

THE STUDENT / TEACHER GAME

WHAT IS IT?

The Student/Teacher Game is a quick and easy strategy to prompt and acknowledge students for following expectations in the classroom.

WHY DO IT?

The Game encourages appropriate behaviors by “catching” students engaged in expected behaviors and has been shown in research and practice to improve behavior.

HOW DO WE DO IT?

STEPS

1. Pick a class, routine, or time of day when you want to improve behavior.

Within that time, choose whether you want to improve behavior:

- a) Across all school-wide expectations OR
- b) For one positive behavior you want to see more often

2. Teach (or reteach) and practice expectations for that setting or routine.

- 1) Provide a brief rationale
- 2) Demonstrate examples and non-examples
- 3) Provide practice and performance feedback

3. Introduce and teach the rules of the Game.

- 1) Explain how students (and the teacher) will earn points (i.e., for positive behavior)
- 2) Share a point goal (e.g., 5 points, double the teacher points)
- 3) Define the time period (e.g., 30 minutes)
- 4) Share the rewards for winning (e.g., class dance party, extra recess time)

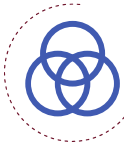
4. Start the Game. Tell students (a) the Game is starting, (b) when it will end, (c) the point goal, and (d) the reward. *Note: Provide pre-correction (reminders) before challenging transitions or routines*

5. Run the Game. Tally student and teacher points on the board throughout the game.

- When students follow expectations:
 - Give the students a point and state the behavior that earned it (e.g., “*I love the way everyone is sitting quietly waiting for my instructions. You just earned the class a student point.*”)
- When students show unwanted behaviors:
 - Do not remove points
 - Consider giving a teacher point instead (e.g., “*Almost everyone is quiet and waiting for my instructions, but I am, so I earn a teacher point.*”)
 - Give reminders and reteach the expected behavior
- Try to provide at least 4 student points for each teacher point

6. End the Game. At the end of the time period, announce the end of the Game and final score

- If the students win, provide the reward!
- If the students do not win, reteach and provide encouragement



7. Play regularly and monitor progress.

- As students experience regular success, increase the point goal and/or time period
- If students are not regularly winning the game, try to figure out what skills are needed

FIDELITY CHECKLIST

Observe and monitor the Student/Teacher Game during a 10-minute period, esp. during challenging times:

Date: _____

Time: _____

Teacher: _____

Steps	Yes	No	Notes
1. Teaches/reteaches the expected behavior or routine	<input type="checkbox"/>	<input type="checkbox"/>	
2. Announces the time period, points goal, and reward to the class at the start of the Game	<input type="checkbox"/>	<input type="checkbox"/>	
3. Provides pre-corrections prior to difficult transitions or routines	<input type="checkbox"/>	<input type="checkbox"/>	
4. Gives student points for engaging in the identified behavior	<input type="checkbox"/>	<input type="checkbox"/>	
5. Consistently pairs student points with behavior specific praise	<input type="checkbox"/>	<input type="checkbox"/>	
6. Tallies the points on the board	<input type="checkbox"/>	<input type="checkbox"/>	
7. Reteaches expected behavior when corrections are needed	<input type="checkbox"/>	<input type="checkbox"/>	
Additional Comments			

TIPS FOR SUCCESS

- ✓ Keep it positive!
 - Make the first game easy enough that it is a guaranteed win for students.
 - It should be rare for students to lose. If so, make sure to reteach expectations.
- ✓ Keep the game fun and rewards interesting.
- ✓ Encourage students to support each other.
- ✓ Look out for students sabotaging the game for attention. If so, set up their own game.
- ✓ Once students have been successful and are ready for a new challenge, increase the points goal and consider making some elements of the game secret (e.g., secret point goal, or even secret start or end time).

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, 119-124.
- Embry, D. D. (2002). The Good Behavior Game: A best practice candidate as a universal behavioral vaccine. *Clinical Child and Family Psychology Review*, 5, 273-297.

