



How does PAX Behavior Game differ from other versions of the good behavior game?

Begin by answering these questions, and check all that apply:

- Do you want a strategy with a proven track record in over 10,000 classrooms? Across grade levels in inner cities, suburban schools, small towns, on tribal lands and very remote communities?
- Do you want academic achievement to increase, including high-school graduation and college entry?
- Do you want to reduce teacher stress?
- Do you want increase time for teaching and learning?
- Do you want students' problematic behavior to decrease, and self-control to increase?
- Do you want connect with PBIS, Trauma Informed Care, and other initiatives?
- Do you want students' need for special education to decrease?
- Do you want to prevent childhood psychiatric disorders?
- Do you want to reduce lifetime substance abuse and suicidality among young people?
- Do you want to reduce the impact historic inequalities/disparities?

If you answered yes to any of these questions, ask for PAX Good Behavior Game®.







One year of effective implementation of PAX Good Behavior Game® produces powerful prevention results.

Two or more of years PAX GBG exposure are associated with larger increases of academic and mental-health benefits including reduction in suicides.

Good Reasons to Ask for PAX GBG

Two articles in *Clinical Child and Family Psychology Review* [2, 3] describe how the “gold-standard” scientific studies at Johns Hopkins University on PAX GBG were translated into powerful results in more than 10,000 classrooms throughout the United States, Canada and other countries.

This is why PAX GBG is the official version used in all new replications Johns Hopkins:

-  **Only PAX Good Behavior Game** has replicated early improvements in reading and math scores [4, 5], previously proven in the famous Johns Hopkins studies [6].
-  **Only PAX Good Behavior Game** has proven, dramatic reductions in problematic, off-task or disruptive behaviors in a semester [7-9] throughout the United States, Canada and Europe.
-  **Only PAX Good Behavior Game** has been proven to reduce mental, emotional, behavioral and psychiatric disorders in one semester [9, 10], just like the original studies at Johns Hopkins [6, 11].
-  **Only PAX Good Behavior Game** has been integrated and studied in combination with Trauma Informed Strategies, PBIS or Social Emotional Learning Curriculum [12].
-  **Only PAX Good Behavior Game** has studies showing changes in teacher stress, teacher efficacy, and related outcomes [13, 14].
-  **Only PAX Good Behavior Game** has published studies on the success of its coaching model [15, 16] to improve results, replicating the results from the original coaching procedures from Johns Hopkins [17].

Caution: Presently, other vendors advertising good behavior game materials or services have **no independent positive research results** related to outcomes from or have independent studies showing **adverse or harmful effects**. [1]

- ❖ **Only PAX Good Behavior Game's** coaching model intervention that has randomized studies showing teachers can successfully implement after in-person or online induction [18].
- ❖ **Only PAX Good Behavior Game** has multiple scientific replications by different independent researchers, and PAX GBG is used for all replications at Johns Hopkins University, where the acclaimed research on the good behavior game began.
- ❖ **Only PAX Good Behavior Game** has replications of results in Native American Tribal sites, frontier communities, rural communities, mid-sized communities, and urban/inner-city sites.
- ❖ **Only PAX Good Behavior Game** has replications in multiple countries: including the U.S., Canada, Estonia, Ireland, and the United Kingdom.
- ❖ **Only PAX Good Behavior Game** is being funded for implementation by schools, school districts, United Way, county/state/provincial agencies, insurance companies, health-care entities, and other discretionary state/provincial or county funds and voter approved levies.
- ❖ **Only PAX Good Behavior Game** has thousands of classrooms, schools and communities that you can visit to see this powerful strategy implemented, or newspaper articles from around the world that you can read about its successes.
- ❖ **Only PAX Good Behavior Game** has pre-packaged tools that you can use to prove that PAX GBG works for your classrooms, schools, or communities.
- ❖ **Only PAX Good Behavior Game** has proven tools to build cost-effective, sustainable prevention in your community—that have been widely replicated in the world.
- ❖ **Only PAX Good Behavior Game** can be up and running in your local classrooms in a few weeks, with all the tools you need to implement and see the difference in real time.

Cited References

1. Rasthofer D: **Evaluations of Two Violence Prevention Programs for Youth Show Little Impact.** In. Princeton, NJ: Robert Wood Johnson Foundation; 2012.
2. Embry DD: **The Good Behavior Game: a best practice candidate as a universal behavioral vaccine.** *Clinical Child & Family Psychology Review* 2002, **5**(4):273-297.
3. Embry DD, Biglan A: **Evidence-Based Kernels: Fundamental Units of Behavioral Influence.** *Clinical Child & Family Psychology Review* 2008, **11**(3):75-113.
4. Weis R, Osborne KJ, Dean EL: **Effectiveness of a universal, interdependent group contingency program on children's academic achievement: A countywide evaluation.** *Journal of Applied School Psychology* 2015, **31**(3):199-218.
5. Fruth JJ: **Impact of a universal prevention strategy on reading and behavioral outcomes.** *Reading Improvement* 2014, **51**(3):281-290.
6. Ialongo N, Werthamer L, Kellam SG, Brown CH, Wang S, Lin Y: **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* 1999, **27**(5):599-641.
7. Embry DD: **The Good Behavior Game: A Best Practice Candidate as a Universal Behavioral Vaccine.** *Clinical Child & Family Psychology Review* 2002, **5**(4):273-297.
8. Wilson DS, Hayes SC, Biglan A, Embry DD: **Evolving the Future: Toward a Science of Intentional Change.** *Brain and Behavioral Sciences* 2014, **37**(4):395-416.
9. Morgan M, O'Donnell M: **Evaluation of the PAX Good Behaviour Game Pilot Study: Final Report.** In. Dublin, Ireland: Northside Partnership; Midlands Area Partnership; 2015: 55.
10. Jiang D, Santos R, Mayer T, Boyd L: **Program Evaluation with Multilevel and Multivariate Longitudinal Outcomes.** In: *International Meeting of the Psychometric Society: 7/14/2015 2015; Beijing, China: International Meeting of the Psychometric Society; 2015: 21.*
11. Dolan LJ, Kellam SG, Brown CH, Werthamer-Larsson L, et al.: **The short-term impact of two classroom-based preventive interventions on aggressive and shy behaviors and poor achievement.** *Journal of Applied Developmental Psychology* 1993, **14**:317-345.
12. Domitrovich CE, Bradshaw CP, Greenberg MT, Embry D, Poduska JM, Ialongo NS: **Integrated models of school-based prevention: Logic and theory.** *Psychology in the Schools* 2010, **47**(1):71-88.
13. Pas ET, Bradshaw CP, Hershfeldt PA, Leaf PJ: **A multilevel exploration of the influence of teacher efficacy and burnout on response to student problem behavior and school-based service use.** *School Psychology Quarterly* 2010, **25**(1):13-27.
14. Fruth JD, Huber MJ: **Teaching Prevention: The Impact of a Universal Preventive Intervention on Teacher Candidates.** *Journal of Education and Human Development* 2015, **4**(1):245-254.
15. Becker KD, Darney D, Domitrovich C, Keperling JP, Ialongo NS: **Supporting universal prevention programs: A two-phased coaching model.** *Clinical Child and Family Psychology Review* 2013, **16**(2):213-228.
16. Becker KD, Bradshaw CP, Domitrovich C, Ialongo NS: **Coaching teachers to improve implementation of the good behavior game.** *Administration and Policy in Mental Health and Mental Health Services Research* 2013:No Pagination Specified.
17. Turkkan J: **The Good Behavior Game Manual.** In. Baltimore, MD: John Hopkins School of Hygiene and Public Health, Department of Mental Hygiene; 1988: 38.
18. Becker KD, Bohnenkamp J, Domitrovich C, Keperling JP, Ialongo NS: **Online training for teachers delivering evidence-based preventive interventions.** *School Mental Health* 2014, **6**(4):225-236.

Visit www.GoodBehaviorGame.org

Contact: info@paxis.org 1-877-GO-PAXIS

