Implementing the Good Behavior Game: A Universal Prevention Strategy to Promote Student Success in the Classroom and Beyond

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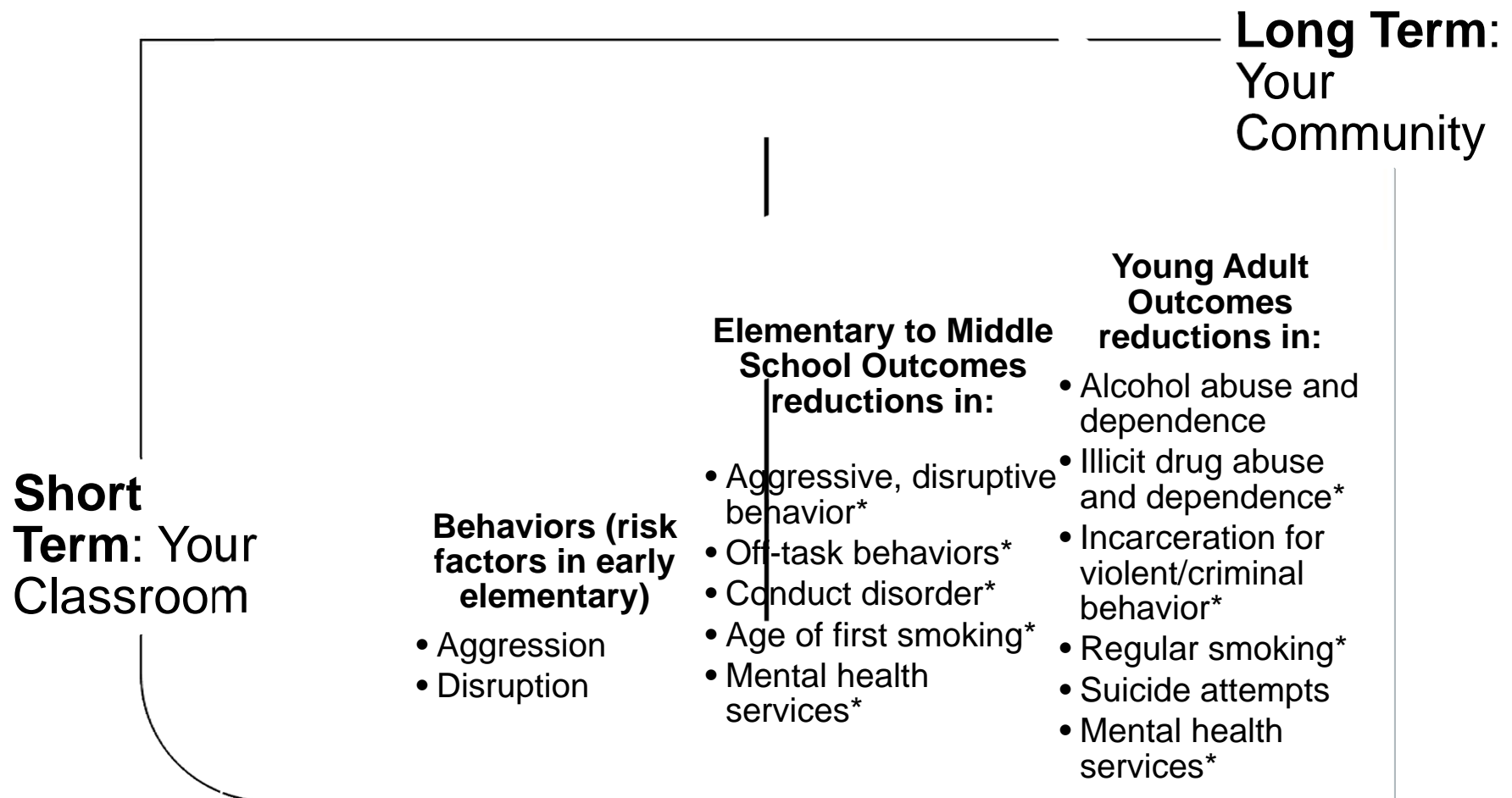- NIDA: R01DA030452

Objectives

- Good Behavior Game (GBG) Overview

- Considerations in Moving from Effectiveness to Implementation Research

- Lessons Learned

- Next Stage

Good Behavior Game (GBG)

Team-based classroom management strategy that promotes

- Self-control

- On-task behavior

- Focused attention

- Positive social relationships

Benefits of GBG: USA Studies

Long Term: Your Community

Short Term: Your Classroom

Behaviors (risk factors in early elementary)

- Aggression
- Disruption

Elementary to Middle School Outcomes reductions in:

- Aggressive, disruptive behavior*
- Off-task behaviors*
- Conduct disorder*
- Age of first smoking*
- Mental health services*

Young Adult Outcomes reductions in:

- Alcohol abuse and dependence
- Illicit drug abuse and dependence*
- Incarceration for violent/criminal behavior*
- Regular smoking*
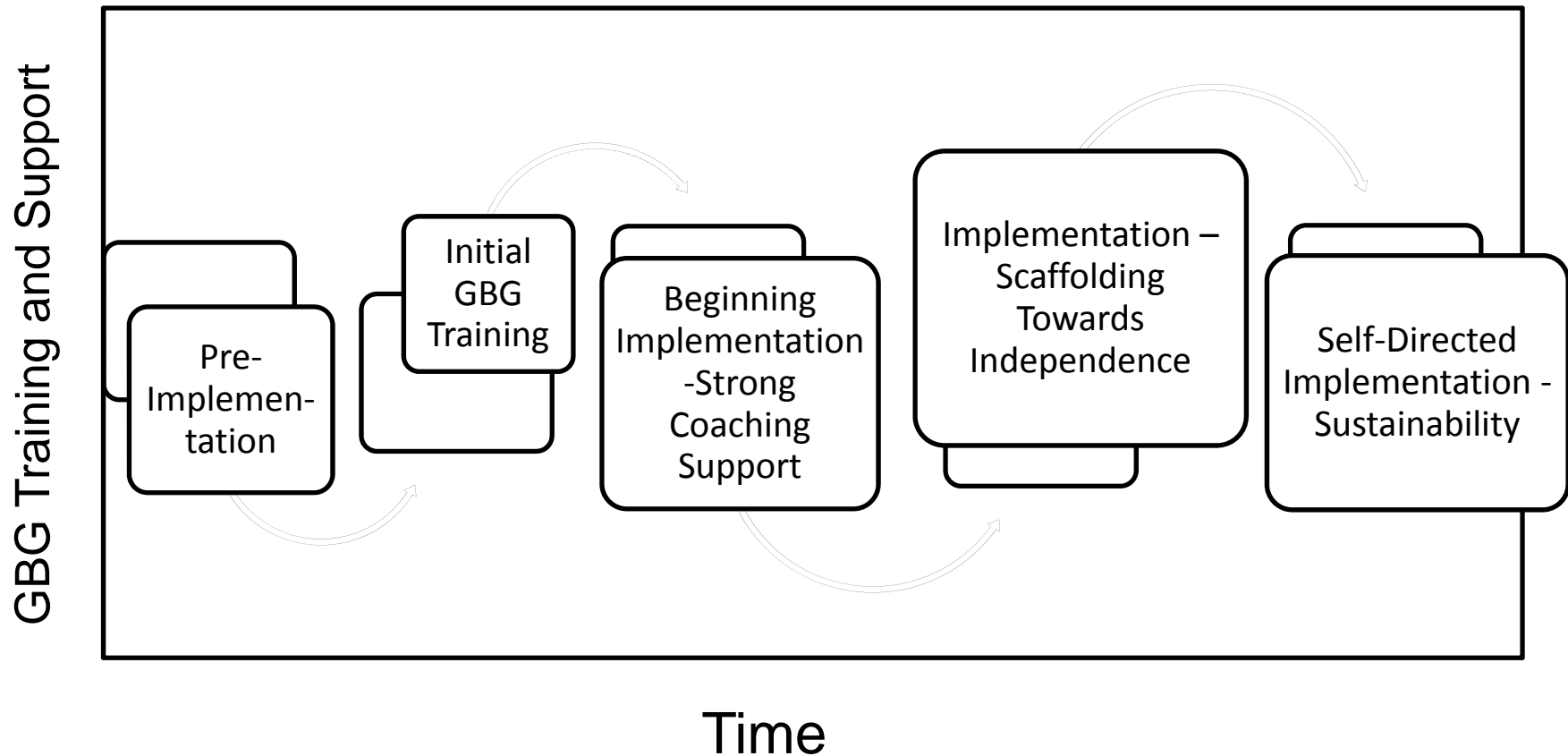- Suicide attempts
- Mental health services*

Effectiveness to Implementation

Challenge: Evidence-based programs not showing outcomes seen in RCTs.
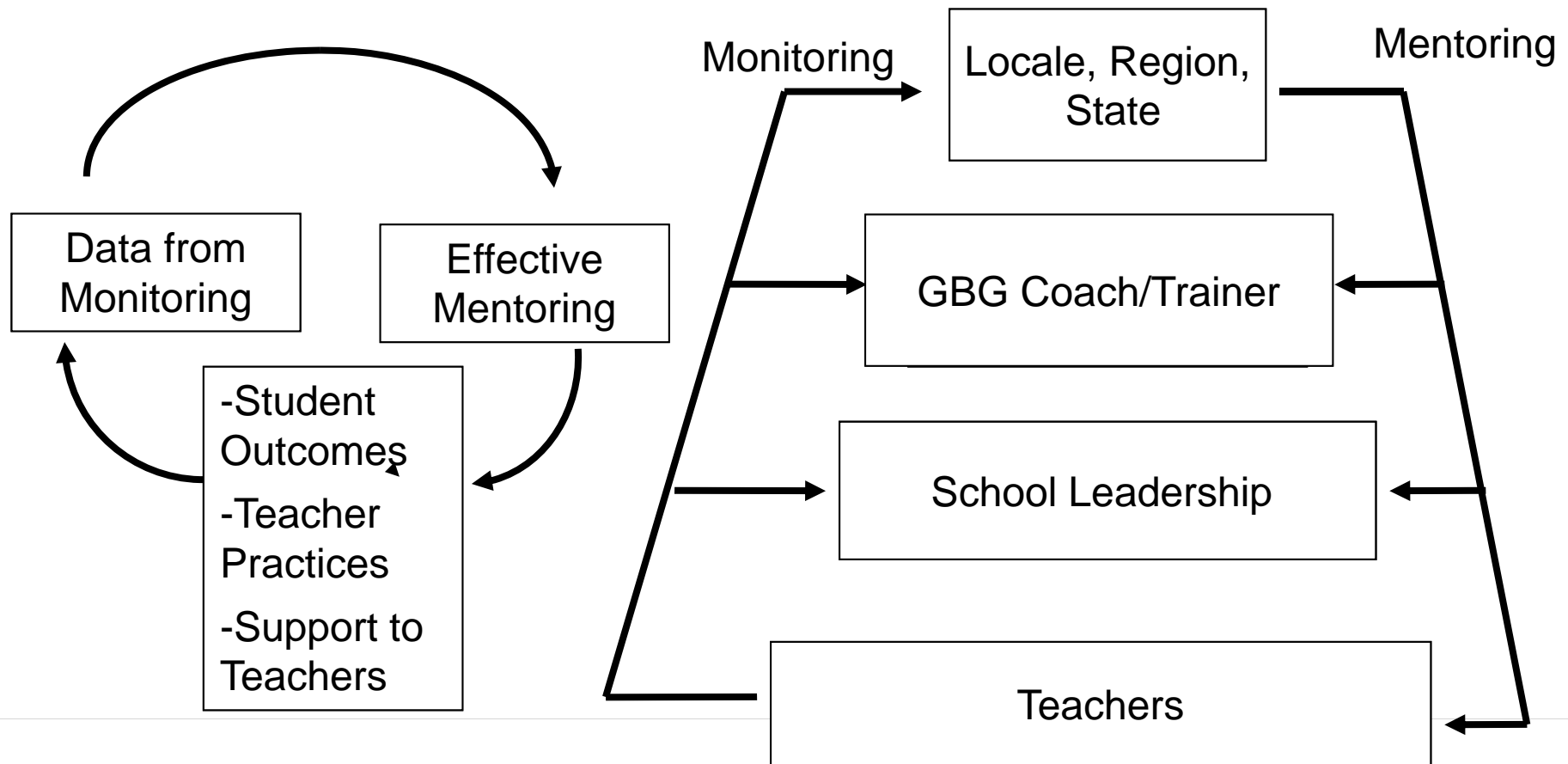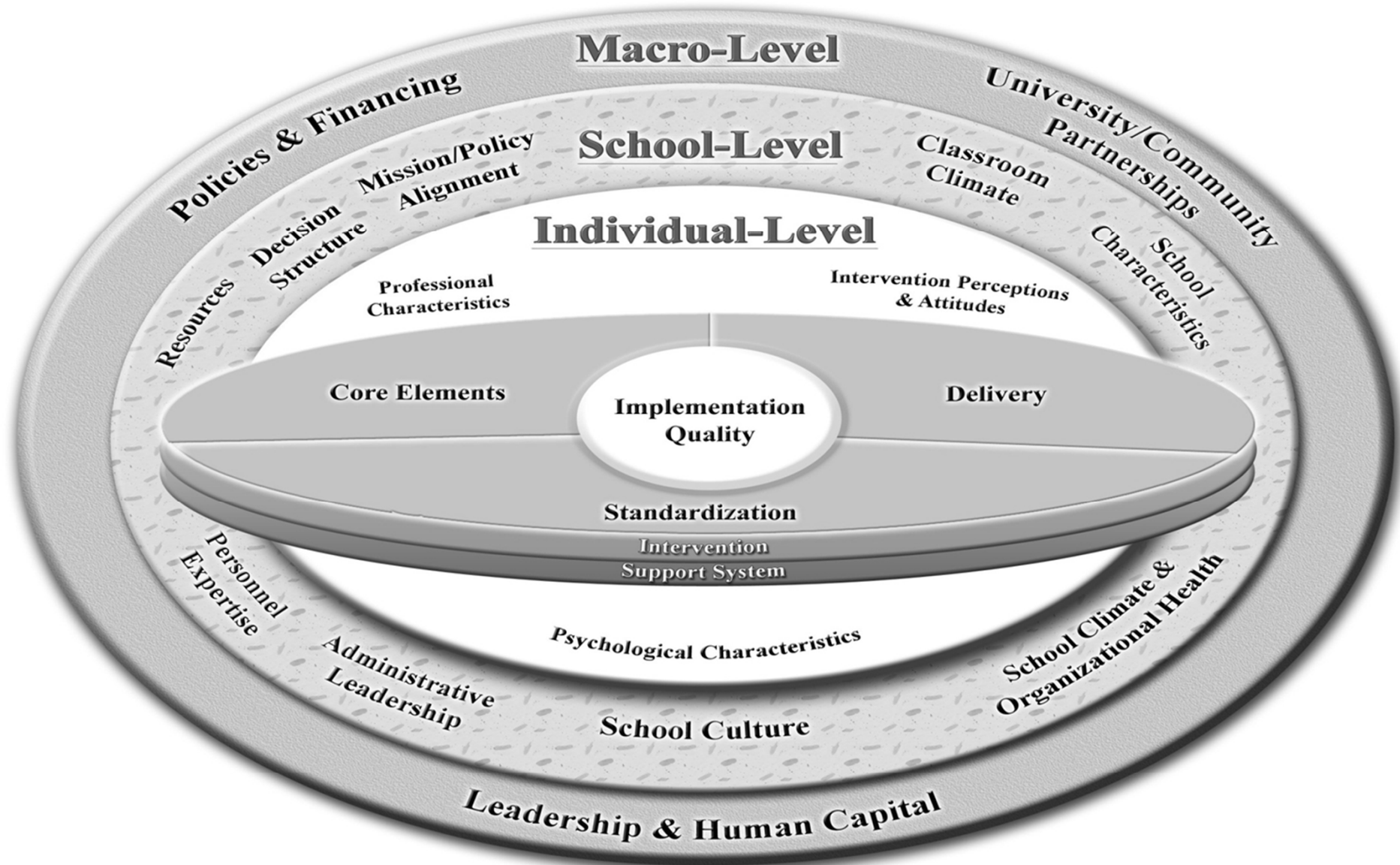
Considerations:

- Program, i.e. GBG

- Support system

- Multilevel contextual factors influencing implementation

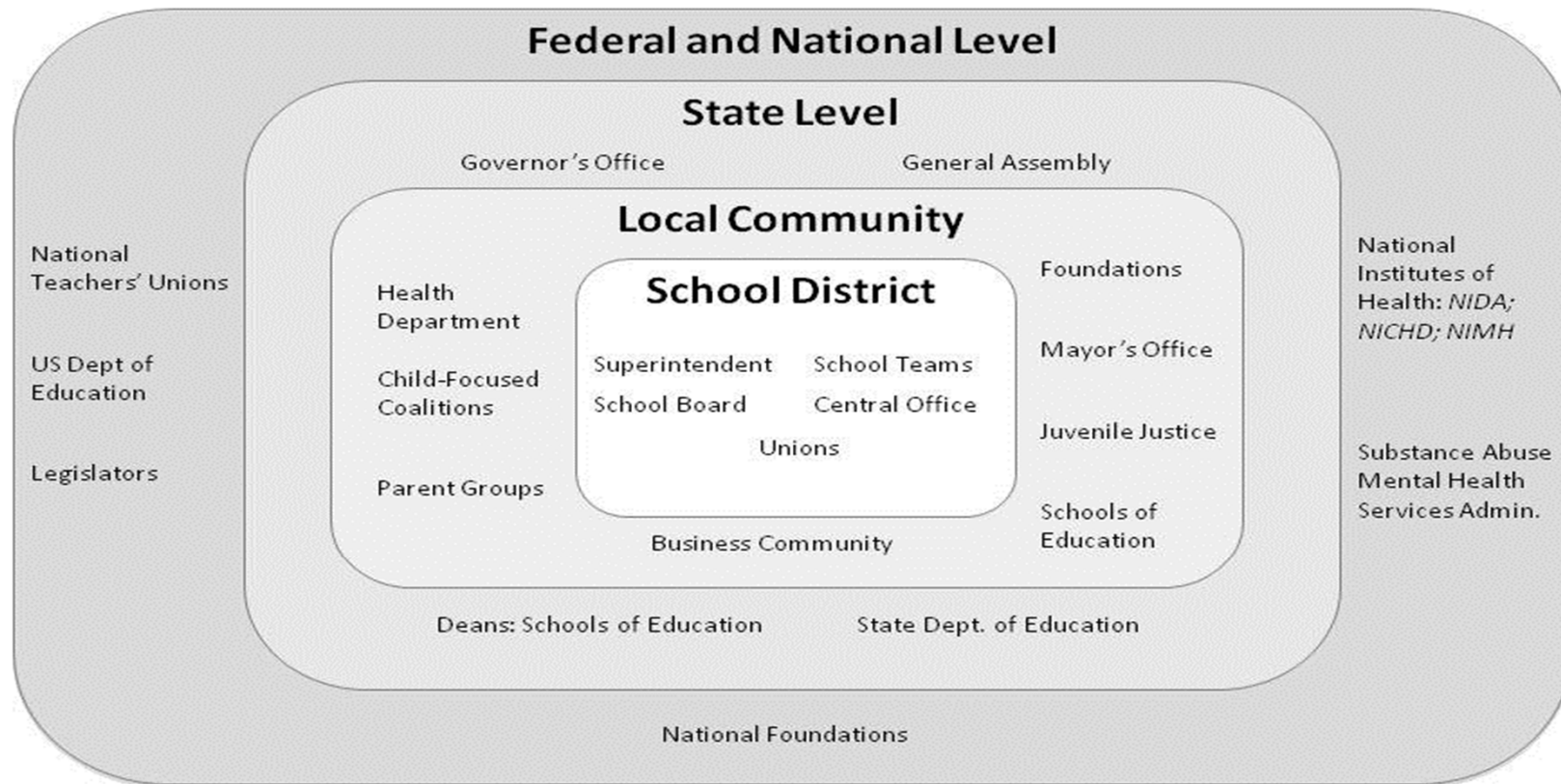- Community Base

Training and Support over Time

Support System

Domitrovich et al., 2008 *Advances in School Mental Health Promotion.*

Building a Community Base

Poduska et al., 2011 *Administration and Policy in Mental Health and Mental Health Services Research*

Factors at the Level of the Teacher

- Teacher Survey Data
  - Attitudes Regarding Evidence-Based Practice (EPAS: Aarons, 2005)
  - Self Efficacy (Tschannen-Moran & Hoy, 2001)
  - Professional Burnout (Maslach, Jackson, & Leiter, 1997)
  - Mindfulness (Jennings & Greenberg, 2009)
  - Trust in Schools (Bryk, A. S. & Schnieder, B. (2002)
  - Organizational Health Index (OHI: Hoy, W., & Feldman, J. (1987)

- Demographics
  - Age, gender, years experience as a teacher

- Other
  - Intervention condition: GBG Basic, GBG w Coach
  - Bilingual or general education status

Analytic Strategy

- Cluster analysis to find whether teachers with similar characteristics (clusters) are associated with differences in implementation

- Classification tree analysis was used to create a model that identifies the strongest predictor that splits the sample with respect to the targeted outcome, i.e. implementation

- Sample: 38 teachers (18 GBG w coach; 20 GBG basic)

Implementation Measures

- Dosage: GBG Scoreboard

- Adherence to GBG practices: GBG Fidelity Checklist
  - Classroom observations made in all GBG classrooms by a trained GBG Coach
  - Occurrence (Yes/No) and Quality rating on scale of 1-6 for:
    - "Plays GBG according to protocol"
  - Global rating of classroom behavior management: Quality rating 1-6

Cluster Descriptions - Fall

- Cluster 1. Lower job satisfaction (N=15): Teachers with high level of burnout, and low levels of self-efficacy, mindfulness, and trust in schools; 80% bilingual classrooms

- Cluster 2. Higher job satisfaction (N=34): Teachers with low level of burnout, and higher levels of self-efficacy, mindfulness, and trust in schools; 35% bilingual classrooms

- Cluster 1 is related to lower level of overall GBG implementation; length of games; and number of probes

Classification Tree Results

- **Trust in evidence based practice**

  Teachers who have higher score for attitudes towards evidence based play with more adherence

- **Self-efficacy**

  Teachers with less classroom management efficacy played longer games

- **Burnout**

  Teachers with lower level of burnout play with more adherence and longer

- **Language status**

  Bilingual classroom teachers play GBG more often with less adherence

Qualitative Interviews: Coach and Teacher

Principal Support of GBG influences implementation

- Knowledge about GBG

- Inquiry about GBG being integrated into instructional day

- Expectation that GBG is used

Lessons We are Learning

- Context matters
  - Intervention
  - Training and support structures
  - Community base for sustainability

- Multilevel contextual factors
  - What works for whom under what conditions—next stage of interventions for teachers, for community readiness

Next Stages of Work

- Technology to improve reach & implementation

- Design and measurement

- Community base for prevention

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