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 $4,637 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 1-877-GO-PAXIS (8am-5pm, Arizona time, M-F). The PAX Good Behavior Game is a registered 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.**


Read this and other studies about the Good Behavior Game at [www.pubmed.gov](http://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 Delince of Inatttentive, 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 $4,637. That product is the approximate NET cost savings to schools, society, families, and the students at age 21, based on economic analyses.

PAX teaches students self-regulation, self-control, and self-management in context of collaborating with others for peace, productivity, health and happiness. PAX is not a classroom management program, but it makes managing classrooms a breeze. How Does PAX GBG Work?

1. With facilitation from adults, the children create a visual map of what they would see, hear, do and feel more and less of in a wonderful classroom. This task is done very carefully, and it is revised often to keep it alive. The things that would happen more are called PAX (Peace, Productivity, Health and Happiness). The things that would happen less are called SPLEEMS. Very soon, children automatically discriminate between PAX and SPLEEMS, vital for learning sustainable self-regulation and attention.

2. The job of teachers and other adults is to notice PAX often, and record SPLEEMS very accurately. The other job of teachers and adults is to set up conditions of success for students to create PAX, and not to foster SPLEEMS either intentionally or unintentionally. Adults learn not to nag, scold, or lecture about SPLEEMS—lest students learn to play “Teacher Nintendo.”

3. Children learn to practice making more PAX and “sweeping away” SPLEEMS as cooperative teams to “make their world a better place.”

4. A classroom (or other) adult acts as “umpire” for “playing” a PAX game during normal classroom or broader school activities several times a day. These PAX games might occur during math or reading, during transitions, in the library or going to bathroom breaks, on a field trip, and eventually in cafeteria and even buses.

5. A classroom typically has 3-5 PAX teams at any given time. These can be structured in many different ways to suit particular needs. Because PAX is designed in part to teach students how to cooperate and get along with all types of people—a critical lesson for life, the teams are “balanced,” including different types of children. All of the “problem” children should never be placed on one team nor should any be excluded from playing. The teams are frequently rotated, so that children learn how to help each other succeed.

6. Every team can win—if the team has three or fewer SPLEEMS during the time they play a PAX game. The teacher or adult is the umpire of SPLEEMS. The game will not work well if the adults try to make it a winner-take-all situation, in which only the team with the fewest SPLEEM wins. It will not work well if the adults have fits over SPLEEMS, since just like everyone poops, everyone SPLEEMS—including adults.

7. PAX Games start very briefly—a minute or two, then increases in time as students win 12 out 15 games each week.

8. Teams and the classroom accumulate PAX minutes by playing the game for longer and longer times, while still only getting three or fewer SPLEEMS. The students love seeing themselves making more and more PAX, which brings them peace, productivity, health and happiness. They and the adults have a lot of good old-fashioned, fun—without any batteries required.

9. The PAX Games should be played at least three times a day during normal activities. The kids learn this quickly, although adults
10. When the kids win a PAX game, they earn a randomly selected, silly, fun, and intrinsically-motivating activities for a few seconds or minutes. They might earn a 10-second giggle fest, or a 30-second dancing jig or one minute to whisper to their friends. There are hundreds of these that the adult can put in or not into the “Granny’s Wacky Prize” box, and the children will eagerly invent new suggestions that don’t involve material, extrinsic stuff. These active, fun intrinsic rewards teach children two related skills: how to self-regulate under conditions of excitement and how to self-regulate when one doesn’t “win” or achieve a desired goal immediately. Again, these are lifetime skills, which involve different neural circuits than paying attention to learning tasks.

11. Students and adults learn to write “Tootle Notes” (the Opposite of Tattles) to each other: student-to-student, student-to-adult, adult-to-adult, and adult-to-student. This helps sustain and build PAX.

12. As both the classroom adults and students become adept at PAX, the students develop an extraordinary ability to turn on their attention voluntarily, to go up and down in excitement with grace; to handle distractions and disappointment well; to cooperate for common goals with other people of differing abilities and skills; and to notice and savor the joys of life that they created. The students become mindful of themselves, each other, and the adults around them. In word, the young people become good students of themselves and their world.

**Common Questions and Answers**

**Does PAX take away time from teaching and learning?** No, after you and your students learn to use PAX well, you will gain 1-2 hours a day for high-quality teaching and learning.

**Does PAX work for children who come from very difficult or chaotic situations?** Yes. In fact, PAX has biggest effects on the children with the most disadvantages.

**Do I have to give up what I am doing right now for classroom management?** No, though most teachers find that they no longer need all the negative consequences like the red, yellow and green cards.

**Does PAX transfer to home situations?** Yes, and there are tools to help with that. The children will spread it.

**Is it important to use special language of PAX, Spleems, Granny’s Wacky Prizes, Tootles, etc.?** Very, for many reasons: 1) it’s fresh and reduces automatic, conditioned negative behavior; 2) it rapidly helps the students generalize their self-regulation skills; 3) it unites children in a bigger purpose than following the rules; 4) it appeals to children; and 5) there is a great deal of science behind it.

**Can PAX be part of an IEP or Individual Educational Plan and/or Positive Behavioral Supports?** Yes.

**If I am a good teacher and my students are doing well, will PAX still help?** Absolutely, this has been shown to be helpful in virtually every case. It makes a great teacher even better.

**How will I learn more about PAX?** The manual and training have many tips and techniques for PAX, available from PAXIS Institute. Please read your manual. It contains much wisdom form thousands of teachers who have gone before you learning PAX. A new website will have additional supports.