



pax

Good
Behavior
Game

Jeu de la
bonne
conduite



The Good Behavior Game is presently the most proven prevention and protection tool an individual classroom teacher can use to improve the lifetime outcomes of each child in his or her classroom.

Who invented the Game?

A fourth-grade teacher invented the Game in 1967. It was tested for effects in 1969, and represents one of the most cited classroom studies in prevention science.

Why would a school want the Game?

The Game helps a teacher and school achieve their most important objectives: increase time for teaching and learning; increase engaged learning; increase reading scores, high-school graduation, and university entry.

How does the Game benefit a teacher?

The game reduces teachers' stress and student problem behaviors and increases teacher safety. The bottom line for teachers is that the Game delivers students who can be fully attentive and engaged in learning. A teacher can now use all of his or her resources to teach well.

How does the Game help students be students?

The Game teaches students to “flip on” their internal focus switch, required for any learning. It teaches students how to work toward valued goals, and teaches them how to cooperate with each other to reach those goals. Students learn how to self-regulate during both learning and fun. Students learn how to delay gratification for a bigger goal. And, the Game protects students against lifetime mental, emotional, behavioral, and related physical illnesses for their futures.

How does the Game affect school finances directly?

The Game reduces the need for special education services by 30% and significantly reduces absenteeism and vandalism.

How is the Game different from current strategies?

The Game teaches children to have voluntary control over the attention circuits in the brain and increases the ability to self-regulate when excited. Additionally, the Game reduces students' reaction to accidental reinforcement for negative behavior from peers and adults. The Game is not a curriculum. The Game is not a system of “consequences” for bad behavior. The Game mimics how our human ancestors learned to work together for mutual benefits.

How does the Game help families?

Scientific studies show families have a better home life.

Does the Game take away time from lessons?

No, it is used during lessons, and increases time for instruction by 25% or more during the year.

How does the Game work?

Teachers introduce a vision of a wonderful school, and then put children on balanced teams in the classroom. The teams “compete” to create more PAX for the whole classroom, which is good, and to have the fewest disturbances and disruptions—called “Spleems.” Students learn to play the Game longer and longer. PAX means peace, productivity, health, and happiness.

As the students succeed, they “win” simple activity rewards for a few seconds or minutes of fun, which help to wire the brain for success. Sometimes, students “bank” their wins.

Can the Game be integrated with other efforts?

Yes. Almost every scientifically proven strategy can work with the Game, such as PBS/PBIS, Roots of Empathy, Second Step, PATHS, etc.

How does the Game help society?

Just one year of using the Game in primary grades has lasting effects for 20 to 30 years—reducing most mental illnesses, crime, violence, tobacco use, alcohol addiction, suicide attempts, depression, etc. Students are more likely to graduate from high school and enter university, too.

How Cost Efficient is the Game?

The Game is like a behavioral vaccine (i.e., washing hands, fastening seatbelts), and it costs less than childhood medical vaccinations. GBG saves society, taxpayers, families, and children over \$14,300 per child lifetime.

How long does it take a teacher to learn this?

Not long. The Game is a skill, not a curriculum. The Game takes some practice and coaching. Most teachers can learn how and why the Game works in a few hours, in many different ways. Then, they need feedback in the classroom to get good at the Game, and teachers benefit by sharing success strategies and useful innovations.

Who recognizes the Game?

Every authoritative federal agency or scientific review group recognize the Game as an exemplary practice.

Can I learn more about the Game?

Easily. You can read about the research at the National Library of Medicine at www.pubmed.gov. Just search for “Good Behavior Game.”

www.GoodBehaviorGame.org

Do you want to speak to teachers, principals, superintendents, and other stakeholders about their personal experience? Just contact PAXIS Institute at 520-299-6770 (8am-5pm, Arizona time, M-F). The PAX Good Behavior Game is a trademark of PAXIS Institute.

What are some of the proven, long-term effects of PAX GBG?



First graders exposed to GBG for one year had these benefits at age 21.



OUTCOMES	STUDENT GROUPS	GBG CLASSROOM	STANDARD CLASSROOM
Drug abuse and dependence disorders	All males	19 percent 	38 percent
	Highly aggressive males	29 percent 	83 percent
Regular smoking	All males	6 percent 	19 percent
	Highly aggressive males	0 percent 	40 percent
Alcohol abuse and dependence disorders	All males and females	13 percent 	20 percent
Antisocial personality disorder (ASPD)	Highly aggressive males	40 percent 	100 percent
Violent and criminal behavior (and ASPD)	Highly aggressive males	34 percent 	50 percent
Service use for problems with behavior, emotions, drugs, or alcohol	All males	25 percent 	42 percent
Suicidal thoughts	All females	9 percent 	19 percent
	All males	11 percent 	24 percent



SOURCE: Kellam, S. G., Mackenzie, A. C., Brown, C. H., Poduska, J. M., Wang, W., Petras, H., & Wilcox, H. C. (2011). The good behavior game and the future of prevention and treatment. *Addict Sci Clin Pract*, 6(1), 73-84.
Read this and other studies about the Good Behavior Game at www.pubmed.gov

What are the sequence of benefits and outcomes of PAX?

Timeline of Benefits...

First Months

More time for teaching & learning Less stress for Staff & Students Steady Decline of Inattentive, disturbing behaviors

First Year

Better Attendance Fewer Referrals Fewer Service Needs Less Illness Happier Families Less Vandalism Better Academics

2nd & 3rd Years

ADHD Averted Oppositional Defiance Averted Special Education Averted

5-15 Years

No Tobacco Use Less Alcohol Addictions Less Conduct Disorders & Delinquency Less Depression Less Crime, Violence, Suicide High School Grad & University Entry

How do we estimate the long-term economic benefits?

Identify the number of Grade 1 students in your setting. Multiply the total Grade One students by \$14,300. That product is the approximate NET cost savings to schools, society, families, and the students at age 21, based on economic analyses.

Source: Aos, S., Lee, S., Drake, E., Pennucci, A., Klima, T., Miller, M., et al. (2011). Return on Investment: Evidence-Based Options to Improve Statewide Outcomes. (July), 8. Retrieved from <http://www.wsipp.wa.gov/rptfiles/11-07-1201.pdf>