Evolution & Education: Good Behavior Game & the Challenge of Spreading Best Practices

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What is PAX Good Behavior Game?
Increasing Psychological Flexibility & Safety
Increasing Psychological Flexibility & Safety

**See**
- bullying
- taunting
- threatening
- violence
- fighting
- people saying hateful words
- no’s on the bus and contracts
- force
- spitting
- restrictions
- goofing around
- biting

**Hear**
- people saying “shut up
- bad language
- paper planes on the bus
- arguing
- whining
- grunting & groaning
- stomping & kicking
- hitting
- crying
- bad reports
- screaming
- punch impacts
- things being thrown
- selfishness

**Feel**
- angry
- pinching, punching
- kicking
- tired
- scared
- bullied
- hurt
- loneliness
- pushing & shoving
- danger
- sad, mad, shy
- jealous
- agitated
- nervous
- selfishness
- guilty

**Do**
- kicking & hit
- scream
- fidgeting
- meanness
- name-calling
- not following directions
- noise-making
- messy/careless work
- getting mad or impatient
- being unfocused
- spitting
- time-out work
- angry
Limit Problematic Behavior in Six to 8 weeks

Changes In Observed Student Behaviors

Disruptive, Disturbing, Inattentive Behaviors per Student per Hour

Students = 3,329

-38%

-43%

-38%

Bloomfield  Espanola  Santa Fe

Baseline  Post-PAX Good Behavior Game
Limiting problematic behaviors rapidly

3-Month Impact of PAX in Eight US School Districts on Disturbing, Disruptive and Inattentive Behaviors Per 15 minutes

- Baseline Before PAX
- PAX Kernels & Language
- After PAX Game

N = 186 Teachers
Rich Reinforcement of Prosocial Behaviors
Reducing Problematic Behaviors

One-Semester Benefits of Province-Wide Mental-Health Benefits of PAX GBG v. Control

<table>
<thead>
<tr>
<th></th>
<th>Moderate Problems Students Moving to Low Risk</th>
<th>High Problem Students Moving to Moderate Risk</th>
<th>High Problem Students Moving to Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAX Control</td>
<td><img src="image" alt="Graph showing data" /></td>
<td><img src="image" alt="Graph showing data" /></td>
<td><img src="image" alt="Graph showing data" /></td>
</tr>
<tr>
<td>Improved Mental-Health</td>
<td>• Fewer conduct problems</td>
<td>• Fewer emotional problems</td>
<td>• Less hyperactivity</td>
</tr>
<tr>
<td></td>
<td>• Fewer peer problems</td>
<td></td>
<td>• Better prosocial skills</td>
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</tbody>
</table>

N ≈ 5,000

Reduce Toxic Influences

ACES
Organize Children’s Futures using Common Pool Resources Model
Ostrom’s Principles…

1. **Strong Group Identity**: a strong sense of group purpose.

2. **Proportional Costs & Benefits**: All those who are involved, participate, work, support, get benefits in proportion to their efforts.

3. **Consensus Decision Making**: People work hard for group decisions.

4. **Monitoring**: Most want to cooperate but there is a temptation to slack off, thus a need to monitor good behavior.

5. **Graduated Sanctions**: Reminders to keep people who are slacking.

6. **Fast & Fair Conflict Resolution**: Conflict resolution strategies are regarded as fair by all parties.

7. **Local autonomy**: People and groups have the authority to manage their own affairs.

8. **Fractal or Multi-Level Governance**: Many cooperating groups use the same principles as above—building synergies across scale.
Switching on the brain for prosocial behaviors
Predicted Benefits of PAX GBG in Your School, District, Tribe or Community When First Grade Students Reach Adulthood After 1-2 Years of PAX GBG Exposure*

**Site Estimate for:** United States Annual First - Grade Cohorts

<table>
<thead>
<tr>
<th>Enter number of First Graders at school, district, Tribe or community</th>
<th>4,000,000</th>
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<tbody>
<tr>
<td>344,080</td>
<td>Fewer young people will need any form of special education services</td>
</tr>
<tr>
<td>222,640</td>
<td>More boys will likely graduate from high school.</td>
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<tr>
<td>267,168</td>
<td>More boys will likely enter university</td>
</tr>
<tr>
<td>355,020</td>
<td>More girls will likely graduate from high school (less teen pregnancy)</td>
</tr>
<tr>
<td>277,420</td>
<td>More girls will likely enter university</td>
</tr>
<tr>
<td>38,861</td>
<td>Fewer young people will commit and be convicted of serious violent crimes</td>
</tr>
<tr>
<td>384,560</td>
<td>Fewer young people will likely develop serious drug addictions</td>
</tr>
<tr>
<td>263,120</td>
<td>Fewer young people will likely become regular smokers</td>
</tr>
<tr>
<td>141,680</td>
<td>Fewer young people will likely develop serious alcohol addictions</td>
</tr>
<tr>
<td>194,000</td>
<td>Fewer young women will likely contemplate suicide</td>
</tr>
<tr>
<td>263,120</td>
<td>Fewer young men will likely attempt suicide</td>
</tr>
</tbody>
</table>

$52,080,000,000 Predicted financial net savings to students, families, schools, communities, state/federal governments
Suggested Resources for Bringing PAX Good Behavior Game and Evidence-Based Kernels to Communities

PAXIS Institute, an international prevention science company founded in 1998, is pleased to provide some of following resources to assist communities, provinces or states, or even whole nations to move toward population-level, universal prevention of mental, emotional, and behavioral disorders among young people, including the PAX Good Behavior Game.

The scaling-up principles and policy strategies are described in:

Available at:
www.researchgate.net/profile/Dennis_Embry/publications
For background resources about the theory and development of PAX GBG including about launching it, please download this:

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