he 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.

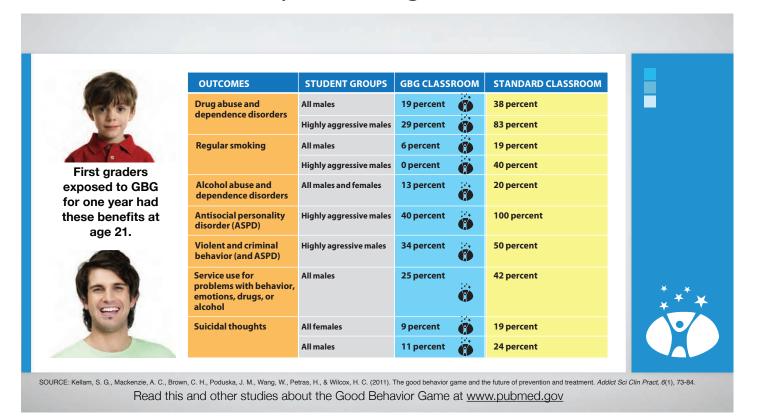
Can I learn more about the Game?

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?



What are the sequence of benefits and outcomes of PAX?

Timeline of Benefits...

THICK OF BUILDING						
First Months						
More time for teaching & learning		Less stress for Staff & Students		Steady Delince of Inatttentive, disturbing behaviors		
First Year						
Better Attendance		Fewer Service Needs	Less Illness	Happier Families		Better Academics
2nd & 3rd Years						
ADHD Averted	Oppositional Special Education Defiance Averted Averted					
5-15 Years						
No Tobacco Use	Less Alcohol Addictions	Less Conduc Disorders & Delinquency	Depr	ess L ession	,	High School rad & 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