T eams I ntervening E arly to R each all S tudents	# Behavioral Interventions and Strategies Series: ## *100 Squares*

100 Squares uses a combination of tic-tac-toe and bingo to provide random rewards for appropriate behavior. By randomizing reinforcement, students are unaware of when they will receive a   reward for engaging in appropriate behavior and, therefore, are more likely to display appropriate behavior more often. 100 Squares is particularly useful when trying to improve behavior regarding a specific rule ("talking at appropriate times, " for example.

Prior to Implementation

- Create a rewards menu using student input and gather all materials you will need to deliver rewards

- Create a large grid with 10 rows and 10 columns of squares on a poster, flip chart, or bulletin board. Number each square from 1 to 100. Place the grid in a visible area of the classroom.

- Gather 2 containers and 100 small tokens (plastic or wooden chips, small squares of cardstock, popsicle sticks, etc.). Number each token 1 to 100 and place into one of the containers.

Implementation

- Introduce 100 Squares to the class by explaining that you will be watching for good behaviors (or a specific behavior) during the day. Every now and then, when the whole class is doing well, you will stop what is going on and have a student draw a number out of the container. That number will be filled in on the grid. When a row of 10 numbers (horizontally, vertically, or diagonally) is filled in, the whole class gets a reward.

- Each day, observe students for good behavior (or a specific behavior). Every now and then, when the whole class is engaging in preferred behavior, call on a student to pull a number from the container and fill in that square on the grid. Praise students for good behavior and place the numbers token in the second container.

- When a row of 10 squares is filled in, praise students for good behavior and provide the class reward.

- When a line has been completed, replace the grid with an empty one and move all used number tokens back to the original container.

- When students have earned 6 or more rewards, increase the grid to 11x11 and add additional numbered tokens, increasing the requirements for earning a reward. Increase the grid as needed when positive behavior continues to increase.

Keep in Mind

- After implementing the program for a while, ask students is they want to continue the program or if they think they can earn rewards for good behavior without it. If they choose to discontinue 100 Squares, continue providing praise and intermittent rewards for appropriate behavior.

- Instead of discarding the grid after a line has been filled in, keep using the grid and giving rewards for completed lines. When the whole grid is completed provide a larger reward for the class and replace the grid with a new one.

- Be sure the student who pulls a numbered token is displaying the preferred behavior(s).

- 100 Squares can be adapted to be included in a school-wide PBIS system (see *Principal's 200 Club*)

References:
Sprick, R. (2009). *CHAMPS: A Proactive Approach to Classroom Management* (2nd ed., pp. 131-133). Eugene, OR: Pacific Northwest Publishing.