

Browning Public Schools
Board Agenda Request
Meeting To Be Held: June 13, 2017



Recognition: ☐ Students ☐ Staff ☐ Parents
Information: ☐ Building Report ☐ Old Business ☐ Superintendent's Report
Action: ☐ Resignation ☐ Hiring ☐ Contract Service Agreements
 ☐ Travel Out-of-State ☐ Travel In State ☒ Approvals
 ☐ Termination ☐ Legal Matters ☐ Other:
This action request pertains to ☒ Elementary (only) ☐ High School/District Wide

Date: June 2, 2017

To: **Board of Trustees**
 Browning Public Schools

From: John P. Rouse
Title: Superintendent

Subject: **Approval of Good Behavior Game Grant for Grades 1 and 2**

Description: The administration would like the board to give permission for the students in grades 1 and 2 in selected classrooms to participate in a Good Behavior grant.

Financial Impact: N/A

Attachment(s): Grant proposal (attached) Plus an oral presentation by grant sponsors.

Superintendent Action: ☐ Approved ☐ Denied ☐ Deferred Initial & date: _____

Comments: _____

Board Action: ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: _____

Title: *Pilot Feasibility Study of the Good Behavior Game Intervention in Native American Youth in Montana*

Investigators: Janet Lindow, PhD (PI) and Matt Byerly, MD (Co-I) from MSU – Bozeman

Teachers: *Nine* 1st and *three* 2nd grade teachers at Browning public elementary schools

Differences between the original GBG and PAX:

The original Good Behavior Game (GBG) refers to a behavioral intervention, which was shown in over 40 years of studies to reduce aggressive/disruptive behaviors in children. It has not been tested in any Native American children. PAX is a spin-off of the GBG. There are two major differences between the original GBG and PAX:

1. The original GBG involves a coach who supports GBG-trained teachers to help them deliver the GBG with continuous high quality and accuracy. Many studies have shown that teachers are able to perform interventions more consistently when they have this type of support. PAX does NOT include a coach.
 - a. Johns Hopkins, which developed and tested the original GBG, showed that students with GBG-trained teachers that were coached for the same school year had many positive outcomes (reduced suicidality, reduced alcohol and drug use, reduced criminal behaviors, and reduced mental illness) 15-17 years later.
 - b. The positive, long-term outcomes for children were lost when GBG-trained teachers no longer had the coaching support. This suggests continued coaching is important for the GBG to be effective.
2. The positive, long-term outcomes (see #1a above) are from testing of the original GBG only. PAX does not have any long-term data for these outcomes.

Study purpose:

1. To test the ability of 1st and 2nd grade teachers to perform the original Good Behavior Game in their classrooms with high fidelity (feasibility).
2. To determine how well teachers and students like the original Good Behavior Game (acceptability).
3. To measure preliminary changes in children's behaviors before and after one school year of the Good Behavior Game. We will measure changes in aggressive/disruptive and shy behaviors using a standardized questionnaire.
4. To train a community member as a Good Behavior Game coach. This person will work side-by-side with Janet Lindow during the first school year and then be paid by the MSU Center for Mental Health Research and Recovery to continue as the Good Behavior Game coach for trained teachers (sustainability).

Expected outcomes:

1. We anticipate teachers and students will like the original GBG.

2. We hope teachers find using the GBG helps them manage their classrooms more easily, so they can spend less time on discipline and more time teaching.
3. We anticipate the GBG will improve children's classroom behavior, creating a positive learning environment for all children.

Delivering PAX and the test of the GBG:

1. Participating schools can have PAX and the GBG ongoing simultaneously.
2. This is **NOT a comparison or competition** between PAX and the proposed GBG implementation.
3. There is NO need for any PAX-trained teachers to do anything other than deliver PAX as they desire.
4. If students have more than 1 teacher, and different teachers are delivering PAX and the original GBG, this is JUST FINE. **No scheduling changes will be needed** for students.

Teacher participation:

Note: All participating teachers will be given an honorarium for each extra activity they are asked to do for the study.

1. Teachers will be trained to deliver the GBG in their classrooms.
2. Teachers will do a short behavioral assessment for each child before starting the GBG.
3. Teachers will play the GBG ~3 times a week for 10-15 minutes per game.
4. Teachers will meet with Janet Lindow and co-coach 1-2 times a month to answer any questions and to make sure the GBG is being done according to the protocol.
5. Teachers will repeat the behavioral assessment for each child at the end of the school year.

Result sharing:

1. All results will be shared with participating schools as soon as they are available (summer 2018).
2. Results will be shared with community in the form of a townhall meeting.
3. Results (anonymous) will be available on the Center's website.
4. Results (anonymous for individuals and Tribal community) will be published.