


The Good Behavior Game

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Interactive Activity

- Room divided into two groups
- Rules of the game:**
 - Participate often
 - Do not look at cellphones
 - Put your cellphone in silence
 - Listen quietly




Objectives

After this training, attendees will be able to:

1. Train teachers how to implement the GBG in their classrooms
2. Address possible teacher buy-in and fidelity of implementation challenges
3. Adapt the GBG to address different teacher needs.
4. Effective ways to support teachers during intervention implementation

Introduction: The Traveling Clinic



- Elementary and middle school students in the general education setting at Denver City were referred to the School Psychology Clinic for behavioral challenges and concerns.
- The team's initial goal was to use Functional Behavioral Assessment (FBA) to develop function-based individualized interventions that could be delivered in the general education classroom environment

Functional Behavior Assessment (FBA)

- Main reason behind FBA:
 - isolate functional relationships between significant aspects of the environment
 - and the occurrence of student behavior (Dunlap et al., 1993).
- To predict future events
- Based on knowledge of present events
 - conditional probability.
- Identify intervention options that are in agreement with the motivation behind the target behavior

Functional Behavior Assessment (FBA)



Function-Behavior Assessment (FBA)

- Not usually implemented in the general education setting
- **Hypothesis:** Function-based interventions would positively improve the behavior of students in the general education setting

- Functional Assessment Interview Form (FAI)
 - Teacher & parent
- Functional Behavior Assessment Observation Form (FBAOF)
 - Structured observation in the classroom
 - Identify the function of the behavior
 - Develop a function-based intervention

Case Study 1: Caleb

- Caleb was referred by his Math and Reading teacher to receive behavioral intervention services to:
 1. Improve his classroom behavior and overall learning
 2. Target behaviors, decrease:
 - a. Disruptive behavior in the form of talking
 - b. off-task behavior


Behavior Operational Definitions

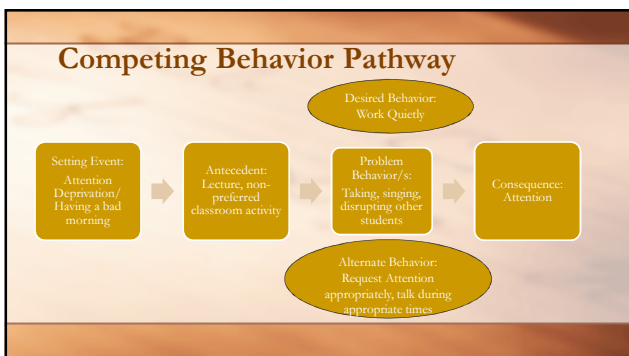
- **Talking:** Any observed instance of talking louder than normal classroom noise level, engaging in excessive questioning to the point of disrupting instruction, talking to peers during instruction or assignment time, or engaging in any vocalization that could result in a distraction to others.
- **Off-task behavior:** Anytime Caleb is engaging in activities unrelated to the task at hand, including looking away, putting his head down, talking, wandering across the room, and any other behavior that might prevent him from engaging in the current learning task



Function of the behavior

- **Hypothesis:** Caleb engages in excessive talking and off-task behavior to receive attention from adults and peers.
- **Function-based intervention:** Designed to use attention (powerful reinforce) to address excessive talking, therefore decreasing classroom disruptions.





Function-based Intervention

- Caleb's teacher was provided with a cue every 5 minutes to approach the student
- During this time, the teacher was instructed to provide full attention to Caleb
- She was asked to rate Caleb the following way:
 - 0 (if he was not quiet during work time) or
 - 1 (if he was quiet during work time)
- Once the teacher rated Caleb and provided specific feedback, no attention will be provided until the five-minute cue
- Three consecutive points of 1 could be exchanged for a preferred reinforce

Goals:

- Provide attention at a high frequency for on-task behavior
- Ignore problem behavior occurring in between intervals

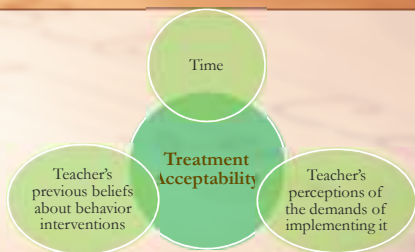
Case 2: Billy

The outcomes

- Poor *fidelity* of implementation/ teacher *buy-in*
 - Consulted with teachers/listened to recommendations
 - Modified interventions did **not** successfully increase fidelity of implementation

Treatment Acceptability

- Critical component in the FBA intervention process
- Based on the judgement key stakeholders (e.g. general education and special education teachers)
- Rests on factors such as:
 - A. the complexity of the intervention
 - B. its perceived effectiveness
 - C. teacher knowledge of its implementation



Treatment Acceptability

- If, after considering these issues, teachers do not view an intervention as attractive, it is unlikely that it will be implemented.
- The more acceptable the intervention, the greater the probability that it will be implemented in a manner likely to result in changing student behavior.

Fidelity of Implementation

- Concept closely related to the acceptance of an intervention
- Also known as “treatment integrity”
- The consistency with which an intervention is applied.
- The degree of treatment fidelity is directly linked to the outcome of the intervention
- The greater accuracy and consistency of implementation, the greater the chance of producing positive changes in the student’s behavior.

Current Problem

School Psychologists have the knowledge required to implement diverse student interventions

This knowledge is not enough if key stakeholders:

- do not *buy-into* the intervention
- have erroneous beliefs or *misconceptions* about applied behavioral analysis principles
- find the intervention *time-consuming*, and/or hard to implement.

Share Your Experiences

How many times have you experienced the following:

- Low teacher buy-in for BIPs
- Low teacher fidelity of implementation?



What strategies did you use to address the problem and did those worked?

Intervention for the Teachers

- Classroom and school settings are complex environments that inadvertently occasion and support many undesirable behaviors.
- Often it is teacher's behavior that must change first if we are to change the student's behavior.

Teacher Intervention

- The clinic changed its focus from the students to the teachers
- School Psychologists need to be equipped with the skills to:
 1. Rectify teachers' misconceptions
 2. Address the challenges that come with
 1. low buy-in
 2. fidelity of implementation

Common Misconceptions

- The use of **tangible rewards** has a negative impact in the development of intrinsic motivation
- Use of rewards by behavior modifiers to change behavior is bribery
- Behavior modifiers are cold and unfeeling and don't develop empathy with their clients

Models of Disability

- 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

Teacher Fidelity: What has been done?

- Teacher Feedback

The Good Behavior Game (GBG)

- The Good Behavior Game was developed in 1969
- Allows students to compete against other teams for positive attention and tangible rewards
 - Only if pre-determined behavioral rules and expectations have been accomplished
- Contingency management program that takes advantage of peer influence (Tingstrom, Sterling-Turner, & Wilczynski, 2006)
- Has been referred to as a “behavioral vaccine”
 - although currently used across a number of classroom settings
 - should be universally applied.

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

Outcome	Elementary Schools	Middle Schools	Young Adulthood	Significance
Aggressive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	Reduction in aggressive and disruptive behavior	***
Off-task behavior	Reduction in off-task behavior	Reduction in off-task behavior	Reduction in off-task behavior	***
Age of first smoking	Reduction in age of first smoking	Reduction in age of first smoking	Reduction in age of first smoking	***
Use of school based services	Reduction in use of school based services	Reduction in use of school based services	Reduction in use of school based services	***
Use of tobacco/alcohol	Reduction in use of tobacco/alcohol	Reduction in use of tobacco/alcohol	Reduction in use of tobacco/alcohol	***
Illicit drug use	Reduction in illicit drug use	Reduction in illicit drug use	Reduction in illicit drug use	***
Alcohol use	Reduction in alcohol use	Reduction in alcohol use	Reduction in alcohol use	***
Dependence disorder	Reduction in dependence disorder	Reduction in dependence disorder	Reduction in dependence disorder	***
Tobacco use	Reduction in tobacco use	Reduction in tobacco use	Reduction in tobacco use	***
Antisocial personality disorder	Reduction in antisocial personality disorder	Reduction in antisocial personality disorder	Reduction in antisocial personality disorder	***

Benefits of the Good Behavior Game

- Less off-task and aggressive behavior
- Teachers able to spend more time on instruction
- Students less likely to need behavioral services
- Students less likely to abuse drugs and alcohol
- Students have lower suicide and depression rates
- not compete with instructional time
- Seamlessly integrates into the school day

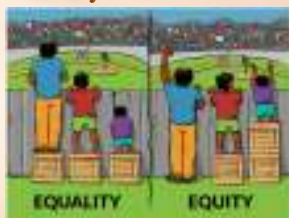
The GBG: Simple steps

1. Select the **target behavior** to be modified
2. Select the **rules** that will be used to reinforce appropriate behavior
3. Conduct a *preference assessment* to select the reinforcers that will be given to the class
4. Purposely **divide** the class into small groups
5. Explain the game & rules to the class
6. Begin to play!
7. Reward winners

Good Behavior Game Rules

- We will work quietly (unless otherwise instructed e.g. in groups or class discussion)
- We will actively participate in classroom assignments (completing seat work, group work, or participating in classroom discussions)
- We will follow directions
- We will listen carefully when instructions/directions are being given, and while lessons are being taught.
- We will not distract other students from working or listening to the teacher by talking, whistling, humming, playing with items, throwing items, physically violating another student, acting silly, or any other distracting behaviors
- We will stay in our seats, unless otherwise instructed
- We will begin our work immediately after instructions/directions have been given (no gazing, delaying work, putting head down before completed, etc.)
- We will raise our hands if we need help with assignments and instructions/directions (we will not talk out without permission)

Everyone Benefits



The GBG: How it was used

- The GBG focused on reducing transition time
 - the time it takes for the class to comply with teacher’s directions
 - and/or move from one activity to the next.
- The rules used were:
 - 1) Transition quietly.
 - 2) Raise hands for questions.
 - 3) Listen carefully to instructions.
 - 4) Do not disrupt others.

The GBG: Training

- Teachers were provided with a manual
- The necessary materials to implement it
- The rewards needed, along with modeling, training, and one-to-one consultation

The GBG: Adapted Teacher version

- An adapted version was used for teachers to increase buy-in and fidelity
- Each class is a “group” (First grade teacher 1 vs. teacher 2)
- Develop the rules
- Data-collection tool
- Audio recordings signaling the start and end time of transition
- Teachers with the lowest transition time rewarded

References

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