Successes and Barriers in Implementing PAX in 5 Ohio Counties

Objectives

- #1: Describe the successes we have had in engaging teachers and district administrators in ways that lead to easier implementation.
- #2: Understand the barriers to implementing an evidence-based program with fidelity and ways to overcome them.
- #3: Explain the role and value of PAX Partners in assisting teachers with successful implementation of PAX GBG.
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Greene, Harrison, Warren, Williams, Wood
Objective #1

Describe the successes we have had in engaging teachers and district administrators in ways that lead to easier implementation.


Objective #2

Understand the barriers to implementing an evidence-based program with fidelity and ways to overcome them.
Timeline

2006 – Greene County started using PAX GBG w/ Center For Learning Excellence funding

2013 – Wood County started with SS/HS (county) funding

2014 – Williams County with SS/HS (state) funding
  -- Wood continues with Project AWARE funding

2015 - Warren County starts using PAX GBG

Lessons Learned

PAX SEEMS expensive...upfront.
Lessons Learned

Getting started

Lessons Learned

The ‘F’ Word
Lessons Learned

Administrative Support

We ask a lot of our teachers.
Objective #3

Explain the role and value of PAX Partners in assisting teachers with successful implementation of PAX GBG.

PAX Partners offer...

the *right* kind of support.

“Coach” vs. “Partner”
Support Tier 2 and Tier 3 Implementations

Group Coaching for PAX Teachers

Partnering can help with Wally Syndrome

I'm back from training.

I got a big binder.

The training is already forgotten, but the binder will last forever.

A living monument to temporary knowledge!
How do we know that PAX Partners work?

The meta-analysis by Joyce and Showers (2002) reported that training comprised of didactics, demonstrations, practice and feedback does little to impact teacher practice unless it is coupled with classroom-based support [i.e. PAX Partners].

Coaching can occur in multiple settings but is likely to have the greatest impact when it is embedded in the context in which an intervention is implemented (Garret et al. 2001).

Relative to a condition of teacher training alone, those in the combined coaching and training condition experienced significant improvements in the closeness of teacher-student relationships, students’ academic self-concept…. (Capplella et al. 2012).

Warren County Data

Maineville Spleen Data

Wood County Data

Spleens Observations
Williams County Data

15 minute Sleep Count Observations
74% decrease in off-task behavior
Williams County August 2014-May 2015

Williams County Data

Growth in Minutes Played per Game
vs.
Splems per Game
The PAX Good Behavior Game began in the Harrison Elementary Schools during the 2014-2015 school year and was primarily concentrated in K-3rd grades.

80% of HHCSD's preschool and kindergarten population were exposed to the PAX Good Behavior Game Baseline in 2016-2017 school year. 76% of the students in grades 1st thru 4th were exposed to PAX in the 2016-2017 school year. Reduction in disruptive/off task behaviors was 79% in grades Preschool thru 4th grade.

Students’ social functioning scores on the Kindergarten Readiness Assessment (KRA) were compared from the 2015-2016 to the 2016-2017 school years. The KRA is administered to students during the beginning of the school year, so for the 2016-2017 school year this would be those preschool students who had PAX during the 2015-2016 school year at one of HHCSD’s preschools.

When comparing students’ KRA scores from year to year, they improved by 6% (2015-2016 M=269.00, SD = 21.12; 2016-2017 M=285.48, SD = 20.18).
How do we sustain this?

SUSTAINABILITY

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