

Group Self Management

Rating Scales

Define the target behaviors.
(working together,
sharing, communicating,
being kind to others)

Review the rating scale.

Choose a reward.

Set a schedule for
monitoring.

Use whatever rating system
works for your children.

Set goals on how to get to a
higher score next time.

Good Behavior Game (with a twist)

Divide the family into teams

Give points for desired
behaviors

Reinforcer for the team that
wins!

Start the game for short
periods of time, and then
gradually increase it
throughout the day.

5:
Excellent

4:
Very Good

3:
Average

2:
Below
Average

1:
Unacceptable

Tips

- ✓ Make it fun!
- ✓ Teach and reinforce honest self-reporting.
- ✓ Teach the difference between reporting and tattling.
- ✓ If it gets un-fun and competitive- STOP and make changes!
- ✓ Find good reinforcers- consider fun activities you can all do together to continue the collaboration goal!
- ✓ Gradually increase self-monitoring time period.
- ✓ Follow the data. Make changes as you go to make sure it's working for everyone!

Learn more about

Group Self-Management

Recommended Easy Reads:

1. [https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/classroom management group self monitoring.pdf](https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/classroom%20management%20group%20self%20monitoring.pdf)
2. <https://www.pbisworld.com/tier-3/self-monitoring/>
3. <https://scsdbehaviormatters.weebly.com/blog/group-self-monitoring-a-whole-class-behavioral-intervention>
4. <https://bsci21.org/the-game-that-will-turn-your-classroom-around/>
5. <http://www.behavioradvisor.com/SelfMonitoring.html>
6. <https://www.aubreydaniels.com/blog/2018/10/23/art-teaching-people-recognize-their-best>

Legit Research References

Barrish, H. H., Saunders, M. S., & 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.

Cooper, J.O, Heron, T.E., & Heward, W. L. (2014). Applied behavior analysis. Pearson Education International.

Harris, V. W., & Sherman, J. A. (1973). Use and analysis of the “good behavior game” to reduce disruptive classroom behavior. *Journal of Applied Behavior Analysis*, 6, 405–417.

Hoff, K. E., & Ervin, R. A. (2012). Extending self-management strategies: The use of a classwide approach. *Psychology in the Schools*, 50(2), 151-164.

Rhode, G., Morgan, D. P., & Young, K. R. (1983). Generalization and maintenance of treatment gains of behaviorally handicapped students from resource rooms to regular classrooms using self-evaluation procedures. *Journal of Applied Behavior Analysis*, 16, 171-188.

Tingstrom, D.H., Sterling-Turner, H.E., & Wilczynski, S.M. (2006). The good behavior game: 1969-2002. *Behavior Modification*, 30, 225-253.

