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PAXIS' Examples of Implementation of the Good Behavior Game & Kernels

Educational Settings	Training Modality	Geography	Settings
One Classroom	Self-Paced Online	Regional Efforts	Schools, Preschool, Aftercare
Grade Level	Live Virtual Online	Whole States/Province	Families
Whole School	In-Person • Onsite	Whole Nation	State, Community & Healthcare Services
Whole Jurisdiction	Regional & Pre-Service	Indigenous Sites	Research Collaboration
School @ Home			

Dennis D. Embry, Ph.D. • President/Senior Scientist • www.paxis.org
PAXIS Institute, Tucson, AZ • September 2020 • 2nd Session


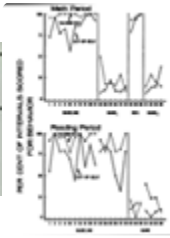
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Ford Created the Model T as the first mass produced car.

Ford sold-out this electric Mustang—are the the same car?

3

53 years ago...
This is the first classroom application of Applied Behavior Analysis, called the Good Behavior Game...

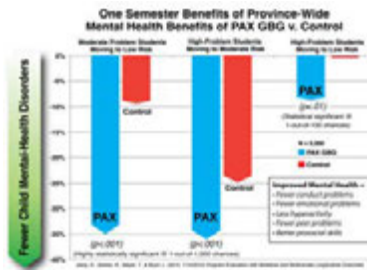
The study was conducted in one classroom in Baldwin, Kansas in 1967 and published in 1969

4

This is the first randomized population level to reduce and prevent childhood psychiatric disorders in the world...with 2-days of training & no coaching...



Jiang, D., Santos, R., Josephson, W., Mayer, T., & Boyd, L. (2018). A Comparison of Variable- and Person-Oriented Approaches in Evaluating a Universal Preventive Intervention. *Prev Sci*, 19(6), 738-747. doi:10.1007/s11211-018-0881-x



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Both of these studies are landmark...but only one is about public-health results to reduce DSM disorders...

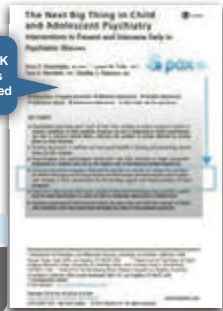


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About 10K teachers now trained



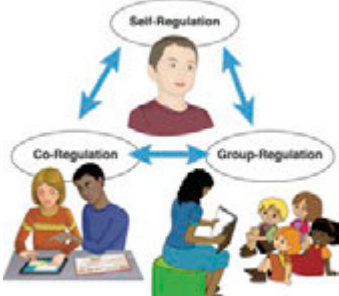
PAX named, "the next big thing in universal prevention of psychiatric disorder..."

"[PAX GBG's] targeting of self-regulation in its interventions is a sensible choice, given that the development of the capacity for effective self-regulation in childhood leads to more adaptive interpersonal interactions, more positive health behaviors, improved cognitive flexibility, and better impulse control. It predicts future academic and occupational achievement and reduces the severity or likelihood of manifesting psychiatric symptoms."

Shoemaker EZ, Tully LM, Niendam TA, Peterson BS. The Next Big Thing in Child and Adolescent Psychiatry: Interventions to Prevent and Intervene Early in Psychiatric Illnesses. The Psychiatric clinics of North America 2015;38:475-94.

8

All three levels of classroom regulation are a function of antecedents (**cues**), peer and adult **reinforcements**, relational-frames (**purpose language**), and personal physiology (**body states**) in real time.



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The "system-recipe" to make such population level effects (PAX GBG) is actually more complicated than our randomized longitudinal trials at Hopkins



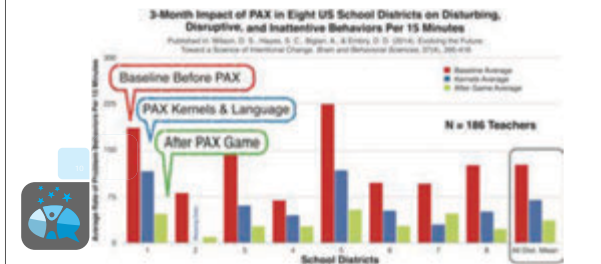


Turkkan wrote 38 pages, gave training involving 40 hours, and 60 hours of on-site coaching

The PAX GBG initial training is typically 6 contact hours, with 27 tools in the kit and 180-page full color manual. Three-to-4 coaching visits improve results, and subsequent tools furthers results

This is a systematic replication of Barrish et al.,
direct observation—but with 4,700 children

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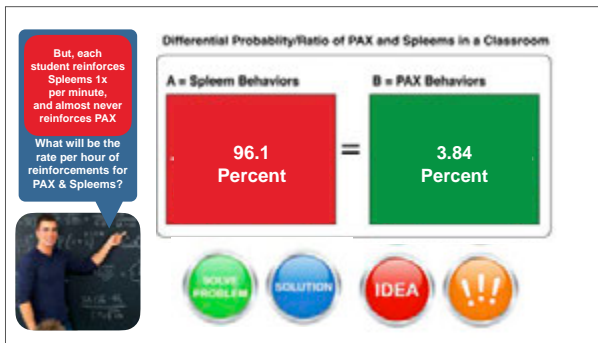


How does
one design a
classroom
environment
to produce
desired
outcomes?

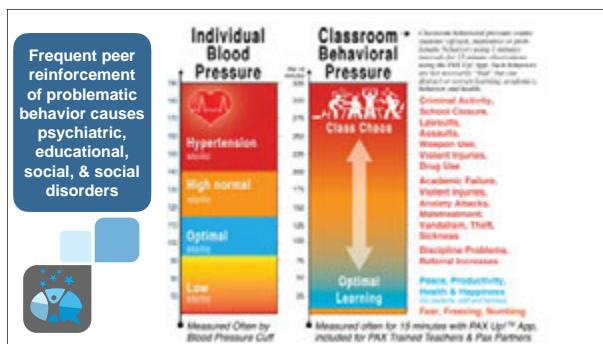
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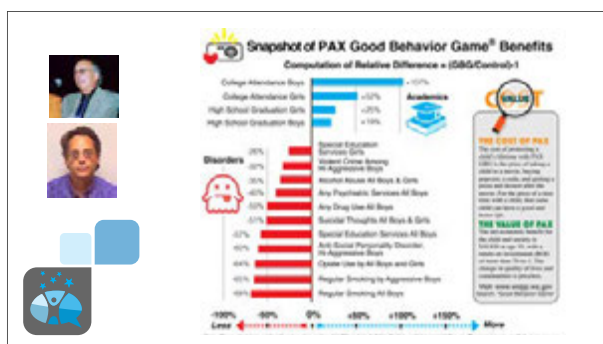
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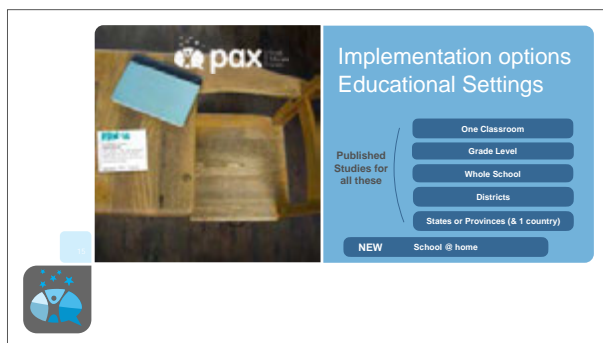
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**Previous Proven PAX
GBG Training Modalities**

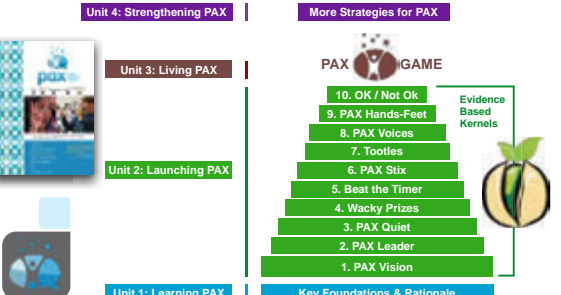
1. On-line mastery learning for individual teacher (Black Board)
2. Group On-Line Training (Black Board)
3. Destination trainings (e.g., educational service district)
4. On-site trainings (e.g. schools)

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**Active Ingredients to Create a
Nurturing Environment**

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Unit 4: Strengthening PAX

Unit 3: Living PAX

Unit 2: Launching PAX

Unit 1: Learning PAX

More Strategies for PAX


PAX GAME

10. OK / Not Ok
9. PAX Hands-Feet
8. PAX Voices
7. Tootles
6. PAX Stix
5. Beat the Timer
4. Wacky Prizes
3. PAX Quiet
2. PAX Leader
1. PAX Vision

Evidence Based Kernels

Key Foundations & Rationale

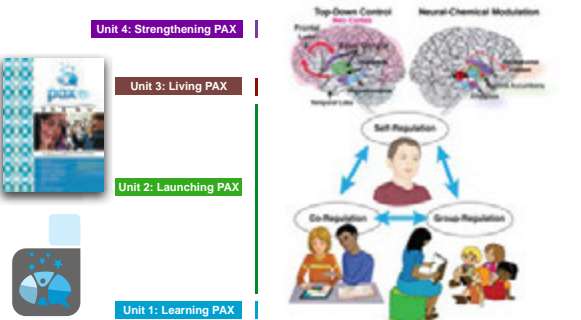
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Training Sample Handouts Please open and use today

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Unit 4: Strengthening PAX

Unit 3: Living PAX

Unit 2: Launching PAX

Unit 1: Learning PAX

Top-Down Control

Neural-Chemical Modulation

Self-Regulation

Co-Regulation

Group-Regulation


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pax

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**Tier 1:
Steps to Initial Implementation**




PAX GBG Manual
pages 36-37

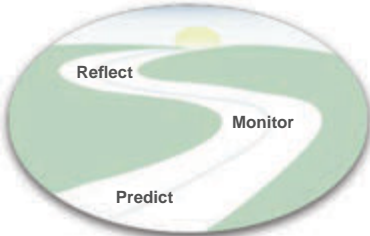
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**Tier 1:
Steps to Ongoing Implementation**




PAX GBG Manual
pages 37-38



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Chapter 2: PAX Leader




I better my world, and I better myself.


You will foster purpose-based relationships among your students as PAX Leaders.

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Tier 1: Steps to Implement




PAX GBG Manual
pages 48-49




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PAX Quiet: See Hand Out & Chapter 3




You will shrink transitions from minutes to seconds,
gaining about an hour of teaching time each day.




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Long-term Impact




Repeated practice
using the brain's brake
pedal promotes
generalization across
settings - including
those where they could
be at greater risk.



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Chapter 4: Granny's Wacky Prizes

You will increase students ability to delay gratification and self-regulate daily.




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Long-term Impact




Granny's Wacky Prizes reinforce cause and effect– that prosocial behaviors, which are frequently overlooked, are noticed and rewarded.

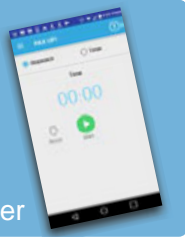


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Chapter 5: Beat the Timer




You will increase attention and completion of academic tasks.





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Chapter 6: PAX Stix

You will improve students' attention, quality of participation, and sense of fairness in the classroom.




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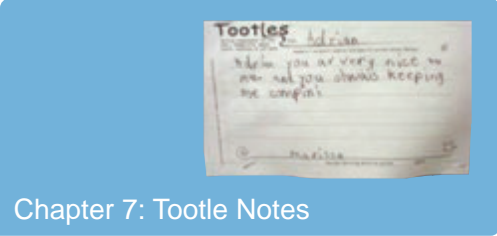
Early Benefits



Using PAX Stix for random calling, even when you don't need to (e.g. selecting a student for a quick task) increases students' perception of fairness and equity in the classroom.



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Chapter 7: Tootle Notes

You will harness peer reinforcement for the good in your classroom.




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**Chapter 8:
PAX Voices**

You will manage sound levels to reduce ADHD and trauma reactions (ACEs).



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**Chapter 9:
PAX Hands and Feet**

You will use simple prompts to reduce physical injuries, drama and bullying during transitions.




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Chapter 10: OK/Not OK

You will use simple visual cues to reduce nagging, scolding or reprimanding.





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Tier 1: Steps to Implement

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PAX GBG Manual
page 110

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Geographical Issues

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- Stake holders working together
- Setting outcomes.
- Who benefits
- Who pays
- Ohio cures money statewide...opiate dollars
- Other outcomes teacher stress, kid outcomes, SEL,
- Create mutual back scratching
- Driving factor for is not the same.
- Nexus of mutually beneficial outcomes.



paxtools for School@Home

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What challenges are students facing this school year?

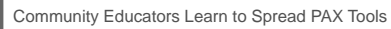
Challenges of Schooling at Home for Children

School at Home can be a difficult transition for children

- Lack of a school routine decreases attention
- Working alone reduces engagement and peer reinforcement to achieve
- Less instantaneous help or feedback without teacher or peers present
- What else?



As we discuss these next four slides, there is space for you to follow along and reflect on page 2 of your participant workbook.



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PAX Tools Contents for families or community people

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The Attendees and California Can Start as Small or Big as You Choose...

Educational Settings	Training Modality	Geography	Settings
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Grade Level	Live Virtual Online	Whole States/Province	Families
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