The Class-wide Good Behavior Board Game

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Abstract

This paper describes the design and implementation of a class-wide behavior management system that is derived from the Good Behavior Game developed in the 1960s. The Good Behavior Board Game incorporates many of the features of the earlier management system, but also includes a game maze for easy reference to class-wide progress towards tangible reinforcement. Baseline data on the rate of rule violations across the entire class is collected. The rate is measured in time segments, such as five or ten minute periods, and a reasonable behavior goal is selected. To enhance reader comprehension, many hypothetical illustrations are given on the various components of the plan.

The Class-wide Good Behavior Board Game

Students should attend while the teacher presents instructional content and should engage in their class assignments with vigor. The class-wide Good Behavior Board Game (GBBG) addresses how a teacher can effectively handle problem behaviors during independent seatwork and/or lesson presentations for all students in the class. It is a derivation of the Good Behavior Game (Cipani, 2008) that has demonstrated positive effects on student behavior (Barrish, Saunders, & Wolf, 1969; Siagh & Umar, 1983). The GBBG is particularly suited when peer reinforcement is operable in the classroom for disruptive or other inappropriate problem behaviors. The GBBG deploys a group contingency, which alters the peer attention that problem behaviors may produce.

Brief Description

To implement the GBBG in the classroom involves the following procedures. First, a specific behavior goal is designated for specified time intervals (e.g., ten minutes), called "good behavior intervals." The behavior goal identifies the maximum number of rule violations allowed in a good behavior interval for the entire class. For example, a behavior goal of seven requires the class to not exceed seven rule violations within a good behavior interval to achieve their behavior goal. If the class meets their behavior goal in a given interval, their icon moves up one space on the game board maze. If the class exceeds the designated behavior goal, their icon remains in the same

spot on the game board maze for that interval. With each good behavior interval, the class is afforded the opportunity to move up another spot on the game board maze. The more times the class achieves their behavior goal, the more progress their icon makes on the game board maze. Within each interval, the teacher immediately records each rule violation as it occurs on the appropriate chart for all to see. At the end of the interval, the teacher compares the number of rule violations that occurred against the behavior goal.

The game board maze has a number of boxes along a path with some spots having a Treasure Box picture. The teacher posts the game board maze in plain view at the front of the classroom. This allows all students to view the class' progress throughout the instructional period. When the class icon lands on a Treasure Box spot, a student selects a slip of paper from the Treasure Box. The entire class receives whatever activity or prize is designated on the selected paper! The folded slips of paper do not allow the student to see which earned activity he or she is selecting from the Treasure Box. As you can imagine, the variety of the potential rewards and the "surprise" factor in selecting from the Treasure Box makes the GBBG even more powerful as a motivating system for student behavior. A hypothetical example can illustrate the basic format of the GBBG.

Mr. Lorenzi, a sixth grade teacher, is using the GBBG. He has designated a good behavior interval of 10 minutes. His class' behavior goal is specified as 10 or fewer rule violations across the entire class for that interval. He sets the timer for ten minutes and proceeds with his lesson presentation. Each time any student violates one of the class rules, he records this on a chart in plain view of all students. When the

timer sounds, indicating the end of the first ten-minute interval, he examines the chart for the tally for that first interval. If the number of rule violations stayed at or below 10 for the first 10-minute interval, the class icon moves one space on the maze. If they exceed 10 rule violations, their icon does not move one space on the game maze. Mr. Lorenzi then re-sets the timer for another 10 minutes, with the same behavior goal and classroom rules in effect. If the class fails to reach the behavior goal, the class icon does not move. Each time the class meets the behavior goal in a given interval, the icon moves one space on the game board. The class plays the GBBG in this fashion for the two reading and language arts periods in the morning.

Designating Classroom Behavior Rules

The GBBG uses a set of classroom rules to define what constitutes acceptable behavior (i.e., good behavior). The frequency of rule violations is used to identify the behavior goal for the class. In the GBBG, it is essential to specify observable and definable rules of conduct. For example, respecting others is an often-cited classroom rule. Yet, it might be unclear to students whether some behavior they exhibit constitutes a violation of this rule. Unless you make the effort to define the specifics of such a rule, it is wise to state what behavior you expect to see. For example, “Do not touch someone with your hands, arms or feet” leaves less to the imagination.

Delineated in Table 2 are suggested classroom rules for the GBBG. These rules encumber classroom instructional activities involving either lesson presentation or seat assignments. Below these rules are rule violations that stem from these classroom rules. These rule violations can be posted for the class to view each day.

Table 1: Suggested Classroom Rules

1. Do not talk (or interrupt the teacher) without permission (i.e., should raise hand to be recognized when wanting to talk)
2. Stay in seat unless granted permission during lesson presentation or seat assignments
3. Do not disturb or distract others with noises, talk to classmate without permission, or engage in inappropriate motor activity either during seat assignments or lesson presentations

Implementation

The teacher first needs to determine what the behavior goal should be for the class. Too often, behavior goals are arbitrarily set and subsequently doom a classroom management system to failure. For example, a hypothetical teacher, Mrs. Gliford, may decide that the behavior goal should be zero rule violations for her class. She tells the students in her class what the rule violations are and how the board game is played. While all students seem "ready to go" after this presentation, their performance does not meet expectations. Within the first three days, the class ***never reaches*** even one Treasure Box! Given their inability to achieve any modicum of success, students in the class stop trying. The plan fails and this teacher concludes (incorrectly) that her class has too many students who are disruptive for any system to work. Yet she might have been successful if a more reasonable behavior goal had been set. If only she had relied on some collected information to decide a more reasonable goal. In any behavior management plan, designating the target goal ***arbitrarily*** often leads to failure of a potentially successful intervention plan.

How does one determine what is a reasonable goal for your particular classroom? We would all like our students to be perfect and rarely engage in rule violations, but that may not be a good start point. If they currently engage in 15-20 rule violations per good behavior interval, you see it is ludicrous to set the behavior goal at zero, or probably even five! Setting a behavior goal within their current range is more reasonable. Once the GBBG begins to exert an effect, you can always reduce the behavior goal in a gradual fashion.

It is imperative that the teacher determine the current level of rule violations in the class prior to implementing the GBBG. This is called the class *baseline rate*. By doing so, one can set an initial goal that is "do-able." To collect the baseline rate, the teacher determines which instructional period(s) she wants to deploy the GBBG. To get started slowly, you should designate one instructional period initially. You can always add more time with success. During the baseline phase, the game board maze is not used. Rather, you would use whatever motivational techniques you previously deployed. The baseline phase should be at least 9-12 days, or until you feel that you have "captured" a representative level of their rule violations.

During the baseline phase, *count and immediately record each rule violation from any student* within the respective good behavior interval. Table 2 presents hypothetical data for nine intervals, each 10 minutes in length (i.e., a 90-minute instructional period). Note that there are tallies for each interval, e.g., two instances of rule violations in the first interval (designated by + for each occurrence), seven in the second interval, etc. The fourth interval resulted in no student violating the designated teacher rules; therefore, the teacher placed a zero in that interval. At the bottom of the

chart, the hypothetical teacher, Ms. Jones, has determined the range of rule violations per 10-minute period for this day (i.e., 0-11 incidents) as well as the arithmetic mean or average number of incidents (about 5).

Table 2: Rule Violation Chart- Baseline Rate

Teacher: Ms. Jones
Date: 4-16
Instructional Period: Pre-Algebra, 10:10 – 11:40 AM

10 minute Interval	Tallies of Rule Violations
First	+ +
Second	+ + + + + + +
Third	+ + + +
Fourth	**0**
Fifth	+ + + + + + + + + + +
Sixth	+ + + + + + + + + +
Seventh	+ + +
Eighth	+ + + + +
Ninth	+ + + + + +

Range of rule violations: 0 - 11
Average number: about 5

Ms. Jones collects eight days of data to determine the baseline rate of her class prior to initiating the GBBG. For each of these eight days (the same instructional period each day), she has the total number of rule violations across each 10 minute period. The next step is to summarize the information from the eight days. Computing the average (or mean) number of rule violations across all the good behavior intervals for a given period yields a useful statistic. Ms Jones does just that. Let us say that

across eight days of baseline the range of rule violations for 10 minute intervals is between three and eight. The mean is about six violations per good behavior interval. Based on this data, you could establish a reasonable behavior goal. The arithmetic mean of the daily average rate of rule violations is about six per good behavior interval. This value is a good initial behavior goal to use, since it would probably result in the class achieving success frequently when you initiate the GBBG.

The importance of collecting the class' baseline rate prior to implementing the board game cannot be overstressed. Its use in setting the initial behavior goal can frequently determine the success or failure of the Good Behavior Board Game in your classroom.

Procedures

The step by step procedures for the GBBG are as follows:

- Collect data on the class' baseline rate for 9-12 days for the instructional period you wish to start with
- Inform the students of the rules of the Good Behavior Board Game, the behavior goal, and potential class rewards in the Treasure Box spots
- Post all charts in plain view of the students
- At the beginning of the class period, set the oven timer for the good behavior interval (e.g., 10 minutes) and proceed with the class lesson or seatwork assignment
- Immediately record rule violations as they occur in the respective 10-minute intervals, on the posted GBBG Rule Violation Chart

- When the timer goes off, record the total number of violations for that good behavior interval on the GBBG Rule Violation Chart
- Determine whether the class reached their behavior goal
- If the class stayed at or under their behavior goal, move their class icon one spot on the maze; if not, do not move icon
- Re-set the timer for another 10 minutes
- Repeat the same steps delineated above for each 10-minute interval, e.g., a 60-minute instructional period would be 6, 10-minute intervals
- When the class icon lands on a Treasure Box, one student is selected to pick a slip of paper out of the Treasure Box[1]. The item or activity selected is provided for all students in the class at a teacher- designated time (the class can save activities until a significant amount of time is accrued)
- If using the GBBG for a second instructional period on the same day, pick up the game where you left off (i.e., leave team icon on game board)

The tracking form used when the GBBG is in effect is the GBBG Rule Violation Chart. This chart is filled out exactly in the same manner as the baseline rate chart, with one addition. In the last column, the teacher marks whether the class met the behavior goal (and indicates whether to move the icon on the game board maze one spot). Table 3 provides a sample of a Rule Violation Chart that is filled out for a 90-minute session.

[1] Like a grab bag, student should not be able to see what is printed on slip of paper

Table 3: GBBG Rule Violation Chart

Behavior goal: 6 or fewer for the interval
Date: 5-04-04
Instructional Period: Math lesson & seatwork

10-minute Interval	Tallies of Rule Violations	Met Goal?
First	+ + + +	**Yes**
Second	+ + +	**Yes**
Third	**0**	**Yes**
Fourth	**0**	**Yes**
Fifth	+ + + + + + + +	**No**
Sixth	+	**Yes**
Seventh	+ + + + +	**Yes**
Eighth	+ + + + + + + + + +	**No**
Ninth	+ +	**Yes**

successful intervals/ total # intervals: 7/9

The Rule Violation Chart in Table 3 shows that during the 90-minute math period, the class (team) met the behavior goal in all but two of the intervals. Therefore, the class icon moved seven spots on the Game Board Maze. As you can see, in the third interval, the class had zero rule violations. The class failed to reach the behavior goal in the fifth interval (eight rule violations) and in the eighth interval (ten rule violations).

Possible Earned Activities

Providing a wide variety of activities and prizes in the treasure box makes the GBBG more powerful as a management system. Survey your class to see what they want to earn. Your observation of your students can also be an aide in coming up with unique and highly preferred items and activities to use in the Treasure box.

To accomplish the task of obtaining a large number of preferred activities within the treasure box, you can allot differing amounts on each slip of paper. For example, an activity such as "silent ball[2]" can involve several variations along the dimension of time allotted. One slip of paper can have 3 minutes of silent ball printed on it, while another slip of paper allots 5 minutes of silent ball. In addition, you can place several slips of paper delineating 3 minutes of silent ball in the Treasure Box while only one slip would have 10 minutes allotted. This increases the likelihood that they will draw the smaller amount of time for that activity instead of the one slip of paper for 10 minutes of silent ball.

The GBBG provides many opportunities to earn preferred activities, so try not to "give away the store" on each slip of paper. Make as many slips of paper as you need to provide a host of possible rewards. Break time, time to talk to classmates, time to play computer games with each other, and other available activities can be used as earned rewards in the GBBG. Students can spend their time on earned activities once they have reached a designated amount (e.g., 15 minutes of break time).

The same principle of parsimony is applicable for tangible items. For example, a pizza party can get somewhat expensive. You might require that the class earn a total of 60 points to have a pizza party. Then you can have multiple slips of paper with varying numbers of points labeled pizza party, e.g., 5 points toward pizza party, 12 points for pizza party, etc. When the class has accrued the 60-point total, they cash their slips in. You should probably have a "bank" where this is stored. The teacher and his or her students could come up with many more activities and items for the Treasure

[2] Use of a beach ball in the classroom where the goal is to keep the ball in the air, not touching the ground, younger students seem to love it

Box. I encourage teachers using the GBBG to spend a brief amount of time every few weeks and survey what possible activities their students would like to incorporate in the Treasure Box.

Hypothetical Example

It is December and Mrs. Wolf is concerned about her fifth grade class during language arts instruction. She has several students who engage in frequent problem behavior, particularly during this period. She has tried numerous strategies, such as ignoring disruptive behavior, re-directing the students back to their activity, sending students to the front office for a behavior referral, and sending students to time-out, to no avail. Unfortunately, the influence of these students is beginning to spread to other students in the class. She has noticed in the last several weeks that many students are beginning to talk to each other when they are supposed to be listening to her.

She has noted the recent downward turn in the students' comportment and self-control. During her lecture, some students will attempt to make jokes while she is teaching. Such outbursts often arouse peer attention and distract the class from the lesson. Then the class becomes a "competition" for the best wise-crack. The frequency of such interrupting comments and jokes has definitely increased to the point where it is difficult to finish a lesson for the day. Simply asking the students to demonstrate self-control will not be the answer. There is too much interest and attention given to the comedy act routine by class members. Obviously, such a pattern of behavior will affect the amount of material that is covered. Mrs. Wolf feels she is losing control of her classroom.

Mrs. Wolf has resisted implementing a structured behavioral management system until now. She was told in her teacher training program that these approaches, particularly those that use rewards and incentives, are dehumanizing to the students and make matters worse. She reflects on her experience this year and remarks: “How could matters get any worse? The theories and approaches I was taught in my university training program seem to have minimal effectiveness in an actual elementary grade classroom.”

Mrs. Wolf decides to use the Good Behavior Board Game during language arts. Over a period of a week, she identifies the various problem behaviors that interfere with learning and her instructional presentation. She lists these as classroom rule violations. The rule violations are the following:

1. Talking (or interrupting the teacher) without permission (e.g., not raising one’s hand to be recognized)during lesson presentation or while working with another student(s)
2. Being out-of-seat without permission during seat assignments or lesson presentations
3. Disturbing or distracting others by noises, talk or motor activity either during seat assignments or lesson presentations

Now that Mrs. Wolf has identified the specific rule violations, she collects baseline rate data for 12 days. She designates the 60-minute language arts period as the beginning target for the GBBG. This period is to be divided into six, 10 minute

intervals. She posts the rule violations and tells the class that she will be keeping track of their behavior. Each time any student makes an unauthorized comment, joke or statement during her lecture or during independent seatwork, she counts it within the respective interval. Also counted as a rule violation is any unauthorized out-of-seat incident, as well as any inappropriate motor activity such as shuffling books, talking to adjacent classmate and other such behaviors. Table 4 illustrates the rate of rule violations for the first day of baseline.

Table 4: Rule Violations for the First Day of Baseline

10-minute Interval	Tallies of Rule Violations
First	+ + + + + + + +
Second	+ + + + + + + + + + + +
Third	+ + + + +
Fourth	+ + + + + + + +
Fifth	+ + + + + + + + + + + + + + +
Sixth	+ + + + + + + + + + + + + + + + + + +

Range of rule violations: 5 - 17 (Third interval was lowest, sixth interval was highest)
Average number: about 13

She collects another 11 days of baseline rate data during in the language arts period only. Table 5 depicts the average rate of rule violations across all intervals for each of the 12 days. After examining the baseline data, she designates the behavior goal for the class at 15 or fewer rule violations for each 10-minute interval. While her tendency is to establish a more stringent standard, such as four or less, she resists her impulse to do so. She realizes that it will take some time to get the class back to a level where she needs it, as this problem has festered for several months now. She will start with the class' behavior goal at 15 to attempt to get some control over student behavior. She hopes she will be able to progressively lower the goal once the class enjoys the "fruits" of their labor (by not violating class rules as often).

Table 5: Baseline Rate Data

Teacher: Mrs. Wolf
Start and End Date of Baseline Rate Data Collection: 3/13 – 3/29
Instructional Period(s): Language arts, 10:00 – 11:00 AM

Day	Average rate of rule violations
1	**13**
2	**16**
3	**8**
4	**13**
5	**17**
6	**15**
7	**22**
8	**19**
9	**16**
10	**11**
11	**21**
12	**18**
Arithmetic mean of the daily averages	**15.75 or 16 rule violations**

In the following week, Mrs. Wolf gets the game board maze ready, along with the Treasure Box. In the Treasure Box, she places 30 slips of paper delineating various items and events the class can earn for landing on the Treasure Box spot on the board game. For example, there are slips of paper with 5, 10 or 12 minutes of social conversation time. Another earned reward is getting to do homework in class, instead of at home. She has many slips of paper with 5, 10, or 15 minutes of time allotted to do homework in class, as well as 5 or 10 minutes of leisure activity time such as looking

at magazines with friends. She also asks the class what activities they would enjoy earning in class and comes up with a host of other prized activities for senior elementary school students.

She makes a poster that stipulates the rules of the GBBG:

- Follow the Good Behavior Rules when doing your class work
- Your class behavior goal (16 or less rule violations) is posted on the Rule Violation Chart- GBBG
- I will set the timer for 10 minutes
- When any class member violates a good behavior rule during seatwork or my lesson, I will record it on the Rule Violation Chart for that interval
- When the timer goes off, if the class reaches their behavior goal for that interval, I will move the class icon up one spot on the board. If the class does not achieve their goal, the icon does not move
- The timer is re-set for another 10 minute interval, and the same rules apply
- When the team reaches a treasure box on the game board, I will select one student to draw a ticket from the treasure box. Everyone gets the activity or event at a time that day or the next designated by me
- Each day, the class begins again at the start of the Game Board Maze

The morning of the first day of the GBBG, she posts the GBBG rules in the front of the class. She explains the basics of the GBBG prior to the language arts period. Mrs. Wolf tells the class that she will continue monitoring their rule violations.

However, if they can have less that 16 rule violations (i.e., 15 or lower) in a given 10-minute interval, their class icon moves up one space on the Game Board Maze. The Game Board Maze is posted on the front wall for all to see. The first day yields the following results (Table 6).

Table 6: Rule Violation Chart for GBBG

Behavior goal: 15 or less for the interval
Date: 1-9
Instructional Period: Language arts period

10-minute Interval	Tallies of Rule Violations	Met Goal?
First	+ + + + + + + +	**Yes**
Second	+ + +	**Yes**
Third	+ + + + + + + + + + + + + + + + + +	**No**
Fourth	+ + +	**Yes**
Fifth	+ + + + + + + +	**Yes**
Sixth	+ +	**No**

The class meets their behavior goal four out of the six intervals on the first day of implementation. As a result of landing on one Treasure Box, one student selects a slip of paper. Four minutes of peer conversation time is drawn from the Treasure Box. Mrs. Wolf allows the class to enjoy their reward that afternoon before going home. The first five days produces the following results. The average number of rule violations for each day was 13, 11, 12, 8, and 16 respectively. Their average rate of rule violations is 9.5, which constitutes a sizable reduction over the baseline rate. On days when the class' rate of rule violations is low, they often earn two Treasure Boxes drawings. Mrs.

Wolf is excited about the possibilities and continues to play the GBBG the following week with a new behavior goal. She now sets the behavior goal at nine (or less). With this new behavior goal, over the next 10 days, the class frequently adheres to the rules and gets to move their class icon up one spot. Only one day in this period sees a daily average above nine rule violations. On that day, the class icon did not reach a Treasure Box. The class must have "ruminated" about their failure, since the next day, they came in and achieved their behavior goal in all six intervals. Who says consequences do not work!

Mrs. Wolf is obviously pleased with the result. Over the next four weeks, she is able to set the behavior goal at six or less, with the class reliably meeting this requirement. While she and her students are having fun playing the GBBG, something remarkable is underway! What used to be the worst period of the day is now by far the most productive instructional period! It is amazing what happens when students spend minimal time "goofing off." She is going to extend the GBBG to two other instructional periods, math and science. It is so much easier to teach when the class is focused on her lecture and not waiting for the next "cute" comment from the class clowns!

Frequently asked questions

There are other considerations and questions that come up regarding specifics of the GBBG. Listed below are some of the more frequent questions and the answers.

Is it necessary to obtain a baseline rate of rule violations? Many times, we are in a hurry to get results fast, like tomorrow. The danger in arbitrarily setting the initial behavior goal is in selecting an unreasonable goal. For example, Mr. Rinaldo is a seventh grade science teacher. He has a fifth period class where the level of disruption is too high. He is tired of having to "police" the students constantly while he is trying to teach. He feels that there should be only one warning about a rule violation. He decides to use the GBBG but fails to take baseline data within the ten-minute in intervals. Instead, he arbitrarily sets the behavior goal at zero rule violations per good behavior interval. After three days, the class fails to move their icon even once. Mr. Rinaldo believes that this class is too troubled to be helped and drops the GBBG plan.

Because the class does not succeed during the first three days, Mr. Rinaldo discontinues the GBBG. This is tragic. This plan might have produced great changes in Mr. Rinaldo's class. If an initial behavior goal was designated based on baseline data, a more positive result could have been obtained.

Should I change the goal if my class does not earn anything? Changing the behavior goal should not be a capricious decision based on the GBBG not working because of a bad day or two. It is important to examine your class' performance over a period of time before changing the behavior goal. If the class demonstrates a repeated inability to perform to the level of the behavior goal, then revising it downward should be considered. It might be that the baseline data was inaccurate or not representative of the "real" level of rule violations. You might also see if the earned rewards are

sufficiently powerful. In some cases, the lack of powerful reinforcers may be the obstacle.

Perhaps an example may best depict the evaluation process that I recommend. Let us examine a hypothetical music class using the GBBG in a 40-minute period. Suppose the class' behavior goal was set at four violations for each five-minute interval. The past two weeks (i.e., ten school days) revealed that they never achieved their behavior goal more than twice in a period, thus not allowing the class icon to reach a Treasure Box spot.

With two weeks of evidence in hand that the current plan is not successful, the teacher determines that she should alter some part of the GBBG to "get back on track." After considering several factors, such as the power of the rewards available in the Treasure Box and her systematic implementation of the GBBG, she concludes that the behavior goal is probably the culprit. The teacher decides to change the behavior goal to six (within the five-minute intervals). With that change, the class does well in the first two weeks as Table 7 below illustrates (average rate of violations for each day presented).

Table 7: Two Weeks of Data

week 1	Monday	Tuesday	Wednesday	Thursday	Friday
# violations	5	7	5	3	6

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
# violations	5	5	9	5	6

In examining this two-week period, the class only misses hitting a Treasure Box on its two worst days, that being Tuesday of the first week and Wednesday of the second week (out of ten days). This teacher has used data to make an unsuccessful GBBG a successful strategy. She will now consider revising the behavior goal down if the class maintains this level of success for one more week.

What if one child is continually responsible for the group failure? The possibility that one child or several children might consistently alter the class' ability to achieve the behavior goal is lessened by two inherent factors in the GBBG. These factors are: (1) using the baseline rate in setting the behavior goal and (2) the removal of peer attention for misbehavior because of the group-oriented approach inherent in the GBBG. In spite of these two operative factors, it is possible that one child will consistently account for the class missing the behavior goal across a number of intervals. In this case, the teacher might remove this child from the class-wide game and consider an individual differential reinforcement plan. Once this child's level of disruptive behavior approximates the lower level displayed by the other children in the class, s/he can be included again. If the student's behavior fails to improve with an

individual contingency then a functional behavioral assessment may be needed to uncover the purpose of the behavior.

I would also like to provide a word of caution. In some cases, one or several children may be inadequate at following the rules during seatwork time because they are incapable of performing the work. They get out of their seat because they are inept at performing the seat assignment. Once their competence at the task is brought to a level where they are able to engage in the assignment successfully, the GBBG should work nicely.

When should I change the behavior goal to a more stringent level? The GBBG allows a teacher to set an initial behavior goal that is reasonable given the class' current baseline rate. Once the class achieves their behavior goal over a one-week period, you could consider reducing the behavior goal to a lower level. This progressive but **gradual** alteration of the behavior goal allows you to eventually achieve an acceptable level of disruptive behavior. For example, let us say a hypothetical teacher, Ms. Jenkson, sets an initial behavior goal at ten (for each good behavior interval). The first five days of playing the GBBG over a two-hour period result in the following average rate of rule violations per day (see Table 8).

Table 8: Ms. Jenkson's First Week

Day	Average rate of rule violations
1	**6**

2	**9**
3	**5**
4	**8**
5	**6**
Mean of the daily averages	**6.8 or 7 rule violations**

Their average rate of rule violations was about seven. As is evident the class is performing well, and reducing the behavior goal to seven would make it more stringent. If Ms. Jenkson sets that value, she should evaluate the class' performance with that new behavior goal. Over a two-week period, the class has only one day in this period where their daily average was above seven. Based on this new set of data, Ms. Jenkson might consider leaving it for another week or reducing it slightly, perhaps to six.

In contrast, if the class had failed to achieve the behavior goal frequently when it was set at seven, Ms. Jenkson might decide that the reduction was too much (to be successful). Ms. Jenkson would then consider setting a behavior goal that is between seven and the prior behavior goal of ten.

Is it acceptable to change the goal every day? Absolutely not! It would not allow the GBBG to begin to influence the level of disruptive behavior in the class. As the above answer indicates, changing the behavior goal either up or down, requires careful consideration and multiple days to two weeks' worth of evidence that it is (or is not) working.

Even when the GBBG produces a nice change in behavior, there will usually be instructional periods or days when the class just does not perform. Your motto should

be: one day does not set a trend! It is important to stay with the current successful plan and get through the bad day. Again you should not consider changing the behavior goal unless a pattern of “bad” days has occurred (see question above).

Summary

The GBBG is a class wide application that targets classroom rule violations, by implementing a Game Board Maze to provide differential reinforcement of low rates of behavior. The GBBG addresses the class wide adherence to rule violations by deploying a group contingency. Based on the class frequency count of rule violations in a good behavior interval, the class either receives reinforcement or does not. To insure that a reasonable behavior goal is established, baseline data is used to determine the selection of that goal. In cases where the GBBG may not be feasible, such as recess and other outside activities, a “sit and watch” procedure can be used.

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