*Common Reason for Social Behavior Failure***: Inappropriate Behavior is Positively Reinforced**
Intervention Name: **Good Behavior Game**

Brief Description:
The name may be a little misleading because this intervention is focused on the reduction of inappropriate behavior using reinforcers already found within the classroom environment. It is best used for the population of teachers who aren't naturally capable of providing positive social praise.   This intervention is designed as a competition for two opposing groups of students. The teacher gives a list of "do not" rules and criteria for a reward. The teacher counts every time each team violates one of the rules. The team with the least amount of violations wins.

What "Common Problems" Does This Address?
A high frequency of inappropriate behavior regularly exhibited by a group of students. It is assumed that this behavior is being positively reinforced. To goal of this intervention is to reduce inappropriate behavior without the use of positive social reinforcement and contrived reinforcers (such as candy, pencils, etc).

Method:
1. Create a list of "do not" rules that will prompt the students to engage in positive behavior.
   a. Examples (the reciprocal positive behaviors are listed in parentheses)
      i. Do not speak without permission from the teacher (raise your hand and wait for the teacher to call on you before you speak)
      ii. Do not talk to your friends during class (listen to the teacher and work quietly)
      iii. Do not sit on top of desks or in the floor (sit on your chair)
      iv. Do not use a loud voice (use a quiet voice at all times)
2. Divide group of students into two competing groups and assign them a team name/number. Write their team names on the board – it is where you will be tallying each team's violation of the rules.
3. Explain the "do not" rules.
4. Explain the criteria for winning
   a. Ex of criteria:
      i. The team with the least amount of violations wins, if each team has less than 5 violations both teams will win, if one or both teams have less than 20 violations for the week they will win an additional privilege.
   b. Ex of privileges (you can offer more than 1 for winning):
      i. Team victory pendants
      ii. Go to the front of the lunch line (one team) or go to lunch early (two teams)
      iii. Choose which activity will be completed during an enrichment period

      iv. Free time during one of the enrichment periods
      v. Go to playground a few minutes early
      vi. Sit at the front of the class
      vii. Eat lunch with the teacher (or with their favorite friends)
      viii. Not have to sit in assigned seats

  c. Tell the students how long they are playing the game (math class, whole day, etc.)
  d. Keep track of the number of rule violations the students engage in by tallying them on the board where everyone can see
  e. Reward the team with the least amount of points

Critical Components that must be implemented for intervention to be successful:
A powerful incentive needs to be chosen so that it will motivate all students to play the game. The "do not" rules need to be written so that they exactly reflect the opposite of the appropriate behavior that the teacher would like to have exhibited (i.e. 'sit in your seat' would translate into 'do not stand up or get out of your desk without permission'. Also, the team that did not win must not be allowed to partake in the activities (i.e. instead of having free time they have to complete worksheets).

Critical Assumptions/Problem-Solving Questions to be Asked:
While the intervention is used to reduce the occurrence of inappropriate behavior, the teaching of an alternative appropriate behavior is not naturally embedded in this intervention. This game was originally designed to be carried out for one teaching period (math, English, etc.). Although we are unsure, it would be wise to consider the possibility that the intervention may lose its appeal if it is implemented for more than one class period. Because of the nature of the game the behaviors that change in this environment may not generalize into other environments naturally.

References
Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behavior game: effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, (2), pp 119-124.