Integrating PAX-GBG with Positive Behavioral Interventions and Supports (PBIS)

A collaboration among Johns Hopkins Bloomberg School of Public Health, Baltimore City Public School System, Penn State University, the PAXIS Institute, & PBIS Maryland

Dennis Embry & Catherine Bradshaw
Overview

• Why integration of PAX/GBG and PBIS
• Overview of PBIS for whole school
• Overview PAX GBG for classrooms?
• Process of integration
• Questions and answers
PBIS is…
- For whole school
- A framework
- Is universal (green), selective (yellow), and indicated (red)
- From behavior analysis
- Has an organizational emphasis
- Adult driven
- Can be adapted to address home/school connection

PAX GBG is…
- For classroom and can be school wide
- A recipe of strategies
- Is universal (green), selective (yellow), and indicated (red)
- From behavior analysis with cognitive strategies
- Adult and kid driven
- Usable at home
Side-by-Side

PBIS measures…
- “What’s going on” by school referrals & disciplinary data
- “Is it working” by reductions in problems
- “Are we using it correctly” by implementation scores
- “What next?” by measuring student outcomes, service use, etc.

PAX measures…
- “What’s going on” by class observations of “Spleems”
- “Is it working” by reductions in Spleems
- “Are we using it correctly” by “Perfect PAX” scores
- “What next?” by measuring academic, behavioral, and service use outcomes.
A Few Observations & Lessons Learned from Our Research

- Challenges drilling down to classroom and teachers
- On-site technical assistance (coaching) is critical
- Importance of coordinated and integrated prevention efforts
- Need for training on social-emotional skills and classroom management at all levels
- More is not always better, focus on integration
• Single interventions are likely insufficient
• Integrated models reduce overlap
• Shared scientific models likely increase effects
• Integrated models reduce repetition and duplication, with greater cost efficiency.

Rationale for Integrated Models of Prevention
Model of the Integration Process

(Domitrovich, Bradshaw, Greenberg et al., 2009; Psychology in the Schools)
• PBIS provides institutional context for PAX efforts.
• PBIS provides natural stakeholders for PAX results.
• PBIS structures adult reinforcement of prosocial behaviors, and PAX expands proven tools for that.
• PBIS is natural partner for PAX as powerful Tier 1 and response-to-intervention strategy
• PAX significantly expands the proven toolbox of PBIS
• PAX empowers students to reinforce prosocial behavior in each other and adults, in support of PBIS.
• PAX averts why most students receive any type of PBIS referrals for selected or indicated services.
• PAX classroom data predict high or low referrals; PAX is the most powerful, compatible Tier 1 effort.
• PAX provides Tier 2 and 3 adaptations, based on scientific evidence.
Both PBIS and PAX apply mutually supportive behavioral, social learning, & organizational behavioral principles.

Both significantly change adult behavior to influence student behavior.

Both can implemented in any school level, type, or setting, as non-curricular strategies.

Both use a coaching and public-health model, as an “environmental” strategy.
Brief Summary of Tier 1 PBIS Trial on School Climate

- PBIS training associated with significant improvements in staff members’ report of school climate and organizational health
- Significant impacts on:
  - Principal leadership, collegial relationships, academic emphasis, recourse influence, institutional integrity, and overall organizational health
- Schools starting with lower levels of organizational health tended to take longer to reach high fidelity PBIS implementation, but improved the most

(Bradshaw, et al., SPQ, 2008; Bradshaw et al. Prevention Science, 2009)
Brief Summary of Tier 1 PBIS Trial on Student Outcomes

- Reduced *school-level suspensions* by 33%
- Students in PBIS schools were 32% less likely to receive an *office discipline referral*
- A positive effect for school-level *academic performance* (Bradshaw et al., *JPBI*, 2010)
- Significant reductions in teacher-rated behavior problems
  - Rejection & bullying (Waasdorp, Bradshaw, & Leaf, 2012)
  - Service use (e.g., counseling, special education referral, office referrals)
  - Reductions in concentration problems and aggressive/disruptive behavior, and improvements in prosocial behavior and emotion regulation (Bradshaw et al., 2012)
    - Some indication that the intervention effects are strongest the earlier students are exposed to PBIS (Bradshaw et al., 2012)
  - Effects strongest for at-risk and high-risk students
Brief Summary of Findings from Tier 2 PBIS Trial

- Students in the Tier 1 + 2 schools were 20% less likely to receive classroom-based behavioral services than those in Tier 1 schools.
- Over time, fewer students received special education services in the Tier 1 + 2 schools than in the Tier 1 schools.
- Tier 1 + 2 school students had significantly higher achievement than students in Tier 1 schools.

Could these results be even better?

(Bradshaw, Pas, Goldweber, Rosenberg, & Leaf, 2012)
PBIS Tiered Prevention Model

**Theory vs. Reality**

**Theory**
- Intensive, Individually Designed Interventions
  - Counseling, etc.
  - 1-5%
- Targeted or Group Interventions
  - Mentoring, etc.
  - 5-10%
- Core Curriculum
  - Classroom practices
  - 80-90%

**Reality in Your School?**
- __________%
- __________%
- __________%
Summary of what we hear

• Teachers and staff want their students to
  – be better able to manage behavior
  – regulate emotions
  – get along well with each other

• Teachers and staff want tools & strategies to
  – cut disruptions & maximize time
  – reduce pressure and stress on teachers
  – reduce revolving door office referrals

*Grow the Green with PAX!
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>STUDENT GROUPS</th>
<th>GBG CLASSROOM</th>
<th>STANDARD CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug abuse and dependence disorders</td>
<td>All males</td>
<td>19 percent</td>
<td>38 percent</td>
</tr>
<tr>
<td></td>
<td>Highly aggressive</td>
<td>29 percent</td>
<td>83 percent</td>
</tr>
<tr>
<td></td>
<td>males</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular smoking</td>
<td>All males</td>
<td>6 percent</td>
<td>19 percent</td>
</tr>
<tr>
<td></td>
<td>Highly aggressive</td>
<td>0 percent</td>
<td>40 percent</td>
</tr>
<tr>
<td></td>
<td>males</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol abuse and dependence disorders</td>
<td>All males and females</td>
<td>13 percent</td>
<td>20 percent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antisocial personality disorder (ASPD)</td>
<td>Highly aggressive</td>
<td>40 percent</td>
<td>100 percent</td>
</tr>
<tr>
<td></td>
<td>males</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violent and criminal behavior (and ASPD)</td>
<td>Highly aggressive</td>
<td>34 percent</td>
<td>50 percent</td>
</tr>
<tr>
<td></td>
<td>males</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service use for problems with behavior,</td>
<td>All males</td>
<td>25 percent</td>
<td>42 percent</td>
</tr>
<tr>
<td>emotions, drugs, or alcohol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suicidal thoughts</td>
<td>All females</td>
<td>9 percent</td>
<td>19 percent</td>
</tr>
<tr>
<td></td>
<td>All males</td>
<td>11 percent</td>
<td>24 percent</td>
</tr>
</tbody>
</table>


Read this and other studies about the Good Behavior Game at [www.pubmed.gov](http://www.pubmed.gov)
PAX/GBG and PBIS

Integrating Evidence-Based Interventions

**PAX GBG:**
Classroom strategies system and process for additional skill development of children and adults

**PBIS:**
A system or framework to support staff in fostering a positive learning environment for all students
Overall Goal of Integration

• Build on school-wide PBIS
• Promote a safe, supportive, and positive classroom through PAX
• Form better connections between classroom- and school-wide expectations, activities, and supports
PAX/GBG

The PAX/GBG strategies focus on teaching emotion self-regulation and self-control of behavior skills that are necessary when the students are trying to follow the PBIS behavioral expectations that are already in place at your schools.
Organizational Factors Associated with Implementation Quality

- **Administrative Support** (Kam et al., 2003; Payne et al., 2006; Rorhbach et al., 2005)

- **School Climate & Organizational Health** (Gottfredson & Gottfredson, 2002; Kallestad & Olweus, 2003)

  *PBIS significantly improves schools organizational climate (Bradshaw et al., 2008, 2009)*

  *And,*

  *PAX GBG improves school climate from child’s perspective*
Framing PAX in a PBIS School

- Grow the green
- Schoolwide involvement
- Build on PBIS first
- Explicit connections to PBIS through coaches
- PAX provides the classroom system of support
- Emphasis on data
Saving Time in Your Classroom With PBIS and PAX

• PBIS helps to *reduce*
  – amount of time students spend outside of class (≈ 40 minutes per referral)
  – amount of time teachers and administrators spend on discipline problems (≈ 20 minutes per referral)

• PAX helps to
  – *optimize* the time spent in the classroom, and reduce causes of being sent outside class.
How would life be different if you had 20+ more days to teach (without adding days to the school year)?
Time Lost in Minutes Per Week

- **Transitions**: Current (588) - 375, After PAX (102) - 50
- **Disruptions**: Current (588) - 183, After PAX (102) - 46
- **Resolving**: Current (588) - 30, After PAX (102) - 6
## The Big Picture

<table>
<thead>
<tr>
<th>Time Lost Before PATHS to PAX</th>
<th>588 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Lost After PATHS to PAX (-)</td>
<td>102 Minutes</td>
</tr>
<tr>
<td>Minutes Gained</td>
<td>486 Minutes</td>
</tr>
<tr>
<td>Time Spent on PATHS to PAX (-)</td>
<td>95 Minutes</td>
</tr>
<tr>
<td>Instructional Time Gained</td>
<td>391 Minutes</td>
</tr>
</tbody>
</table>

391 minutes/week = 6.5 hours/week = 26 Days a Year!
Ideas to combine PBIS Incentives and the PAX Game

• Continue to give out PBIS incentives (e.g., bucks/cash) to students demonstrating the PBIS behavioral expectations or for following the PAX cues or winning the PAX Game.

• May use PBIS incentives:
  – To give out to the winning teams in the Game
  – To give out to those who recover from a Spleem
  – To reward good behavior which is consistent with the PBIS behavioral expectations when not playing the Game
  – To reward students meeting the behavioral expectations school-wide (e.g., hallways, cafeteria, bathrooms, auditorium)
### Common Language

<table>
<thead>
<tr>
<th><strong>PBIS</strong></th>
<th><strong>PAX GBG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Red Zone” student</td>
<td>PAX to Max (formerly “Constant Spleemer”)</td>
</tr>
<tr>
<td>Behavior expectations (e.g., 4 R’s = Respect Yourself, Others, Property, &amp; Learning; Be Ready, Respectful, &amp; Responsible)</td>
<td>Behavior expectations/PAX cues (e.g., “PAX quiet,” “PAX hands,” “PAX voices,” “PAX Leaders”)</td>
</tr>
<tr>
<td>PBIS incentives (e.g., Cash/Bucks)</td>
<td>PAX Everywhere Cards</td>
</tr>
<tr>
<td>Good behavior referrals/notes</td>
<td>Peer and home “Tootles”</td>
</tr>
</tbody>
</table>
Tips for Successful Integration

• Be Creative
• Find ways to incorporate PAX with all programs within your school
• Teach the rules/expectations using both PBIS behavioral expectations and PAX cues and language
• Make sure everyone is on board and is being consistent
• Use common language
• Have fun!

Together, we can make the world better for all.
Suggested reading on the Integrating PBIS and Social-emotional Learning (SEL)


11 Step Process for Integration

• Step 1. Commit to a coordinated implementation of PBIS+PAX.
• Step 2. Secure staff and broader community buy-in for PBIS+PAX implementation and integration.
• Step 3. Engage stakeholders to form a PBIS+PAX integration steering committee or team.
• Step 4. Develop a shared vision to implement an integrated PBIS+PAX approach at the school.
• Step 5. Assess school-wide strengths, weaknesses, opportunities, and threats (SWOT analysis) to integrated PBIS+PAX implementation.
11 Step Process for Integration (cont)

- Step 6. Review and select PBIS+PAX programming and formulate decision-making guidelines about referral.
- Step 7. Create an action plan for integration, based on the assessment, which includes alignment of purpose, goals, benchmarks, and a common timeline.
- Step 8. Create and provide on-going professional development activities.
- Step 9. Integrate PBIS+PAX model launch.
- Step 10. Provide on-going technical assistance at district and state levels.
- Step 11. Evaluate and refine for continuous improvement.
Common Questions We Hear from the Field

• Is there a set classroom management system or program for PBIS?
• Can PBIS be integrated with other programs?
• Do PBIS and PAX GBG follow a similar theoretical framework?
• Is it ok to count the problem behaviors when playing the PAX GBG game if we are also implementing PBIS?
  – Can we just count the positives instead?
Follow-up reading

  This chapter by Catherine Bradshaw and colleagues describes key principles outlined in this presentation integrating PBIS with social-emotional-learning strategies. This covers key outcomes of PBIS, and how integration helps improve student wellbeing.

  This chapter describes the full efforts to integrate PBIS, the PAX Good Behavior Game and PATHS (Positive Alternative Thinking Skills), which form much of the basis for the presentation today.

  The preface to the PAX Good Behavior Game manual (3rd Edition, 4-6th printings) describes the core science and practices that facilitate integration with PBIS goals.