

Welcome to PAX Arizona!



pax | Good
Behavior
Game
Arizona

PAX = Peace • Productivity • Health • Happiness





Fully-funded Trainings for Arizona



**Trainings funded by the Elementary and Secondary School
Emergency Relief (ESSER) Fund.**

PAX in Arizona 2019-2021



- **1900+** educators trained in the PAX Good Behavior Game
- **100+** PAX Partners trained to support PAX GBG implementation
- **316** PAX Tools Community Educators certified to present evidence-based strategies to parents and caregivers
- **577** youth-serving professionals certified to integrate and implement PAX Tools Strategies in their professional work with children in community settings

Arizona PAX Teachers are talking about PAX



- **88%** reported that PAX will increase their student's standardized test scores.
- **99%** reported PAX will benefit their students with emotional and behavioral difficulties.

What is PAX?

PAX = Peace • Productivity • Health • Happiness



Peace

Reduce stress and anxiety while improving climate

Productivity



Increase intentional time, focus, and performance on tasks



Health

Reduce substance misuse, mental illness, and legal involvement

Happiness



Promote relationships with peers, adults, and other individuals within the community

What is **pax** | Good Behavior Game ?

PAX GBG utilizes Evidence-based Kernels to teach **self-regulation** and **positive behavior** as a skill set.

Teachers implement the *evidence-based* **PAX Good Behavior Game** through typical classroom procedures.

PAX GBG creates **Nurturing Environments** which:

- Increase academic performance.
- Improve behavioral outcomes.
- Improve lifetime outcomes.















PAX_{is} PROVEN Prevention

PAX = Peace • Productivity • Health • Happiness



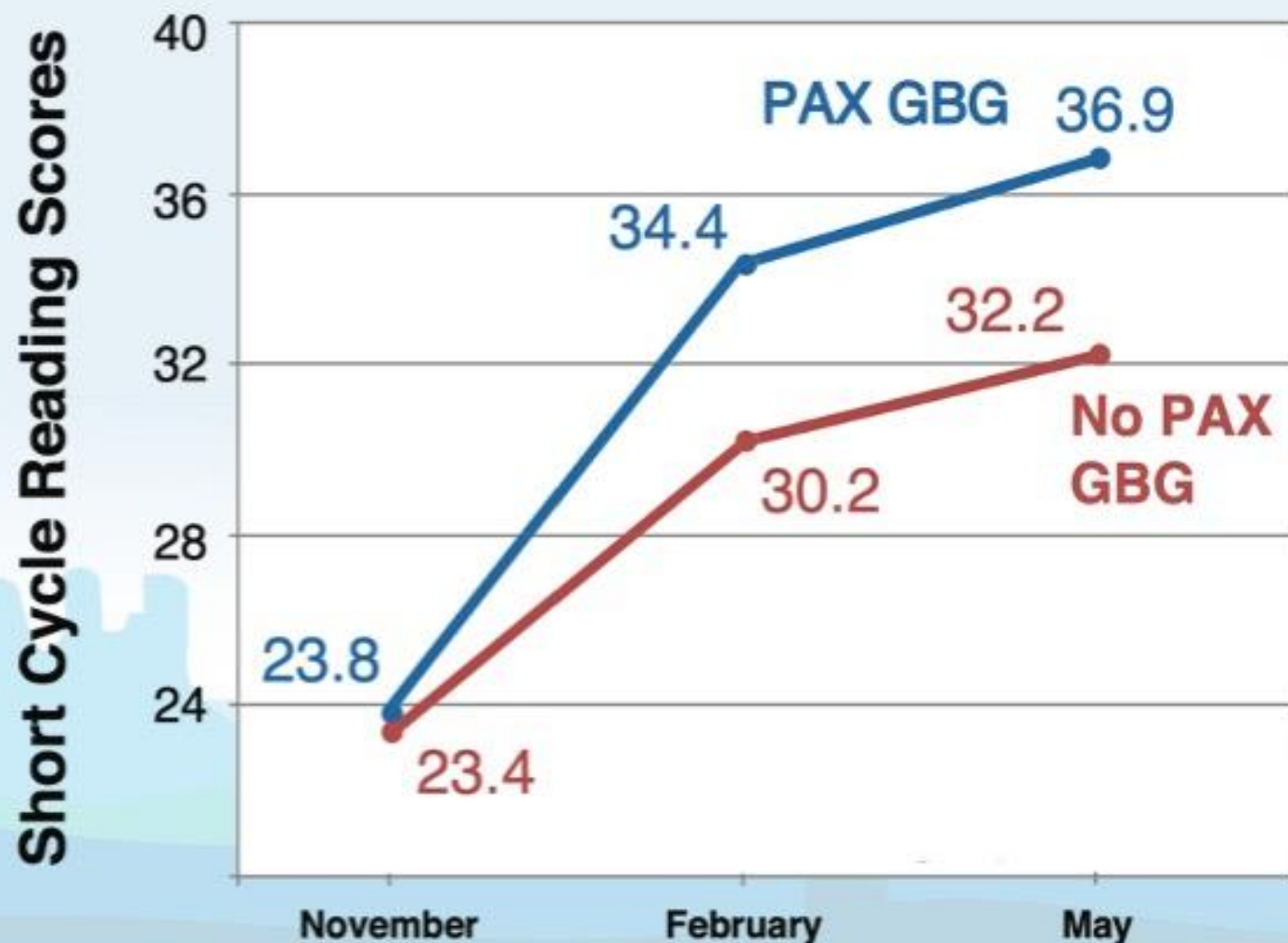
What are the benefits of **pax** Good Behavior Game ?

Immediate Benefits	Mid-range Benefits	Long-term Benefits
 Decreased problematic, disruptive behavior	 Improved reading levels for elementary students	 Increased high school graduation and college entrance
 Increased focused attention and time on task	 Increased standardized-test scores in mathematics and reading	 Reduced risk of mental, emotional, and behavioral disorders
 Increased pro-social, cooperative behavior	 Decreased teacher depression and workplace stress	 Decreased opioid and other drug misuse
 Increased teaching and learning time	 Reduced school violence and suspension	 Decreased suicide

What does PAX do?

PAX Improves Academic Outcomes

PAX GBG improved reading scores over students not receiving PAX GBG.



What does PAX do?

PAX Improves Teacher Wellbeing

Teachers reported decreased stress after implementing PAX GBG.

AFTER

implementing PAX GBG,
teachers reported
feeling LESS...

agitated

intolerant

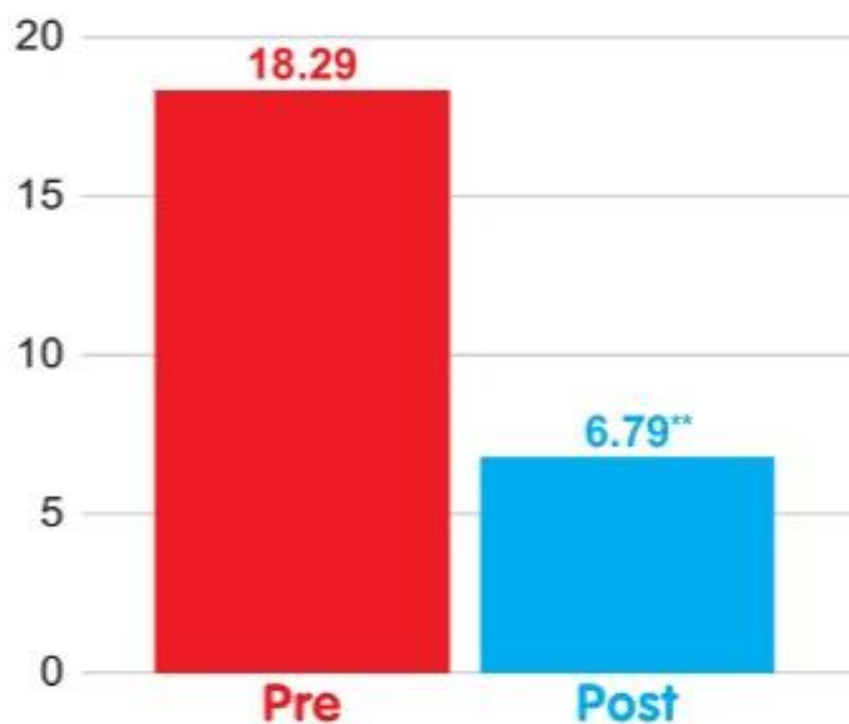
irritable

impatient

upset

nervous

PAX REDUCES TEACHER STRESS



**Reduced teacher stress after 5 months of PAX, $p < .001$

Ghaderi, A., M. Johansson & P. Enebrink (2017). Pilotstudie av PAX i skolan: En kultur Anpassad version av PAX Good Behavior Game. Stockholm, Sweden, Karolinska Institutet, 33.

How does PAX GBG work?

Unit 4: Strengthening PAX

Unit 3: Living PAX

Unit 2: Launching PAX

Unit 1: Learning PAX

More Strategies for PAX



- Teachers attend 6 hours of training from the PAXIS Institute to learn and understand PAX GBG.
- Teachers implement 10 research-based strategies during typical instruction.
- Teachers play the evidence-based PAX Good Behavior Game several times each day.
- Teachers receive guidance and ongoing assistance from internal and/or external supports.

Resources for PAX GBG Teachers



PAX integrates with and operationalizes common initiatives including:

PBIS

Positive Behavioral Interventions and Supports

SEL

Social-Emotional Learning

TIC

Trauma-Informed Care

MTSS

Multi-Tiered Systems of Support

PAX is **not something extra** teachers have to do - it is a way to do **what they already do**.

PAX Partners Support PAX Teachers

**1:1 Coaching and Support
for PAX Teachers**



**Classroom Modeling of Kernels
and PAX Game**



**Supporting Tier 2 and Tier 3
Implementations**



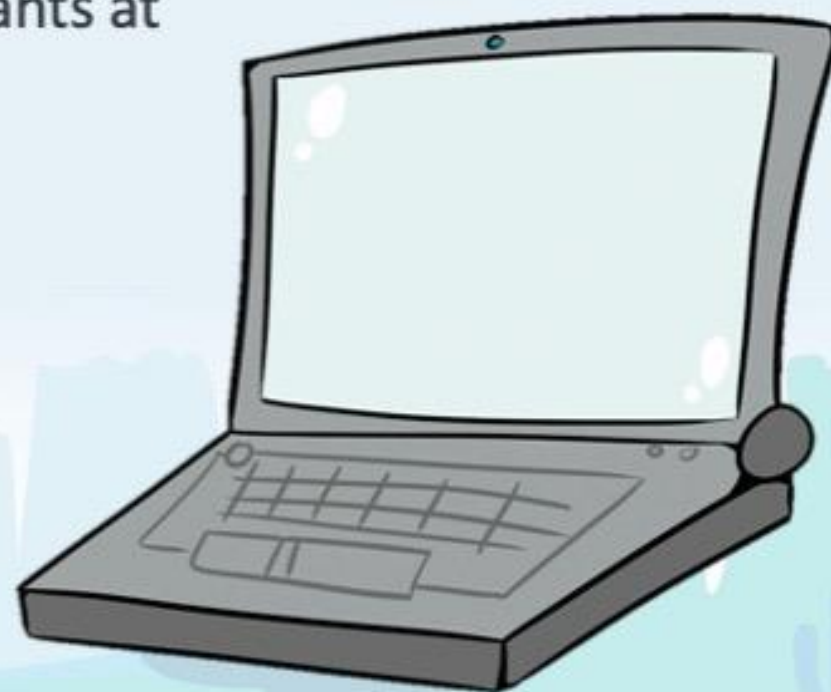
**Group Coaching for
PAX Teachers**

PAX creates a shared approach across systems



PAXIS trainings are offered virtually!

- **Blackboard Collaborate** provides for live synchronous training with participants at work or home.
- Multiple session options provide *flexibility* for limited professional development time.





Fully-funded Trainings for Arizona



Register for a training at
paxis.org/pax-Arizona

To schedule a training
email paxarizona@paxis.org



**Trainings funded by the Elementary and Secondary School
Emergency Relief (ESSER) Fund.**

Learn more about PAX!



Email

paxarizona@paxis.org

Visit

www.paxis.org/pax-arizona

Follow us on Facebook

@PAXISInstitute

References

Immediate Benefits of PAX GBG

1. Petras, H., Masyn, K., & Ialongo, N. (2011). The developmental impact of two first grade preventive interventions on aggressive/disruptive behavior in childhood and adolescence: an application of latent transition growth mixture modeling. *Preventive Science*. 12(3). 300-313. DOI: 10.1007/s11121-011-0216-7.
2. Ialongo, N., Werthamer, L., Kellam, S. G., Brown, C. H., Wang, S., & Lin, Y. (1999). Proximal impact of two first-grade preventive interventions on the early risk behaviors for later substance abuse, depression, and antisocial behavior. *American Journal of Community Psychology*, 27(5), 599-641.
3. Domitrovich, C. E., Pas, E. T., Bradshaw, C. P., Becker, K. D., Keperling, J. P., Embry, D. D., & Ialongo, N. (2015). Individual and school organizational factors that influence implementation of the PAX Good Behavior Game intervention. *Prevention Science*. DOI: 10.1007/s11121-015-0557-8.
4. Embry, D. D. (2002). The Good Behavior Game: A Best Practice Candidate as a Universal Behavioral Vaccine. *Clinical Child & Family Psychology Review*, 5(4), 273-297.

Mid-range Benefits of PAX GBG

1. Fruth, J. D. (2014). Impact of a universal prevention strategy on reading and behavioral outcomes. *Reading Improvement*. 51(3). 281-290.
2. Weis, R., Osborne, K., & Dean, E. (2015) Effectiveness of a Universal, Interdependent Group Contingency Program on Children's Academic Achievement: A Countywide Evaluation, *Journal of Applied School Psychology*. 31(3). 199-218.
3. Ghaderi, A., M. Johansson and P. Enebrink (2017). Pilotstudie av PAX i skolan: En kulturanpassad version av PAX Good Behavior Game. Stockholm, Sweden, Karolinska Institutet: 33.
4. Embry, D. D., Flannery, D. J., Vazsonyi, A. T., Powell, K. E., & Atha, H. (1996). Peacebuilders: a theoretically driven, school-based model for early violence prevention. *American Journal of Preventative Medicine*. 12(5). 91-100.

Long-term Benefits of PAX GBG

1. Bradshaw, C. P., Zmuda, J. H., Kellam, S. G., & Ialongo, N. S. (2009). Longitudinal impact of two universal preventive interventions in first grade on educational outcomes in high school. *Journal of Educational Psychology*. 101(4). 926-937.
2. Kellam, S. G., Hendricks Brown, C., Poduska, J., Ialongo, N., Wang, W., Toyinbo, P., Petras, H., Ford, C., Windham, A., & Wilcox, H. (2008). Effects of a universal classroom behavior management program in first and second grades on young adult behavioral, psychiatric, and social outcomes. *Drug and Alcohol Dependence*. 95(1) S5-S28. DOI: 10.1016/j.drugalcdep.2008.01.004.
3. Kellam, S. G., Wang, W., Mackenzie, A. C., Brown, C. H., Ompad, D. C., Or, F., Ialongo, N. S., Poduska, J. M., & Windham, A. (2014). The impact of the Good Behavior Game, a universal classroom-based preventive intervention in first and second grades, on high-risk sexual behaviors and drug abuse and dependence disorders into young adulthood. *Preventive Science*. 15(1). S6-S18. DOI: 10.1007/s11121-012-0296-z.
4. Wilcox, H. C., Kellam, S. G., Brown, C. H., Poduska, J. M., Ialongo, N. S., Wang, W., & Anthony, J. C. (2008). The impact of two universal randomized first-and second-grade classroom interventions on young adult suicide ideation and attempts. *Drug and Alcohol Dependence*. 95(1). S60-73. DOI: 10.1016/j.drugalcdep.2008.01.005.