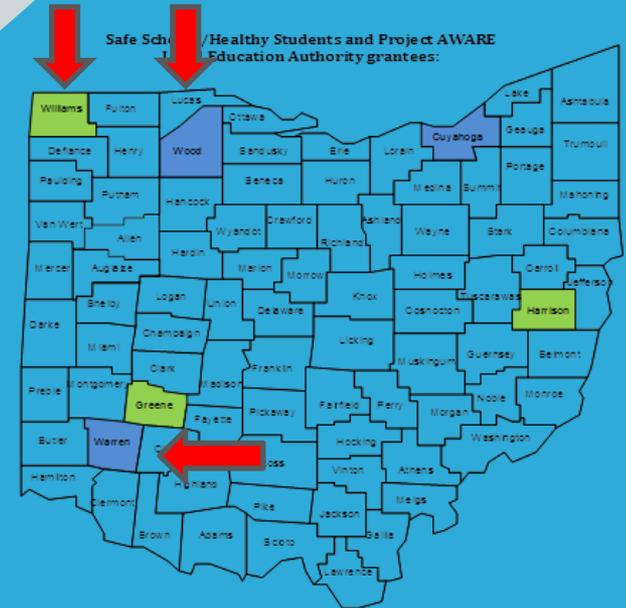


SUCCESSSES AND BARRIERS IN IMPLEMENTING PAX GOOD BEHAVIOR GAME IN THREE OHIO COUNTIES





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Objective #1

Describe the ways that PAX GBG is trauma-informed and how it can be integrated into PBIS implementation.

Objective #2

Explain the role and value of PAX Partners in assisting teachers with successful implementation of PAX GBG.

Objective #3

Understand the barriers to implementing an evidence-based program with fidelity and identify ways to successfully engage teachers and district administrators in ways that lead to easier implementation.



Objective #1

Describe the ways that PAX GBG is trauma-informed and how it can be integrated into PBIS implementation.





A NEW CULTURE

Peace - Productivity - Health - Happiness

WHAT IS PAX?



PAX is a proven, culturally responsive, research-based approach to teaching self-regulation and behavior as a skill set.

PAX uses Evidence Based Kernels

- ❖ Vision: See - Hear - Feel - Do
 - ❖ PAX Language: PAX and Spleems
 - ❖ “The Game”
 - ❖ Wacky Prizes
- 

How do we know the PAX Good Behavior Game works?

PAX is identified as an **evidence-based** program by:



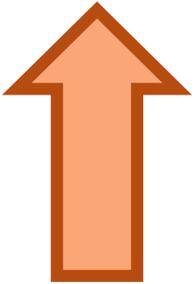
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What can PAX do? What is the value to my community?

In school:

- instruction time per day (60-90 minutes)
- academic achievement
- Higher reading and math scores
- Prosocial skills
- High school graduations
- Attending college

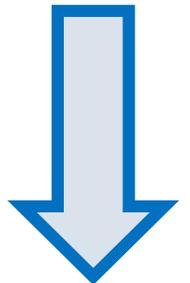


In-school:

- Disruptions
- special education services
- disciplinary office referrals

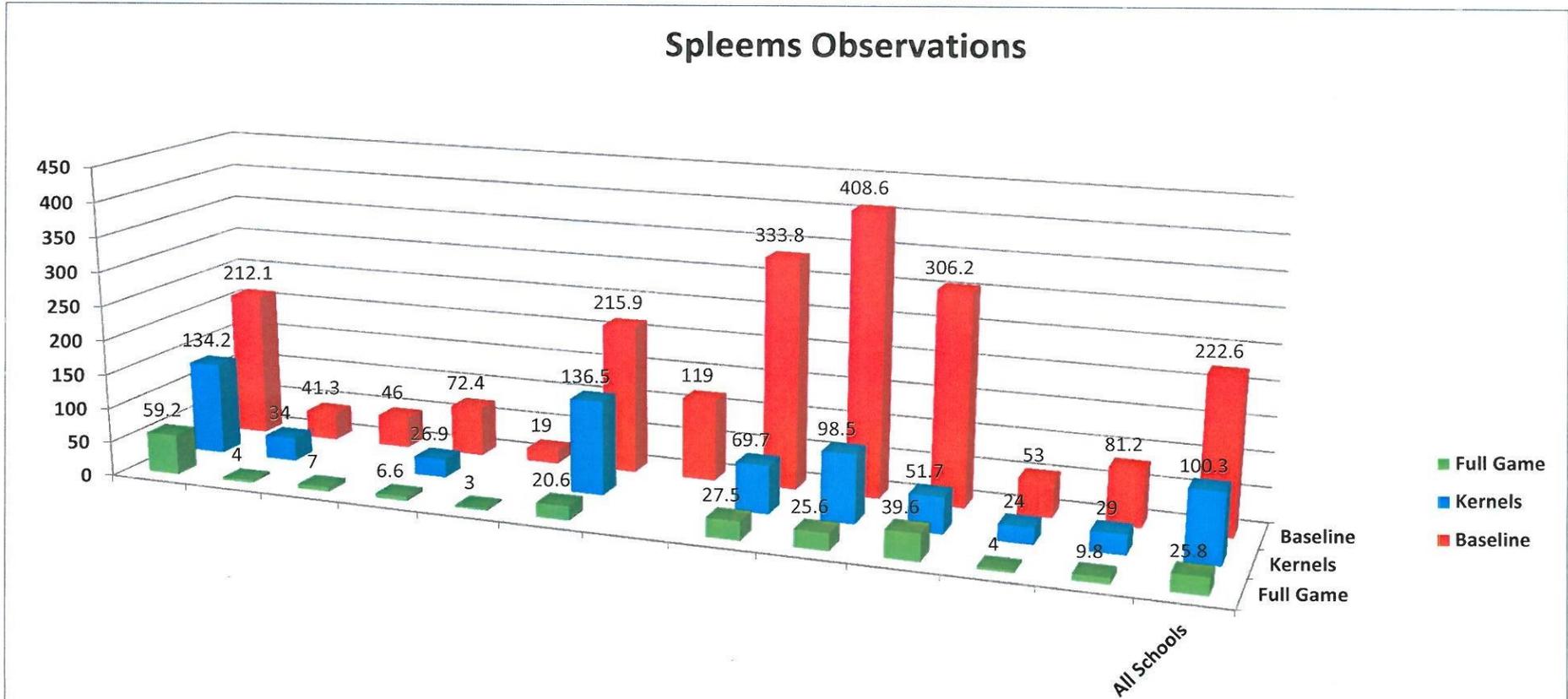
By age 21:

- drug dependence
- tobacco use
- alcohol dependence
- criminal behavior
- suicidal ideation



What can PAX do?

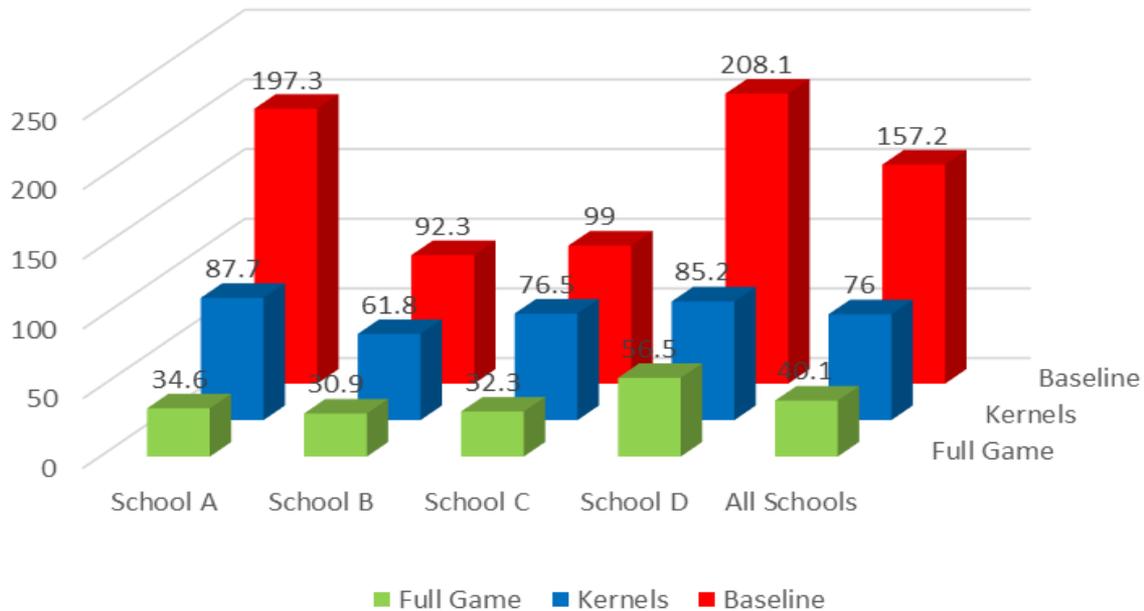
Wood County Data



What can PAX do?

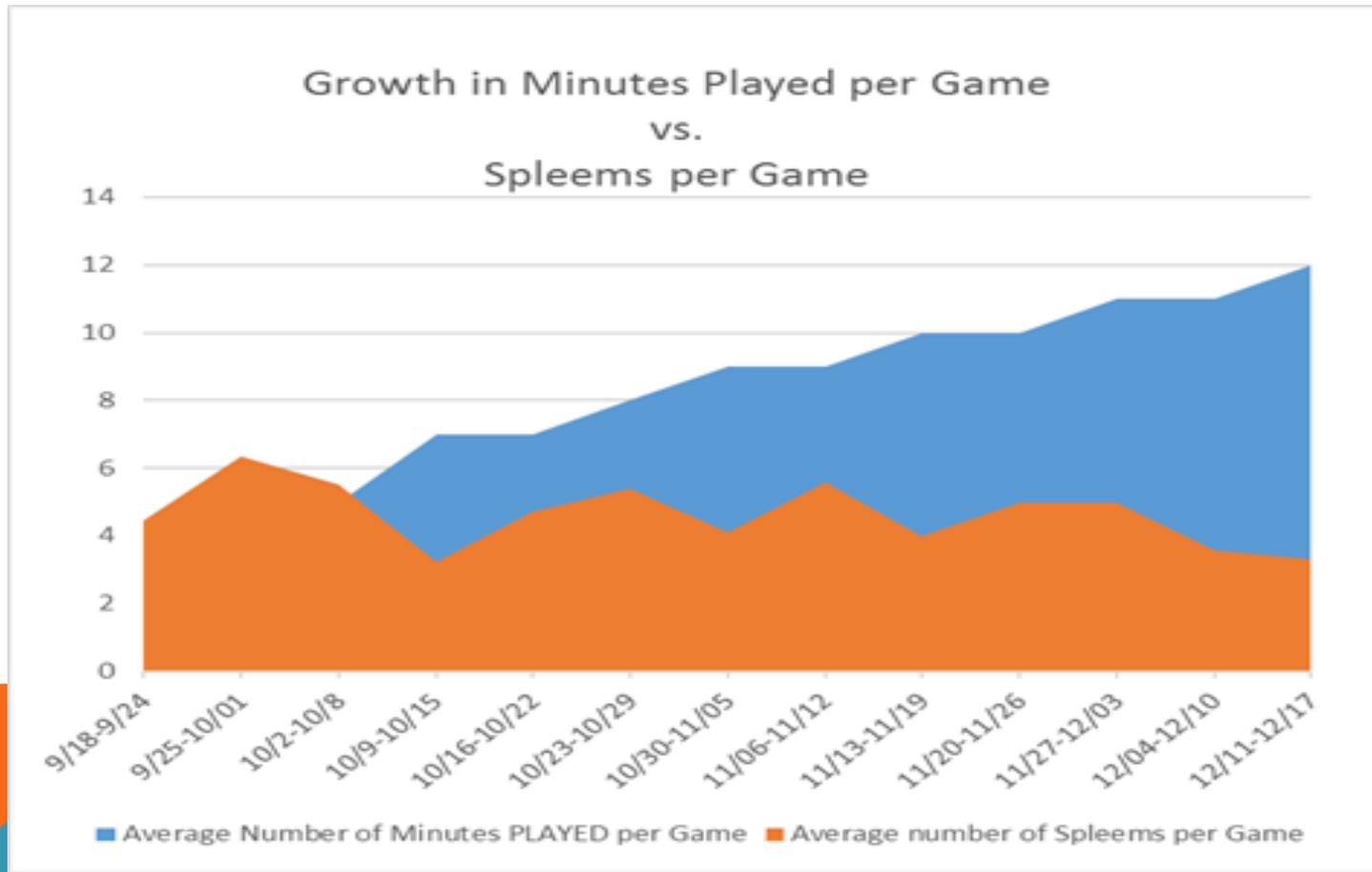
Williams County Data

15 minute Spleem Count Observations
74% decrease in off-task behavior
Williams County August 2014-May 2015



What can PAX do?

Williams County Data

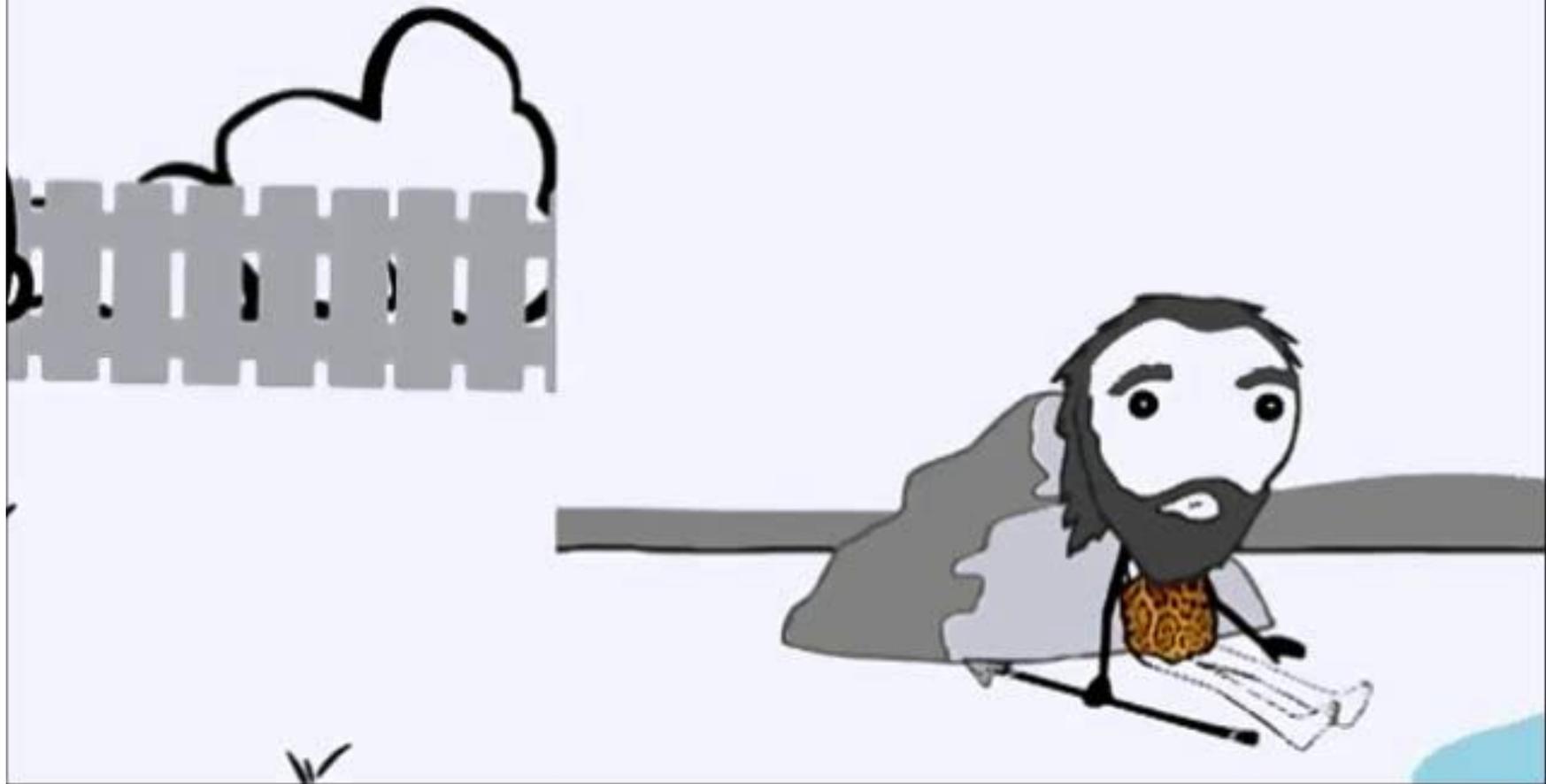


What can Pax Do?

***Not in addition to,
but a way to
accomplish:***

- **Trauma-informed**
prevention strategies
- **RTI**
- **PBIS**

B|B|C



PAX is Trauma-Informed



PAX is a cultural shift.

PAX supports the
Substance Abuse and Mental Health Services Administration (SAMHSA)
6 Trauma Informed Care (TIC) principles:

▶ **Empowerment, Voice and Choice**

PAX Vision

▶ **Safety**

Vision, Beat the Timer, Voices, OK/Not OK

▶ **Collaboration and Mutuality**

PAX Leader

▶ **Cultural, Historical and Gender Issues**

Quiet

▶ **Trustworthiness, Reliability and Transparency**

Granny's Wacky Prizes, Beat the Timer, Hands and Feet

▶ **Peer Support**

Tootle Notes

What can PAX Do?

Not in addition to, but *a way to* accomplish Positive Behavioral Interventions & Supports.

(PBIS)



Ohio
PBIS
Network

PBIS Frequently Asked Questions

Question	Answer
<p>What is PBIS? PAX is evidence based.</p>	<p>Positive Behavioral Intervention and Supports (PBIS), also referred to as School-wide Positive Behavior Support (SWPBS), which incorporates empirically validated practices into a framework designed to support all students and all staff within schools.</p>
<p>Where did PBIS come from?</p>	<p>PBIS language comes directly from 1997 reauthorization of the <i>Individuals with Disabilities Education Act (IDEA)</i>. PBIS is based on the principles of applied behavior analysis and the prevention approach and values of positive behavior support.</p> <p>Ohio Administrative Code - OAC 3301-35-15 [Effective 8/1/2013] Standards for the implementation of positive behavior intervention supports and the use of restraint and seclusion.</p> <p>(B) Implementation of positive behavior intervention and supports. Each school district shall implement positive behavior intervention and supports on a system-wide basis.</p>
<p>How is it designed to work?</p> <p>1. PAX is Tier 1- universal. 2. PAX is especially affective for at-risk youth. 3. PAX is <i>Trauma Informed</i>. 4. PAX constantly has this discussion. Predict Monitor and Reflect (PRM).</p>	<ol style="list-style-type: none"> 1. Prevent chronic behavioral challenges. 2. Provide early intervention for children and youth displaying minor but repeated patterns of problem behavior. 3. Provide pro-active supports to children and youth at-risk and those with emotional disturbances to allow them to successfully remain in the general education environments with the appropriate supports. 4. Provide instruction, practice and reinforcement for students regarding expected behaviors in the various school settings.
<p>Is PBIS a program?</p> <p>At first PAX is "extra work" but then becomes part of the culture and saves time and provides for more focused instructional time.</p>	<p>NO – PBIS is a framework, a prevention oriented process that supports the needs of a school, the culture of the school by assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.</p>
<p>What are PBIS "systems?"</p>	<p>PBIS emphasizes the establishment of organizational supports or systems that give school personnel capacity to use effective interventions accurately and successfully at the school, district, and state levels.</p> <p>These supports include:</p> <ol style="list-style-type: none"> a. Team-based leadership PAX Partner and Teacher Teams b. Data-based decision-making 3 or more levels of data to direct and problem solve. c. Continuous monitoring of student behavior PAX Visions discussions and PMR d. Regular universal screening Spleem counts and Game/ Partner Support e. Effective on-going professional development. PAX Partner/ Refresher courses

PMR

PREDICT- before activities, teachers engage students in a conversation to predict the behavior that would promote PAX-peace, productivity, health and happiness. A brief review of potential Spleems will also help them avoid negative behaviors.

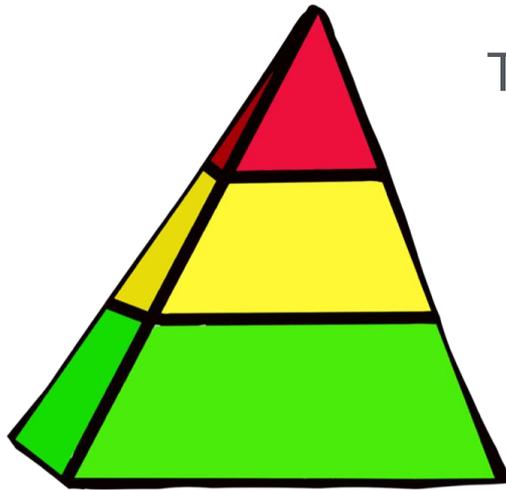
MONITOR- as the activity proceeds, the teacher praises PAX in the group and individuals. She gently reminds the group to check themselves if she sees Spleems, but never directly addresses an individual person in regards to Spleems.

REFLECT- after the activity, the teacher elicits from the students what PAX they saw and how they can have more PAX next time.

What can Pax Do?

**Not in addition to,
but *a way to accomplish*
Response to Intervention (RTI)**

PAX helps teachers address the needs of all students:



Tier 3

Intervention for situations in which individual students have difficulty

Tier 2

Intervention for situations in which groups of students have difficulty

Tier 1

Universal Implementation

Use your PAX Partner

Objective #2

Explain the role and value of PAX Partners in assisting teachers with successful implementation of PAX GBG.

Lessons Learned

The right kind of support



“Coach”

vs.



“Partner”



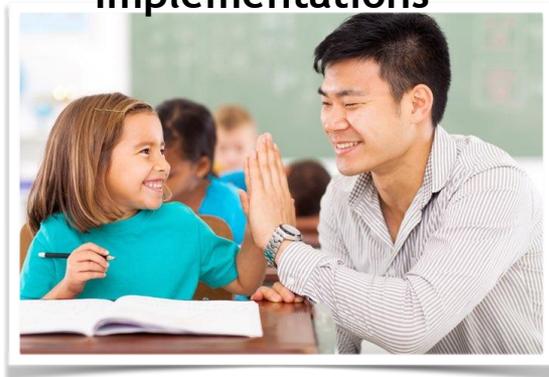
**One on One Coaching and Support
for PAX Teachers**



**Classroom Modeling of
Kernels and PAX Game**

PAX Partners

**Support Tier 2 and
Tier 3
Implementations**



**Group Coaching for PAX
Teachers**

How do we know that PAX Partners work?

The meta-analysis by Joyce and Showers (2002) reported that training comprised of didactics, demonstrations, practice and feedback does little to impact teacher practice unless it is coupled with classroom-based support [i.e. PAX Partners].

Coaching can occur in multiple settings but is likely to have the greatest impact when it is embedded in the context in which an intervention is implemented (Garret et al. 2001).

Relative to a condition of teacher training alone, those in the combined coaching and training condition experienced significant improvements in the closeness of teacher-student relationships, students' academic self-concept... (Capplella et al. 2012).

Objective #3

Understand the barriers to implementing an evidence-based program with fidelity and identify ways to successfully engage teachers and district administrators in ways that lead to easier implementation.



Lessons Learned

PAX seems expensive...upfront.

Year One: Teacher training, kits, Partner training, intensive individual PAX Partner support.

Year Two: Individual PAX Partner support less intensive; team meetings.

Year Three: Partner support: team meetings.

Lessons Learned

Team Up and Share Resources and Expenses:

Teachers

Partners

Schools

ESCs

Community

Lessons Learned

Have a Central Hub

Keep vision and fidelity to evidence-based best practices

Organize trainings

Support and Hire Partners, continuous education

PAX requires a unique model:
Minimal hours per school yet unique requirements

Lessons Learned

PAX Partners are critical

6.5 hours of training cannot change a culture.

- Helps teacher not be overwhelmed by implementation
- It is impossible to remember everything
- Keeps focus where it should be and reminds teacher of best practices for EB results
- Helps trouble shoot and bring in new ideas
- Brings back teachers into the “PAX fold”
- A person to help refocus sometimes by just being there
- Establish relationship before training

Lessons Learned

You can't force anyone to be PAX.

Readiness Assessment:

- Are they open to rethinking how they approach classroom culture?
- Are they willing to work with a PAX Partner?
- Are they willing to go with evidence based best practices?

Lessons Learned

PAX can work for any age.

PAXIS is currently
developing/repackaging it
for grades 4-9.

Strategies

Start small

- It will sell itself.
- It is not hard- other teachers will see that.

Strategies:

Where to Go From Here.

1. Find an interested teachers to pilot in your school.
 2. Administer simple readiness assessment questionnaire.
 3. Establish the teacher and PAX Partner relationship.
 4. Send teacher to training.
 5. Teacher and Partner meet to set up implementation.
 6. Go PAX!
 7. Things become less Partner intensive after first year.
- 

Strategies:

Where to Go From Here: Expenses based on our lessons learned.

Year One Teacher: ~ \$1000

Includes:

- One day training
 - Teacher kit
 - Full PAX Partner support: implementation (12 weeks), weekly follow-up then monthly follow-up.
 - Data and data evaluation used to encourage, trouble shoot, set direction
 - Team meetings if applicable
- 

Strategies:

Where to Go From Here: Expenses based on our lessons learned.

After Year One: Less Partner intensive

Includes:

- Partner support weekly until comfortable and then monthly
 - Partner encourages continued fidelity
 - Team meetings: Partner helps with grade level and/or school wide themes, competitions etc.
 - Data and data evaluation used to encourage and trouble shoot
- 

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