

**Yamhill Community Care  
Organization  
Focus Group Report**

September 14th, 2017

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# Language Glossary

*Due to the nature of this report, this language glossary was added for ease of understanding. These terms are all part of the PAX vocabulary teachers use within the classroom and may be used throughout the following report.*

**Granny's Wacky Prizes:** Foster intrinsic motivation for working together with others and directly help students learn to self-regulate individually and collectively when excited

**Harmonica:** Mouth music instrument used to quiet rowdy, disruptive, or loud classrooms

**Nurturing Environment-Fundamental Conditions:** Needed to foster prosocial behavior and prevent diverse, mental, emotional, and behavioral disorders

**PAX:** Peace, Productivity, Health and Happiness, from the Latin word for "peace"

**PAX GBG:** The PAX Good Behavior Game is an environmental intervention used in the classroom to create a Nurturing Environment that is conducive to learning. The intervention is used to reduce off-task behavior; increase attentiveness; decrease aggressive and disruptive behavior, as well as shy and withdrawn behavior

**PAX Kernels:** Fundamental units of behavioral influences

**PAX Vision:** Creates a culturally responsive framework, built collaboratively by students and teachers

**PAX Leader:** An evidence-based kernel that increases students' positive choices and group cohesion and decrease unwanted behaviors

**Spleem:** Behaviors that prevent the learning and advancement of students' knowledge within the classroom

**Tootle:** Notes to encourage students to recognize the positive behaviors and choices of others and they create opportunities for students to gain recognition for positive choices

# Introduction & Background

## Introduction & Purpose

In January 2015, the Community Prevention and Wellness (CPW) Committee was established as an initiative of Yamhill Community Care Organization (YCCO) to combine preventive services with intervention activities for YCCO members. CPW recommends strategies for resource allocations with the principal goal of improving population health for all members.

Dr. Anthony Biglan, a prevention scientist for Oregon Research Institute with a background in psychology and preventive services, was contracted with YCCO to propose various preventive interventions to reduce the occurrence of psychological, behavioral, and health problems in children and improve health outcomes later in life.

One of the programs Dr. Biglan proposed was the PAX Good Behavior Game. PAX GBG is an evidence-based, school intervention used in the classroom to create a nurturing environment that is conducive to learning. With the assistance of Yamhill County Public Health, the CPW Committee sought collaborative school partners to implement the program. At the YCCO Early Learning Council meeting, where all seven school districts in the county are represented, three schools volunteered to be part of the PAX pilot program, Faulconer-Chapman Elementary in Sheridan, Willamina Elementary, and Yamhill-Carlton Elementary.

The pilot initiative was formulated to determine whether this program would be beneficial for the community and if expansion to countywide implementation was warranted. For the 2016-17 academic year there were 19 teachers who used the PAX GBG in their classrooms, impacting more than 150 elementary students.

In the PAX GBG program, students are invited to create their own ideal environment and build a self-regulating community. Class guidelines are created by the students, and through a series of games, activities, and structures, the disruptive behaviors (called “spleems” in PAX GBG) are managed more effectively, and positive behaviors are rewarded. In playing the PAX Game, students are grouped into teams, and teams are rewarded if they collectively do not go over a certain number of spleems in a given time period. No individuals are identified, only the group, which builds regulation within the group and the classroom. As time goes on, spleems as a whole in the classroom are reduced.

YCCO invited psychology students from Linfield College to aid in the end-of-year spleem counts (measures of disruptive behavior) and establish a focus group opportunity for PAX professionals to share testimonials. Candidates from Linfield were instructed to complete an application and full background checks in order to be eligible to participate.

The main goal of the focus group was to learn about the success of PAX within the classroom, how the past implementation process went, and to learn areas where improvement was needed. The data was then analyzed and was used to formulate this report. The qualitative data collected for this report will help provide information and testimonies for future PAX teachers to understand the impact of PAX and become excited about implementing this program within their classrooms.

Each school is different and therefore the PAX program may be different for each school. Fortunately, this program can be altered to fit the local needs of the classrooms within the area.

# Background

The partnership between Linfield College and the Yamhill Community Care Organization began after Dr. Anthony Biglan and Dr. Dennis Embry gave a talk titled “Nurturing the Wellbeing Of Children, Youth, and Families in Yamhill County” in the beginning of February 2017 at Linfield College. Multiple professors from the psychology department were excited to learn about these opportunities and got in contact with Dr. Tony Biglan, who had been coordinating the PAX GBG implementation process for three schools in Yamhill County for the 2016-17 academic year.

The psychology department sent out applications for the internship opportunity offering two research tracks: Focus Group Coordination and Teacher Survey development. Jasmine Aguilar, Hailey Albin, Dominic Chong, Lauren Clemson, Patricia Roberts, and Serena Xin Wei Ong were selected to participate in the YCCO-Linfield internship opportunity. Samantha Kinney, Community Health and Wellness Coordinator at Public Health, supervised the interns. Each student attended training sessions held by Yamhill County Public Health to learn the specific process in counting spleems within the classroom. After completing the training, all students helped ORI in the end-of-year spleem counts at the three intervention elementary schools that implemented the PAX GBG program from the 2016-17 academic year.

During May of 2017, Yamhill County Public Health (YCPH) guided Linfield College interns in the focus group coordination and the qualitative data collection process. Fifteen questions were proposed during the following strategic planning session with YCPH and YCCO then modified into ten questions under four categories to fit the needs of the program and meet the objectives of the focus group. A focus group script was used to ensure consistency while collecting data. The script was used to ensure the essential information was prescribed to the participants before they took part in the focus group. After the completion of the focus group the transcript was reviewed with the recording to provide in-depth analysis as well as thorough quotes of participants. Linfield College used grounded content analysis by using the main objectives to categorize the qualitative data obtained during the focus group. Participants were assigned ID numbers for recording process to ensure strict confidentiality in the final report.

This final report was a collaboration of Linfield psychology students, Albin, Roberts, and Ong, and the YCPH Community Health and Wellness Coordinator, Samantha Kinney. Ong created a handout and slide presentation and Roberts edited them to coincide with the presentation of the data compiled in the following report. This report will be shared with the Early Learning Council, Community Prevention and Wellness Committee, as well as the administrators from Yamhill County Elementary Schools on September 14th, 2017.

In the future, the PAX Team hopes to include the Linfield Education department in the collaboration efforts to enable more students to learn about the PAX program, participate in spleem counting, data collection, and witness the tremendous impact it can have within a community.

# Focus Group Information

## Objectives

Four objectives were established prior to organizing the focus group in order to classify the answers provided by participants. Each objective is briefly described below with extensive information shared in the results section of this report beginning on page 8.

*Objective 1: Environmental Changes* was formulated to see if there were any changes within the classroom environment.

*Objective 2: Personal Wellbeing and Stress Levels* was intended to discern if the PAX program impacted teachers' personal health surrounding their job.

*Objective 3: Engagement with Parents* was used to ascertain if parents had noticed and communicated differences in their child's behavior to the teacher.

*Objective 4: Networking with other PAX Professionals* was devised to determine if PAX Professionals would be interested in establishing networking events to connect with other PAX professionals in the area.

## Methodology

### Questions

Two handouts were used by the Linfield psychology students as they wrote questions to be asked during the focus group. The first, *Guidelines for Conducting a Focus Group* by Eliot & Associates and *Designing and Conducting Focus Group Interviews* by Richard Krueger both provided basic ideas that were taken and evolved to better suit the PAX Good Behavior Game Focus Group objectives. In order to ensure participants' ease of understanding, some of the original questions were rephrased. The final list of questions consisted of ten questions with two to three questions for each of the four objectives.

### Participants

Demographic information of each focus group member was collected including the school employed, grade level, and years of teaching experience. In order to be anonymous, each participant was randomly assigned a number when they arrived; all identifiable information was removed from the transcript in order to respect the anonymity of the focus group participants. Table 1 on page 6 shows the response rate from each school. In total, 37.0% of the PAX teachers, principals, and administrators participated in the focus group. The total number of PAX Professionals invited to the focus group is in the second column, the number who attended is in the second, and the response rate is in the fourth column.

<b>Table 1. Response Rates</b>			
<b>School</b>	<b>Number of PAX Professionals</b>	<b>PAX Professionals at the Focus Group</b>	<b>Percent at the Focus Group</b>
Faulconer-Chapman	7	4	57.1%
Willamina	5	3	60%
Yamhill Carlton	15	3	20.0%
<b>TOTAL</b>	<b>27</b>	<b>10</b>	<b>37.0%</b>

### **Consent Form, Handouts, Ground Rules**

Each participant filled out a consent form that outlined the purpose, expectations, and their freedom throughout the entire focus group. Participants were informed that the session would be recorded and notes would be taken in order to establish external validity. During the focus group, the two facilitators used a kernel (a behavioral tool from PAX GBG) called PAX Sticks from the PAX GBG, to increase the participation response per each question. Each PAX Stick had a participant name; when a question was asked to the audience, the two facilitators randomly selected a PAX Stick. Once selected, the participant was encouraged to provide an answer to the question. All participants were told they could decline from answering a question if they chose.

A list of ground rules were provided at the beginning of the focus group to encourage active participation and respect amongst participants.

### **Data Analysis**

A hybrid combination of a content analysis and a grounded analysis was used to examine the data. Specific themes were determined prior to examining responses from the focus group transcript, but themes that emerged that did not fit within the hypothesized themes were added to the categorization system. Results from the participants were used to highlight key benefits and holes within the program.

There were two types of data recording that took place. The entire focus group session was recorded on a tape recorder and was also typed into a document. After the focus group, three psychology interns from Linfield College compared and updated the typed transcript to create a final written copy.

### **Limitations**

There were multiple limitations about the following data. First, the sample was voluntary, meaning people self-selected to be part of the focus group. Each PAX teacher, principal, and administrator was invited to participate, but of those invited only those who attended and

actively engaged in the focus group are part of this sample. This response rate was low; 37.0% of the PAX professionals attended the focus group session. Of the 37.0%, 60% of the respondents were teachers who had just implemented the program in their classroom, and the remainder were administrative staff. Even though the response rates were low, the information received from all participants was valuable and will help better the PAX program for schools in the upcoming years.

In order to continue the flow of conversation, the PAX Sticks were used to ensure there were enough respondents answering each question. Being called on with a PAX Stick may have disrupted participants' thought process and ultimately limited the thoughtfulness and content behind the response provided. The focus group questions were also designed for the teacher experience instead of other staff experience, and therefore limited PAX administrators' responses.

The data and time of the focus group seemed to cause multiple problems in availability for the PAX professionals. It was at the end of the school year on a Friday evening. Many teachers, principals, and administrators have substantial to-do lists that pertain to the end-of-year time. Friday is also the last day of the workweek, which may have dissuaded some attendees' participation in their desire to get home after a long week of work.

The final limitation that affect focus group outcomes is groupthink theory. This occurs when a group of people's desire to be consistent and agree with their counterparts exceeds their desire to share their own opinion. The pressure to support the basic idea within the group, reach a consensus, and come to a final conclusion are present during the focus group. The overwhelmingly positive responses may have hindered the presence of more critical discussion.

# Results

The focus group took place from 4:30PM-5:30PM on Friday, June 9<sup>th</sup> at Linfield College in McMinnville, Oregon. Eighteen people attended the focus group, with ten active participants providing input. Some family members of teachers, administrators, and principals attended, as well as six members of the YCCO, YCPH, and PAX teams.

In the descriptive tables for each question, *n* is the total number of responses for a given question. If one person's answer covered multiple topics, each topic was included separately.

There was one principal, two administrators, one instructional coach, and six teachers present and active in the focus group discussion.

## Objective 1: Environmental Changes

The first objective is *Environmental Changes*. This objective was formulated to determine whether teachers felt the environment in their classrooms changed throughout the year. The purpose of the research is to assess student behavior after the PAX GBG intervention implementation.

This objective focuses on environmental changes in the classroom that are related to favorable behaviors and vice versa. Key behaviors include but are not limited to the expansion of time spent on teaching curriculum, positive reinforcement implementation, poor behaviors, team building, and overall peer support.

The responses PAX professionals provide during these questions will provide great testimonials to share with the public, future PAX schools, and others who are interested in the program in order to create more excitement and support for the program. If other teachers hear or read that co-workers successfully implemented the program in a school within the county, they may be more likely to buy into the program as they observe its effect on the classroom, school, and community. Three questions were used to determine if there were positive, negative, or zero changes to the classroom environment.

### Q1: PAX Impact on Classroom Goals and Milestones

When a new program is implemented in a classroom, it is crucial to learn how it affects the classroom. The goal is to learn how PAX has changed the teachers' classrooms.

The assessment is seeking information on time spent organizing the classroom, quieting kids, and providing instructions since these factors affect the amount of instructional time. For example, if students are consistently rowdy to the point where the teacher spends most of his/her time quieting the class, not much material will be covered over the year. Whether the classroom started out as well-behaved classes or less-well-behaved, it is important to measure and note the growth of instructional time.

There are two significant benefits in asking this question. First and foremost, it is relatively easy to formulate a response and will help to ease the PAX professionals into the focus group setting. The most important benefit is learning how useful the PAX program was in establishing a positive learning environment for the students.

YCCO will learn from answers that the participants share, ranging from personal stories or experiences to general observations from the PAX professionals' perspective. This question may also shed light on problem areas within the national PAX program that could be altered to better suit the local needs of each school. Teachers may provide other tips, tricks, and challenges they had through the course of implementation, which could help PAX Team better tailor future PAX training sessions.

First for objective 1, key informants were asked to identify **what impact PAX had on achieving goals and milestones in the classroom** (Q1). Summary of the responses were as follows (n=7) (Table Q1).

Table Q1. PAX Impact on Classroom Goals and Milestones (n=7)	
Number of Respondents	General Responses
●●● (3)	Improved behavioral issues among students
●● (2)	Provided common framework and expectations for students
●● (2)	Increased level of control in the classroom

Sample quotes from each of the three responses in Table Q1 follows:

#### ...Improved Behavior...

- ❖ (7) - "It helped because I had some pretty big behavior issues in my classroom and so it helped the core part of my group be able to focus even when disruptive behavior is happening."
- ❖ (2) - "I had one particular student who struggles very much at the beginning of the year and so a lot of things were put in place to support him. The PAX program really helped him to self-regulate ... that was the biggest, most important thing of all. In the beginning he had to have his own group, his own friends. My goal for him was to blend in, and now he does that. There was a moment even today, he was just having the most terrible day, and it was related him being very much aware. In his group there were students who were getting spleems and he was bothered by that and he wanted them to know how he felt about that; it was amazing to see his personal growth."

#### ...Provided Commonality...

- ❖ (4) - "I see it from the different angles, but for me it was nice to see a whole grade level, in our case, have the common terminology, common framework, common everything. It's not a "When I am with this adult I have to do that" and "That adult's system is this" kind of like we try to do with teaching, get everybody on the same page and you're not having to guess how the logistics are supposed to go, so I thought that was pretty great for a second grader especially, they were able to know what to expect."
- ❖ (5) - "...We all were able to share that language even to the point where, we trained the classroom teachers but not the specialists and the IAs, and they were "We want to know what this is! We want to know the language! We want to use it! We want to all be on the same page!" And you can hear the staff using it when they encounter a child in the

hallway or when we have a brief assembly every morning, I can stand up in front of the entire school and put up PAX quiet and in 10 seconds the entire building is quiet and I have eyes on me. I mean it's really impactful how the expectation is the same in every room and every space you go. The kids do well because they know what to do and there is no change in that."

**...Increased Control...**

- ❖ (9) - "One of the biggest impacts is the children being able to self-regulate, but that as the year progressed and the year came to an end, even then, typically towards the end of the school year there's chaos, the kids are more anxious...getting ready for the summer, they still have that sense of structure. They still responded positively to the harmonica and doing the PAX good behavior game and so it kept everything from escalating into an out-of-control end of the year situation."

**Q2: PAX Effect on Classroom Pace and Curriculum**

A goal of the PAX GBG is to help establish a positive, fun, and exciting learning environment for the students and teacher. In order to be successful, all of the required curriculum material for a given academic year must be covered. Does the PAX program significantly disrupt the flow of the classroom? PAX GBG should allow teachers to increase their instructional time and therefore teach more material throughout the year. It is important students are on the correct track to be successful for future classes, grade levels, and educational opportunities they pursue.

Learning the PAX professionals' opinions on the success in terms of classroom pace based off of the required curriculum is both useful and rewarding to those involved in the implementation process.

The basic aim for this question was to determine the success of PAX in helping to increase instructional time and decrease behavioral issues within the classroom environment. If teachers notice a significant difference in the classroom and can speak on their observations it will provide considerable validation of the program and the utilization of it in the local community, county, and potentially the state.

Next, key informants were asked **how PAX affected the pace of the classroom relative to the curriculum** (Q2). Summary of the responses were as follows (n=7) (Table Q2).

<b>Table Q2. PAX Effect on Classroom Pace and Curriculum (n=7)</b>	
<b>Number of Respondents</b>	<b>General Responses</b>
●●● (3)	Made teaching easier
●● (2)	Increased instructional time
● (1)	Pace slowed at first, then sped up
● (1)	Created a consistency in teaching

Sample quotes from each of the responses in Table Q2 follows:

#### ...Easier Teaching...

- ❖ (1) - "At the beginning of the school year I was totally unable to teach in my classroom because the behavior was just so horrendous and by the end of the year I was teaching every day, which was wonderful."
- ❖ (8) - "...Without building that foundation, it's going to be tough to move ahead and you're going to be fighting that all year long, rather than coming up with a system to put in place that kids can buy into..."

#### ...Increased Instructional Time...

- ❖ (2) - "The kids relate the number of minutes that that is time spent learning, rather than time lost and so they really celebrated. We set goals each week to try to reach a certain number of minutes each week and bigger goals..."

#### ...Pace Slow then Fast...

- ❖ (8) - "I think at the beginning it's something that will slow it down, but eventually to get that behavior to where you want it and where kids are self-regulating, you'll be able to make up that curriculum later on...It might take a little more in the beginning, but I think that will easily balance out."

#### ...Teaching Consistency...

- ❖ (6) - "...One of the things that stands out to me around this question and the pace and how much curriculum you can cover is that when a teacher is able to loop with kids, teach them a couple years in a row, you can get started a lot quicker a lot easier at the beginning of the year because those things are all built. Well this is a way to do that across teachers, so the systems and structures are in place for day one, they walk in they know you are going to do the same thing next year, year after, maybe a couple years, and obviously it's good for getting to the good solid teaching that way."

### **Q3: Faculty's Attitudes Towards PAX**

A significant deterrent to the success and support behind any new program can be lack of support from those who interact with the program. This question will determine the attitudes of those not involved in the PAX program.

A benefit from this question is to see the potential expansion of the PAX program within the school. Assessing faculty attitudes will determine how the PAX program influences the school administration perspective, particularly of those not involved in the PAX intervention.

By determining the attitudes and expectations of other professionals towards the PAX program, YCCO can approach the future implementation and training sessions accordingly. Altering the introductory process to better establish trust between the professionals and YCCO staff members will help open the communication lines and relationships for all involved. For example, if the program developed a negative reputation within the school, sharing personal testimonies with explicit examples becomes very important during the training sessions to demonstrate the positive impact of PAX.

The key informants were then asked **how staff and colleges who haven't been trained in PAX feel about the program** (Q3). Summary of the responses were as follows (n=11) (Table Q3).

Table Q3. Faculty's Attitudes Towards PAX (n=11)	
Number of Respondents	General Responses
●●●● (4)	Interested in the PAX Program
●●●● (4)	Viewed the Harmonica as an Effective Kernel to Reduce Behavioral Problems and Help Self-Regulation
●●● (3)	Viewed PAX as an Effective Program to Gain Students' Attention

Sample quotes from each of the responses in Table Q3 follows:

#### ...Interested...

- ❖ (5) - "I have repeatedly throughout the year had specialists and instructional assistants and other staff around the building who have... because there are so many of us using it... who have picked up on the language, picked up on the routine, really want to know more and dig deeper into what this program is, so they can be replicating it as much as they can. And our hope is to allow those folks to get trained for that so this can truly be building wide..."
- ❖ (9) - "...Our library and our technology lab...have a half wall separating them. So we had two third grade classes in there at the same time, one was in library and one was in technology and the teacher escorted one of the classes into their room and blew the harmonica for them to be quiet. Just the sound of the harmonica got the other class on the other side of the half wall to be quiet without the teacher asking for them to and so the specialist turns around and asks, 'How did you do that?'"
- ❖ (1) - "...They were really excited about it and I know they're excited about next year being able to all be trained and have it be school wide."

#### ...Harmonica as an Effective Kernel...

- ❖ (1) - "They took my harmonica so they could use it, so I have three harmonicas, and they saw how effective it was to quiet the class, and so I was passing out harmonicas to the specialists in the building..."
- ❖ (6) - "...Today actually I was walking down the elementary in the hallway and we have a pretty big instructional assistant, big guy, strong voice, powerful voice and he had a long line of students in the hallway and he was trying to get them to quiet down and listen to the instructions so as we are talking about this and how I feel about the program what came to my mind would be, 'If there was training there and he had a harmonica, they're all used to that, what would that look like?' as opposed to 'Alright I'm going to count

down,' and other strategies he was using with his loud voice to make that happen, so pretty powerful.”

### ...Effective Program...

- ❖ (1) - “...They saw how effective it was to quiet the class...”
- ❖ (8) - “...We were having a parade of the high school students come through, or about to come through, so we were all lined up, and my teaching partner next to me says something about, ‘Oh well maybe we should play them a song, maybe use your harmonica?’ And so I play a couple bars, ‘Doo do doo,’ and all the kids in our wing looked at me and went \*\*peace sign\*\* False alarm! They picked up on it real quick even though I was the only one using it in my grade level.”

## Objective 2: Personal Well-being and Stress Levels

Objective two, *Personal Wellbeing and Stress Levels*, was created to discover if the teachers' personal stress levels surrounding their job changed throughout the year. As a teacher, there are numerous responsibilities ranging from gauging where most of the students are on a certain topic, teaching the entire class new topics, and ensuring that each student leaves the classroom at the end of the year prepared for upcoming material. This objective was created to determine how the PAX GBG affected the health and wellbeing of teachers as they taught in the classroom. The mental health of teachers is important because of the significant influence teachers can have on a child's life. These questions will help determine if the PAX GBG was helpful in reducing the teacher's stress. If the PAX GBG was a component in altering the stress levels of the PAX professionals, collecting these details will help YCCO show future professionals the personal impact of this program. YCCO will also discover areas that need more support and potential solutions suggested by the PAX professionals. Three questions were asked in order to collect this information.

### Q4: Changes to Improve PAX in the Classroom

People's personal stress limits and needs differ depending on their personal situations and the nature of their classroom. This question was created to determine whether PAX was a positive addition to the classroom or not. Obviously, programs that hinder or prevent teachers and students from engaging in instructional time and prosperous relationships should be reconsidered. Local needs can differ from the one-size-fits-all program outline and where these differences started are important in learning how PAX fits in the classroom. If the program does not fit, the changes to make it more suitable for the specific classroom should be pinpointed and executed.

The biggest benefit to this question is determining what adjustments need to be made to make PAX better suited for the three elementary schools within Yamhill County. If there are specific school changes, or noticeable changes between all three schools, it would be useful to know ahead of time to incorporate these changes as the new academic year approaches.

The sooner YCCO can pinpoint and solve these local challenges, the better the program will work for the PAX professionals. It is also important to learn these modifications to propose to the PAX institute to have a more effective program within the county or state.

First for objective 2, key informants were asked to identify **what he or she would change about PAX to make it better suited for the classroom** (Q4). The top two responses were as follows (n=8) (Table Q4).

1. Make the PAX Program School-Wide
2. Increase the Involvement and Interest of Students with Behavior Problems in the PAX Program

Table Q4. Changes to Improve PAX in the Classroom (n=8)	
Number of Respondents	General Responses
●● (2)	Make the PAX Program School-Wide
●● (2)	Increase the Involvement and Interest of Students with Behavior Problems in the PAX Program
● (1)	Make a Connection Between Home and School
● (1)	Gain Untrained Staff's Interest
● (1)	No Changes Need to Be Made
● (1)	Informant Not in the Classroom

Sample quotes from each of the responses in Table Q4 follows:

#### ...PAX School-Wide...

- ❖ (6) - "I would say better suited for your classroom, in my opinion, would be having it school wide so that every staff member, every space, every part of the school has that, that's going to in turn it make it better in your classroom because they'll already have experienced it before. They are going to know that coming in and I think, it's also going to help answer, as people try to respond, we've done it for a year, we learned a lot about it. And as you see a whole new group of kids, you are going to find different ways that it's going to fit; modifications or things you can do to get the buy in."

#### ...Involvement and Interest of Students with Behavior Problems...

- ❖ (1) - "...A way to get the kids involved who have major behavior problems and don't really buy into PAX. I had a hard time with that one."
- ❖ (3) - "...Trying to get all the children to buy into it, you always have one or two that won't, so coming up with alternate ways of getting them involved. Some other resources? That would probably be one of the challenges."

#### ...Connection Between Home and School...

- ❖ (2) - "Probably for me it's just the connection between home and school. I want them to take that with them to anywhere and everywhere they go, so I talk of it every week when I send out my newsletters, about just the PAX focus. I think just making sure it follows them wherever they go, and they think of it. And maybe I haven't delved into that part of the program as much, but I would like to, maybe next year?"

#### ...Interest of Untrained Staff...

- ❖ (10) - "Well, next year our school is going to have PAX from Kindergarten-3<sup>rd</sup> grade, so I think it's going to get difficult getting all the staff bought into it. So, hearing the testimony from the two other schools will be beneficial for our staff."

### ...No Changes...

- ❖ (3) - "I would say that, there really isn't much to change at the moment because this was the first year of implementing it..."

## Q5: Advice for New PAX Teachers

New PAX professionals may encounter situations that are not covered in the training. Determining problem cases or scenarios teachers experienced this past year will enable YCPH to help better prepare future PAX professionals during the implementation of the intervention. Receiving this feedback now is important because these PAX professionals just went through the entire process and are now considered "veterans" in the area. Their insight of the PAX program and its inner-workings within the classroom and how students react to PAX kernels could be useful for new PAX professionals.

Helping the new PAX professionals learn the tips and tricks can help to ease the nerves and ensure a smoother transition process.

Ultimately this question was designed to determine ways to better prepare PAX professionals for the responsibilities, challenges, and expectations that coincide with introducing the program in the classroom.

Participants were asked to identify **any techniques or advice he or she would like to share with new PAX teachers** (Q5). Summary of the responses were as follows (n=6) (Table Q5).

<b>Number of Respondents</b>	<b>General Responses</b>
• (1)	Follow the PAX Program Completely
• (1)	Keep PAX as Sole Classroom Management Technique
• (1)	PAX Allows Students to Manage Themselves
• (1)	PAX Opens Up Possibilities in the Classroom
• (1)	PAX is a Program that Each Teacher/Classroom Grows
• (1)	Have to Try PAX

Sample quotes from each of the responses in Table Q5 follows:

### ...Follow PAX Program...

- ❖ (1) - "I would say that is really important to go through the book and do your kernels step by step and don't just pick and choose ones you want to do, but actually follow the program. I think that's the most important."

### ...PAX as Sole Management Technique...

- ❖ (3) - "I would say, throw any out other classroom management you think you are going to implement, because if you try to implement more than this, you will fail at this. This should be it and this alone; of course there are other things you may have to do to supplement, but by large this should be the number one."

### ...Student Self-Management...

- ❖ (2) - "I really appreciate it so much because it took the classroom responsibility away from me and gave it to the students, as far as management. I always felt as though I was always working so hard to help them become successful and it just became them doing it for themselves and for one another. And it was incredible!..."

### ...Opens Up Classroom Possibilities...

- ❖ (5) - "...Teachers were expressing to me the value of having something like that in place for kids to own because then it opened up the possibilities of what we could do in the classroom and the instruction that could be had. We wouldn't be constantly chasing after and battling behavioral components, and suddenly we had a classroom that functioned much better so it could be focused on the academic pieces of it. Just sharing those stories and those pieces of advice, this is not just a new initiative we are throwing out that we are trying to make you do, but we are trying to open up your classroom so it can be a phenomenal learning environment. If you are willing to go on that journey, you'll find that experience."

### ...Program that Grows...

- ❖ (9) - "PAX isn't just something you do and you're done, it's something you grow. You continue to grow it with your class, and make it better and keep nourishing it and it grows into something bigger. I thought that was really cool."

### ...Try PAX...

- ❖ (2) - "... I think anyone who is pretty settled in their ways about teaching, you just have to give it a try!"

## Q6: Teaching Perspective Changes After PAX

The PAX program has been shown to significantly reduce behavioral issues within school classrooms. Did this change have an effect on how the teachers view their job? Learning if incorporating the PAX program into a teacher's classroom etiquette modified his/her perspective or approach to teaching to their job could be helpful when sharing testimonials with others.

Simply stated, this question looks at what impact the PAX program had on the PAX professionals. Collecting teachers' experiences and challenges throughout the year offers valuable information about the benefit of the program not only for students, but also for the teachers and staff.

The main benefit from this question will be the testimonials it will provide, which can be used to encourage interest in the program from future schools and PAX teachers. Sharing how a

teacher’s outlook on their job changes as a result of a new program could be a promising argument to new PAX professionals who are not completely convinced.

The key informants were then asked **how the implementation of the PAX program changed his or her outlook on teaching** (Q6). Summary of the responses were as follows (n=8) (Table Q6).

Table Q6. Teaching Perspective Changes After PAX (n=8)	
Number of Respondents	General Responses
●●● (3)	Manage Behavioral Issues
●● (2)	Eager to Continue Teaching
● (1)	Keep Students’ Attention
● (1)	Keep Students In Class
● (1)	Gain Confidence in Teaching

Sample quotes from each of the responses in Table Q6 follows:

**...Manage Behavior...**

- ❖ (9) - “Mine is from an administrator’s standpoint. This year was challenging I saw a lot of veteran teachers throw up their hands and say, “I don’t know what else to do.” We called (1)’s class and SLP2 because there were so many children of such high needs. I watched her turn it completely around. It’s an incredible class to go in now and you wouldn’t even know it was the same class at the start of the year. ...”

**...Eager to Teach...**

- ❖ (3) - “I would say actually, because I did the 3-4 grade blend and I am going back to the 4th grade next year. I am energized and excited to get children who have already been introduced to PAX and see what a huge difference that may have, beginning my school year with PAX and not having already had something else in place by the implementation.”

**...Keep Student’s Attention...**

- ❖ (8) - “...It changed some of the things I’ve done in the past in the classroom and helped out the harmonica. I don’t know why that didn’t come around sooner. We’ve come up with so many different symbols, things we’ve down trying to get kids to quiet down, doing timeouts, but after about the third time out your voice is up here. After a while your voice gets tired. But with the harmonica they are all present and quiet and you have a much more calm presence that way.”

### ...Keep Students In Class...

- ❖ (9) - "...Our kids come in and they don't know how to do math and we teach them; our kids come in and they don't know how to read and we teach them; our kids come in and they don't know how to act, and what is our response? We kick them out. I get it as an educator, but how do you go about teaching them? Because that's something we never had in our studies, is teaching these kids these social skills you think they are coming in with and they don't. So PAX for us was a tool to help give our kids the skills they badly need. And we want to help them, and we want them there, we just don't know how to go about getting them to there. PAX has been a really great resource in helping our kids be successful and keeping them in the class."

### ...Confidence in Teaching...

- ❖ (4) - "I don't teach with it, so it hasn't changed my outlook, but from an outsider looking in, I think (7) is a pretty good example. She was a teaching partner of mine last year in second grade, and then now being able to go in and observe her class, as a newer teacher especially to our building it can be pretty overwhelming, with all the behaviors going on, but now I saw a more confident, a more calm, type of presence. Not to call her out, but she gets pretty nervous when people are observing her, and being able to go in there, she knew what she was doing, she had everything under control, it was a great environment. As an outsider looking in, she was a great example of it..."

## Objective 3: Engagement with Parents

YCCO established the third objective, *Engagement with Parents*, to ascertain whether or not parents had been involved with the implementation of the PAX program this year. Specific parent-PAX teacher engagement opportunities were not established for the 2016-17 year but this question explores whether parents communicated differences in their child's behavior to the PAX professionals. The PAX GBG was originally designed for a school or classroom setting, but it would be beneficial for everyone in the community. This question could provide YCCO with crucial information about children's behavior outside of the classroom, and stories from parent scan be shared with future PAX professionals. One potential drawback to increasing parent-PAX engagement is increasing the work levels of the program staff. While this is a favorable outcome, it is important to highlight due to the significant budget cuts that have been affecting the education and public health sectors. Teachers have the most interaction with parents so their suggestions to increase parent-PAX programming could be useful when YCCO staff launches events for the community. Also, getting the parents involved in the program is beneficial because it could help bring the PAX vocabulary into the community. Two questions were asked to acquire this information.

### Q7: Parents' Feedback About PAX

In the future, the PAX GBG program could be incorporated into the home, both by informing parents of the program in schools and encouraging PAX behaviors and strategies to influence children's behavior at home.

Ideally, teachers will utilize PAX GBG to build relationships with the parents, especially because the focus groups established parents provided limited feedback during the pilot year. Generating parent interest in the program will require careful development and management of communication channels between the school and the families regarding the program.

YCCO will be able to evaluate the best ways to reach out to parents based on the information collected from the focus group. Trying to produce the demand and interest in interaction and socialization between the PAX teachers, administrators, and parents is different than catering towards specific needs that have not yet been met.

First for objective 3, key informants were asked if **he or she has received feedback from parents about PAX** (Q7). Summary of the responses were as follows (n=4) (Table 7).

<b>Number of Respondents</b>	<b>General Responses</b>
••• (3)	Limited Feedback from Parents
• (1)	Positive Feedback from Parents
• (1)	Positive Feedback from Community Members

Sample quotes from each of the responses in Table 7 follows:

#### ...Limited Feedback...

- ❖ (2) - "...They kind of volunteer and I will mitigate them in the moment and tell them about the program and say, 'Well let's show them how this is done,' or we will do something to demonstrate and they will watch and see or we will plan a Granny Wacky Prize; really the whole process of how, why are we playing this game. So whoever is in the room, we always turn it to the program and the kids are always doing the teaching. I think we educate, but it's from within. So, ya know, that connection that I want to make to the families."

#### ...Positive Feedback From Parent...

- ❖ (9) - "I kind of have a different perspective. I am a parent of a student who was in PAX. She has come so far this year; she is very shy, very quiet, and very reserved. In fact her whole first half of kindergarten I don't think she talked to her teacher once. This year it took her maybe a couple weeks and she came out of her shell. There are tootle notes all over our refrigerator at home. And she comes home, 'Mom, look at this! Check this out!' And she is writing tootle notes to her friends. She has more friends and she actually talks to them more than I've ever seen...she is so excited; she loves it; she feels confident, she has that good self-esteem that I wanted. She had all along, she just needed to have it be pulled out."

#### ...Positive Feedback From Community...

- ❖ (6) - "I don't know so much about parents but as far as community members, we had a presentation at one of our school board meetings and they came and the teacher came and she showed video of what's going on in the classroom and then talked about the idea and how it's benefiting the classroom and people were very impressed and excited about the things happening there at the school board level."

## Q8: Suggestions to Involve Parents with PAX

We wanted the teachers and administrators to suggest ways to involve the parents because they have a special relationship with the parents. They communicate with parents more frequently than the YCCO staff, they understand what the parents will prefer, and have the ability to directly establish a relationship. Proposing this question could implant ideas to help build that relationship and expand the PAX community.

Brainstorming all of these ideas will provide YCCO with opportunities to grow the PAX community for the future. Teachers also meet with parents during school events, know the children, and engage with their colleagues and therefore have a different perspective in how to get parents involved; as an example bringing the PAX kernels, tools, and language home so the child is exposed to the kernels more frequently.

The key informants were then asked to **suggest how to get parents more involved in the implementation process of PAX** (Q8). Summary of the responses were as follows (n=7) (Table Q8).

Table Q8. Suggestions to Involve Parents with PAX (n=7)	
Number of Respondents	General Responses
●●● (3)	Expand the Use of Tootles
●● (2)	Ask Parents How We Can Help Them Implement PAX At Home
● (1)	Share PAX in Communication Resources
● (1)	Make Parents Observers of PAX

Sample quotes from each of the responses in Table Q8 follows:

**...Expand Tootles...**

- ❖ (6) - "...I had a couple of my own kids go to outdoor school and in a couple weeks you could write letters to them and they would get it at outdoor school and read it and those kinds of things. What about working on that with parents so they can have that as an option to send at different times throughout the year? Tootles for things they appreciate or see there? And then kids can see that. And then the reverse of that, I think it's pretty powerful. We often have teachers that do pretty cool things for Mother's Day or other things to take home. What kind of tootle things that could be written for home that could increase the writing and the thinking but appreciation for what people do for them?"
- ❖ (9) - "...Another idea is showing tootles down at a local business, creating a tootle board at a local business, so parents could be dragged down there by their kids, 'Hey look! That's my tootle!' We talked about putting tootles in the local paper, the bulletin board, putting them in the newsletters. We talked about having parents tootle their kids when they come to Open House and parent teacher conferences, writing tootles and sticking them in their kids' desk. That way when kids come back to school the next morning their tootle is right there ready for them."
- ❖ (5) - "...We do assemblies and other opportunities to celebrate kids. We have started to have the kids present Tootle awards at the assemblies to recognize somebody. We could invite parents to be participants or observers in that...."

**...Ask Parents...**

- ❖ (5) - "How do you take this home and utilize this? How can we support you [the parents] in making this program part of how you work with your kids? You're not going to walk around your house with a harmonica but are there other things you can do? Do you have a way to celebrate great things you notice about people in your family? Is that something you guys could have a moment to do once a week? Are there opportunities where you could sit down with your kid and establish what you want 'homework time' to look like and feel like? How they know they can be successful? Carry that language over into the practices you do at home. We have meetings like that all the time with parents, 'I can't get my kid to do this, I can't get my kid to do that,' and I haven't thought about it until today, but maybe sharing some of the language and power within the program, so they can utilize that... Asking parents, "How we can support you in implementing this at home? Do you have a great way to celebrate things in your family? Are there times for

asking your kids what they need and want?” Some of that language and empowerment, we can share with families.”

- ❖ (9) - “...One of the ideas that really stuck with me is having a dinner for parents and then having the families write down a PAX vision for their house. What do they want it to look like, sound like? And kind of mimicking the process and having kids take the lead on that...”

#### ...Share PAX...

- ❖ (5) - “I think we have a lot of communication and resources that we share with the parents and why not this? From my perspective, I send out a monthly newsletter I share about this program we are doing and maybe every month I share another piece of it. We’re going to teach you what the kernels are, and now we are going to teach you what a game looks like, teach you what a Granny Wacky Prize is – share those pieces, share those parts out....”

#### ...Parents as Observers...

- ❖ (5) - “...We could invite parents to be participants or observers in that. Some of them come because they already know their kid is getting an award, but if we took the time to really announce that ahead of time, and make it an event, then that can become a part of the process....”

## Objective 4: Networking with other PAX Teachers

The final objective, *Networking with other PAX Professionals*, was devised to determine if PAX professionals would benefit from the establishment of networking opportunities to connect with other PAX professionals in the area. Connecting or having the opportunity to connect with other PAX professionals may be beneficial for the future of the program, yet discovering the need is still necessary. The goal was to learn if having access to other PAX professionals during the implementation period would be preferred. Discovering new ways to support the professionals in their PAX journey would benefit the entire community. If there were holes or gaps within the PAX training sessions or programs, information about the scenario will prevent future challenges for new PAX Teachers and provide better partnership during the implementation of the program. Access to professionals who have participated in PAX that can share advice and testimonials could be crucial in achieving the widespread support from the school, education administration, and even the community. Gaining the consensus of the surrounding population would be extremely worthwhile for all involved. Two questions were used to attain this information.

### Q9: Best Way to Build PAX Teacher Network in Yamhill County

Building a supportive network of PAX professionals would validate the program as a more permanent program that could be implemented within classrooms all over the school, county, or state. Asking the desired event attendees if they would attend the event is one way to gauge whether or not it would have a successful outcome. Not everyone’s viewpoints will be captured

during the focus group, but those collected will be used to differentiate between potential failure or success.

Having the opportunity to ask questions to those who have experienced a similar situation can be an eye-opening experience and could help to establish a flourishing PAX community.

Planning, organizing, and arranging all the details of a networking event takes a lot of time, effort, and resources. By realizing the potential outcome of this event, YCCO can adjust plans accordingly to make the most efficient and economic decisions possible.

First for objective 4, key informants were asked **what would be the best way to help build a PAX teacher network in Yamhill County (Q9)**. Summary of the responses were as follows (n=3) (Table 9).

Table Q9. Best Way to Build PAX Teacher Network in Yamhill County (n=3)	
Number of Respondents	General Responses
•• (2)	Facebook Group
• (1)	Social Networking Event

Sample quotes from each of the responses in Table Q9 follows:

**...Facebook Group...**

- ❖ (4) - “Facebook.”
- ❖ (1) - “I would think a group on Facebook would be better than an Instagram because you can post pictures on Facebook and actually have a lot...If you had a Facebook group, and it could be a private group that only teachers were allowed in, then you could look back through the different posts.”

**...Social Networking Event...**

- ❖ (6) - “I think if you did something like [a social event] - time of year, time of the week, and those kinds of things would be really important.”

## Q10: What Teachers Need to Feel More Supported

This final question was proposed to offer the opportunity for PAX professionals to suggest ways YCCO can better support the teachers to be more successful and prepared for any challenges. Learning what works well for those involved and where improvements can be made is imperative because PAX is a program that grows with the community. The focus group elicited specific suggestions and tools that empowered the PAX professionals to comfortably introduce the program within their classroom.

Obviously, learning where the holes are in the program will enable YCCO to devise solutions that better serve everyone. It will also help YCCO gauge what teachers need during the transitory period. When asking this question, the risk of not gaining any feedback may lead to

the impression that changes are not necessary to make the program better. YCCO needs to maintain vigilance in asking for constructive criticism and continue examining its processes to see where improvements would be beneficial.

First and foremost, YCCO will learn where there are problems and where it can improve, from the teachers' and administrators' perspectives. The best way to make programs more successful is by establishing a continuous feedback loop to better serve the PAX professionals and therefore serving the community. Asking PAX professionals where modifications are necessary reveals weaknesses that can be altered so YCCO can improve the relationship with PAX professionals.

Finally, key informants were asked to identify **what they need from YCCO to make him or her feel more supported with the implementation of the PAX program** (Q10). Summary of the responses were as follows (n=4) (Table Q10).

Table Q10. What Teachers Need to Feel More Supported (n=4)	
Number of Respondents	General Responses
•• (2)	Help with Behaviorally Difficult Students
• (1)	More Tootle Ideas
• (1)	Currently Feel Supported

Sample quotes from each of the responses in Table Q10 follows:

#### ...Help with Difficult Students...

- ❖ (7) - "...I needed a lot of support in my classroom this year. Just getting the buy-in with some of my high-fliers is what I would need help with."
- ❖ (1) - "I will agree with you. I think help with the buy-in with the real high-fliers. Besides that, I felt very supported."

#### ...Tootle Ideas...

- ❖ (10) - "Just more ideas for the tootles because you know, sometimes they get overused, ya know? I would pull those out, I just got so excited about some of them, like the boss one. I could use that every day and the kids just love it."

# Conclusion

Based on the feedback from the PAX professionals who were part of the initial implementation process, the PAX Good Behavior Game was a beneficial addition in the classroom. The focus group enabled YCCO to learn about the four objectives, Environmental Changes, Personal Stress & Wellbeing, Engagement with Parents, and Networking with PAX Professionals, in order to continue implementing and expanding the PAX Good Behavior Game in Oregon.

Through the focus group we learned PAX has helped teachers gain more classroom control and therefore improved students' behavior within the classroom, helped the pace of the classroom resulting in easier teaching and more instructional time, and generated outside interest in the program. PAX professionals suggested they find ways to bring the program outside the school and into homes and the community and use PAX as the only classroom management tool. Ultimately teachers were better able to manage the difficult behavioral issues and gain confidence in their teaching skills. Teachers received limited but positive feedback from parents and the community. They are excited about and want to continue to educate the public on the PAX GBG program and include parents in more of the program. The idea to create a Facebook Group and social networking event was well received and overall, PAX professionals felt supported but also would like help with behaviorally difficult children who do not buy into the program.

There are still areas that can be expanded in the future, like adding additional school districts in county, developing additional Granny Wacky Prizes, tootle note award ceremonies, and bringing the program out into the community. YCCO also hopes to continue the partnership with Linfield College as the program expands in the future. The goal of this preliminary report is to stimulate interest in the program throughout teachers, administration, and the community by showing the impact it has on all individuals involved. We would like to thank all PAX professionals for implementing this program and we hope this program will continue to grow so that the future generations will benefit from this program.