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common thing that children do at home or with their families is to write Tootle notes, suggest using the timer, granny wacky prizes at home, and even play pretend PAX Games when they “play school.”

H. Phase 2: Develop Scalable Implementation and Research Capacity

Based on past experiences across the United States and Canada, local demonstration projects are likely to be successful, if important local organizational, political and personnel issues were well planned at the beginning. Larger communities or provinces/states and even countries that wish to have PAX GBG achieve public health or population-level benefits will need to develop capacities implementation, evaluation and original research. The next sections detail elements of how that might happen, based on the logical model for PAX GBG.

I. Develop a Sustainable Business Model.

It is vital that the local demonstration project measure important outcome data and frame how those data might have a larger impact on the schools, community, and larger political body. Almost any entity that begins PAX wants to continue it, because of the easily measured immediate benefits in the first instance. The longer-term outcomes assure that PAX GBG has among the highest rates of return on investment (ROI) in prevention of better than 90 to 1, which is provided in detail by the Washington Institute for Public Policy (4). A business model involves who will *advocate for, and pay for*, the immediate, medium term, and longer-term benefits of PAX GBG, because of the benefits of PAX GBG.

Table 3: Suggested Table for Discussion of Economic Impact

Predicted Indicator/Benefit	Suggested Economic Impact
Reduced teacher burnout & stress	Lower turnover, lower sub costs, lower recruitment costs, and health care costs,
50% to 80% reduction in disturbing, disruptive, inattentive and problematic behaviors	Fewer referrals to principal’s office, fewer injuries, vandalism, fewer cases of ADHD or conduct problems, lower psychotropic drug use, lower rates of special education services
Higher benchmark scores during school year	Higher standardized test scores, higher rates of high school graduation, university entry; reduced need for special education services
Fewer emotional problems	Lower rates of anxiety, depression, and suicide
Lower rates of impulsivity and aggression	Improved parenting; Lower rates alcohol, tobacco, drug use, crime, anti-social personality disorder; delayed first vaginal intercourse with resulting risk of pregnancies
Reduced multiple mental, emotional, and behavioral disorders during childhood, adolescence, and young adulthood; Increased high-school graduation and university entry	Reduced health-care costs, reduced obesity, reduced disability/welfare payments; Increased tax revenue for local, state/provincial, and national governments from productive citizens; More productive employees

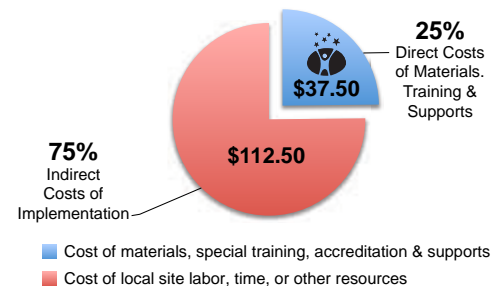
What are novel funding solutions? Some states are moving to provide 3rd party reimbursement to implement PAX in classrooms as interventions and treatment, which necessarily involve prevention for others. This is justified because of the long-term

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reductions in multiple mental, emotional, and behavioral disorders. Other settings have had classrooms and schools sponsored by businesses.

The business model has to cover both direct costs and indirect costs of protecting each child with the evidence-based practice of PAX GBG. The direct cost of materials, training and supports per child lifetime is approximately (US dollars) \$37.50 and \$112.50 for indirect costs such as staff labor, substitutes, travel, etc. The direct costs are less than almost any approved vaccine against childhood diseases. Both PAX GBG and childhood vaccines require indirect costs of labor, supports, of people who deliver the protective strategy. These costs may vary by political division, as a result of prevailing cost of labor, travel, taxes/duties, shipping, etc. The costs per child may spread across one or two years of school, depending on when the protective strategy is initiated.

Cost Per Student Lifetime to Protect A Child with PAX GBG from Mental, Emotional, Behavioral & Related Physical Disorders



J. Create or Adapt Policies and Organizational Supports

The benefits of PAX GBG cut across multiple programmatic silos and time, which can cause diffusion of responsibility for adoption, implementation, and maintenance. One group or another can lay responsibility on another for the adoption, implementation, and maintenance—while avoiding any operational and fiscal contributions.

If one, however, considers the mental, emotional, behavioral, and related physical wellbeing of the children as common-pool resource for the future of a community, units of local or national governments, then the effective principals of regulating a common-pool resource, summarized by Nobel Laureate Elinor Ostrom are useful to guide population-level, protective strategies for children, which are detailed in a recent paper (16). Not all of these features need to be in place to achieve the benefits of PAX GBG, though more of the features tend to improve outcomes:

Group identity. Members of the most successful implementations of a protective strategy like PAX GBG have a strong sense of group identity and know the rights and obligations of membership, along with the boundaries of the resource they are managing. This is about OUR children's futures, not the outcomes of a single classroom, school, department, district, or political division. This is parenthetically why children adopt the identity of being a PAX Leader who betters their world and themselves, and so are the adults expected to lead in being, modeling, reinforcing and encouraging PAX.

Proportional costs and benefits. Having some members of a group or community do all the work while others receive the benefits cannot continue over a long term. In the most successful groups, the expectation is that everyone will do their fair share and those who go beyond the call of duty receive appropriate recognition. When leaders or groups receive special privileges, it is because they have special responsibilities for which they

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are accountable. Thus, sections of society or the community who receive the benefits of PAX GBG must contribute to the creation of those benefits.

Consensus decision-making. People hate being bossed around but will work hard to implement a consensus decision—to do what *we* want, not what *they* want. In addition, the best decisions often require knowledge of local circumstances that *we* have and *they* lack, making consensus decision-making doubly important. Notice that PAX GBG involves even the students in the decision-making, so that PAX is not about compliance but about working together for a better classroom, school, community, and society. Consensus doesn't mean that everybody has to agree, but everybody has a voice in the processes to implement and adapt PAX GBG to local circumstances. Note: PAX GBG is best not imposed on teachers or schools. Initially, it needs to be offered to those who want it. Overtime, the success tends to result in school-wide or community adoption of PAX GBG because of its widely perceived benefits.

Monitoring. Even when most members of a group mean well, the temptation to receive more than one's share of the benefits and to contribute less than one's share of the costs always exists. In addition, at least some individuals might try to game the system actively. If lapses and transgressions are undetectable, the group enterprise is unlikely to succeed. Thus, PAX GBG has multiple monitoring systems to provide feedback to students, staff, families, administrators and funders of implementation and results. These simple, practical monitoring systems are not optional with the adoption, implementation, and maintenance of PAX GBG, as the lack of them reduces the efficacy of PAX GBG.

Graduated sanctions. Friendly gentle reminders are usually sufficient to keep people in solid citizen mode, but there must also be the capacity to apply stronger sanctions, if transgressions continue. The PAX GBG uses “spleems” to cue students to be better citizens of their classrooms. PAX GBG involves the use of public-scoreboards of success to encourage students and adults alike. PAX GBG includes added supports for students and staff who may not respond to the universal elements of the evidence-based practice. Adults in school settings have high responsibility NOT to subvert the benefits of PAX GBG for students and other teachers.

Fast and fair conflict resolution. When conflicts arise, they must be resolved quickly and in a manner that both parties consider fair. This typically involves a hearing in which respected members of the group, who can be expected to be impartial, make an equitable decision. Processes and procedures for this vary by context and culture.

Local autonomy. PAX GBG is nested within successively larger groups of a larger society, such as a school, a parents' association, a school board, a city, a state or provincial government or even a national government. These groups must have enough authority to create its own social organization and make its own decisions, as outlined in 1-6 yet also honor the scientific integrity and intellectual property of PAX GBG.

Nested governance principles. The experience of PAX GBG in the classroom is nested with schools, a larger society, as well as relationships among groups and higher-level entities. The degree that the nested entities adhere and support these principles, the better the

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results for the children and their collective futures. Now that PAX exists in 38 states of the U.S. and multiple provinces of Canada, we are collecting policies and practices www.GoodBehaviorGame.org that help all levels of users adapt, adopt and create variations of policies and practices that advance the benefits of peace, productivity, health, and happiness. One such model includes the Healthy Child Manitoba Act, which can be adapted to school divisions, communities, states/provinces, and even governments, see: <https://www.gov.mb.ca/healthychild/about/hcmact.html>.

K. Plan Population Level Change with the RE-AIM Formula

RE-AIM stands for Reach, Efficacy, Adoption, Implementation, Maintenance, and Measurement (17). We've provided a worksheet on the next page to begin thinking about the RE-AIM formula in your local context.

Glasgow and others (18-23) proposed the RE-AIM framework for thinking about the long-term public health effects of interventions. RE-AIM is not about treatment type efforts; rather RE-AIM is about making environmental changes that cause population-level changes. The formula makes sense based on simple mathematics:

- **Reach:** The absolute number, proportion, and representativeness of individuals who are willing to participate in a given initiative or strategy
- **Efficacy/Effectiveness:** The impact of an intervention on important outcomes, including potential negative effects, quality of life, and economic outcomes.
- **Adoption:** The absolute number, proportion, and representativeness of settings and intervention agents who are willing to use a strategy.
- **Implementation:** At the setting level, implementation refers to the intervention agents' fidelity to the various elements of an intervention's protocol. This includes consistency of delivery as intended and the time and cost of the intervention.
- **Measurement and Maintenance:** The extent to which a program or policy becomes institutionalized or part of the routine organizational practices and policies. Maintenance in the RE-AIM framework also has referents at the individual level. At the individual level, maintenance has been defined as the long-term effects of a program on outcomes after 6 or more months after the most recent intervention contact.

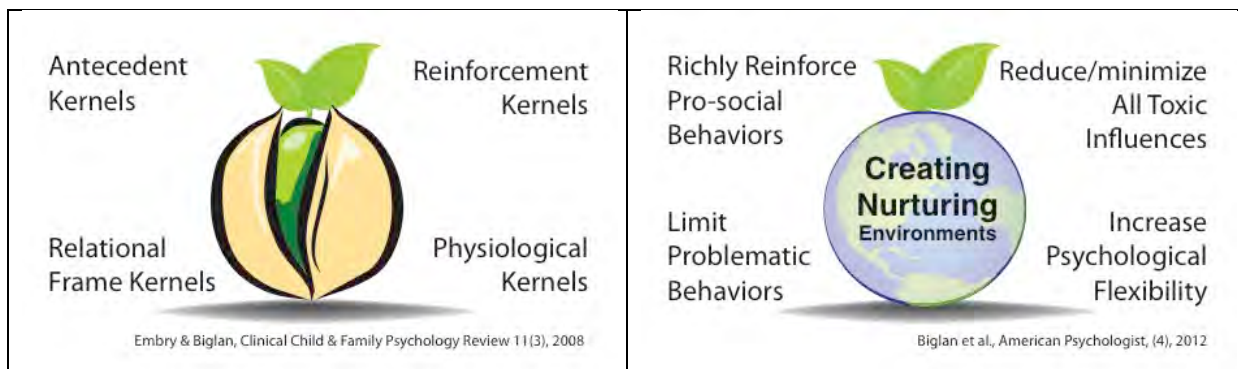
Glasgow and colleagues argue that the benefit of a practice is a function of its Reach times its Efficacy. However, even an efficacious intervention that reaches many people will have limited impact over time, unless it is Adopted, Implemented, and Maintained. From this standpoint, PAX GBG has been designed to make it easier to succeed in the context of the RE-AIM formula (16, 17, 24, 25). Specifically, an array of evidence-based kernels (fundamental units of behavioral influence) supplement and expand the core of the Good Behavior Game program efficacy, adoption, implementation, and maintenance.

Achieving the goals of the RE-AIM formula calls for people to understand carefully what are the "active ingredients in a protective or preventive strategy. Those active

ingredients are more than what happens between a teacher and student or parent and child. An example is helpful. Say your community or state wants to adopt an evidence-based parenting program, which sounds like great idea. So you go some list of best practices and adopt practice with high marks for research quality. The active ingredients, however, to achieve population-level results are more complicated.

- a) We normally think of the active ingredients as what the parent does with the child. But there are many more “ingredients.”
- b) There need to be active ingredients that maximize the acceptance of the strategy by the child, who is not just a passenger.
- c) There need to be strategies that the practitioner uses that maximize the adoption and implementation by the parent.
- d) The program must also have ingredients that maximize the probability that the practitioner will actually use the strategy with many parents and children.
- e) The training program must maximize the ability of practitioner to implement the strategy successfully, and solve problems when they occur.
- f) The organization that employs the practitioner has to be willing to adopt the program, pay for it and reinforce its use.
- g) The entity that delivers training and materials to organizations and practitioners has to be skilled in using strategies that maximize leaning, adopting and using the programmatic strategy.
- h) Some other entities or persons must be willing to pay for the delivery of this evidence-based practice.

Nested inside of the PAX GBG Logic Model is explicit thinking and research on those “levels” of adoption, implementation, etc. using “evidence-based kernels” (25) that are fundamental units of behavioral influence that can be utilized throughout the programmatic delivery to achieve population-level results. Evidence-based kernels come in four “flavors” that can be assembled and used to address the four facets of Nurturing Environments to achieve population level or public health outcomes, described in in a number of papers in detail (1, 2, 16, 17, 26). The four “flavors” of kernels help foster the four key principles of nurturing environments, which in turn are the “active ingredients” of PA.X GBG in the next Table, which is empirically tested. Those ingredients then drive the RE-AIM model.



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Table 4: Analyses of Kernels (Active Ingredients) in the PAX Good Behavior Game to Enhance RE-AIM

Kernel or Critical Component	Kernel Rationale	Original GBG Research - Dolan et al., 1993	PAX GBG Commercial - Embry et al., 2003
Common Components			
Response cost for negative behavior (e.g., Conyers et al., 2004)	<i>Easier to use and effective for ADHD like behaviors</i>	•	•
Team competition (e.g., Beersma et al., 2003)	<i>Creates positive peer pressure, and reduces negative peer attention</i>	•	•
Public posting of results (e.g., Parsons, 1982)	<i>Increases performance and peer pressure</i>	•	•
Team Rotations (deemed critical but no study)	<i>Reduces bullying and peer rejection</i>	•	•
Low emotional response to negative behaviors (e.g., Abromowitz et al., 1987)	<i>Reduces accidental attention to negative behavior by adult</i>	•	•
Three games per day (deemed critical but no study)	<i>Improves maintenance of skill</i>	•	•
Use of timer (e.g., Adams & Drabman, 1995)	<i>Creates pressure to succeed and excitement</i>	•	•
Probe or Secret Game (unannounced) - indiscriminable contingency - (Freeland & Noel, 2002)	<i>Increases generalization to non-game times</i>	*	•
Added or Deleted Components for Increased Reach, Efficacy, Adoption, Implementation, and Maintenance of PAX GBG			
Use of edibles or stickers as prizes	<i>No longer viewed socially acceptable in the present, and are unnecessary</i>	•	No
Lower points to win (e.g., Harris & Sherman, 1973)	<i>Causes more rapid improvement</i>	No	•
Student help design game rules (e.g., Fishbein & Wasik, 1981)	<i>Improves acceptance by students and occasions correspondence</i>	No	•
Relational frame language correspondence training (e.g., "I'm a PAX Leader) (Embry et al., 1996)	<i>Improves generalization of rule governed behavior</i>	No	•
Use of Premack Principle for prizes (e.g., Browder et al., 1984)	<i>Improves acceptability of game by students and adults</i>	No	•
Non-verbal cues (e.g., Rosenkoetter & Fowler, 1986; Cox, Cox, & Cox, 2000)	<i>Accelerates generalization and adoption of the game</i>	No	•
Meaningful roles as DRO (e.g., Rutter, 1981)	<i>Increases attention to positive behavior; reduces problem actions</i>	No	•
Setting generalization — recipe for carrying over the Game to hallways, restrooms, cafeteria, etc. (e.g., Fishbein & Wasik, 1981)	<i>Improves generalization by students and acceptability of game by adults</i>	No	•
Symbolic self-modeling (e.g., Embry et al., 1996)	<i>Improves imitation of behavior</i>	No	•
School-home note (e.g., Kelley et al., 1988)	<i>Prompts family reinforcement and generalization of behavior to home</i>	No	•
Peer-to-peer praise notes (e.g., Embry et al., 1996; Skinner et al., 2000)	<i>Improves social competence and reduces negative peer attention</i>	No	•
Self-monitoring by teacher (e.g., Agran et al., 2005)	<i>Improves mastery of skill and results by teacher</i>	No	•
Good behavior lottery (e.g., Putman et al., 2003)	<i>Improves generalization when not playing the game</i>	No	•

Table 5: RE-AIMing for Large-Scale Protective Effects from PAX GBG







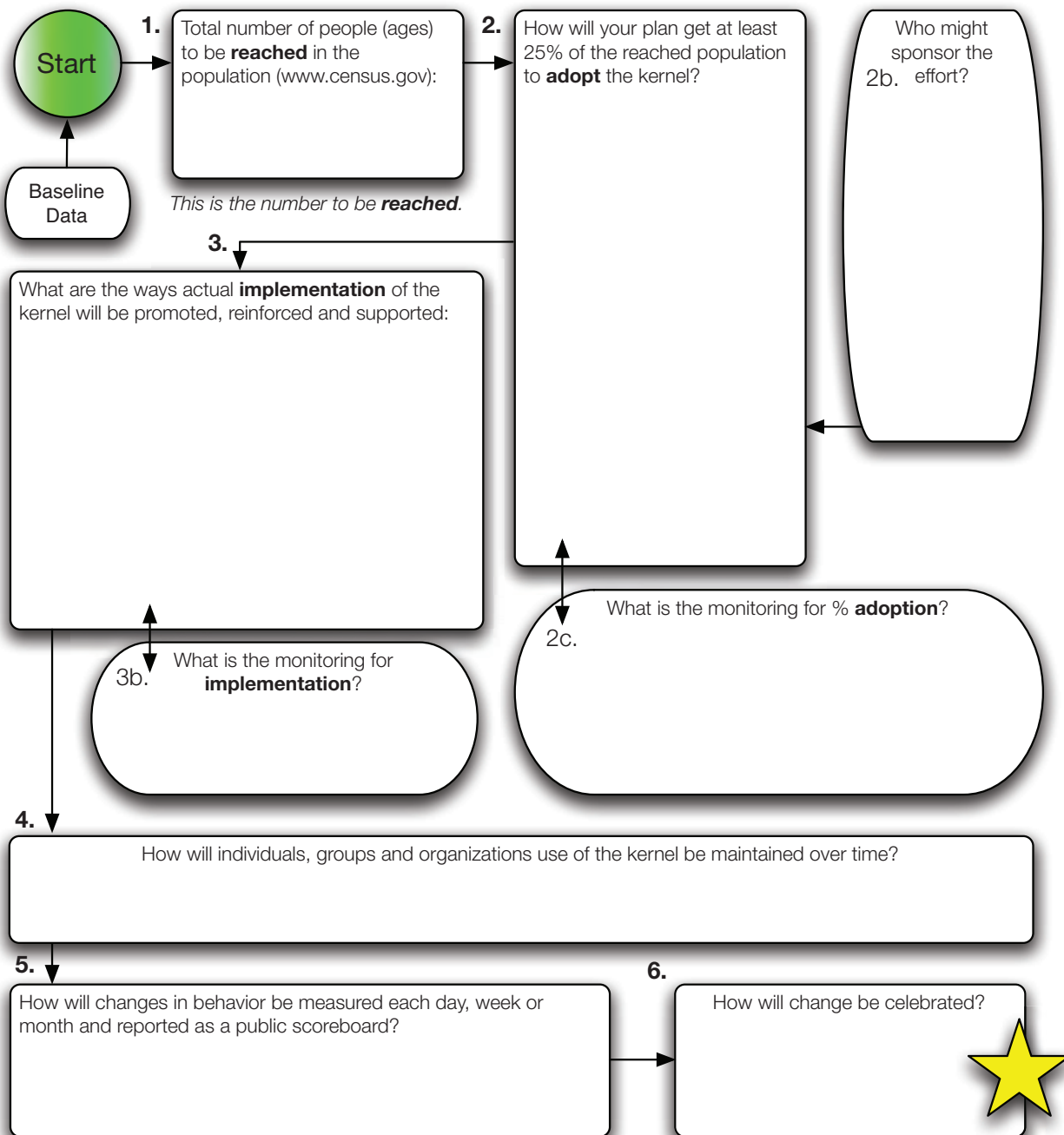
RE-AIM Formula Component	Description
	<p>“The “problem” that is to be leveraged for change is not just one, but a number of multiple, related mental, emotional, behavioral and related physical disorders. These problems (e.g., ADHD, depression, academic failure, obesity, suicide, violence and more) are called multiple related problems, which have inter-related ties. PAX GBG aims cut the ties between the problems for maximum results across multiple-related problems.</p>
	<p>PAX GBG needs to engage students, school staff and families to be active agents of change. To achieve a public health benefit, many must be REACHed to leverage change changes in prevalence rates. To change a big problem, one must REACH large percentages children, school adults, and related community adults. By focusing on widespread implementation in grade one classrooms reach is more likely to be effective than a whole school focus initially.</p>
	<p>Leveraging reduction in multi-problem outcomes means that the impact (EFFECTIVENESS) of PAX GBG must be powerful on cutting the epidemiological ties that bind related mental, emotional, behavioral and physical disorders. The sequence of rollout of PAX GBG in classrooms (e.g., the vision, non-verbal cues, the timer, granny’s wacky prizes, then the Game itself, expanded roles of students, generalization strategies are designed to maximize effectiveness. Careful rollout assures efficacy/effectiveness.</p>
	<p>In any given community, many people of all ages and multiple organizations must ADOPT new behaviors to leverage the broad effects results in the population from GBG, as a public-health model versus individual model. While it is not obvious, PAX GBG has been designed to make it easy for adults to adopt and achieve success, and PAX GBG is specifically designed to promote adoption by children to urge the adults in turn. Each component of PAX GBG is adoptable in its own right, which increases the probability of the adoption of the total effort.</p>
	<p>For leveraged change, the components of PAX GBG have to used repeatedly by adults and children. PAX GBG’s use of evidence-based kernels makes it relatively easy to use the active ingredients, which have built-in positive feedback for students and adults alike. Since PAX GBG has been designed to provide perceived value for students and adults alike, this helps create momentum for sustained implementation to tip the balance for sustained change.</p>
	<p>For lasting change and benefits, both people and organizations must keep doing actions that MAINTAIN and MEASURE the policy, practice or program for months or even years. MAINTENANCE must be planned, supported and reinforced so that each cohort of first-graders experience PAX GBG, which includes replacement materials, training and supports for new staff, etc. The on-going measurement of impact of PAX GBG is critical for maintaining the investments in PAX GBG for the lifetime benefit to children, families and communities.</p>

Figure 4: Worksheet for Maximizing Reach, Efficacy, Adoption, Implementation, and Maintenance in Your Efforts



Taking Aim to Create Population-Level Nurturing Environments for Prevention and Protection



* Embry DD. Community-Based Prevention Using Simple, Low-Cost, Evidence-Based Kernels and Behavior Vaccines. Journal of Community Psychology 2004;32(5):575.
Embry DD, Biglan A. Evidence-Based Kernels: Fundamental Units of Behavioral Influence. Prevention Science revised and re-submitted.

L. Create Community/Population Level or Public Scoreboard of Successes

Imagine local or national sports had no scoreboard to follow successes? Many fewer people would be cheering on team improvements. The principle of a public-score board is a well-established evidence-based kernel in behavior change and public health policies (17, 25)—especially for community level or population-level change (17, 27). PAX GBG implementation and maintenance benefits classroom, school and community level public-scoreboards. The figure below shows an example of a public-scoreboard for PAX in a classroom using PAX Minutes (a computation of opportunity for engaged learning and teaching).

The notion of PAX Minutes is not limited to a classroom. They can be scaled to whole schools or even communities a way to cue or stimulate participation.

A classic way that happens in many communities is for fundraising, wherein a goal is set and the graph marks the progress toward the fund-raising or participation in an effort. For example, this could be the number of classrooms participating in PAX or the number of classrooms who have earned 1,000 or 10,000 PAX Minutes.

Public scoreboards can also be products of peaceful, productive, healthy or happy behaviors from PAX activities. For example, in the PeaceBuilders study in Pima County there were daily examples in the six daily newscasts involving positive-home notes given the students for PeaceBuilding behaviors. Each day, six schools (on a rotation of 90 sites) provided the names and ages of five students who received a written note that explicitly praised a child for a positive, peacebuilding behaviors. Thus, 900 different children were recognized every month for the types of peaceful, productive, healthy and happy protective behaviors being promoted as a community norm. The actual behaviors recognized on TV were also recognized specifically on schools public-address systems, as another version of a “scoreboard” of success.

Calculating PAX Minutes

The math behind PAX Minutes is fairly simple, and is computed for each game played. Here is how:

Table 1: Computing PAX Minutes

Operation	Entry
A. Enter the number of minutes the PAX Game was played:	
B. Enter number of Teams who won that Game:	
C. Multiply (A) X (B), and enter that number here:	
D. Enter total number of PAX Teams playing this game:	
E. Divide C by D, enter the results here:	
F. Add the product of E to a PAX Chart (see examples)	

Example of Computed PAX Minutes

Here is an example of a computation of PAX Minutes. Before the students played the PAX Game, they had already “won” 27 PAX Minutes that week.

Table 2: Example of Computed PAX Minutes

Operation	Entry
G. Enter the number of minutes the PAX Game was played:	12 minutes
H. Enter number of Teams who won that Game:	3
I. Multiply (A) X (B), and enter that number here:	36 mins.
J. Enter total number of PAX Teams playing this game:	4
K. Divide C by D, enter the results here:	9 mins average
L. Add the product of E to a PAX Chart (see examples)	9

Chart Before Playing New PAX Game

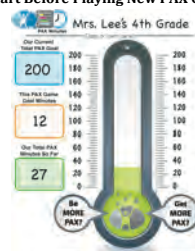
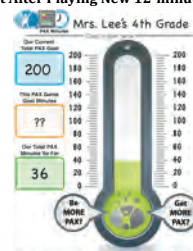


Chart After Playing New 12-minute Game



Note: The chart with your PAX kit may vary in design, but has the same function.



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Neighboring schools have create “scoreboards” to work together, like the two elementary schools in the PeaceBuilders project separated by one-mile. The students created a peace chain made up of positive peer-to-peer written notes (called Tootles in PAX). Each school’s neighborhood community judged the students’ notes for authenticity, and those that passed were laminated and stapled together to form chain that was ultimately hung from the electric poles by the power company, and the mayor of the city wrote a Tootle (Praise Note) that was then used to link both schools’ chain together to create “PeaceBuilders Way”. All of this was publicized in the local media, with both elementary schools assembled together.



The scoreboard can be formal scientific results as well, which is being done by Healthy Child Manitoba along with important public relations and media. Please see: <http://www.gov.mb.ca/healthychild/pax/>

M. Launch Social Marketing Advocacy and Media

Marketing PAX GBG is not about the awareness of children’s mental, emotional, behavioral, and related physical problems per se. The campaign and advocacy is about promoting the adoption, implementation and maintenance of the solutions in PAX GBG. This fits well into a modified social-marketing framework explained in other publications about prevention programs (17).

- **Product Naming:** The name being promoted is PAX, which stands for Peace, Productivity, Health, and Happiness. The Good Behavior Game is a tool inside that. The positive framing of PAX is powerful in reaching both children and adults. PAX is a branded tradename that significantly helps positioning and promotion.
- **Performance:** PAX delivers on many indicators that children, teachers and parents want: safer schools, better academic achievement, more time to teach, less bullying, less crises and drama, less stress, and more very quickly. The long-term benefits are powerful in certain audiences and the immediate performance benefits are important for other audiences. Importantly, the immediate performance benefits are key to the long-term benefits that save \$13, 050 NET per child by adulthood. PAX teaches self-regulation during everyday routines, and is not just a “classroom management” program. Every classroom and child benefits from PAX either directly or indirectly.
- **Place:** PAX GBG is not *about* those children, those classrooms or those schools; PAX is for all classrooms where adults and children of having a wonderful classroom now—with long-term benefits. Learning how and when to use PAX GBG can happen at any point in the school year, with measurable benefits. There are multiple ways for staff to learn how to use PAX effectively, which opens up the numbers and percentage of teachers and schools can adopt and use PAX.

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- **Price:** Cost of PAX can be measured in two ways: actual cost of goods and services to implement compared to other evidence-based programs, and rate-of-return (ROI) compared to other evidence-based programs in classrooms.

Materials Costs. The National Registry of Evidence-Based Programs and Practices provides useful comparisons of costs and the Washington State Institute for Public Policy provides a matching independent assessment of Return on Investment. For teachers, the costs for comparison include:

Table 6: Comparative Materials Costs

Program	Per Teacher Kit Cost
PAX Good Behavior Game	\$299
Positive Action	\$325
Media Detective	\$400
Michigan Model for Health	\$525
AIR Good Behavior Game	\$600
Open Circle	\$725
Positive Alternative Thinking Skills	\$799
Guiding Good Choices	\$881

Pricing Note: Material costs are in U.S. dollars + shipping charges from Tucson, Arizona, USA + customs or sales taxes if applicable. Rush orders accrue extra handling charges. Approved Purchase Orders accepted, or credit cards. Large or out-of-country orders may require special approvals. PAXIS Institute does not discount the price of goods and services, as our prices are keep very compared to competitors and the quality of our materials (which are all 4-coloring printing).

All printing is presently done in North America presently. Purchasers must agree to observe trademark and copyright rules regarding PAX GBG, which are standard conventions. While each teacher's kit has many reproducibles, manuals and other tools are not reproducible, except by written permission from PAXIS Institute. Illegal reproduction of materials or misuse of trademarks is not PAX, and may result in cancellation of legal rights to use PAX materials or trademarks, as well as other remedies afforded by law.

Language Editions (other than English or French) and Adaptions. The motto of PAX GBG is, "I better my world, I better myself." PAXIS is dedicated to impacting the world. We are open to translations and cultural adaptations, which require licensing and other arrangements approved by our Intellectual Property Attorney of Record.

Training & Accreditation Costs. Core training costs are likewise cost competitive, especially since sites can develop accredited PAX Partners™ (local mentors) who can induct, explain and coach new staff in within their defined area (a school or

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district). PAX Partners™ are not allowed to train trainers, only direct mentoring of teachers and staff implementing PAX GBG.

Cost of onsite trainings by accredited national/regional PAX GBG Master Partner™ are as follows (1/1/2014):

- 1-day trainings, \$2,900 (1-day, 40 participants) + travel
- 2-day = \$1,900
- 3rd and additional days = \$1,500 each

All initial and expansion site-based trainings require the purchase and use of the PAX GBG data system for each school so that proximal effects and implementation can be monitored and mentored for quality control.

PAX Data System per school = \$250.00

PAX Partner™ Trainings span three days, and cost \$2,500 per participant (plus their lodging and travel) if attending regional or nationally scheduled PAX Partner destination trainings. Custom PAX Partner™ training and accreditation for communities, provinces/states or districts require a quote from PAXIS Institute.

And what is the rate-of-return (ROI) of the PAX GBG? It has the best ROI compared to any universal prevention strategy (4), or \$13,050 per student net after costs. The table below provides an independent return on investment against other programs.

Table 7: Return of Investment (ROI) for Evidence-Based Prevention Programs

Program name	Date of last literature review	Total benefits	Taxpayer benefits	Non-taxpayer benefits	Costs	Benefits minus costs (net present value)	Benefit to cost ratio	Odds of a positive net present value
Good Behavior Game/ PAX GBG	Apr. 2012	\$13,206	\$3,594	\$9,612	(\$156)	\$13,050	\$84.51	92 %
Youth mentoring programs (taxpayer costs only)	Apr. 2012	\$11,180	\$3,127	\$8,053	(\$1,506)	\$9,673	\$7.42	60 %
Quantum Opportunities Program	Apr. 2012	\$31,797	\$10,470	\$21,326	(\$26,455)	\$5,341	\$1.20	59 %
Youth mentoring programs	Apr. 2012	\$9,278	\$3,075	\$6,202	(\$4,885)	\$4,393	\$1.90	57 %
Seattle Social Development Project	Apr. 2012	\$6,967	\$2,197	\$4,770	(\$3,086)	\$3,882	\$2.26	59 %
Guiding Good Choices	Apr. 2012	\$2,603	\$680	\$1,923	(\$887)	\$1,717	\$2.94	78 %
Communities That Care	Apr. 2012	\$2,066	\$577	\$1,489	(\$572)	\$1,494	\$3.61	92 %
Behavioral Monitoring and Reinforcement Program (BMRP)	Apr. 2012	\$1,299	\$480	\$819	(\$1,301)	(\$2)	\$1.00	55 %
Promoting Alternative Thinking Strategies (PATHS)	Apr. 2012	(\$70)	(\$4)	(\$66)	(\$117)	(\$187)	n/e	18 %
Strengthening Families for Parents and Youth 10-14	Apr. 2012	\$410	\$306	\$104	(\$1,099)	(\$690)	\$0.37	12 %
CASASTART	Apr. 2012	(\$4,624)	(\$248)	(\$4,375)	(\$6,940)	(\$11,564)	n/e	0 %
Children's Aid Society--Carrera	Apr. 2012	\$2,797	\$2,962	(\$165)	(\$14,498)	(\$11,702)	\$0.19	36 %
Fast Track prevention program	Apr. 2012	(\$27,294)	\$572	(\$27,866)	(\$59,812)	(\$87,105)	n/e	0 %

N. Develop/Upscale Workforce for Sustainability/ Research Partnerships

Mentoring and monitoring; pre-service, early career, and current in-service training are especially important for sustainable impact of PAX GBG. Presently, PAXIS Institute has licenses with universities for pre-service courses on PAX GBG, early-career courses or staff development, and other initiatives.