Big Idea/ Topic
The Student/Teacher Game – A strategy to improve behavior and practice skills.

Standard Alignment
Health Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Instructional Design

Define Simply
Introduce students to “The Student/Teacher Game” by explaining we will be “catching” the class engaging in expected behaviors.

Model/Demonstrate with Examples
1. Pick a routine or time of day when you want to improve behavior. Identify the expected positive behavior you want to see more often (e.g., students blurt out replaced with quietly listening for their teacher’s instructions).
2. Teach and practice expected behavior for that setting.
   • Describe the specific behavior
   • Demonstrate examples and non-examples
   • Provide practice and performance feedback
3. Introduce and teach the rules of the Game.
   • Explain how students can earn points when they demonstrate the classroom rules/expectations
   • Teachers earn points when they provide specific, positive feedback to their students
   • Set a point goal (e.g., 10 points, double the teacher points)
   • Define a time limit; start small and work up (i.e., 5-30 minutes, can work up to one game per transition or AM/PM game)
   • Decide on a group reward for winning (e.g., choose transition activity, choose the book we read, special art activity)
4. Start the Game.
5. Run the Game by tallying student and teacher points on the board throughout the game.
6. Announce the winner and provide the reward if the class wins. If students do not win, reteach the expectation and provide encouragement.

Practice in All Relevant Settings
Take the time to practice and provide pre-correction (reminders) as students are learning.
**Monitor & Provide Positive Feedback and Reinforcement**

When giving students a point, make sure to state why. What is the specific behavior they were doing that earned a point? (e.g., “I love the way everyone is sitting quietly waiting for my instructions. Students earned a point!”).

**Based on Data, Adjust Instruction & Reteach**

When students show unwanted behaviors:

- Do not remove points
- You can give a teacher point and explain why. Make sure it is multiple students and not just 1-2 so they don’t get blamed by the other students (e.g., “The whole class is not quiet and waiting for my instructions, so I earn a teacher point.”)
- Give reminders and reteach the expected behavior when needed.
- Try to provide at least 4 student points for each teacher point

This routine may take some time and practice. Play regularly and monitor progress. As students experience regular success, increase the skill level, point goal, and/or time period. If students are not regularly winning the game, try to identify what skills are needed and teach those skills to mastery.

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<thead>
<tr>
<th>Evidence of Student Success</th>
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<td>- Student success will be demonstrated by students frequently meeting the goal and winning the game.</td>
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<th>Distance Learning Supports</th>
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<td>- Easily utilized within virtual learning as well (e.g., typing answers in the chat box, raising your hand virtually).</td>
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<th>Engaging Families</th>
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<td>- Teachers can share directions of game with families and ask them to allow their child to teach family members. The game can be played at home with behaviors that have been taught and practiced.</td>
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<td>- Family members ask students daily if they played, how it went, and whether the students met the goal.</td>
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