


---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

## Strong Evidence Base

- Tested with 1st and 2nd grade classrooms in Baltimore City, MD beginning in 1985-1986
- Implemented in 41 classrooms in 19 elementary schools with two groups of first graders
- Experts followed up with students in these classrooms periodically to study the immediate, mid- and long-term effects

---

---

---

---

---

---

---

---

## Results of the Trial:

positive outcomes for students and teachers

- **Elementary Schools** - male students who entered the first grade displaying aggressive behavior had reduction in: aggressive and disruptive behavior and off-task behavior.
- **Middle Schools** - male students who entered the first grade displaying aggressive behavior had reduction in: aggressive and disruptive behavior, off-task behavior, and delay in age of first smoking.
- **Young Adulthood** - males at ages 19-21 had a reduction in: use of school based services for problems with mental health or use of tobacco/alcohol, illicit drug use/dependence disorder, alcohol use/dependence disorder, tobacco use, and antisocial personality disorder

---

---

---

---

---

---

---

---

## Randomized Trials Support the Findings

Intervention	Baltimore City (1985-1986)	Elementary Schools (1985-1986)	Middle Schools (1985-1986)	Young Adulthood (1985-1986)
Intervention	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior
Control	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior
Intervention	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior
Control	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior
Intervention	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior
Control	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior

---

---

---

---

---

---

---

---

## Further Support

- The Good Behavior Game has been implemented in settings which included a significant population of ethnic/racial minorities as well as populations from urban areas in the U.S. and abroad. In the Baltimore trial, 65% of the sample identified as African American and 31% who identified as White. GBG has been most effective for boys with higher levels of aggressive, disruptive behavior.
- If you would like more information on the studies and benefits of the GBG, visit [goodbehaviorgame.air.org](http://goodbehaviorgame.air.org)

---

---

---

---

---

---

---

---

## Why are models important?

- Different models of disability imply different intervention approaches
- The model we prescribe to affects our thinking and the way we approach problems in the classroom

---

---

---

---

---

---

---

---

## Medical Model

- "The disabled person is the problem; the child is faulty"
- Diagnosis-Cure
- "The power to change a disabled person lies within a medical or associated professional"
- The impairment is the focus
- "They need to be adapted to fit into the world as it is"

---

---

---

---

---

---

---

---

## Ecological Model

- Broader view of the "problem"
- Individual characteristics are attributed to the joint effect of personal traits and environment
- Child is viewed through the context of his/her environment
- Teacher and parents have power to change child behavior
- The environment is changed

---

---

---

---

---

---

---

---

## Misconceptions

- The use of tangible rewards which can negatively affect the development of intrinsic motivation.
- This was designed for students with disabilities.
- Use of rewards by behavior modifiers to change behavior is bribery or is cold and unfeeling.
- This can promote robotic language/ behavior.

---

---

---

---

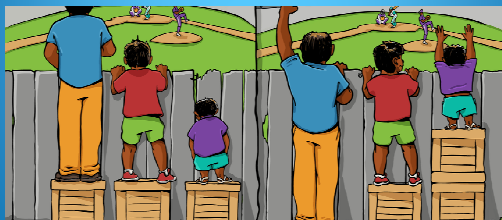
---

---

---

---

## Everyone Benefits




---

---

---

---

---

---

---

---