The Good Behavior Game
A Classroom-Based Universal Prevention Strategy

Megan Sambolt and Gail Chan
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Background

- American Institutes for Research (AIR)
  - Conduct and apply research in areas of education, health communication, and international since 1946

- Acknowledgements
  - National Institute for Mental Health
  - National Institute on Drug Abuse
  - Institutes of Education Science, US Department of Education
  - District and Community Partners
Objectives

1. Context and overview
2. Evidence base
3. Training and support
4. New directions
State of the field

- Prevention works
- Schools are an important sector prevention
- Role of multi-level support
Risk of Being Highly Aggressive in Middle School If Highly Aggressive in First Grade: Males

Odds Ratio

- Well-managed first-grade classroom
- Disruptive first-grade classroom

Source: Kellam, Ling, Merisca, Brown, & Ialongo, 1998
Teachers leave the profession

High rates of burnout
GBG in Prevention and Treatment

- Universal (e.g., GBG)
  - Entire Population
- Selective
- Indicated

Treatments
- Addiction
- Mental Health
- Medical
- Special Education
- Social Welfare
- Etc.
Part I: Overview of Theory and Core Elements
What people are saying about the GBG…
What is the Good Behavior Game (GBG)?

GBG is a **data driven** classroom based **strategy** that reduces off-task and aggressive, disruptive behavior in the classroom and **socializes children** into the role of student.
Why is GBG relevant?

Children work together to create a positive learning environment

- Self-control
- On-task behavior
- Focused attention
- Positive social relationships
Life Course/ Social Field Theory

Social Adaptation

Generalization of Mastery

Behavioral Theory

Positive Reinforcement
Interdependent Group Contingency
Class Rules

Team Membership

Positive Reinforcement

Monitoring
Part II: Evidence Base
Evidence base
### The Evidence Base: Randomized Field Trials of GBG

<table>
<thead>
<tr>
<th>Three Baltimore Trials</th>
<th>Netherlands and Belgium</th>
<th>Houston</th>
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<tbody>
<tr>
<td>1985; 1993; 2003</td>
<td>Mid-1990s</td>
<td>2010</td>
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<td>GBG alone and in</td>
<td>GBG alone</td>
<td>Studying professional development for teachers; Adaptation</td>
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<tr>
<td>combination with</td>
<td>Follow-up through</td>
<td>Followed teachers for 3 years</td>
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<td>instruction and/or</td>
<td>middle school</td>
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<td>family partnership</td>
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<td>Follow-ups to age</td>
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<td>19-21, High School,</td>
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<td>and Grade 3</td>
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GBG: The LONG and SHORT of It

The game shows decreases in:

Short Term: The Classroom
- Aggression
- Disruption
- Off-task behavior

Behaviors (risk factors in early elementary)
- Conduct disorder
- Drugs, alcohol, smoking misuse
- Aggressive, disruptive behavior
- Use of mental health services

Behavior (middle school)

Long Term: The Community

Adult Outcomes
- High risk sexual behavior
- Use of mental health services
- Suicide
- Alcohol abuse/dependence
- Illicit drug use/dependence
- High school dropout rates
GBG Impact on Drug Abuse Diagnoses in Cohort 1 Males by Young Adulthood (n = 199)

Drug abuse diagnoses at age 19–21, 31.3%
- CTL: 81.4%
- GBG: 29.6%
  \[ p = 0.021 \]

Drugs abuse diagnoses at age 19, 22.8%
- CTL: 35.5%
- GBG: 17.7%

Drugs abuse diagnoses at age 19, 34.3%
- CTL: 15.5%
- GBG: 12.5%

Source: Kellam et al., 2008
Data from our teachers

Overall Impact

- Happy students!
- Happy teachers!
- Can become a whole-school strategy for anyone to use in any area with common language
- Productive/positive classrooms
- Sustainability from year to year
Part III: GBG in the Prevention and Treatment Paradigm
Annual Costs of Substance Abuse: US

Productivity and health- and crime-related costs

- Illicit drugs: $181 billion
- Alcohol: $235 billion
- Tobacco: $193 billion
- Violence: $70 billion

Sources: Office of Drug Policy, 2004; CDC, 2004; Science Daly (2007)
www.sciencedaily.com/releases/2007/06/070605121002.htm; Rem et al., 2009
GBG’s Return on Investment

For every dollar spent, you save… $31.19

Rate of Return on Investment 25%

Sources: Aos et al., 2011
Recognition for the Evidence
Funding

- Positive Behavior, Interventions, and Supports (PBIS)
- Safe Schools/Healthy Students
- Title 1 funds
- Title 2 funds
- Promise Neighborhoods
- Race to the Top
- Foundations
Part IV: Training and Support
Implementation Progression: The Road Map for Teachers
Training and Support from AIR

- Initial and booster group based trainings
- Coaching support for teachers and coaches; Communities of Practice
- Bi-monthly/monthly year round support via phone, email and short tutorials/conferences
Core elements of coaching

Core Elements of Coaching

Develop relationships
Foster trust
Equalization

Process

Use data to guide practice
Reinforce effective implementation

Outcomes

Enables teacher self-reflection
Supports self-directed GBG implementation
Makes job easier for teachers
GBG data tools

**Coach**
- GBG Fidelity Checklist
- GBG PD Plan

**Teacher**

- GBG Fidelity Checklist
- Scoreboard
- GBG PD Plan

Effective GBG Implementation
Training and Support
Part V: New directions and knowing what matters...
GBG Distance Learning

- Distance Learning Pilot
- Virtual tour
What really matters...
What the GBG can do for you…
References and Additional Resources

Articles From *Drug and Alcohol Dependence, 95*(Supplement 1)

Additional Source
What questions do you have for us?