



Yamhill Community Care Organization Summary of Focus Group Report

Introduction & Purpose

In 2015, Yamhill Community Care Organization committed to investing in upstream prevention and wellness activities based on the recommendation of local consultants and information from community stakeholders. As a result of this work, one of the evidence-based interventions YCCO supported was PAX Good Behavior Game (GBG). Good Behavior Game is a behavioral support program designed to include students in creating a positive, nurturing classroom culture and has been shown to improve academic performance, self-regulation, and reduce behavior problems in children short-term, and affect graduation rates, substance use, and even employment rate long term. In 2016-17 academic year, the program was implemented in Faulconer-Chapman, Willamina, and Yamhill-Carlton Elementary Schools with 18 classrooms reaching approximately 350 children. YCCO invited Linfield College psychology students to support the end-of-year spleem counts, conduct the focus group, and report on testimonials. We acknowledge the program can be altered to fit the local needs of the classrooms within the area.

Objectives

Obj 1: Environmental Changes, was formulated to determine if significant classroom environment changes occurred.

Obj 2: Personal Wellbeing and Stress Levels, was intended to discern if the PAX program altered teacher's stress levels surrounding their job.

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

Obj 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

Participants

Demographic information was collected during the focus group, such as school information, grade level they taught and the number of teaching experience were collected. In order to remain anonymity, all identifiable information was removed from the transcript and each participant was randomly assigned a number. Overall, ten participants or 37.0% of the PAX teachers, principals, and administrators participated in the assessment which took place on Friday June 9th 2017 at Linfield College.

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, two psychology interns from Linfield College compared and updated the typed transcript to create a final written copy.

Limitations

1. Voluntary sample – people self-selected to participate, and only 60% of respondents had implemented PAX in their classrooms.
2. PAX Sticks may have caused disruption of individuals' thought processes.
3. Limited quantity of data because of the time constraint and focus group format.
4. Availability for the PAX professionals due to date and time of the focus group.
5. Groupthink theory and respondents' desire for conflict avoidance.

Results

Descriptive tables outlining major responses are displayed below. *n* is the total number of responses for a given question. If one answer covered multiple topics, each topic was included separately.

In total ten individuals participated in the focus group discussion; one principal, two administrators, one instructional coach, and six teachers.

Objective 1: Environmental Changes

Q1: PAX Impact on Classroom Goals and Milestones

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

Q2: PAX Effect on Classroom Pace and Curriculum

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

Q3: Faculty's Attitudes Towards PAX

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

Objective 2: Mental Well-being & Stress Levels

Q4: Changes to Improve PAX in the Classroom

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

Q5: Advice for New PAX Teachers

Table Q5. Advice for New PAX Teachers (n=6)	
Number of Respondents	General Responses
● (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

Q6: Teaching Perspective Changes After PAX

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

Objective 3: Engagement with Parents

Q7: Parents' Feedback About PAX

Table Q7. Parents' Feedback About PAX (n=5)	
Number of Respondents	General Responses
●●● (3)	Limited Feedback from Parents
● (1)	Positive Feedback from Parents
● (1)	Positive Feedback from Community Members

Q8: Suggestions to Involve Parents with PAX

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

Objective 4: Networking with PAX Professionals

Q9: Best Way to Build a local PAX Teacher Network

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

Q10: What Teachers Need to Feel More Supported

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

Conclusion

Based on the feedback from the PAX professionals, 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 expand the PAX Good Behavior Game in Oregon.