

Scaling out Good Behavior Game: The Development and Implementation of Web-Based Training and Supports to Teachers

Megan Sambolt, Dr. Anja Kurki, Dr. Gail Chan, Dr. Jeanne Poduska

Outline of Presentation

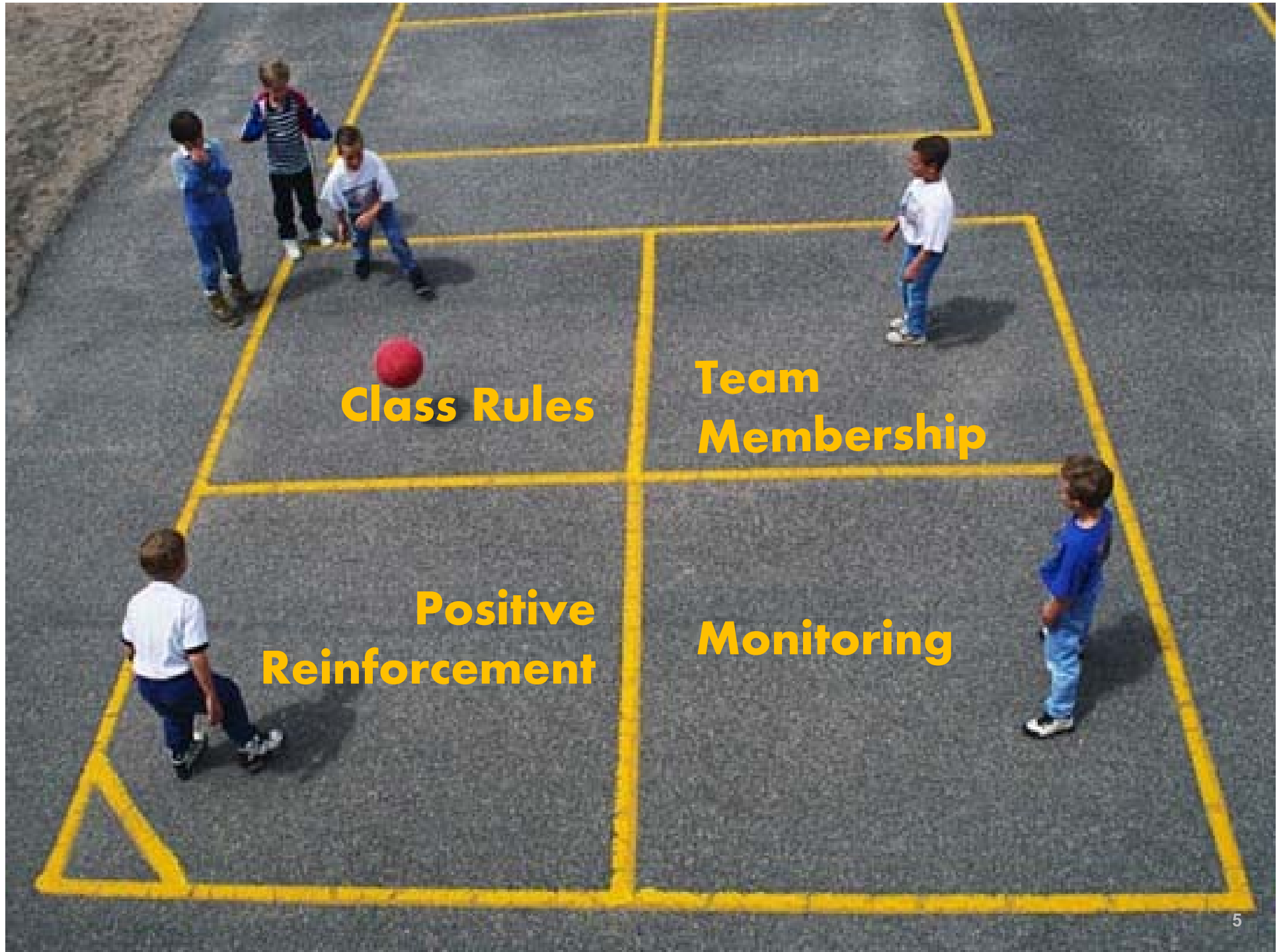
- Introduction to GBG
- Overview of GBG Distance Learning Pilot
- Key Factors in Online Learning
- Preliminary Results

Introduction to the Good Behavior Game

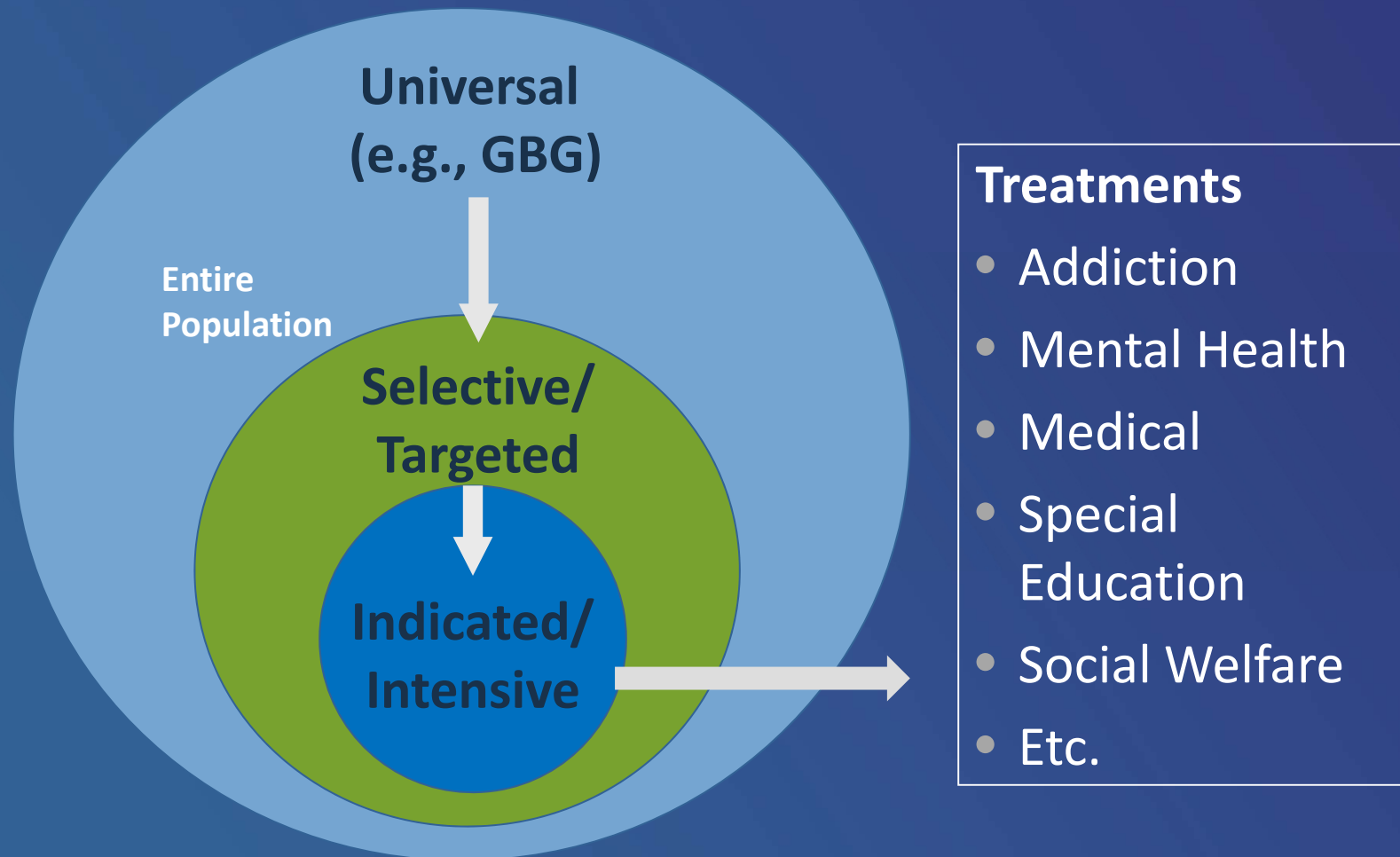
What is the Good Behavior Game (GBG)?

GBG is a **data driven** classroom behavior management **strategy** **that** reduces off-task and aggressive, disruptive behavior in the classroom and **socializes children** into the role of student





Role of Universal Interventions in an Integrated Prevention/Treatment System



GBG: The LONG and SHORT of It

High-Level Findings

Elementary Schools



Male students who entered the first grade displaying aggressive behavior had reduction in:

- Aggressive and disruptive behavior
- Off-task behavior

Middle Schools



Male students who entered the first grade displaying aggressive behavior had reduction in:

- Aggressive and disruptive behavior
- Delay in age of first smoking
- Off-task behavior
- Use of mental health services

Young Adulthood



Males at ages 19–21 had a reduction in:

- Use of school-based services for problems with mental health or use of tobacco/alcohol
- Alcohol use/dependence disorder
- Illicit drug use/dependence disorder
- Tobacco use
- Antisocial personality disorder



Selected Outcomes at Young Adulthood (age 19–21)	GBG	Standard Program	Risk Reduction
Drug Abuse/Dependence Disorder (Kellam, et al., 2008) Males Males highly aggressive, disruptive in first grade	19% 29%	38% 83%	50% 65%
Alcohol Abuse/Dependence Disorder (Kellam et al., 2008) Males and females	13%	20%	35%
Regular Smoking (Kellam et al., 2008) Males Males highly aggressive, disruptive in first grade	7% 0%	17% 25%	59% 100%
Antisocial Personality Disorder (ASPD) (Kellam et al., 2008) Males and females Males highly aggressive, disruptive in first grade	17% 41%	25% 86%	32% 52%
Juvenile Court and/or Adult Incarceration Record for Violent and Criminal Behavior (Petras et al., 2008) Males highly aggressive, disruptive in first grade	34%	50%	32%
Use of School-Based Services for Drugs, Alcohol, or Mental Health (Poduska et al., 2008) Males highly aggressive, disruptive in first grade	17%	33%	48%
Suicide Attempts (Wilcox et al., 2008) Females Males	10% 10%	20% 18%	50% 44%

GBG's Return on Investment



For every
dollar
spent, you
save...

\$58.56

Rate of
Return on
Investment

36.6%

Overview of GBG Distance Learning Pilot

GBG Distance Learning Pilot: Aims

1. Develop distance learning training modules using web-based technologies to support teachers' learning and sustaining GBG
2. Explore multi-level factors that influence teachers' implementation of GBG and GBG impact
3. Measure implementation and characteristics hypothesized to influence implementation

GBG Distance Learning vs. Face-to-Face Training Comparison

Traditional Face-to-Face Training	Distance Learning
Initial Group Based Training	2-4 Introductory Webinars Self-Paced Assignments
Group Based Booster Training	4-5 Support Webinars Self-Paced Assignments
One-on-One Coaching Support	GBG videos submitted for feedback Self-Reflection via Fidelity Checklist and Scoreboard Analysis

GBG Distance Learning Sample

- 3 Schools
- 27 Teachers:
 - Cohort 1 (January 2014): 5 teachers
 - Cohort 2 (February 2014): 12 teachers
 - Cohort 3 (September 2014): 10 Teachers
- Predominantly in Rural or Distant Locations or Replacement Teachers for those Previously Trained

Measurement Framework

- Teacher Practices
- Implementation of GBG
- Multi-Level Contextual Factors
 - Programmatic
 - Student
 - Classroom
 - Teacher
 - Principal/School
- Qualitative Feedback on Online Courses

Key Factors in Online Learning

Key Factors in Online Learning

- Modalities of Learning
- Pacing
- Facilitator Role
- Participant Role
- Follow-Up/Ongoing Support
- Evaluation
- Technology

Modalities of Learning

	Didactic	Interactive/Self-Reflective
Asynchronous/ Self-Paced	<p>Strength: Enables revisiting content</p> <p>Limitation: Easy to opt out</p>	<p>Strength: Participants focus on interests</p> <p>Limitation: Interests may not overlap for participants</p>
Synchronous/ Facilitated	<p>Strength: Ensures equal exposure to content</p> <p>Limitation: Pacing will not meet each participant's needs</p>	<p>Strength: Participants share experiences in real time</p> <p>Limitation: Limited by technology challenges and lurkers</p>

Pacing

- Participants opt to engage at different rates
- Content introduced early and reinforced through self-paced activities
- Participants have opportunities to demonstrate mastery throughout the course

Facilitator Role

- In addition to sharing content knowledge and facilitating interactivities, role includes:
 - Facilitation of multi-modal conversations (i.e., talking and typing simultaneously)
 - Ability to elicit feedback without visual cues from participants
 - Trouble-shooting for technical difficulties
 - Seeding conversations and brokering connections in online forums

Participant Role

- Larger commitment of participant time than face-to-face training
- Essential to clearly communicate expectations for the course
- Participant buy-in is essential for meaningful engagement

Follow-Up/Ongoing Support

- Regular opportunities to share both successes and challenges
- Participants self-reflect on fidelity of implementation and use data to evaluate effectiveness
- Ongoing supports include sharing of resources and lessons learned

Evaluation

- Course Evaluation completed:
 - After each Unit for Cohort 1 and 2
 - After Introductory Courses and after Support Courses for Cohort 3
- Teacher/Self-Evaluation primarily done through the fidelity checklist

Technology

Software:

- Webinar platform
- Online course forums and self-paced activity platform
- Video uploading platform
- Online data portal

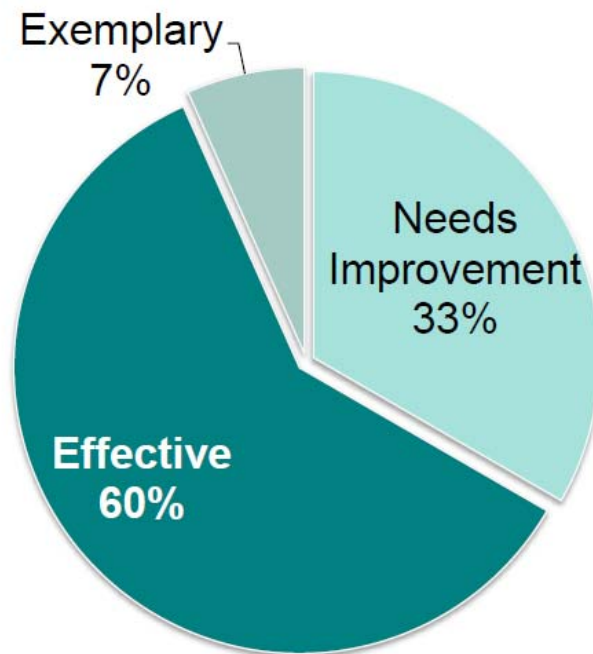
Hardware:

- Headsets
- Tablets or other video recording device

Preliminary Results

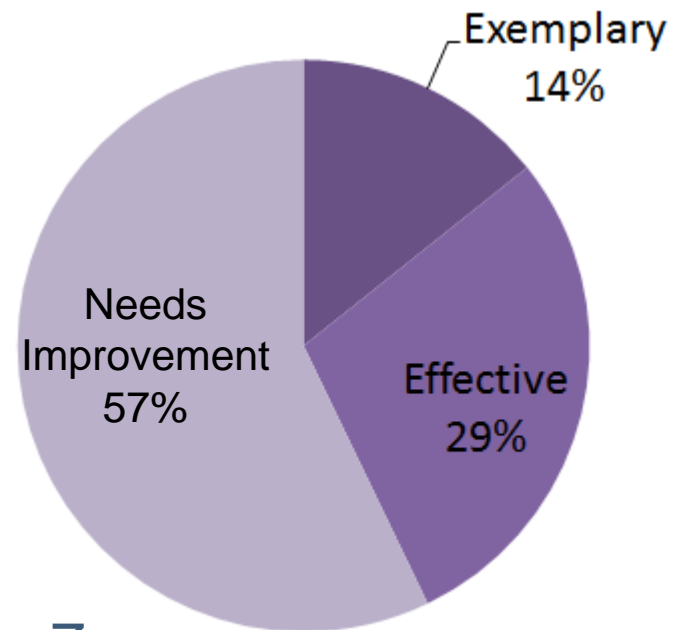
Fidelity of Implementation

- **Cohort 1 and 2:**



- **N = 15**

- **Cohort 3:**



- **N = 7**

Teacher Population

	Year 1 (Cohorts 1 + 2)	Year 2 (Cohort 3)
Total Teachers	15	10
Female Teachers	13	6
Male Teachers	2	4
Caucasian	100%	90%
Age:		
20-30	5	4
30-40	6	3
40-50	0	1
50+	4	0
Experience Teaching:		
< 5 years	4	4
5-10 years	5	2
11+	4	1

Preliminary Lessons Learned

■ Buy-In

- 67% rated effective or better in Year 1
- 43% rated effective or better in Year 2

■ Comfort with Technology

- In Year 1, 8 out of 15 comfortable with technology at baseline
- In Year 1, 12 out of 15 comfortable with technology at the end of the year

■ Emotional Health

- In Year 1, at baseline 5 teachers reported feeling emotionally healthy; this grew to 11 teachers at the end of the year
- 6 out of 7 teachers who reported feeling more emotionally healthy also had high impressions of the GBG