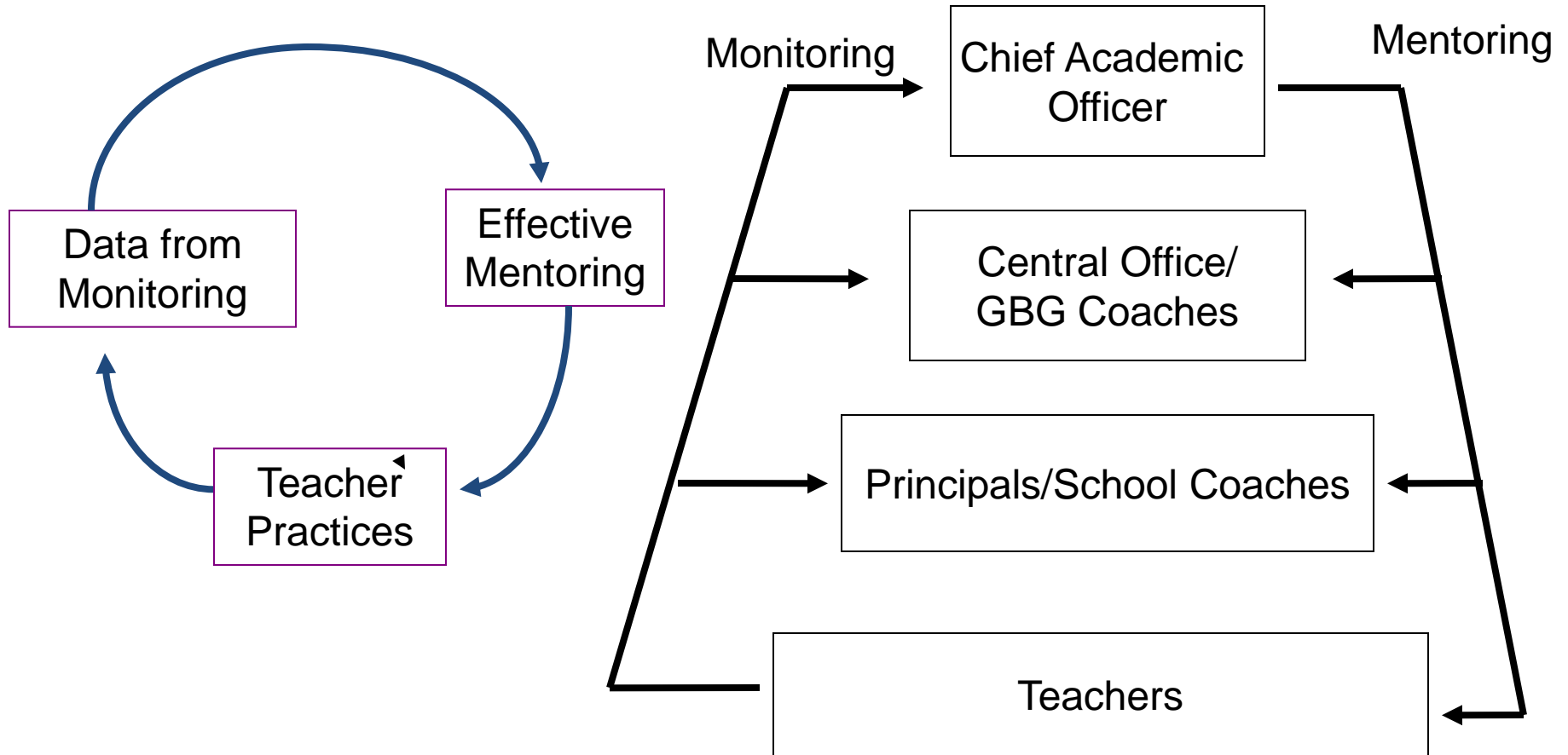


Fidelity of Implementation

- Teacher practices
 - General classroom behavior management
 - GBG-specific activities
- Practices of others in support system
 - Coaches
 - Principals and school personnel
 - District level personnel



Monitoring and Mentoring Feedback Loop



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