Enhancing Ohio's Model for Implementing and Sustaining The PAX Good Behavior Game and PAX Tools

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Ohio PAX Evaluation Group

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This evaluation report includes a detailed overview of the background, method, results, conclusions, and recommendations of the Enhancing Ohio's Model for Implementing and Sustaining PAX project. For a brief but comprehensive understanding of the report, we recommend prioritizing the Executive Summary (pp. v-xii) and Discussion (pp. 70-76)

Project Partner Roles and Acknowledgements

Nationwide Children's Hospital (NCH) Behavioral Health

NCH Behavioral Health is the largest behavioral health department attached to a children's hospital in the nation and provides a broad continuum of services, including both clinical and prevention services. This project was led by a Nationwide Children's Hospital team with extensive expertise in regional implementation of prevention programming, including PAX Good Behavior Game (PAX GBG) and PAX Tools, and school consultation. This team has been involved in implementation and consultation support of PAX GBG for over 10 years. The NCH project team, which included Dr. Samanta Boddapati (principal investigator, psychologist and clinical manager), Dr. Glenn Thomas (psychologist and director in Behavioral Health), Dr. Margaret Rosencrans (prevention psychologist), and Himabindu Katrapati (project manager), provided overall direction and were involved in all aspects of the project.

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The Discovery Center for Evaluation, Research, and Professional Learning at Miami University

The Discovery Center has extensive experience and expertise in large multi-method evaluations. Team members from the Discovery Center included Dr. Sarah Woodruff (Center Director), Abby Helsinger (Senior Research Associate), Dr. Ashley Streat (Researcher and Statistician), Alison Lapointe (Senior Research Associate), Kristen Morio (Senior Research Associate), Dr. Yue Li (Associate Director), Samuel Elliott (Research Assistant), and Kate Brand (Research Assistant). The team had an important role in the development of the evaluation measures. In addition, team members created the stratified sampling plan, executed all evaluation activities (e.g., IRB submissions, recruitment, managing incentives, leading interviews/focus groups), and completed all data analysis (e.g., surveys for the representative sample and targeted sample, focus group and interview transcripts) for the evaluation portion of the project as well as contributed to the analysis of the infrastructure portion of the project (i.e., training, communities of practice, consultation modules).

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The Center for Intervention Research in Schools (CIRS) at Ohio University

Dr. Julie Owens and Dr. Steven Evans, clinical psychologists and co-directors of CIRS, specialize in evaluation and implementation of school-based mental health and consultation interventions within the Multi-Tiered Systems of Support (MTSS) framework. Dr. Owens assisted in developing measures for the project and played a key role in the development and evaluation of the online consultation modules for PAX Partners and PAX Tools Community Educators (PTCE) and was involved in the facilitation of PAX Partner-specific communities of practice (CoP). Dr. Evans assisted in the design of the evaluation, including developing measures, identifying sampling and recruitment approaches, and providing general guidance in the evaluation workgroup. Both Dr. Owens and Dr. Evans were involved in the interpretation of the findings. Dr. Cara Dillon (post-doctoral fellow) served as a core member of the consultation module development team. Yuika Iwai and Carolyn Campbell, graduate students in clinical psychology, supported project activities and research literature reviews.

The Ohio School-Based Center of Excellence for Prevention & Early Intervention at Miami University

The School-Based Center of Excellence (SBCOE) provides connections for school-based prevention and early intervention technical assistance, support, and resources in Ohio. The SBCOE helps K-12 students, families, and staff improve wellness through evidence-based approaches, fostering positive outcomes. Dr. Cricket Meehan (psychologist and center director) and Glenna Edwards (content specialist) consulted on the

development of the consultation modules and training logistics. In addition, they supported outreach efforts through dissemination of promotions through SBCOE networks.

The Ohio Mental Health Network for School Success (OHMNSS)

OHMNSS promotes regional mental health awareness, the adoption and implementation of programs and projects, and helps to build capacity within their six Ohio regions. Kathy Oberlin, director of OHMNSS, operationalized outreach activities, developed, promoted, and supported the execution of statewide CoPs for two populations: all professionals involved in PAX GBG or PAX Tools, and PAX Partners. Frances Witt (regional lead) was responsible for facilitation and coordination of PAX communities of practice.

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Prevention Action Alliance (PAA)

PAA leads prevention programing that works to prevent substance misuse and promote mental health wellness. Julianna Kleinsmith, BS, OCPS, provided guidance and assistance with the development of infrastructure activities. She also provided guidance on logistics around PAX trainings and outreach activities.

PAXIS Institute

PAXIS Institute is an international prevention science company that is responsible for developing and disseminating PAX GBG and PAX Tools and has been a key partner in statewide dissemination efforts. Carmen Irving, MA, CLFE, is the Vice President of PAXIS and Jason Fruth, PhD, is the Executive Director of Research and Development. They both provided guidance around multiple project initiatives, including development of surveys and focus group/interview questions, development of infrastructure activities (consultation modules and communities of practice), and planning around PAX trainings. PAXIS assisted in promotion of activities and facilitated opportunities for connections with schools and communities across the state.

EXECUTIVE SUMMARY

Introduction

The continued increase in rates of childhood behavioral and mental health diagnoses and suicide highlights the need for population level implementation of evidence-based prevention and early intervention in schools and community settings. Prevention models provide a critical opportunity to enhance resilience in youth and develop skills and competencies needed to successfully function as productive adults (e.g., problem solving, peer relationships, self-accountability), thereby mitigating the risks for mental health disorders and suicide (Becker-Weidman et al., 2010; Robson et al., 2020; Tebes et al., 2019).

The PAX Good Behavior Game (PAX GBG) is one of the few evidence-based universal prevention models with an established record of rigorous research.

Long-term prospective studies have found that students in first and second grade classrooms where GBG was implemented were less likely than their counterparts from non-GBG classrooms to experience mental health challenges in adulthood, including behavior disorders, aggression, substance use, and suicidal ideation (Ialongo et al., 1999; Kellam et al., 2008; Kellam et al., 2014; Wilcox et al., 2008). Intended for community settings, PAX Tools is an extension of, and built on the same behavioral principles as, PAX GBG.

PAX GBG and PAX Tools are trauma-informed models, with PAX GBG provided in the school setting and PAX Tools in community systems. Because both are universal models, they hold the potential for producing population-level benefits and addressing the behavioral health needs of children before those needs become clinically significant, thereby improving health equity (Fruth et al., 2024).

Since 2006, PAX GBG and PAX Tools training, with significant support from the Ohio Department of Mental Health and Addiction Services (OhioMHAS), has been widely available across the state. The Enhancing Ohio's Model for Implementing and Sustaining PAX project sought to build on these prior investments in training. The goal of this project was to evaluate the state of PAX in Ohio and provide recommendations to support the development of an infrastructure for sustaining PAX GBG and PAX Tools.

Method

Representative Sample Surveys: Online surveys were developed for school administrators across Ohio. Surveys were administered to a stratified sample of K-6 schools to ensure an accurate representation of elementary schools. Three school-level stratification variables were used: socioeconomic status (SES, proportion of students receiving free and reduced lunch as a proxy), locale (e.g., urban, suburban, rural, and town), and racial demographics.

Targeted Sample Surveys: Online surveys were developed for self-selected users and champions of PAX GBG and PAX Tools including: current and previous K-6th grade PAX GBG trained teachers, administrators/designated Tier 1 leaders from PAX GBG schools, community organization leaders, and school-based consultants (referred to as PAX Partners) both internal and external to the school, PAX Tools direct service providers/supervisors, and PAX Tools Community Educators (PTCEs).

Focus Groups and Interviews: Participants in either of these samples were offered the opportunity to participate in focus groups or interviews to provide in-depth insight into implementation and sustainability of PAX GBG and PAX Tools.

Pilot of Infrastructure Activities

- Dissemination of trainings provided by PAXIS Institute (the purveyor of PAX GBG and PAX Tools products) and examining the use of, and satisfaction with, different training modalities.
- Development and evaluation of nine online consultation modules for PAX Partners and PTCEs.
- Two communities of practice ([CoPs], seven sessions for professionals involved in PAX GBG and PAX Tools across the state and five PAX Partner-specific sessions).

Participant Summary

Representative Sample

- **207** school administrators from 56 counties, representing approximately 10% of schools eligible for participation.

Targeted Samples

- **267** teachers; **62** school administrators; **73** PAX Partners; **42** community organization leaders; **29** PTCEs

Focus Groups and Interviews

- **24** PAX Tools Users
- **65** participants from groups included in the representative or targeted samples

PAX Trainings

- **1,133** participants from 65 counties

Consultation Video Modules

- **68** participants, from 29 counties, completed at least one module and **23** completed all modules

Communities of Practice

- Professionals across **20** counties attended either the statewide or PAX Partner-specific sessions

PAX GBG

- 21% of administrators from the representative sample reported use of PAX GBG in their buildings.
- PAX GBG ranked as the 6th most frequently used universal prevention practice. Notably, some of the other most frequently used practices had limited research support.
- 45% of administrators from the representative sample reported staff in their building had been trained in PAX GBG.
- Schools **least** likely to report using PAX GBG were schools in rural areas and those with the highest proportion of students of color.

PAX Tools

- Nearly half of PTCEs reported that parents/caregivers were the most common community audience for PAX Tools workshops.
- PAX Tools users included non-teaching school-affiliated staff (e.g., bus drivers, cafeteria workers), as well as professionals working in community mental health, youth-serving, or other community-based organizations.

PAX GBG Supports

More administrators in the targeted sample (56%) reported having trained PAX Partner support than administrators in the representative sample (40%). Teachers reported that opportunities to discuss PAX with other teachers who use it (64%), followed by modeling/instruction from a PAX Partner (63%), were the most used supports.

PAX GBG Fidelity Monitoring

The most frequently reported practice used to monitor fidelity was walkthroughs conducted by administrators (69% of targeted administrators and 41% of representative administrators). Of concern, 33% of respondents in the representative sample who reported staff use of PAX (n = 54) indicated that fidelity monitoring practices were not applicable, possibly reflecting a lack of understanding and/or resources for fidelity monitoring.

Community Agency Involvement

Of community agency respondents who completed the survey, Educational Service Centers (ESCs) and Alcohol Drug and Mental Health (ADAMH) Boards were the most frequent type of agency involved in, and financially supporting, PAX GBG and PAX Tools efforts.

Facilitators and Barriers

PAX Partners

Administrators, teachers, and PAX Partners reported that PAX Partners engaged in several activities to support PAX GBG, including leading meetings, modeling PAX GBG strategies, and giving feedback to teachers on implementation. Data from the representative administrator survey showed that schools with a PAX Partner were significantly more likely to report a higher percentage of staff using PAX GBG strategies daily compared to those without a PAX Partner. PAX Partners indicated comfort with, and frequent use of, specific consultation skills (such as providing positive feedback to teachers) but reported less comfort with, and use of, other important skills (such as delivering constructive feedback).

PTCEs

Over 80% of PTCEs expressed comfort with delivering workshops and engaging the audience.

Leadership Support

The most frequent practices used to support and sustain PAX GBG as reported by both representative and targeted administrators were administrator use of PAX language with students and teachers daily (38% and 58%), followed by modeling strategies in common spaces (28% and 44%). Responses from both administrator surveys showed a positive relationship between administrator practices (e.g., using PAX language with students, helping staff see connections between PAX and multi-tiered systems of support [MTSS]) and reported staff use of PAX GBG strategies. Teacher survey data yielded a significant positive relationship between perceived administrator support and the frequency and quality of teacher use of strategies. PAX Tools users also shared that encouragement to apply the strategies from supervisors fostered their use.

School Practices

Approximately 35% of schools from the representative sample and 55% of respondents from the targeted administrator sample reported using four or more universal prevention practices. The targeted administrator survey data showed that the use of **more** universal prevention practices in a school was associated with **fewer** staff using PAX GBG strategies. In focus groups and interviews, PAX GBG users discussed the importance of aligning PAX GBG and other school practices yet indicated challenges in achieving this consistency. These results highlight the importance of helping school professionals understand overlap in selected practices to promote alignment and reduce redundancies.

Perceptions of Benefits

Most administrators from the representative and targeted samples agreed that PAX GBG improved student behavior (64% and 88%) and created a shared universal language (62% and 91%), while fewer agreed that it improved school-home connections (25% and 63%). Similarly, most teachers agreed PAX GBG created a shared universal language (89%) in the school. Responses to the representative administrator and targeted teacher survey showed significant positive relationships between perceived benefits and teacher use of PAX GBG strategies in a school.

PAX Tools users in mental health, youth-serving, and other community organizations agreed that the strategies allowed for efficient use of time, were easy to implement, and provided opportunities for use in multiple settings.

Perceptions of Challenges

Common barriers included: lack of district endorsement of PAX GBG (24% of representative administrators), building adoption of other prevention programs (46% of targeted administrators), and too many overlapping prevention practices (45% of teachers). Teachers who previously used PAX GBG in their classrooms (n = 58) reported they no longer used the strategies because they already felt confident in their classroom behavior management strategies (73%) and/or that they felt it did not work for their students (64%). Both administrator and teacher surveys showed an expected negative association between reported barriers and PAX GBG use.

In focus groups and interviews, community users of PAX Tools reported fewer challenges than non-teaching staff in schools using PAX Tools. Non-teaching staff in schools reported that strategies were not appropriate for their roles. Some non-teaching staff in schools and teachers also reported in interviews and focus groups that the strategies were not applicable to older elementary grades.

Community Agency Support

Community agencies play several roles in supporting PAX GBG, including sharing resources, funding (training and PAX Partners), oversight of PAX implementation, and promotion/outreach. Interview and focus group data revealed that funding and PAX Partner support were the most common roles for external agencies.

Needs and Gaps

Supports that enhance a sense of professional connection to other PAX users in similar roles emerged as a common need.

Administrators

Administrators from the representative sample reported periodic support to small groups/learning teams (46%) would be helpful, while administrators from the targeted sample reported having a PAX Partner model strategies for staff (54%) would assist with implementation.

Teachers

Teachers who previously used PAX GBG reported it would have been helpful to have more opportunities to meet with other teachers who also used PAX GBG (45%).

PAX Partners

Among current PAX Partners, 74% of Partners affiliated with outside agencies (external to the school) reported that more support for PAX GBG from school administrators would be beneficial, whereas 48% of PAX Partners affiliated with the school (internal) reported wanting more support from outside agencies. More than half of PAX Partners (external, 58% and internal, 52%) reported that connecting with other Partners would be helpful.

PTCEs

PTCEs reported they desired enhanced opportunities for co-facilitation and connection with other PTCEs (44%).

Gaps

Themes reflecting reported gaps across focus groups and interviews for PAX GBG and PAX Tools:

- Desire for more consistency across the community, including sharing information with parents
- Modification of strategies for older youth
- Need for higher intensity services than PAX, a universal prevention model, could provide
- Some felt PAX lacked consequences for inappropriate behaviors, possibly reflecting misperception of the model's application.

Funding

Of the representative administrator sample who reported current staff PAX use (n = 55), 27% were unsure of their funding source, and 18% used grant funding. Of administrators in the targeted sample, 29% identified grant funding, followed by 27% using district or building funds. Of the community agencies involved in PAX (n = 22), 64% were currently funding PAX GBG, and 35% were currently funding PAX Tools; 54% reported they had data to show outcomes to advocate for future funding.

Infrastructure

Training

Of registered participants, 75% attended trainings. Most participants attended the virtual training sessions available across the state (56%), followed by the in-person, site specific training sessions (34%).

Consultation Skills Modules

Across modules, 96% of participants agreed or strongly agreed that the content presented in the modules was acceptable, appropriate, and feasible. Of the six modules with knowledge check questions, the correct response rate ranged from 71% to 94%. Taken together, these data suggest strong participant engagement and relevant content.

Communities of Practice (CoPs)

Most (95-96%) participants reported a positive experience and many (67-79%) indicated they were very likely to recommend the PAX CoP to colleagues or others. Of those who registered, 31% attended, suggesting that the PAX CoPs were valuable venues for professional development but not easily accessible.

Conclusions and Recommendations

The Enhancing Ohio's Model for Implementing and Sustaining PAX project provided a unique opportunity to better understand the current state of PAX GBG and PAX Tools in Ohio. Findings from this project provide a comprehensive overview of PAX efforts in Ohio. PAX GBG is implemented in nearly one in five schools across Ohio, and PAX Tools has been implemented in numerous community systems and with non-teaching staff in schools. In addition, users identified several types of implementation supports, including PAX Partners and community agency involvement, that enhance the use of PAX GBG and PAX Tools. Specifically, leadership support is particularly important to the facilitation of universal prevention practices. Users also identified several barriers to implementation and sustainability of PAX GBG and PAX Tools that are described in the report. Some of the reported barriers are linked to misperceptions of the intent and purpose of universal models and others related to misunderstandings of PAX GBG or PAX Tools specifically. **Table 1** summarizes key conclusions along with actionable recommendations.

In brief, investment in practices that support readiness, training, implementation, and fidelity (see **Figure 1**), will create a comprehensive approach to large-scale, long-term, sustainable use of PAX GBG and PAX Tools, resulting in positive outcomes. Implementation of these recommendations holds the potential for significant improvements in population health outcomes for Ohio's youth, especially over the long-term. These not only include education-specific outcomes, such as graduation rates, but also health outcomes such as Ohio's rates of pediatric suicide and substance use.

Figure 1. *Sustainability Framework for Universal Prevention Practices: System and Individual Pathways*

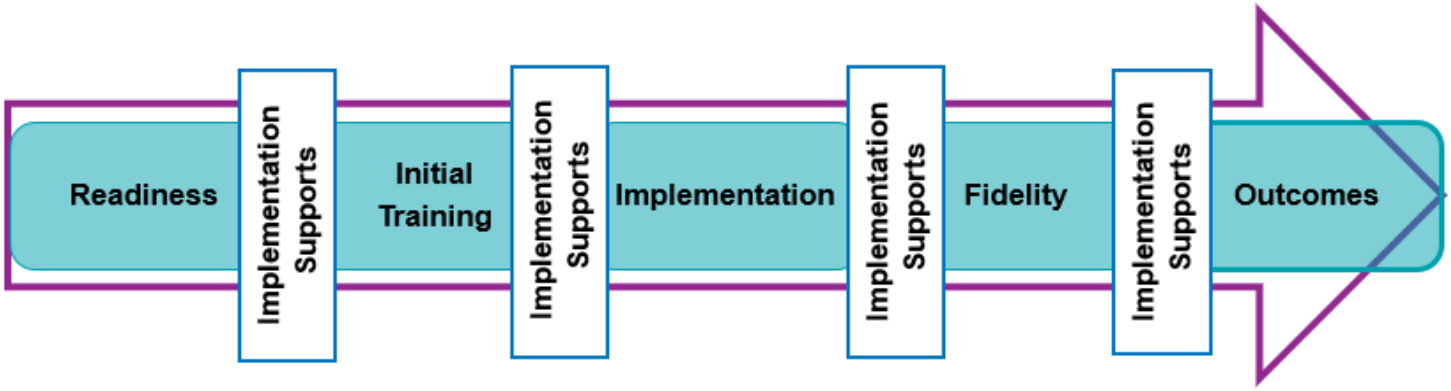

Table 1. *Key Conclusions and Recommendations: Enhancing Ohio's Model for Implementing and Sustaining PAX*

Key Conclusion 1: Adopt equitable approaches to enhance access and resources to support implementation of PAX GBG and other evidence-based practices (EBPs).
Recommendation: Improve access and resources for PAX GBG and other EBPs for schools with the highest concentration of students of color and schools in rural areas.

Key Conclusion 2: Increase focus on readiness prior to training and implementation of PAX GBG and other EBPs.
Recommendations:

- Provide opportunities for school and community professionals (administrators, teachers) to receive education and consultation on selecting EBPs that meet the unique needs of schools/communities.
- Collaborate with state and local agencies, including Ohio Department of Education and Workforce and OhioMHAS, to increase school administrator knowledge and skills related to engagement activities, funding opportunities, and integrating prevention into existing school practices (e.g., PBIS/MTSS).
- Develop implementation readiness resources and supports to enhance the capacity of organizations and school leaders to address perceived challenges *prior* to training and implementation (e.g., realistic expectations and systems to support fidelity).

Key Conclusion 3: Invest in implementation strategies is important for sustaining EBPs.
Recommendations:

- Enhance and invest in pathways to access implementation strategies for PAX GBG through:
  - (a) Technical assistance, consultation using evidence-based consultation practices, and sustainability support via PAX Partners to improve use and maintenance
  - (b) Collaborative community-school partnerships to bolster implementation support resources (e.g., outreach/promotion, PAX Partners)
  - (c) Site-level supports for professionals in schools and community organizations to increase staff adoption of PAX (e.g., small group supports, consultation for administrator promotion activities)
- Develop practical resources that can be leveraged early in the implementation and training process to support sustained use of EBPs.
- Develop and promote existing opportunities for PAX Tools Community Educators (PTCEs) and users of PAX Tools to receive periodic implementation supports.
- Enhance the training and implementation support opportunities (e.g., skills practice, consultation) for non-teaching staff who work in settings where implementation of PAX Tools may be challenging (e.g., cafeterias, buses).

Key Conclusion 4: Leverage creative approaches to meet the need for professional connection.
Recommendation: Develop innovative implementation support resources for teachers, administrators, PAX Partners, and PTCEs that leverage shared connection to enhance sense of support at the local and regional levels.

Key Conclusion 5: Build readiness and enhance fidelity practices at the point of PAX training.
Recommendations:

- Enhance training mechanisms by offering a variety of ongoing training modalities (e.g., in person, virtual) and offerings (e.g., site specific, trainings available statewide).
- Develop approaches to monitor and assess implementation fidelity post-training and provide implementation strategies based on strengths and weaknesses.

Key Conclusion 6: Sustainment of PAX efforts require ongoing commitment to innovative solutions to funding.
Recommendation: Identify and expand access to diverse pathways to fund and sustain prevention efforts through interagency partnerships, which includes:

- (a) Sharing opportunities for funding and support with schools
- (b) Identifying braided funding opportunities
- (c) Improving measurement of local outcomes in schools and communities and helping educators and staff at agencies learn how to use data to advocate for support

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Key Terms

PAX Good Behavior Game (GBG)[1]	PAX GBG (PAX is Latin for peace) consists of eleven evidence-based behavioral strategies that collectively develop school-aged children's abilities to manage their behaviors, improve social relationships, and engage within the learning environment. These strategies are integrated into routine academic instruction and the school environment by educators and school professionals, rather than constituting a time-limited curriculum like many other prevention models. PAX GBG provides a shared language across a school building or district and can be integrated with other practices (e.g., restorative justice) and frameworks, including Positive Behavioral Interventions and Supports (PBIS), by educators and staff trained in PAX GBG. The model is both trauma-informed and culturally sensitive.
PAX GBG Strategies	Within the PAX GBG model, terms, such as "kernels," "cues," and "the PAX Game," are used. Unless otherwise specified, the report will refer to these as "PAX strategies." The strategies within the model referenced throughout the report are PAX Vision, PAX Leader, PAX Quiet, Granny's Wacky Prizes, PAX Stix, PAX Hands and Feet, PAX Voices, Beat the Timer, Tootles, Ok/Not Ok, and the Good Behavior Game/PAX Game.
Spleems[1]	Within PAX GBG model, any off-task or contextually inappropriate behavior from students in the classroom is referred to as a "spleem." Spleem counts are used as part of a time-series assessment of students' changes in behavior throughout the year.
PAX Partner[1]	PAX Partners are school or community professionals who are trained to provide ongoing support to other professionals (e.g., teachers, school staff) on the implementation of PAX GBG.
Internal PAX Partner	Internal PAX Partners are school professionals who are trained to provide ongoing support to other professionals in their school or district (e.g., teachers, school staff) for the implementation of PAX GBG. Internal PAX Partners are employed by the school community and simultaneously serve as a teacher or other school/district staff member (e.g., counselor, social worker, administrator).
External PAX Partner	External PAX Partners are community-based professionals who are trained to provide ongoing support to school professionals (e.g., teachers, school staff) for the implementation of PAX GBG. External PAX Partners are typically employed by an external agency that provides support to one or more schools in PAX GBG implementation.
PAX Next Steps[1]	This training provides teachers and educators already trained in PAX GBG with updated strategies, procedures, and integrations for implementing PAX GBG in the classroom.
PAX Heroes[1]	PAX Heroes training provides targeted Tier 2/3 applications for teachers and educators already trained in PAX GBG.
PAX Tools[1]	PAX Tools is a set of strategies intended for adults who work with, or care for, school-aged youth outside the classroom. PAX Tools are designed for flexible application and signify an important extension of the PAX GBG strategies to reach a wider set of community systems in which youth and families are embedded. PAX Tools programming is designed for adults who work with, and care for, youth across the system of care. There are currently five versions of PAX Tools training for different audiences: 1) PAX Tools Community Educator, 2) PAX Tools for Human Services, 3) PAX Tools for Youth Development, 4) PAX Tools for Youth Workers, and 5) PAX Tools for Caregivers.
PAX Tools Strategies	The strategies within PAX Tools referenced throughout the report are: Shared Vision, Low Emotional Response, Beat the Timer, Kudos Notes, Random Sticks, PAX Focus, PAX Breaks, and PAX Amends. In addition to these strategies, PAX Tools for Human Services also includes two additional strategies: PAX Choice and PAX Goal Maps. Unless otherwise specified, the report will refer to these strategies as "PAX Tools Strategies."

PAX Tools Community Educator (PTCE)[1]	PTCEs are community professionals trained to serve as facilitators of PAX Tools workshops.
Evidence-based Practice (EBP)	An EBP is a practice that has been evaluated using rigorous research methods and produces positive outcomes.
Stratified Sampling	Stratified sampling refers to dividing a population into subgroups (e.g., schools with many students of color vs. schools with very few students of color) and randomly selecting individuals within each of those groups. A stratified sample allows for better representation of various subgroups within a large population.
Representative Sample	A representative sample consists of individuals who proportionally represent the diversity within the entire population. In this study, we invited school administrators from all eligible K-6 schools in the state of Ohio.
Targeted Samples	The targeted samples in this study were not randomly selected and included school professionals (administrators and teachers), PAX Partners (internal and external), PAX Tools users, and PAX Tools Community Educators who self-identified as currently or previously using PAX GBG and/or PAX Tools. Community organization leaders who may or may not have had previous involvement with PAX were also eligible.
Multi-tiered Systems of Support (MTSS)	MTSS is a framework used in school settings that relies on increasingly intensive levels (i.e., tiers) of support for students based on data-based decision making (including screening and progress monitoring measures). Tier 1 includes school-wide practices that are appropriate for all students and typically meet the needs of 80% of the school population. Tier 2 includes targeted practices or services for a smaller proportion of students (i.e., typically 10-15% of school population), which are delivered in addition to Tier 1 practices. Tier 3 includes individualized, intensive practices for a small group of students for whom Tier 2 practices were not sufficient to meet their needs (typically 5-10%).
Positive Behavioral Interventions and Supports (PBIS)[2]	PBIS is a type of application of the MTSS framework to address students' social-emotional and behavioral development that relies on increasingly intensive levels of support (e.g., Tier 1, Tier 2, and Tier 3) for students based on data-based decision making.

[1] Additional product information is available on www.paxis.org
[2] Additional information is available on www.pbis.org

Abbreviations

Abbreviation	
ADAMH Board	Alcohol, Drug Addiction, and Mental Health Board
CoP	Communities of Practice
CIRS	Ohio University Center for Intervention Research in Schools
EMIS	Education Management Information System
ESC	Education Service Center
FRL	Free and reduced lunch
GBG	Good Behavior Game
IRB	Institutional Review Board
MHRB	Mental Health Recovery Board
MTSS	Multi-Tiered System of Support (including Tier 1, Tier 2/3)
NCES	National Center for Education Statistics
NCH	Nationwide Children's Hospital
Discovery Center	The Discovery Center for Evaluation, Research, and Professional Learning at Miami University
ODEW	Ohio Department of Education and Workforce
ODH	Ohio Department of Health
OhioMHAS	Ohio Department of Mental Health and Addiction Services
OLAC	Ohio Leadership Advisory Council
OMHNSS	Ohio Mental Health Network for School Success
PAA	Prevention Action Alliance
PAX GBG	PAX Good Behavior Game
PTCE	PAX Tools Community Educators
PBIS	Positive Behavioral Interventions and Supports
RE-AIM	Reach, Effectiveness, Adoption, Implementation, and Maintenance (Framework)
SBCOE	School-Based Center of Excellence for Prevention & Early Intervention at Miami University
SDOH	Social determinants of health
SOC	Students of color
SAMHSA	Substance Abuse and Mental Health Services Administration
YRBS	Youth Risk Behavior Survey

Introduction

The PAX Good Behavior Game (PAX GBG) and PAX Tools, universal prevention models, have been widely disseminated in Ohio since 2006 with considerable support from the Ohio Department of Mental Health and Addiction Services (OhioMHAS). The goal of this project, Enhancing Ohio's Model for Implementing and Sustaining PAX, was to evaluate the state of PAX in Ohio and provide recommendations to support the development of an infrastructure for the delivery and sustainability of PAX in Ohio. Specifically, this project consisted of a comprehensive evaluation of efforts to disseminate PAX GBG and PAX Tools in Ohio and piloting a set of activities that could serve as strategies to enhance the delivery and sustainability of PAX GBG and PAX Tools. To achieve this goal, we identified five objectives.

- **Objective 1:** Provide an overall summary of dissemination efforts of PAX GBG and PAX Tools in Ohio.
- **Objective 2:** Describe the successes and challenges associated with implementation of PAX GBG and PAX Tools in Ohio schools and communities.
- **Objective 3:** Identify needs and gaps in PAX GBG and PAX Tools implementation efforts.
- **Objective 4:** Identify the primary funding sources for PAX GBG and PAX Tools efforts.
- **Objective 5:** Pilot and evaluate specific activities in the areas of training and implementation support through communities of practice (CoPs) and PAX Partner consultation practices.

Background

Data from the Youth Risk Behavior Survey (YRBS) and the School Pulse Panel hosted by the Institute of Education Sciences (IES) illustrate a challenging and complex backdrop to youth development (Centers for Disease Control and Prevention, 2024; Ohio Youth Surveys, 2024; IES, 2024). Namely, 9% of youth surveyed on the YRBS in Ohio reported attempting suicide one or more times in the past year and 18% stated they seriously considered attempting suicide in the past year. Nearly 23% of Ohio youth reported currently drinking alcohol, 19% indicated using electronic vaping products in the previous month, and 4% reported smoking cigarettes, all trends comparable to national estimates. Nationally, the School Pulse Panel found that 75% of teachers indicated moderate or severe negative impacts on student learning associated with children's difficulties with focusing or paying attention, and 57% of teachers indicated that disruptive behavior in the classroom impacted student learning. Furthermore, at the acute end of the continuum, pediatric psychiatric hospitalizations in the USA increased by 25.8% from 2009 to 2019 (Arakelyan et al., 2023). Thus, youth mental health concerns are clearly prevalent and impacting the well-being and functioning of Ohio youth.

Among high-school aged youth in Ohio, data from the 2023 Youth Risk Behavior Survey found that:

- 35% of youth felt sad or hopeless for two or more weeks.
- 18% considered suicide in the last year.
- 21% were electronically bullied in the last year.

Ohio Youth Surveys, joint effort by:
Ohio Department of Health (ODH), OhioMHAS, and Ohio Department of Education and Workforce (ODEW)

Social determinants of health create conditions that disproportionately impact youth with marginalized status and increase risk factors for mental health conditions. National prevalence rates demonstrate that the suicide rate for Black youth under 13 years of age is double the rate of White youth, and Black boys under the age of 12 were more likely to die by suicide than White boys between 2001 and 2012 (Bridge et al., 2018). Between 2013 and 2017, the suicide rate for Black girls had higher yearly percentage increases relative to Black boys (Sheftall et al., 2022). Furthermore, YRBS results from 2021 in Ohio indicated that LGBTQ+ youth were more likely to report experiencing poorer mental health and substance use than were heterosexual youth. In addition, access to care remains a persistent problem among rural communities. Within the Midwest region, results from the School Pulse Panel indicated that although students from low socioeconomic status (SES) backgrounds in rural areas

were 30% more likely than were non-economically disadvantaged students to seek mental health services, school educators reported inadequate access to and funding for mental health professionals as barriers to care. Collectively, these findings reflect a tremendous human and fiscal cost (Seabury et al., 2019) and illustrate the need for a responsive mental health system of care that includes behavioral health prevention and promotion practices shown to mitigate risk factors. Ideally, these practices would be disseminated within multiple systems (e.g., schools, community settings) across populations of youth experiencing a range of risk factors early in the developmental trajectory.

The Substance Abuse and Mental Health Services Administration's (SAMHSA) strategic priorities for 2023-2026 outline a strategy for meeting the needs of children and families (SAMHSA, 2023). The priority areas are grounded in four principles of equity, trauma-informed approaches, a commitment to data and evidence, and recovery. The strategy includes five priorities: (1) preventing substance use and overdose; (2) enhancing access to suicide prevention and mental health services; (3) promoting resilience and emotional health for children, youth, and families; (4) integrating behavioral and physical healthcare; and (5) strengthening the behavioral health workforce. Large-scale implementation of evidence-based prevention models and early intervention in schools and community settings hold the promise of advancing these priorities.

Early prevention interventions are designed to develop skills in youth that impact long-term functioning (e.g., self-accountability, problem-solving, developing relationships with peers and adults), enhance youth resilience, mitigate risk factors for mental health disorders and suicide, and build competencies that position individuals to successfully enter adulthood (Becker-Weidman et al., 2010; Robson et al., 2020; Tebes et al., 2019). Prevention practices implemented in schools and community settings represent a critically important component of a broader continuum of behavioral health and school services that provide access to all youth regardless of background. Furthermore, the prevention workforce is composed of a diverse group of professionals, including educators, behavioral health professionals, prevention specialists, and other youth serving professionals. When early prevention interventions are trauma-informed, grounded in empirical evidence, and applied consistently across settings, they empower adults to build safe, inclusive, and supportive spaces for children and enhance the development of children's prosocial skills (Smith et al., 2019; Tebes et al., 2019; Wilson et al., 2014). This underscores the need for ongoing professional development designed to enhance the capacity and skills of adults in schools and community systems.

PAX GBG and PAX Tools are trauma-informed models with a record of producing enduring population-level benefits for children, families, and professionals within the systems in which they are embedded (Fruth et al., 2024). These models can be implemented in schools and other youth-serving settings to enhance consistency, develop youth resilience, mitigate risk factors, and build the capacity of adults serving youth. In schools, PAX GBG can be implemented building-wide as a set of universal practices (Tier 1) that are integrated with state educational requirements to develop multi-tiered systems of support (MTSS), including preventative supports to address student behavior (Supporting Alternatives for Fair Education [SAFE] Act, House Bill 318).

PAX Good Behavior Game

PAX GBG is the commercially available version of the GBG, originally developed by a classroom teacher to enhance classroom management practices and improve student behaviors (Barrish et al., 1969). There are over 50 independent research studies that describe the scientific underpinnings of PAX GBG and GBG, substantially more than most other universal prevention programs (Smith et al., 2021; Wilson et al., 2014). The current version of PAX GBG consists of 11 evidence-based behavioral strategies that collectively develop children's abilities to manage their behaviors, improve social relationships, and engage within the learning environment. These strategies are designed to be integrated into routine academic instruction and the school environment by educators and school professionals, rather than constituting a time-limited curriculum like many other prevention models. PAX GBG provides a shared language across a school building or district and can be integrated with other practices (e.g., restorative justice) and frameworks, including Positive Behavioral Interventions and Supports (PBIS), by educators and staff trained in PAX GBG. PAXIS Institute offers additional training for staff within a school or from community organizations affiliated with schools to serve as consultants (PAX Partners) who support implementation of the model.

Research has demonstrated that PAX GBG produces positive impacts on a broad array of long-term outcomes for children. Students in first and second grade classrooms where GBG was implemented were less likely than were their counterparts from non-GBG classrooms to experience mental health challenges in adulthood, including behavior disorders, aggression, substance use, and suicidal ideation (Ialongo et al., 1999; Kellam et al., 2008; Kellam et al., 2014; Wilcox et al., 2008). In addition, students who received GBG were less likely to use drugs and smoke cigarettes between the ages of 19-21 and were more likely to graduate high school and attend college than were their counterparts from non-GBG classrooms. Studies have also shown robust improvements in student behavior in PAX GBG and GBG classrooms, particularly for boys, students with elevated levels of behavior problems at pre-intervention, and students from low socio-economic backgrounds, (Bradshaw et al., 2020; Kellam et al., 2011; Jiang et al., 2018). In the short-term, students from PAX GBG classrooms are more likely to experience improvements in behavior and standardized academic test scores than are students who do not receive PAX GBG (Jiang et al., 2018; Weis et al., 2015). The professional development implications for teachers are also evidenced via reductions in teacher stress and improvements in classroom or school culture (Huber et al., 2016; Jack et al., 2020; Streimann et al., 2020). The research on PAX GBG clearly indicates the potential for impacting the wellbeing, resilience, and mental health of students and teachers at a population health level. Indeed, the Suicide Prevention Plan for Ohio, 2024-2026, recommends the implementation PAX GBG in schools (OhioMHAS, 2024).

Documenting the impacts of prevention programming is challenging as some of the outcomes may be distal, potentially occurring long after the intervention's implementation. Thus, the evidence of the benefits and potential impact of PAX GBG is remarkable in several ways. First, the model has been studied under rigorous conditions (i.e., use of random assignment, relevant comparison groups, under real world conditions) and published in peer reviewed outlets. Second, there are few prevention programs for enhancing classroom well-being that have the same volume of rigorous studies. In a recent review of studies meeting the highest level of rigor, the National Center for Educational Evaluation at IES found GBG to have strong evidence of improvements in student behavior (National Center for Educational Evaluation, 2023). Third, the impacts of PAX GBG and GBG have been studied over time and the findings highlight the lasting impact on outcomes from childhood to adulthood. Last, unlike most other models, there is evidence of cost savings associated with PAX GBG when implemented in first and second grade. The Washington State Institute for Public Policy (2023) calculated a 64:1 return on investment for GBG.

PAX Tools

PAX Tools is a set of strategies intended for adults who work with or care for youth outside of the classroom. PAX Tools are designed for flexible application and signify an important extension of the PAX GBG strategies to reach a wider set of community systems in which youth and families are embedded. PAX Tools programming was designed to provide skills training for adults across the youth care system.

PAX Tools trainings are intended for:

- Health and community educators
- Human service professionals
- Parents and caregivers
- Youth development professionals
- Entry level youth workers

Through 2022, PAXIS trained close to 4,800 people across Ohio, Texas, and Arizona. Data collected on participant perceptions indicated promising and positive perceptions in terms of applicability and appropriateness of the strategies, as well as statistically significant adult-reported changes in youth behavior on an adapted version of a commonly used behavioral scale (Fruth et al., 2023; Fruth et al., 2024). Additionally, Boys and Girls Clubs in 12 states, including Ohio, have incorporated PAX Tools strategies into their clubs.

Implementation and Sustainability of PAX GBG and PAX Tools

Implementation and sustainability of any program are not linear processes, and it is well established in the research literature that several factors can impact program implementation and outcomes within a school or community (Cook et al., 2019; Durlak & Dupre, 2008; Fox et al., 2022; Wassink-de Stigter et al., 2022). Factors that facilitate program implementation efforts include leadership support, the availability of implementation support resources, funding, and a school or agency climate supportive of innovation. Barriers to program implementation include teacher stress, limited leadership support, competing demands, negative perceptions of the program, and limited implementation resources or skills. Given that facilitators and barriers are unique to individuals, schools, and community systems, wide variability in implementation is expected for most programs and practices (Molloy et al., 2013). Unlike some other prevention models, PAX GBG is not a scripted curriculum, but rather a set of behavioral strategies integrated into daily school activities. Given the flexibility inherent in such an approach, one would reasonably expect individual- and system-level factors to affect high quality implementation. This elevates the importance of identifying the conditions under which evidence-based practices, like PAX GBG, are successful in prioritizing implementation strategies that maximize the chances of sustainability. These issues are central to the growing field of implementation science, which focuses on translation of evidence-based practices to real world settings.

Relatedly, a recent systematic review of implementation strategies found that engaging administrators, ongoing monitoring of fidelity with opportunities for feedback, and improving the willingness of implementers were associated with fidelity and adoption of universal prevention programming (Baffsky et al., 2023). Regarding PAX GBG, our project team conducted a scoping review of the literature evaluating implementation studies to identify implementation strategies used in bringing PAX GBG to scale. Although several strategies were identified (e.g., consultation to support teacher implementation, using data to monitor implementation), the top three strategies from the scoping review are described here. First, across 44 studies reviewed, consultation was used in over half of the studies (n = 27). The provision of specific consultation practices (e.g., delivering feedback, modeling) has been linked to enhanced teacher implementation of evidence-based practices, including PAX GBG (Becker, Bradshaw et al., 2013; Pas et al., 2015). The use of the multi-phased coaching model that included a universal phase for all teachers and a tailored coaching phase for teachers who required more support, demonstrated improved quality of PAX GBG implementation by the end of the school year (Becker, Bradshaw et al., 2013). Thus, there may be advantages to using multi-phased coaching programs that offer individualized support to those who struggle with implementation (e.g., Becker, Bradshaw et al., 2013; Becker, Darney, et al., 2013). These findings underscore the value of consultation and ongoing support (such as that provided by PAX Partners) as a method to enhance teacher implementation of PAX GBG strategies.

In addition, the scoping review indicated two implementation strategies related to adaptability: (1) promoting adaptability of the program to the local context (n = 16) and (2) adapting training practices (n = 12) to maximize reach and/or feasibility. Promoting adaptability through the integration of PAX GBG with complementary models and programs (e.g., Promoting Alternative Thinking Strategies [PATHS]) resulted in improvements in student behavior and teacher skills in classroom management (Braun et al., 2023; Ialongo et al., 2019). Yet, teachers indicated concerns in some of these studies about their abilities to effectively implement multiple approaches (Becker, Darney et al., 2013). Thus, resources within the implementation infrastructure may need to be devoted to helping educators understand how to adapt models to the local context while still maintaining fidelity, or to helping them see the connection between PAX GBG and existing practices. Critical to effective adaptation of PAX GBG is an understanding of the principles of the strategies and focusing adaptation efforts on the application of those principles without compromising them. With regard to adapting training, various formats were examined (e.g., online, in-person). Both online and in-person versions of PAX GBG training were viewed favorably by participants (Becker et al., 2014). Moreover, the incorporation of technology into training and ongoing coaching demonstrated increased use of PAX GBG in a study that compared in-person and technology enhanced practices (Cava-Tadik et al., 2019).

The research on implementation supports and strategies provides insight in understanding the conditions that can maximize implementation outcomes to improve sustainability. Specifically, coaching, adaptability for the local context, training adaptations, and ongoing monitoring are important to scaling and sustaining PAX GBG efforts. Yet, knowledge in this area is still emerging; therefore, continued emphasis on using and evaluating implementation strategies is needed to apply the most effective strategies to sustain PAX GBG and PAX Tools in schools and communities.

Dissemination of PAX GBG and PAX Tools in Ohio

Ohio has a rich history of PAX GBG and PAX Tools dissemination (Fruth, 2024). The first sizable dissemination in the state occurred in 2006 as part of a SAMHSA grant, in which PAX GBG training was made available to educators in elementary schools in Licking, Clark, Green, and Madison counties. The Safe Schools/Healthy Students initiative then funded more trainings in 2010, and local entities funded additional trainings across the state. Although these efforts were successful in many communities across Ohio, other communities experienced challenges in sustaining implementation. In response, OhioMHAS initiated the first statewide scale-up of the model in the United States as part of the Ohio Cures Act from 2017-2019. This initiative included hosting PAX GBG teacher trainings and providing new advanced training, such as PAX Next Steps, PAX Heroes, and PAX Partner trainings, with an eye towards improving sustainability. Since 2017, OhioMHAS has sponsored further PAX GBG implementation grants outside of the Ohio Cures initiative, and funding for PAX GBG continued regionally via local organizations, such as Alcohol, Drug Addiction, and Mental Health (ADAMH) Boards and educational service centers (ESCs). In March 2022, Prevention Action Alliance (PAA) began sponsoring statewide training. In total, PAXIS Institute estimates that 3,400 Ohio educators were initially trained in PAX GBG between 2006 and 2015, and over 15,500 educators have been trained since 2017. Since 2017, over 600 people, representing a varied group of professionals, both internal (e.g., teachers, school counselors) and external (e.g., local behavioral health provider, prevention professional) to the school, have been trained as PAX Partners. The most recent Prevention Services Report by the Ohio Department of Education and Workforce (ODEW, 2024) indicated that 11-12% of K-12 public schools were implementing PAX GBG during the 2021-2022 and 2022-2023 school years.

Regarding community-based programming, PAXIS Institute developed the PAX Tools adaptation in 2017, and PAX Tools trainings were included in the Ohio Cures initiatives, with 126 individuals initially trained as PAX Tools Community Educators (PTCEs). In the original Ohio iteration, PTCEs hosted workshops for a range of youth-serving professionals. Since 2021, PAXIS Institute has developed additional PAX Tools trainings targeting specific sectors (see PAX Tools section). Now, PTCE workshops target families, parents, and caregivers. OhioMHAS has funded additional PAX Tools initiatives, including training over 1,000 Ohio Boys and Girls Club of America staff and an initiative to train PTCEs in every county across the state. PAXIS Institute estimates that approximately 590 professionals in Ohio have been trained as PTCEs since 2018, and nearly 1,200 people have received PAX Tools for Human Services training since 2021.

The dissemination of PAX GBG and PAX Tools across Ohio not only reflects the demand for these models but also highlights important steps in the dissemination process. First, in alignment with the research literature, population-level initiatives that offer advanced trainings (e.g., PAX Next Steps) and adapted modalities for accessing training (e.g., online delivery) offered by PAXIS Institute are an important evolution towards adapting training to meet the needs of the local context and enhancing strategies to support implementation and sustainability for Ohio schools. Similarly, the evolution of PAX Tools trainings in more recent years highlights efforts to better adapt content for community-based professionals (e.g., youth workers, caregivers). Third, the investment in PAX Partner training provides a platform for school and/or community professionals to receive training to advance implementation support and consultation opportunities to schools in their regions. Yet, given the wide-ranging professional roles of PAX Partners in Ohio, they may provide varying levels of implementation support, as determined by the local settings and agencies involved in PAX GBG efforts within a particular region. The diversity in PAX Partners both speaks to the strength of efforts to develop local infrastructure using PAX Partners, but also the difficulty in identifying and adequately supporting the needs of the PAX Partner workforce beyond their initial PAX Partner training to enhance implementation of PAX in their respective communities. Finally, Ohio offers a unique opportunity for regional community partnerships to enhance sustainability via funding, consultation, and shared ownership of PAX efforts. Several regional collaborations across the state have focused on sustainability locally.

Example of a Regional Community Partnership

One of several examples of a regional collaboration in Ohio was formed using braided funding from the Mental Health and Recovery Services Board serving Coshocton, Guernsey, Morgan, Muskingum, Noble, and Perry counties and NCH, recipient of a Nationwide Insurance Pediatric Innovation grant. Starting in 2018, the group collectively funded PAX trainings and developed an innovative three-tiered model for consultation, involving internal PAX Partners, external PAX Partners, and NCH consultants. External PAX Partners who provide supports to schools are contracted through Allwell Behavioral Health Services.

As part of the NCH consultation model, Partners first received PAX Partner training from PAXIS Institute. They then received additional ongoing supervision and professional development from NCH to deliver consultation practices informed by the research (e.g., delivering feedback, planning for implementation) to guide their implementation and sustainability support to schools. This initiative provided services across five counties worth approximately $4 million over five years and demonstrated statistically significant improvements in teacher reported student behavioral concerns, teacher self-efficacy in classroom management, and fidelity.

Ohio's youth are facing several challenges that underscore the need for prevention practices that build youth resilience. These challenges include significant mental health problems exacerbated by the increase in behavioral health concerns since the pandemic in the context of workforce shortages in education and mental health. The Enhancing Ohio's Model for Implementing and Sustaining PAX project illustrates OhioMHAS's timely commitment to supporting youth and the youth-serving workforce, pointing to the important investments needed to sustain and maintain critical prevention activities, like PAX GBG and PAX Tools, across the behavioral health system of care.

Project Activities

Project activities were designed to evaluate dissemination of PAX GBG and PAX Tools in Ohio and to begin identifying the necessary infrastructure for supporting implementation and sustainability. The focus of this report is to share the results of the comprehensive statewide evaluation and piloting of infrastructure activities that are part of the Enhancing Ohio's Model for Implementing and Sustaining PAX project. A series of project questions and corresponding evaluation tools were developed to adequately address each objective (see Table A1 of Appendix A).

Statewide Evaluation

- An online survey with a representative sample of K-6 administrators from schools in Ohio.
- An online survey with a self-identified targeted samples of PAX GBG and PAX Tools users that consisted of administrators, teachers, community organization leaders (users and non-users), PAX Partners, and PTCEs.
- Focus groups and key informant interviews with administrators, teachers, community organization leaders, PAX Partners, PTCEs, and end users of PAX Tools.

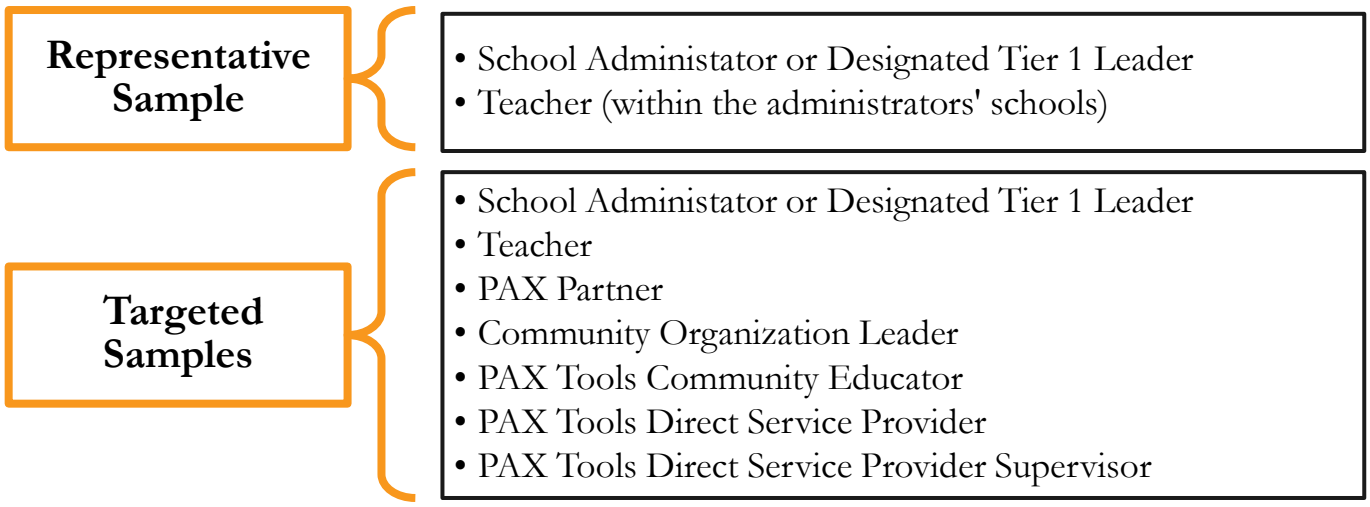
Infrastructure Development Activities

- PAX trainings for new users in schools (PAX GBG) and communities (PAX Tools) and existing users to sustain efforts (PAX Heroes, PAX Partner, PAX Next Steps).
- Professional development in consultation skills of PAX Partners and PTCEs via the development of nine interactive video modules to enhance consultation skills.
- Communities of practice (CoPs) that included a statewide offering and another that was specific to PAX Partner consultation skill development.

Method

Overview

To determine the extent and manner in which PAX GBG and PAX Tools are implemented throughout the state of Ohio, we conducted a statewide evaluation that consisted of four evaluation activities. First, we conducted an online survey of school administrators in the state (representative sample). We used a stratified sampling approach described in this section to recruit a sample of administrators (and/or designated Tier 1 leaders) from schools that are representative of the state's diversity and asked questions about use, facilitators of use, and barriers to use. A teacher survey was developed and administered alongside the administrator survey for the first sample. Second, we gathered data using surveys intended for various targeted samples of users and champions of PAX GBG and PAX Tools to obtain additional information about use, approaches to sustaining use, and information about barriers and facilitators (targeted samples). Surveys were specifically designed and administered for the following groups: teachers, administrators/designated Tier 1 leaders, community organization leaders, PAX Partners, PAX Tools direct service providers/supervisors, and PTCEs. K-6 administrators and teachers were selected as the populations of focus due to greater saturation of PAX GBG in elementary buildings.



Third, participants who were part of either of these samples were offered the opportunity to participate in focus groups or key informant interviews to provide in-depth insight into implementation and sustainability of PAX (Focus Group and Key Informant Interviews). Fourth, in addition to the larger statewide evaluation activities, we included evaluation of each of the three infrastructure activities (training, CoPs, and online consultation modules) that were piloted in this initiative. All activities were approved and/or deemed as non-human subjects research by the IRB at the respective academic institutions of project partners.

In this section, we begin by describing the development of measures included in the statewide evaluation. Then, we describe the procedures for data collection with both samples in the statewide evaluation. Lastly, we discuss the development and execution of our infrastructure activities, along with the recruitment processes and evaluation of these efforts. All activities were carried out by the project team. Please refer to the project partner section at the beginning of this report for a detailed overview of each of the partnering organizations' roles in the procedures of various aspects of the project and Appendix B for further details about methods and procedures.

Measure Development for Statewide Evaluation

Item Generation

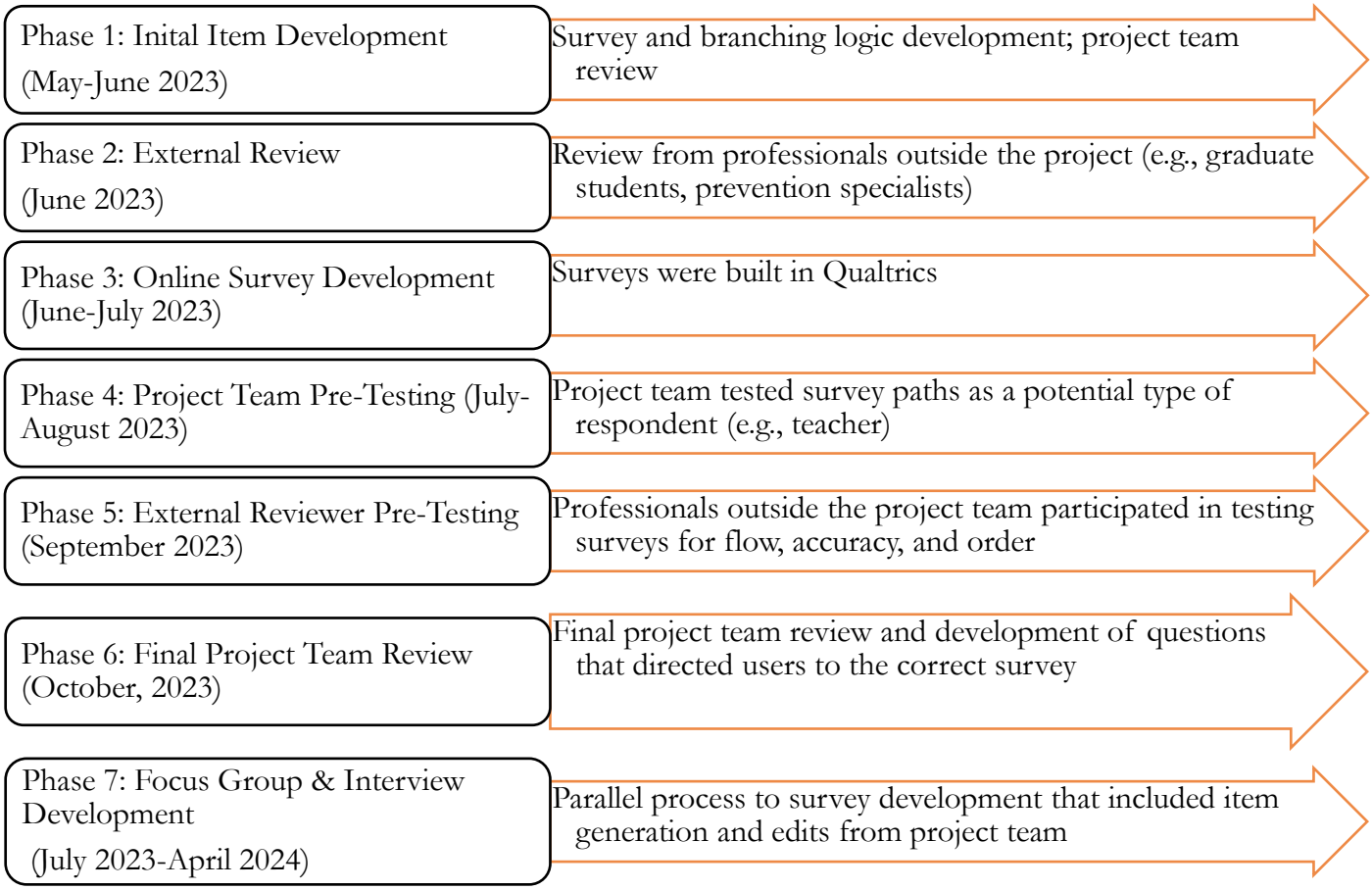
All surveys and focus group questions were developed via an iterative and collaborative process. Content within each survey (described in Appendix B) was designed for that specific target audience to assess use of prevention practices, successes, challenges, gaps, needs, and funding to address implementation of PAX GBG and PAX Tools in

real world locales. The RE-AIM framework (Reach, Effectiveness, Adoption, Implementation, and Maintenance; Glasgow et al., 2019) served as a guiding tool to generate an initial set of items to incorporate broad factors related to implementation of evidence-based programming in real-world contexts. Items were generated based on the project team's expertise and in consultation with the research literature on scale-up of PAX GBG and school-based consultation. Project team members involved in the survey design included experts in school-based service delivery, consultation, evaluation, and research. Several rounds of edits were made to select the final set of items for each instrument.

Survey Development and Pilot Testing

In developing survey instruments, the project team completed seven phases of development and pilot testing described below and in Figure 1. Each phase resulted in edits, such as adding items, revising items for clarity, and removing redundant or unnecessary content. Each phase is described in greater detail in Appendix B.

Figure 1. *Survey Development and Pilot Testing Phases*



Quality Control Measures

Quality control measures were built into the surveys in three ways. First, screening items at the beginning of each survey ensured that only participants working with children in grades K-6 were completing the surveys and that the participants were completing the appropriate survey for their role. Second, hover definitions were included throughout the surveys to clarify program- specific terminology. Third, the project team designed instrument-specific branching logic based on participants' responses for each survey. These skip patterns were based on participants' previous responses and allowed participants to only respond to questions relevant to their contexts. Some items, such as questions about the types of prevention practices used in a school or community, were asked of all participants, whereas other items were asked only among the relevant subset (e.g., based on response to a previous item or based on their role/position in the school). For example, a non-user of PAX GBG was not asked further about their use of PAX GBG strategies if they indicated they had not been trained.

Procedures for Representative Sample

As described above, we developed two surveys for a representative sample of schools across Ohio: one for K-6 administrators and/or designated Tier 1 leaders and one for teachers within these buildings. However, due to a low response rate among teachers in the representative sample, the teacher survey data were not included in analyses. Findings based on the teacher data relied on the targeted sample. All surveys concluded with the opportunity for respondents to enter a raffle, select the types of follow-up correspondence desired (e.g., results of the evaluation, information about state-wide training opportunities), and options to elect to participate in a focus group or key informant interview to share their perspectives further. All surveys were designed as online self-report questionnaires available through the Qualtrics platform. The following question types were included in surveys: Likert scale, free response, multiple choice, and items that allowed for multiple responses (e.g., check all that apply). Branching logic was utilized for all surveys to allow participants to respond to questions most pertinent to their training and/or locale and therefore, questions specific to PAX GBG were only administered if participants indicated they had staff who were trained in their buildings. Sample survey items can be found in Appendix B in Table B7.

Stratified Sampling Procedure

Because the project team did not plan to sample all schools, we used a stratified sampling approach to ensure that the smaller sample accurately represented schools in Ohio. To ensure that the sample was representative of characteristics of schools across Ohio, three school-level stratification variables informed the sampling procedures for the recruitment of schools: SES (i.e., proportion of students receiving free and reduced lunch), locale (i.e., urban, suburban, town, rural), and racial demographics. These variables were selected due to their potential to affect usage of universal models, like PAX GBG and PAX Tools. The rationale for utilizing each stratification variable is described in Appendix B.

Strata Determination. The stratifying variables were analyzed across all K-6 schools in the state and organized into nine strata based on unique combinations of the three stratifying variables. The project team utilized publicly available datasets for each of the school-level variables of interest. The school locale, which was collapsed into city, suburban, town, and rural classifications, was determined using the 2021-2022 data from the National Center for Education Statistics (NCES). The percentage of students receiving free and reduced lunch was determined using the 2019-2020 data from ODEW. Racial diversity, represented by the percentage of students of color, was determined using the 2021-2022 Education Management Information System (EMIS) data.

Datasets were merged using the statistical software, Statistical Package for the Social Sciences (SPSS; Version 28.0). These datasets were merged with a general publicly available Ohio school information dataset that was extracted from the Ohio Educational Directory System. Only schools where at least half of their grade levels fell within the K-6 range were included in this evaluation. For example, if a school offered grades K-8, seven of the nine grade levels met the K-6 requirement and was therefore included in the project. In contrast, if a school had grades 6-12 and only one of the seven grade levels fell within the K-6 range, the school was therefore excluded from the study. Of the 2,673 schools with the appropriate grade span (K-6 or a portion of these grades), 380 private schools lacked data on all three variables of interest (e.g., locale, % of students receiving free/reduced lunch, and % of students of color). Additionally, 538 schools were missing data for at least one of the three variables. The stratified sampling procedure included 1,755 (66% of 2,763) K-6 schools with data available for all three variables of interest. Among these schools, 178 were community schools (10%).[1]

Two-step cluster analyses were conducted for student characteristics for each locale to determine if schools tended to cluster based on percent of students receiving free and reduced lunch (FRL) and percent of students of

[1] Ohio's community schools offer additional choices for families seeking nontraditional, K-12 public educational settings for their children. Tuition-free for Ohio students, these learning institutions are public, nonprofit, nonreligious schools that receive state and federal funds but are independent of traditional school districts. More information can be found at https://education.ohio.gov/Topics/Community-Schools.

Color (SOC). These clusters served as the nine strata for stratified sampling. Two additional strata were created, one consisting of 538 public and non-public schools (referenced as strata 98 in Table 1) that lacked data for at least one of the three variables of interest and one consisting of 380 non- public schools (referenced as strata 99 in Table 1) that lacked data for all three variables of interest. These two strata were included to ensure the sample was representative of all qualified schools across Ohio. Further details about the stratification procedure can be found in Appendix B and in Tables B1-B6.

Recruitment Procedures

Based on the stratification plan, a proportional stratified random sampling was used for recruitment. Initially, principals in 40% of the schools in each stratum were contacted in hopes of getting adequate representation from each stratum. When the response rate was lower than anticipated, additional schools were contacted within each stratum to attempt to recruit the target number of schools. Eventually, all schools within each stratum were contacted. Thus, the sample was not randomly selected but is representative. Table 1 provides information about the number of schools within each stratum.

Table 1. *Number of Schools Within Each Stratum*

Stratum	Total Number of Schools	Number of Schools whose Administrators Provided Data	Percent of Strata Sampled
1. City - Low/Mid FRL & Low-Mid/High SOC	95	9	9.47%
2. City - High FRL & Low-Mid/Mid-High SOC	83	8	9.64%
3. City - High FRL & High SOC	305	29	9.51%
4. Suburban - Low/High FRL & Low/Mid-High SOC	572	66	11.54%
5. Suburban - Low/High FRL & Mid-High/High SOC	139	13	9.35%
6. Town - Low/Mid FRL & Low/Mid-High SOC	157	17	10.83%
7. Town - Mid/High FRL & Low/High SOC	53	7	13.21%
8. Rural - Low/Mid FRL & Low/Mid-High SOC	306	26	8.50%
9. Rural - Mid/High FRL & Low/High SOC	45	4	8.89%
98. Schools lacking data for at least one of the 3 variables	538	16	3.00%
99. Schools lacking data for all 3 variables	380	12	3.16%
Total	**2,673**	**207**	**7.74%**

The school contact information was determined using email addresses included in the publicly extracted school building data from the Ohio Educational Directory System. The initial survey invitation was sent to 1,069 administrators in the stratified sample (i.e., the first round of schools) on October 30, 2023, via Qualtrics in an email. The survey hyperlink provided in the email could be used multiple times, connected back to the original contact, and was linked to the respective stratum number. On the invitation, administrators were asked to complete the survey and/or forward the email to designated leaders of Tier 1 practices and prevention approaches in their

building/district. An initial incentive to participate included a random drawing of all survey completers; 500 Amazon gift cards in denominations ranging from $25-$100 were included in this incentive.

Reminder emails were sent on November 6, 2023, and again on November 9, 2023, to all administrators in the first round of schools who had not completed the survey. Staff made contact via phone for the third reminder, beginning November 20, 2023, with a pause for the holidays in mid-December 2023. Due to low response rates, invitations to participate were sent to all remaining schools in the next round of invitations on November 16, 2023, with two reminder emails spaced one week apart each and reminder phone calls beginning early December which paused mid- December and resumed after the holidays.

Several other strategies were used to increase response rates. In mid-January 2024, the team notified all schools in the first round who had not yet completed the survey that they would automatically receive a $25 gift card upon completion of the survey within 14 days of the notification, in addition to being entered into the raffle. Additionally, this guaranteed incentive was extended to those in strata one through nine recruited in the second round. In early February 2024, the team extended the invitation to complete surveys for the increased incentive to all 1,615 administrators in strata one through nine who had not completed the survey, with a reminder email sent mid-February.

In mid-February 2024 the team developed an email to be disseminated by ODEW through their Ohio Leadership Advisory Council (OLAC) listserv with information about the survey. Just prior to this outreach to OLAC, another reminder email highlighting the guaranteed incentive was sent on March 4, 2024, so that it would be better recognized when the OLAC messaging was received. The outreach to the OLAC listserv was disseminated at the end of March 2024. At that point the response rate was near 10% for most strata; however, there was a particularly low response rate for stratum two (i.e., City with High FRL & Low-Mid/Mid-High SOC) compared to the other strata. To increase recruitment within this stratum, the team increased the guaranteed incentive to $50 and sent a final email to all administrators who had not completed the survey. This additional recruitment strategy resulted in a total response rate of 9.64% for stratum two, which balanced the response rates across the first nine strata. All surveys were closed on April 30, 2024.

Procedures for Targeted Samples

The project team collected surveys from self-selected users of PAX GBG and PAX Tools, which included administrators, teachers, current and previous PAX Partners (internal and external), PTCEs, and PAX Tools users (direct users and leaders who support staff in using PAX Tools). Community agency leaders (e.g., ADAMH Board leaders, behavioral health organizations, ESCs) whose organizations may or may not be involved with PAX were also surveyed. The teacher survey and administrator surveys used with the second sample of respondents, who self-identified as coming from schools who used PAX GBG, mirrored the surveys collecting data from the representative sample. Notably, the targeted samples were included to ensure the project team had range of perspectives from participants who identified as having affiliation with sites who actively use PAX GBG and/or PAX Tools. Due to low response rates to surveys for PAX Tools users and leaders who directly supported staff who used PAX Tools, survey questions were condensed into an interview protocol that could be administered as a focus group or key informant interviews. Similar to the representative sample, all surveys concluded with the opportunity for respondents to enter a raffle to earn an Amazon gift card and select the types of follow-up correspondence they wished to receive, as well as options to elect to participate in a focus group or key informant interview to share their perspectives further. Additionally, all surveys were designed as online self-report questionnaires with branching logic to ensure they were individualized to respondents. Surveys are described in greater detail in Appendix B.

Recruitment

Several strategies were utilized to recruit respondents for the targeted samples. First, the team developed a flyer to distribute to their contacts and known users of PAX GBG or PAX Tools. This flyer included details about the purpose of the survey, who should participate, the raffle incentive, and the link to the survey. The link brought participants to a brief screening page where they were asked questions about their role to direct them to the appropriate survey. The project team also developed a centralized project webpage, housed by NCH, featuring

information about all project activities including survey opportunities for the targeted samples (e.g., teachers, administrators, PAX Partners, PAX Tools users).

Via project partner contacts and word of mouth, fliers, survey links, and/or the project website link were sent by email to any schools, school districts, and community organizations with known involvement in PAX GBG and/or PAX Tools in Ohio from November 2023 to April 2024. Information was also included in bulletins and newsletters across the state. In addition, project team members were present at four regional and state conferences to disseminate information about the project, with an emphasis on evaluation activities. Five online PAX drop-in sessions that were advertised through OhioMHAS were held from November 2023 to January 2024 to disseminate information about all project activities.

The project team also talked with over 230 individuals in schools, community organizations, school board associations, and ADAMH Boards over the course of six months (November 2023 to April 2024) to describe the purpose of the project and to share information about the surveys and focus groups. In addition, in early February the project team met with OhioMHAS regional liaisons who distributed messaging and fliers to prevention contacts within their regions and to all 50 ADAMH Board directors.

In the fall (October 2023 to November 2023) and winter (January 2024 to February 2024), the project hosted PAX GBG supply events two times in each of six regions that correspond with the Ohio Mental Health Network for School Success (OMHNSS) support areas where they distributed supplies and disseminated project information to schools, districts, prevention agencies, and/or MHRBs supporting PAX GBG.

Focus Groups and Key Informant Interviews

Participants from both samples who consented to future communications about focus group and key informant interview opportunities when responding to the survey were contacted with information about scheduling a focus group or key informant interview. Because survey data was unavailable for PAX Tools users, these participants were recruited through the procedures described for the second sample. All interviews were scheduled, coordinated, and conducted by two evaluation team members using the developed interview protocols between April 2024 and June 2024.

Participants were offered pre-scheduled times for focus groups and interviews. Reminder emails were sent once participants scheduled and/or if individuals did not attend scheduled times. All invitees were informed they would receive a $40 Amazon gift card as compensation for participation. Focus group and interview procedures are further described in Appendix B. Sample items from the focus groups and key informant interviews can be found in Appendix B in Table B8.

Infrastructure Activities

With regard to infrastructure, we focused on evaluating activities in three domains: PAX GBG and PAX Tools trainings across the state, CoPs (one state-wide and one specific to PAX Partners) and enhancing consultation practices of PAX Partners via interactive video modules. The procedures for each are described in this section.

Training Activities:

- Training activities in this project consisted of examining the use, modalities, and satisfaction of different trainings offered by PAXIS Institute (e.g., PAX GBG, PAX Partner, Next Steps, PAX Tools Community Educator.

Communities of Practice (CoP):

- CoP sessions convened groups of professionals together to engage in discussion around PAX topics. The team developed content and evaluated participant perceptions for two specific CoPs, a statewide offering open to all users of PAX and a PAX Partner CoP that focused on consultation skills of Partners.

Consultation Practices:

- Interactive, online video modules designed to enhance consultation skills were developed for PAX Partners and PAX Tools Community Educators. Feasibility, acceptability, and satisfaction with these professional development modules were evaluated.

General Recruitment for Infrastructure Activities

Recruitment for infrastructure activities was conducted alongside recruitment for the targeted samples. Email fliers including information about the project activities (e.g., CoPs, online modules, trainings) were sent as described in procedures for the targeted samples. Listservs, word of mouth/meetings, tabling events, conferences, and dissemination of information by local champions were all avenues used to promote participation.

PAXIS Institute Trainings

PAXIS Institute trainings were made available as at-large trainings and site-specific trainings (e.g., for a school) for PAX GBG, PAX Heroes, PAX Next Steps, PAX Partner, PTCE, and PAX Tools for Human Services. Trainings were offered in three modalities: virtually, in-person, and self-paced. Trainings were funded for whole groups (site-specific) or as individual seats in an at-large training for Ohio. An additional offering, tethered training seats, was implemented for this project. Tethered seats ensured state funding was maximized and training cancelations were prevented by grouping multiple small training rosters into single, full trainings. Efforts were made to ensure equitable access through providing multiple modalities and meeting the needs of sites across the state that required entire schools/agencies to be trained in a site-specific training.

Recruitment. In addition to the general recruitment strategies noted above, individual sites interested in procuring a whole training specific to their locale self-identified through direct communication via email with the project team. At-large opportunities available statewide were advertised alongside other project information, and those interested in a training registered on an event page developed for the project.

Measurement. When registering for training, participants reported their professional role, worksite (e.g., school, mental health agency, hospital), demographic information, and the estimated number of children they serve in a typical week. A written statement was included informing participants that their training seats and materials were fully funded by the project and that information collected may be used for program evaluation purposes, shared in a de-identified and aggregate manner. Post-training, PAXIS Institute generated attendance information for the project, which is routinely provided to funders of trainings. As a standard operating procedure, PAXIS Institute administered anonymous post-training surveys to every participant to gauge understanding, utility, applicability, appropriateness, and integration possibilities for programming. PAXIS Institute also followed up four to eight weeks later to gauge progress of the participants' implementation and their proximal observations including effects on youth behavior and the implementers' professional development. This data was provided in aggregate for the trainings funded by this project.

CoPs

CoPs consist of groups of professionals who come together to discuss a topic on an ongoing basis. The typical focus of a CoP is on best practices or broadening knowledge within a given field. To serve the purposes of this project, the project team held two CoP offerings: (1) a statewide CoP geared towards anyone involved in PAX GBG or PAX Tools and (2) a PAX Partner CoP. The statewide CoP focused on topics such as how PAX GBG fits within MTSS, leveraging PAX Partners, and showcasing how PAX Tools can be applied in community settings. Seven statewide CoPs were held virtually from October 2023 to April 2024.

PAX Partner CoPs were designed for PAX Partners to discuss and practice the consultation skills covered in the online video modules to help them support implementation and sustainment of PAX GBG within schools. Five PAX Partner CoP sessions were held virtually from March 2024 to May 2024.

The CoP session structure was informed by, and closely aligned with, the OMHNSS model for dissemination of CoPs. Development of the CoPs required consideration of types of activities to engage the audience, topics, frequency of sessions, recruitment strategies, and milieu (i.e., in-person or virtual; statewide or regional). From June 2023 to August 2023, the CoP workgroup identified details, ultimately deciding on monthly, hour-long, virtual, statewide CoPs for all involved in PAX GBG. In January 2024, an additional CoP was launched focusing on PAX Partners, given their unique role as consultants and professional development needs. CoPs were designed and led collaboratively, as described in the project partner roles in this report.

Recruitment. In addition to the general recruitment strategies described above, members of the project team conducted awareness presentations about the CoPs from August 2023 to November 2023 in six regions of Ohio. The team disseminated information electronically about upcoming CoPs through listservs before each CoP.

Measurement. At the conclusion of each CoP session, both statewide and PAX Partner-specific attendees were asked to complete a brief, seven-item survey assessing overall experience, relevance and usefulness, engagement satisfaction, professional growth, and likelihood they would recommend to others. Attendees were asked how they planned to use the information and which parts of the CoPs were most valuable (e.g., knowledge sharing, materials). Finally, attendees were asked to provide demographic information. Participants were informed their feedback would be used for program evaluation purposes. Sample items from the measure are included in Table B9 in Appendix B.

Online Video Modules for Consultation Skills Development

Online video modules were developed to provide professional development for PAX Partners and PTCEs to enhance their consultation and delivery skills to support implementation in schools and community settings. The modules were intended to introduce PAX Partners and PTCEs to foundational evidence-based coaching skills, such as a five-step problem solving approach, motivational interviewing techniques, and use of data to guide decisions in consultation. The project team engaged in systematic pilot testing to receive feedback that was used to revise the modules before making them available for PAX Partners and PTCEs statewide. Below, we describe the development and structure of the modules, as well as the recruitment and measurement processes.

Development and Structure of Modules. Module content was informed by the broader research on school consultation strategies in the school psychology literature and clinical expertise of the project team. Content was also specifically based on elements of a consultation approach used by NCH to support PAX GBG (see Ackerman et al., 2022) and a consultation protocol used in research developed by the Ohio University Center for Intervention Research in Schools (CIRS; Owens & Evans, 2023). Development of the modules was an iterative and team-based process that occurred from August 2023 to May 2024. The process involved identifying how to portray the content, outlining and scripting the content, developing the interactive learning check prompts, reviewing and editing scripts, and providing feedback to the video developer on two to three versions of each video module. The team collaborated with a video production company to develop the visual presentation of content and learning check questions. The first two modules served as introductory, or foundational modules, and the remaining seven were considered intermediate or advanced.

The following modules were available to both PAX Partners and PTCEs: Foundational Coaching Skills, Equity Considerations for Consultation, Launching Relationships, Implementation Planning, and Overcoming Barriers (Part 1). The remaining modules were available only to PAX Partners, given those topics were specific to the roles and contexts in which PAX Partners operate in schools.

Consultation Skills Modules:

1. Foundational Coaching Skills
2. Equity Considerations for Consultation
3. Launching Relationships
4. Using Data in Consultation
5. Providing Feedback
6. Implementation Planning
7. Overcoming Barriers (Part 1): A Troubleshooting Guide
8. Overcoming Barriers (Part 2): Enhancing Knowledge and Skills
9. Overcoming Barriers (Part 3): Addressing Beliefs

Once modules were finalized, they were moved to an accessible platform (NCH Behavioral Health Learning Library[2]). Attendees eligible to view the modules completed an interest form and were provided a code to access them on a learning management system (Brainier). All modules were finalized and made available on Brainer between March 2024 and May 2024.

Recruitment. Interested individuals completed a brief Google Form where they indicated their name, email, role, and whether they were a PAX Partner, PTCE, or both. If they indicated they were either a PAX Partner or PTCE, they were eligible to complete the modules and were sent the link to the Brainier site to create login information and the code to access modules as they were made available. The team sent out updates to all who had signed up and were eligible as each module became available. As the modules were part of a pilot effort, everyone was eligible to complete a brief questionnaire providing feedback upon completion of the module and receive a $25 gift card for each module and questionnaire completed. Participants were informed their responses to learning checks and feedback would be used for program evaluation purposes and reported in an aggregate manner.

Measurement. Participants who consented to complete the questionnaire provided feedback on a 15-item measure. The team developed the evaluation survey items with guidance from the implementation science literature on assessment of acceptability, feasibility, and appropriateness (Weiner et al., 2017). Items from a measure with evidence of strong internal consistency and validity on acceptability, appropriateness, and feasibility were adapted for this project. The original 12-item measure was condensed to include seven items rated on a 5-point scale (from *completely disagree* to *completely agree*). Additional items included on the measure were: three questions about demographic information (e.g., role, county), one item that gauged perceptions of video duration, one item that asked participants to report on the time frame they could see themselves applying the skills in the video, and two open response items to share feedback. Sample items from the measure are included in Table B9 in Appendix B.

[2] NCH Behavioral Health Learning Library is a free online library of professional development resources for professionals and caregivers.

Results

Response Summary

The total number of complete responses for each survey can be found in Table 2. Further details are provided below for the representative and targeted samples.

Representative Sample

For the representative administrator survey, in order to establish the stratum response rate, the project team identified duplicate responses from schools (e.g., more than one administrator from a given school) and collapsed those responses into a single response for each school. The most complete response was selected for this process, and this was done for a total of six schools. This means that in the results, any *n* value for the representative administrator survey is the number of schools, whereas for all other surveys, the *n* value is the number of respondents.

A total of 207 schools across all 11 strata responded to the representative administrator survey. This represented a response rate of 10% or more of schools across the first nine strata. Data from the representative sample ensured that this study captured the diversity of communities, race/ethnicity, and income across Ohio. Although the response rates for the online surveys were lower than many (Wu et al., 2022), our surveys were longer than typical, and similar response rates have been identified as adequate for achieving a representative sample of a population (Fosnacht et al., 2017).

Important Considerations:

- Responses were **voluntary** and not every participant who completed surveys answered each question.
- Based on **instrument-specific branching logic** that accounted for response patterns, participants were only provided questions relevant to their contexts.
- Results referenced throughout this section include *n* values to indicate the **number of responses for specific items.**

Representative Administrator Sample

- Those who completed the representative administrator survey were mostly principals ($n = 207$), with the majority having one to nine years of experience in their current role. The majority of respondents (84%) identified as White, and 11% identified as Black or African American. Nearly three-quarters of the administrators identified as female. While the majority (90%) identified as principals, other Tier 1 leaders were also represented, including assistant principals (2%), counselors (2%), dean of students (1%), and individuals in "other roles" (5%). Of the 207 administrators, 136 were at least slightly familiar with PAX GBG, and of those, 45% reported having staff trained in PAX GBG. Table C1 in Appendix C highlights relevant demographics of survey respondents.

Representative Teacher Sample

- A representative teacher survey was developed and administered, but due to the low number of responses ($n = 43$), which isn't adequate to ensure representativeness, the sample was not included in the remainder of the analyses.

Targeted Samples

The project team extended their survey beyond the representative sample to various targeted groups. These groups included administrators/designated Tier 1 leaders and teachers identified as high users of PAX, PAX Partners, PTCEs, community organization leaders, and PAX Tools direct service providers and supervisors. Below is a summary of responses from each targeted group.

Targeted Administrator Sample

- The targeted administrator survey garnered 62 responses, fewer than the number of responses from the representative administrator survey. Nonetheless, the demographic breakdown of the respondents in the targeted survey was comparable to that of the representative survey, as can be seen in Table C2 in Appendix C. Most of the targeted administrator sample (81%) identified as female, and 94% identified as White. Approximately half of the targeted administrators were principals. The majority (88%, n = 57) reported having staff trained in PAX GBG.

Targeted Teacher Sample

- The targeted teacher survey was completed by 267 teachers, with the majority being K-8 general education teachers (69%) with one to nine years of experience in their grade (49%). The majority (75%, n = 258) reported using PAX GBG in their classroom either currently or previously. Additional demographic details can be found in Table C3 and Table C4 in Appendix C.

PAX Partner Sample

- The PAX Partner survey garnered 73 responses. A little over half of respondents (56%) reported having a Master's degree, and 40% reported having a Bachelor's degree. Most of the respondents identified as White (93%) and fell between the ages of 25-64 (90%). Among current PAX Partners, 34% had served in their PAX Partner role for less than a school year. Additional demographic information and other pertinent information can be found in Tables C5 and C6 in Appendix C.

PTCE Sample

- The PTCE survey was completed by 29 participants, with the most common work settings being mental health agencies (24%) and youth services organizations (24%). When asked about their current role, 14% of respondents identified as social workers, wraparound facilitators, and prevention specialists. Additionally, 30% of PTCEs reported having one to three years of experience, while another 30% had eleven or more years of experience. Additional demographic information details can be found in Table C7 in Appendix C.

Community Organization Leader Sample

- We obtained 42 responses from community organization leaders. Almost a third of the respondents (29%) were from ESCs, followed by 19% from ADAMH Boards. When asked about their organizational role, 22% selected "manager/program manager," followed by 17% who selected "director." Half answered they had been in their current role for one to three years. See Table C8 in Appendix C for more details.

PAX Tools Direct Service Providers and Supervisors Sample

- Surveys were also developed for PAX Tools organization direct service providers and supervisors. However, no responses were received from PAX Tools organization supervisors, and due to the low number of responses from direct service providers (n = 7), these groups were not included in the remainder of the analyses.

Focus Groups and Interviews

All individuals who completed surveys were invited to participate in focus groups and/or key informant interviews to share more in-depth information about their use of Tier 1 practices. Interview protocols were developed for each audience. The protocol for PAX Tools direct service providers was modified to collect more information than was previously planned, due to the low response rate for the PAX Tools surveys. In total, 89 individuals participated across 51 sessions, including 24 PAX Tools users, representing non-teaching professionals in schools, youth-serving organizations, community mental health organizations, and other community-based organizations. See Figure 2 for a map showing the OMHNSS regions and counties where interview and focus group participants worked, as well as their primary roles with PAX.

Table 2. *Survey Responses Included in Analyses, Various PAX Surveys, October 2023- April 2024*

Survey	Total Number of Responses
Representative Sample	
Representative Administrator	207
Targeted Sample	
Targeted Administrator	62
Targeted Teacher	267
PAX Partner	73
PTCE	29
Community Organization Leader	42

Objective 1: Summary of Current PAX Efforts in Ohio

Overall Reports of PAX GBG Use

Administrators were provided a list of 14 Tier 1 practices that included commonly used evidence-based programs and other widely used practices without an evidence base and were asked to indicate which they used. They also had the ability to list any practice that was not included in the survey options. In the representative administrator survey, PAX GBG ranked as the sixth most frequently used Tier 1 practice, with 21% of administrators reporting use of PAX GBG in their buildings (Figure 3). It should be noted that most of those who selected "Other" (34%) listed local programs that were specific to their school districts' PBIS efforts (e.g., good behavior bucks).

Figure 2. *OMHNSS regions and counties*

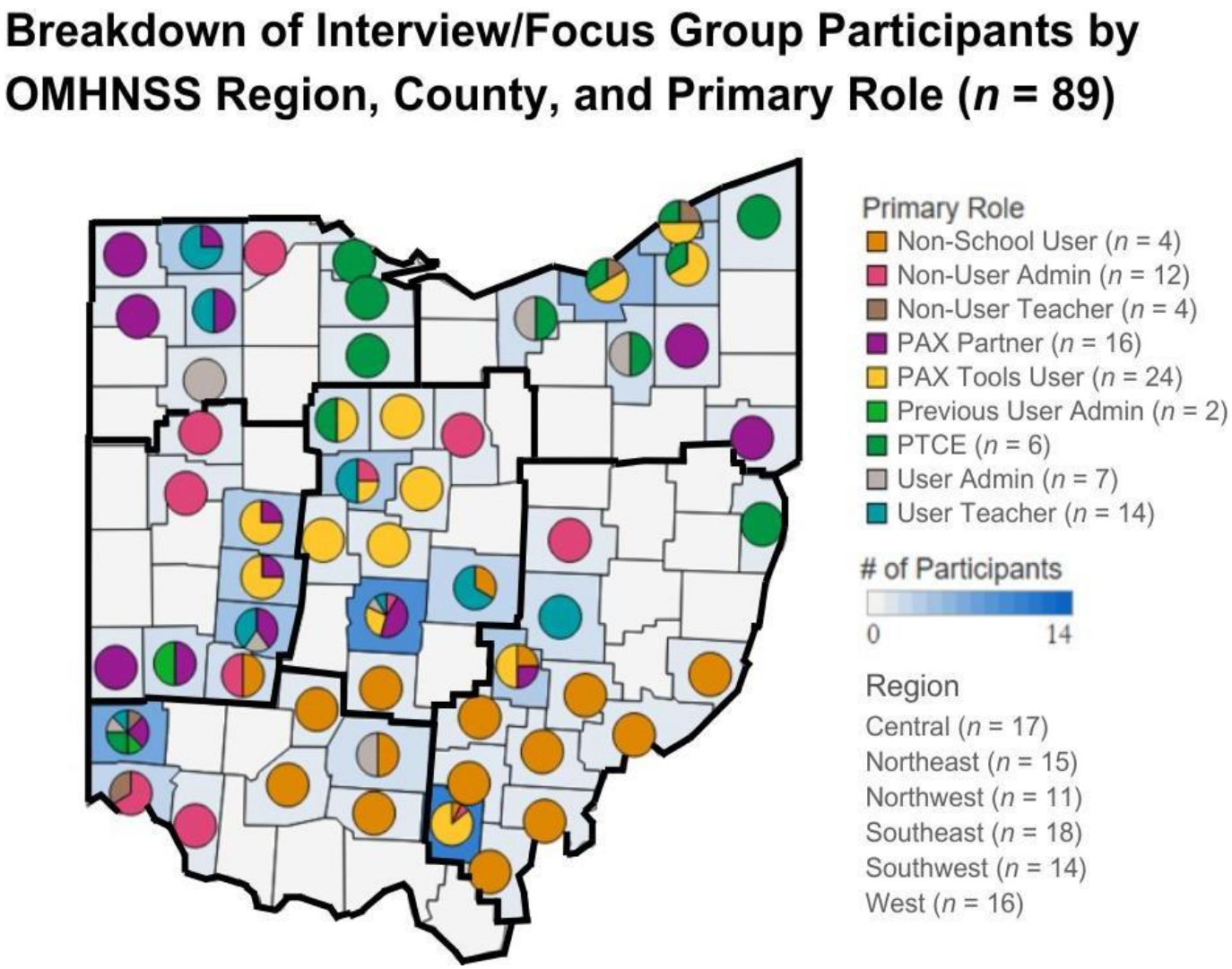
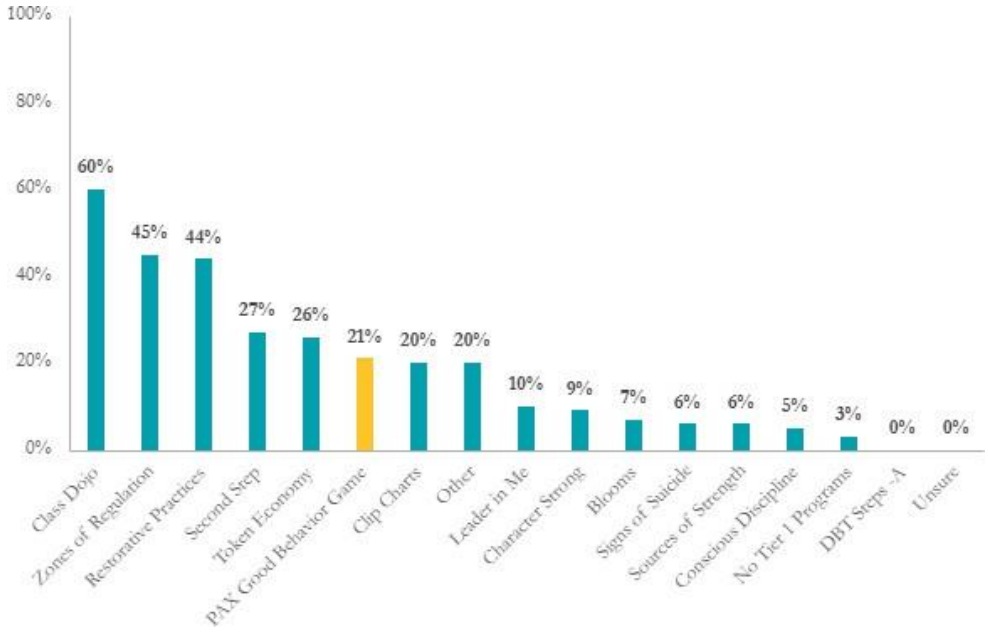
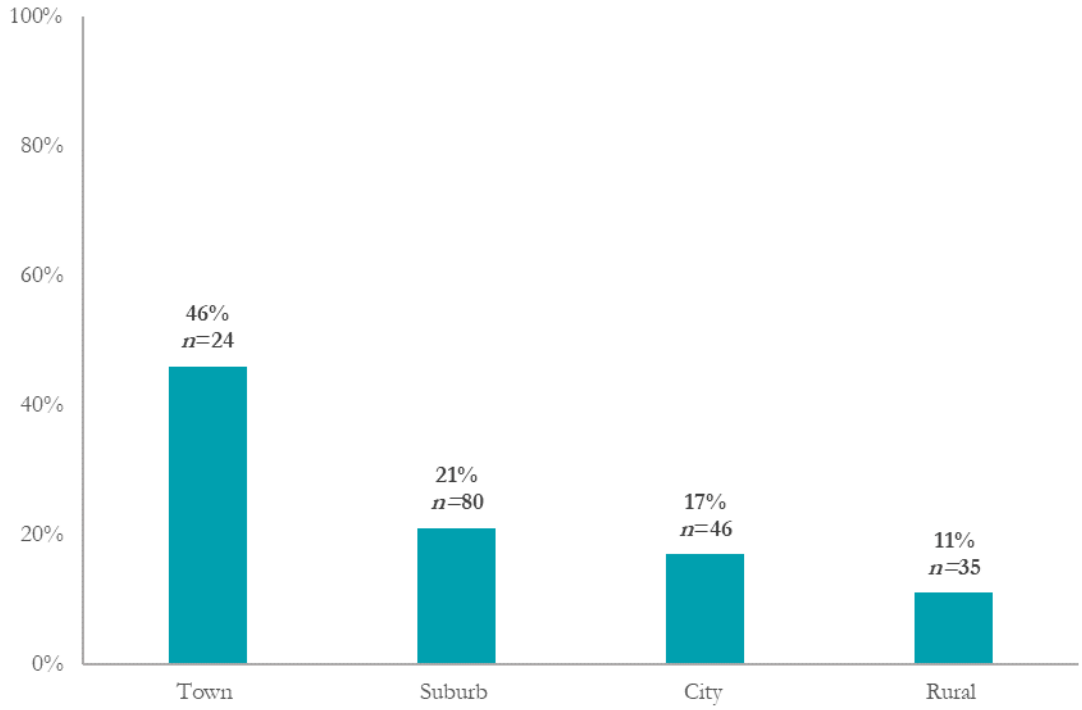


Figure 3. *Percent of Tier 1 Practices Reported, Representative Administrator Survey, October 2023-April 2024 (n = 207)*



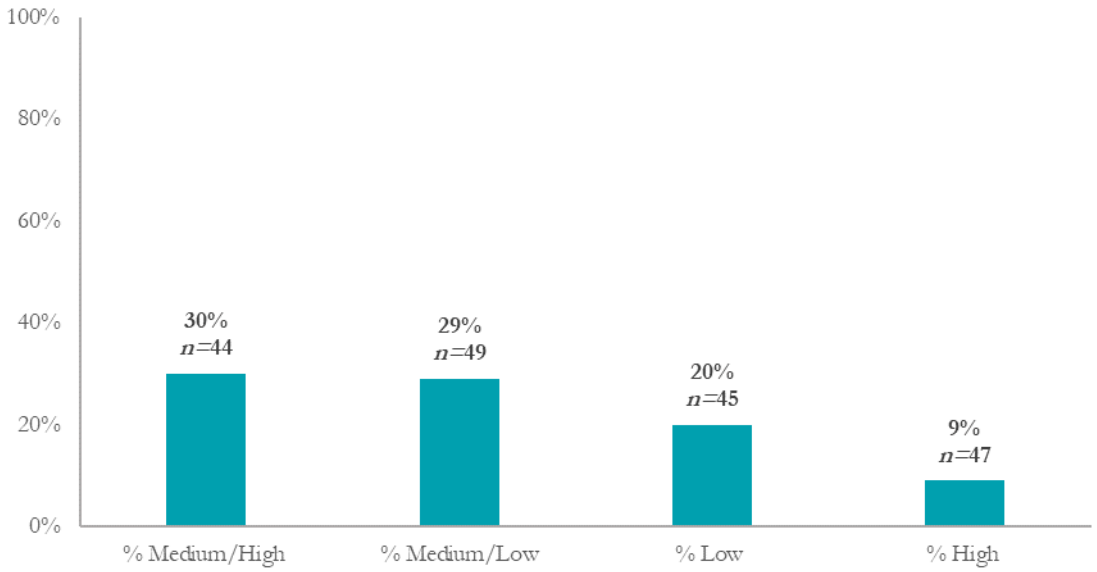
Regarding use of PAX GBG in relation to strata variables, schools in towns were the most likely to report using PAX GBG compared to other locales, with 46% of schools in towns implementing PAX GBG. In contrast, rural schools had the lowest reported usage at 11%, and suburban and city schools reported slightly higher usage, at 21% and 17%, respectively (Figure 4).

Figure 4. *Percent PAX GBG Use by Locale, Representative Administrator Survey, October 2023-April 2024*



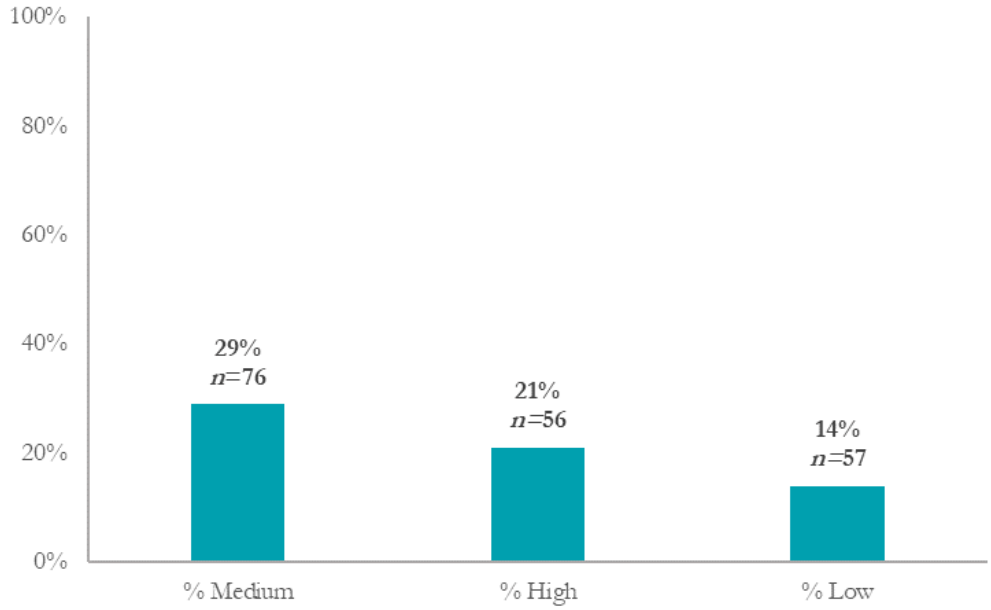
Schools with high concentrations of students of color were the least likely to report using PAX GBG (see Figure 5).

Figure 5. *Percent PAX GBG Use by Concentration of Students of Color, Representative Administrator Survey, October 2023-April 2024*



Finally, schools with low concentrations of students eligible for free and reduced lunch (higher income communities) were the least likely to report using PAX GBG (see Figure 6).

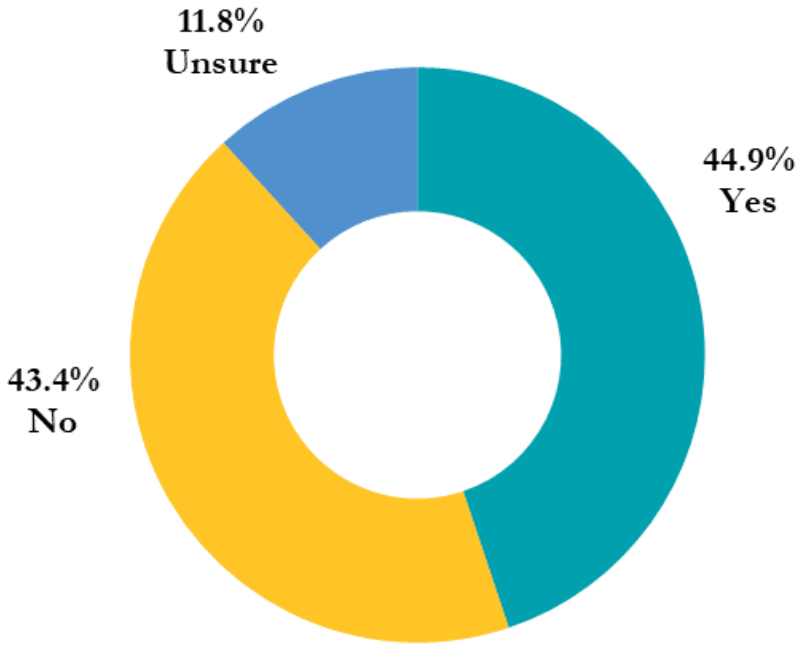
Figure 6. *Percent PAX GBG Use by Free and Reduced Lunch Status, Representative Administrator Survey, October 2023-April 2024*



PAX GBG Strategy Use

From the representative administrator sample, 25% of administrators reported that they were trained in PAX GBG. Approximately 45% of respondents reported staff in their building had been trained in PAX GBG (Figure 7). Administrators reported an average of 16.31 trained staff in their building, ranging from 0 to 70, with an average of approximately 11 general education teachers and approximately two special education teachers. Additionally, 51% of administrators reported that most of their staff were trained between 2019 and 2023. Regarding other PAX trainings their staff had received in addition to PAX GBG, 46% of administrators were unsure, and 25% reported staff having received PAX Heroes training. A detailed breakdown of PAX GBG use for both the representative and targeted administrator samples can be found in Table C9, Table C10, Table C11, and Table C12 in Appendix C.

Figure 7. *Schools with Staff Trained in PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024 (n = 136)*



To examine how frequently each PAX strategy was used, administrators were asked to report the total number of staff implementing PAX GBG strategies on a weekly basis, as well as how many of those staff implemented the strategies daily (see Table 3 and Table 4, respectively). For the representative sample, the top strategies used both weekly and daily were PAX Quiet (31% weekly, 29% daily), PAX Voices (31% weekly, 28% daily), and PAX Leader (25% weekly, 23% daily). The least frequently used strategies included Beat the Timer (14% weekly, 11% daily), Tootles (14% weekly, 8% daily), and the PAX Game (16% weekly), along with Granny's Wacky Prizes and PAX Vision (both 12% daily).

For the targeted administrator sample, the most used strategies were PAX Quiet (47% weekly, 54% daily) and PAX Leader (42% weekly, 44% daily). The least used strategies were Beat the Timer (25% weekly, 21% daily), Ok/Not Ok (25% weekly, 18% daily), and the PAX Game (21% weekly, 17% daily).

Table 3. *Total Number of Staff Implementing PAX GBG Strategies Weekly, Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Strategies Implemented Weekly	Representative Admin (*n* = 43)*		Targeted Admin (*n* = 33)*	
	n	%	*n*	%
PAX Vision	391	22%	563	40%
PAX Leader	431	25%	595	42%
PAX Quiet	546	31%	662	47%
Granny's Wacky Prizes	352	20%	383	27%
PAX Hands and Feet	375	21%	509	36%
Beat the Timer	239	14%	356	25%
PAX Stix	360	21%	421	30%
Tootles	239	14%	476	34%
Ok/Not Ok	320	18%	346	25%
PAX Voices	533	31%	461	33%
PAX Game	287	16%	295	21%
Total Number of Staff**	1,746		1,407	

*This value represented the number of administrator respondents to the strategies implemented weekly.
**This value represented the number of full-time total teaching staff, part-time total teaching staff, full-time behavioral health professionals, and part-time behavioral health professionals indicating any weekly implementation of a strategy.

Table 4. *Total Number of Staff Implementing PAX GBG Strategies Daily, Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Strategies Implemented Daily	Representative Admin (*n* = 36)*		Targeted Admin (*n* = 28)*	
	n	%	*n*	%
PAX Vision	164	12%	424	37%
PAX Leader	325	23%	504	44%
PAX Quiet	414	29%	619	54%
Granny's Wacky Prizes	163	12%	247	21%
PAX Hands and Feet	302	21%	480	41%
Beat the Timer	154	11%	239	21%
PAX Stix	268	19%	395	34%
Tootles	112	8%	285	25%
Ok/Not Ok	213	15%	213	18%
PAX Voices	401	28%	443	38%
PAX Game	178	13%	201	17%
Total Number of Staff**	1,410		1,157	

*This value represented the number of administrator respondents to the strategies implemented daily.
**This value represented the number of full-time total teaching staff, part-time total teaching staff, full-time behavioral health professionals, and part-time behavioral health professionals indicating any daily implementation of a strategy.

For the representative sample, PAX GBG strategy use was broken down by the strata variables as well. The strategies reported by the administrators as most frequently used across the various strata included PAX Quiet, PAX Voices, PAX Hands and Feet, PAX Leader, and PAX Vision. See Table C13, Table C15, and Table C15 in Appendix C.

Based on teacher reports from the targeted sample, the top strategies implemented daily were PAX Quiet (90%), PAX Voices (85%), and PAX Stix (75%, Table 5). Each PAX GBG strategy includes a number of steps for delivery. As a proxy for quality of strategy use, teachers from the targeted sample were asked which steps they were implementing for each strategy. These steps were directly derived from PAXIS Institute's tool for monitoring implementation fidelity (PAX Implementation Survey). The strategies with the highest reported quality of use, based on the average percentage of total steps implemented for each strategy, were PAX Stix, PAX Leader, PAX Quiet, and PAX Voices, with over 80% of the steps implemented (Table 6).

Table 5. *Frequency of Teachers Reporting Use of Each PAX GBG Strategy, PAX Targeted Teacher Survey, January-April 2024*

Strategies	*n*	Unsure	Never	Monthly	Weekly	Daily
PAX Vision	183	5 (3%)	4 (2%)	34 (19%)	49 (27%)	91 (50%)
PAX Leader	183	5 (3%)	5 (3%)	4 (2%)	34 (19%)	135 (74%)
PAX Quiet	183	1 (1%)	2 (1%)	6 (3%)	9 (5%)	165 (90%)
Granny's Wacky Prizes	183	9 (5%)	25 (14%)	12 (7%)	49 (27%)	88 (48%)
PAX Hands and Feet	183	6 (3%)	10 (5%)	9 (5%)	24 (13%)	134 (73%)
Beat the Timer	183	10 (5%)	25 (14%)	27 (15%)	51 (28%)	70 (38%)
PAX Stix	183	5 (3%)	16 (9%)	3 (2%)	22 (12%)	137 (75%)
Tootles	183	13 (7%)	35 (19%)	38 (21%)	69 (38%)	28 (15%)
Ok/Not Ok	183	10 (5%)	51 (28%)	16 (9%)	31 (17%)	75 (41%)
PAX Voices	183	3 (2%)	5 (3%)	5 (3%)	15 (8%)	155 (85%)
PAX Game	183	13 (7%)	21 (11%)	24 (13%)	44 (24%)	81 (44%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Table 6. *Teacher Reported Quality of Strategy Use, PAX Targeted Teacher Survey, January-April 2024*

PAX GBG Strategies	*n*	*M*	*SD*	Min	Max	Average Percent of Total Steps
PAX Vision	178	2.90	1.15	1	4	73%
PAX Leader	180	2.45	0.73	1	3	82%
PAX Quiet	180	2.46	0.80	1	3	82%
Granny's Wacky Prizes	160	2.31	0.83	1	3	77%
PAX Hands and Feet	164	2.23	0.84	1	3	74%
Beat the Timer	142	2.28	0.88	1	3	76%
PAX Stix	167	2.47	0.75	1	3	82%
Tootles	126	2.18	1.17	1	4	55%
PAX Ok/Not Ok	111	1.85	0.84	1	3	62%
PAX Voices	177	2.42	0.75	1	3	81%
PAX Game	148	3.78	1.77	1	6	63%

PAX Partner

In four surveys (representative and targeted administrator surveys, targeted teacher survey, and the PAX Partner survey) we gathered information about whether schools had access to PAX Partners. Of the respondents from the representative administrator sample who reported using PAX GBG, 40% (n = 22) reported having a trained PAX Partner, while for the targeted administrator group, 56% (n = 23) reported having a trained PAX Partner. For the representative administrator survey, of those who reported having a PAX Partner, a majority of respondents reported having the support of an external PAX Partner (67%), while more respondents in the targeted administrator and targeted teacher surveys reported having the support of both an external and internal PAX Partner (52% and 39% respectively; see Table 7). The project team also broke down these results by strata for the representative administrator sample, as seen in Table C16, Table C17, and Table C18 in Appendix C.

Results from the PAX Partner survey showed that among the 73 respondents, there was a fairly even split between internal (47% of the sample) and external (45% of the sample) Partners. Approximately half of the current external PAX Partners had a prior role in education, with 38% having served as general education or special education teachers, and 16% reported working as school counselors, social workers, or PBIS/MTSS coaches. About half of the internal PAX Partners reported serving as teachers, and a third reported serving as school psychologists, social workers, or counselors. Further details about the roles of current external and internal PAX Partners can be found in Table C19 and Table C20 in Appendix C.

Table 7. *Type of PAX Partner, PAX Representative Administrator Survey, October 2023-April 2024, PAX Targeted Administrator Survey, January-April 2024, and PAX Targeted Teacher Survey, January-April 2024*

Type of PAX Partner	Representative Admin		Targeted Admin		Targeted Teacher	
	n	%	*n*	%	*n*	%
External	14	67%	6	26%	59	35%
Internal	2	10%	5	22%	45	26%
Both	5	24%	12	52%	67	39%
Total	**21**	**100%**	**23**	**100%**	**171**	**100%**

Note. Percentage totals may be less than or greater than 100% due to rounding.

Fidelity Monitoring Practices

When asked about fidelity monitoring practices, the most common practice reported by respondents from both the targeted and representative administrator sample (69% and 41%, respectively) was administrators monitoring evidence of PAX GBG strategy use during walkthroughs and teacher evaluations (Table 8). The second most frequently reported practice (67% and 26%) was requiring attendance at professional development activities. Of note, about one third of respondents from the representative sample reported that fidelity monitoring practices were "not applicable in their school."

The targeted teacher survey yielded similar results with documenting PAX GBG use during administrator walkthroughs and teacher evaluations as the top fidelity monitoring practices and requiring attendance at professional development as the second practice (Table 9).

Table 8. *Type of Fidelity Monitoring Practices, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Fidelity Improvement Practices	Representative Admin (*n* = 54)		Targeted Admin (*n* = 42)	
	n	%	*n*	%
PAX Partners and/or community agencies look for/document evidence of PAX in walkthroughs.	9	17%	17	41%
Administrators look for/document evidence of PAX during walkthroughs and evaluations.	22	41%	29	69%
PAX Partner/staff champions and/or community agencies review best practices with staff.	11	20%	15	36%
Administrators require attendance at professional development and/or additional PAXIS trainings.	14	26%	28	67%
PAX users utilize PAXIS Institute for consultation and/or technical assistance.	6	11%	10	24%
PAX Partners use the PAXIS Implementation Survey or other data checklist to monitor fidelity.	7	13%	11	26%
Teachers use their own checklist or other data tool to self-monitor use of PAX.	14	26%	10	24%
Other strategy to monitor fidelity	0	0%	1	2%
N/A	18	33%	2	5%
Unsure	6	11%	2	5%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Table 9. *Type of Fidelity Monitoring Practices, PAX Targeted Teacher Survey, January- April 2024*

Fidelity Monitoring Practices	Currently Use (*n* = 182)	Previously Used (*n* = 51)	Combined (*n* = 233)
PAX Partners and/or community agencies looked for/documented evidence of PAX in walkthroughs.	80 (44%)	20 (39%)	100 (43%)
Administrators looked for/documented evidence of PAX during walkthroughs and evaluations.	112 (62%)	25 (49%)	137 (59%)
PAX Partner/staff champions and/or community agencies reviewed best practices with staff.	74 (41%)	15 (29%)	89 (38%)
Administrators required attendance at professional development and/or additional PAXIS trainings.	86 (47%)	24 (47%)	110 (47%)
PAX users utilized PAXIS Institute for consultation and/or technical assistance.	53 (29%)	9 (18%)	62 (27%)
PAX Partners used the PAXIS Implementation Survey or other data checklist to monitor fidelity.	71 (39%)	15 (29%)	86 (37%)
Teachers used their own checklist or other data tool to self-monitor use of PAX.	77 (42%)	13 (25%)	90 (39%)
Other strategy to monitor fidelity	3 (2%)	0 (0%)	3 (1%)
N/A	9 (5%)	3 (6%)	12 (5%)
Unsure	17 (9%)	10 (20%)	27 (12%)

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Implementation Supports

When asked about the types of support that were helpful in using PAX GBG, current users from the targeted teacher sample most frequently selected opportunities to discuss PAX GBG with other teachers who used it (64%), followed by modeling/instruction from a PAX Partner (63%, Table 10). PTCEs were also asked about the supports they used in their role, and 52% reported utilizing PAX resources, while 24% reported their supervisor and other colleagues provided support (Table 11).

Table 10. *Type of Implementation Supports for PAX GBG, PAX Targeted Teacher Survey, January-April 2024 (n = 177)*

Supports	*n*	%
Modeling/instruction from a PAX Partner	112	63%
Consultation from a PAX Partner	69	39%
Live professional development training	51	29%
Self-paced online learning modules	48	27%
Ongoing technical assistance or advice from a local agency in my community (e.g., behavioral health provider, State Support Team)	22	12%
Opportunities to discuss PAX with other teachers who use it, either in or outside of my building	114	64%
Administrator providing ideas and/or holding me more accountable for using PAX	44	25%
Other	1	1%
None of the above	12	7%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Table 11. *Supports Used in PTCE Role, PTCE Survey, January-April 2024 (n = 25)*

Supports	*n*	%
PAXIS resources (e.g., newsletters, PAX Tools chats)	13	52%
Supervisor	6	24%
Champion/advocate at my site	4	16%
Champion/advocate at another site	1	4%
Other colleagues (e.g., share ideas)	6	24%
Co-facilitation with a more experienced PTCE when needed	3	12%
Other	0	0%
None of these	5	20%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%. PTCE = PAX Tools Community Educator

PAX Tools

PTCEs. Just over half (54%) of the 24 PTCEs reported not conducting any workshops, while nearly a third reported they had conducted between one and five workshops since they were trained as a PTCE (data not displayed). Nearly half of PTCEs reported that parents/caregivers were the most likely audience for PAX Tools workshops, followed by youth drop-in center staff, after-school staff, volunteers at a local organization, and mentoring or tutoring staff or volunteers which each had the same number of responses (i.e., 19%; see Table C21 in Appendix C). When asked about their level of comfort teaching each PAX Tools strategy, a vast majority of PTCEs (ranging from 73% to 82%) reported feeling very or extremely comfortable teaching each strategy (Table 12).

Table 12. *Level of Comfort PTCEs Have Teaching Each Strategy, PTCE Survey, January-April 2024*

Strategies	*n*	Not at all comfortable	Slightly comfortable	Moderately comfortable	Very comfortable	Extremely comfortable
Shared Vision	22	1 (5%)	1 (5%)	3 (14%)	7 (32%)	10 (45%)
Low Emotional Responses	22	1 (5%)	1 (5%)	4 (18%)	6 (27%)	10 (45%)
Beat the Timer	22	1 (5%)	1 (5%)	2 (9%)	9 (41%)	9 (41%)
Random Sticks	22	1 (5%)	1 (5%)	2 (9%)	6 (27%)	12 (55%)
Mystery Motivators	22	0 (0%)	1 (5%)	2 (9%)	6 (27%)	12 (55%)
PAX Focus	22	1 (5%)	1 (5%)	4 (18%)	5 (23%)	11 (50%)
Kudos Notes	22	0 (0%)	2 (9%)	2 (9%)	7 (32%)	11 (50%)
PAX Breaks	22	1 (5%)	1 (5%)	2 (9%)	6 (27%)	12 (55%)
PAX Amends	22	2 (9%)	2 (9%)	2 (9%)	5 (23%)	11 (50%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

PAX Tools Users. Of the 24 individuals who joined PAX Tools interviews/focus groups, 14 were non-teaching school affiliated staff, such as bus drivers, aides, and cafeteria workers. The remaining 10 participants indicated working in community mental health organizations, youth-serving organizations, or other community-based organizations.

When asked which PAX Tools strategies they used, across all PAX Tools users, the most frequently referenced strategies included Kudos Notes ($n = 16$), Shared Vision ($n = 15$), Random Sticks, PAX Focus, and Beat the Timer ($n = 11$, each). When looking specifically at school staff, the most referenced strategies included Kudos Notes ($n = 9$), PAX Focus ($n = 7$), and Low Emotional Responses and Shared Vision ($n = 5$, each). Notably, all bus drivers specifically mentioned *not* using PAX Focus on the bus. When looking specifically at community mental health organizations, youth-serving organizations, and other community-based organizations combined, the most referenced strategies included Shared Vision ($n = 10$), Random Sticks ($n = 9$), Beat the Timer ($n = 8$), Kudos Notes ($n = 7$), and PAX Breaks ($n = 6$).

In the administrator surveys, respondents were asked about the roles of individuals in their building who were trained in PAX Tools. Instructional assistants/paraprofessionals had the highest representation in both the representative (56%) and targeted (71%) samples (Table 13).

Table 13. *Role of Individuals Trained in PAX Tools, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Role	Representative Admin (*n* = 16)		Targeted Admin (*n* = 14)	
	n	%	*n*	%
Bus driver	1	6%	6	43%
Librarian	5	31%	5	36%
Cafeteria staff	4	25%	5	36%
After school staff	3	19%	2	14%
Instructional assistants/paraprofessionals	9	56%	10	71%
Volunteers	0	0%	1	7%
Other	6	38%	3	21%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Community Agency Involvement in PAX GBG Efforts

Regarding community agency support of PAX GBG (e.g., promotion, trainings, direct support), ESCs most often reported being involved with PAX GBG (35%), followed by ADAMH Boards (22%) and other community agencies (17%). Similarly, ESCs (32%), ADAMH Boards (20%), and representatives of ODEW (16%) most often reported being involved in supporting PAX Tools. See Table C22 and Table C23 in Appendix C for more information about the breakdown of organizations supporting PAX GBG and PAX Tools.

Nearly half (44%) of the respondents to the representative administrator survey from schools that used PAX GBG replied that they had no support for PAX GBG implementation from an external source (Table 14). A little over a third reported they received funded training or funded PAX Partner support from outside sources. The most frequently selected response (49%) for the targeted administrator survey was that they received their training or PAX Partner support from outside sources.

Table 14. *External Agency Support for PAX GBG Implementation, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

External Agency Support	Representative Admin (*n* = 54)		Targeted Admin (*n* = 41)	
	n	%	*n*	%
We have received funded training or PAX Partner support from outside sources	19	35%	20	49%
Advice, guidance, or technical assistance	13	24%	15	37%
Connections to PAXIS Institute for support	11	20%	17	41%
Creation of opportunities for us to connect with other schools to discuss implementation	7	13%	7	17%
Donations for supplies or incentives for staff and students that we have used to support PAX GBG	6	11%	13	32%
Share information about PAX trainings occurring in our region or community (e.g., list servs, community bulletin boards, etc)	14	26%	14	34%
Other	1	2%	0	0%
N/A; No support	24	44%	11	27%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Objective 2: Facilitators and Barriers of PAX GBG and PAX Tools

The PAX surveys and focus groups gathered data related to facilitators and barriers to implementation, including PAX Partner and PTCE support, leadership support and practices, school practices, perceptions of benefits and challenges of PAX GBG and PAX Tools, and external agency support.

PAX Partner Support

When asked about the types of support activities provided by PAX Partners, respondents to the representative administrator survey most often selected that their PAX Partners provided classroom visits to provide feedback to teachers (71% internal and 68% external) (Table 15). Observations and feedback by external PAX Partners were the most common response in the targeted administrator survey (72%). The most frequently endorsed activities for internal PAX Partners in the targeted administrator survey were that PAX Partners led teacher meetings about PAX strategies and modeled strategies in meetings or in classrooms (81% each).

Of teachers who received PAX Partner support, respondents to the targeted teacher survey most commonly endorsed that their external PAX Partners provided feedback (83%) and that internal PAX Partners were most likely to lead meetings about PAX GBG strategies (70%, Table 16). These two activities were also the top responses reported by administrators from the targeted survey.

When PAX Partners were asked about the type of support activities they provided, the most frequently reported activity (86% of both current and previous external PAX Partners and 65% of current internal PAX Partners) was modeling strategies in meetings or in classrooms (Table 17). Among previous internal PAX Partners, 60% selected several activities as top practices, including leading teacher meetings about PAX strategies, modeling strategies in meetings or in classrooms, disseminating information about PAXIS and other local resources, and participating on Tier 1 support/PBIS/MTSS teams.

Table 15. *Type of Support Provided by Internal and External PAX Partners, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Support Activities	Representative Admin		Targeted Admin	
	External (*n* = 19)	Internal (*n* = 7)	External (*n* = 18)	Internal (*n* = 16)
Teacher meetings about PAX strategies	11 (58%)	3 (43%)	11 (61%)	13 (81%)
Classroom visits to provide feedback to teachers (written or verbal)	13 (68%)	5 (71%)	13 (72%)	12 (75%)
Modeled strategies in meetings or in classrooms	10 (53%)	4 (57%)	12 (67%)	13 (81%)
Supported administrators in planning for PAX	8 (42%)	2 (29%)	10 (56%)	11 (69%)
Helped us plan for how to sustain PAX	6 (32%)	1 (14%)	11 (61%)	12 (75%)
Disseminated information about PAXIS and other local resources	9 (47%)	1 (14%)	9 (50%)	6 (38%)
Participated on Tier 1 support/PBIS/MTSS teams	5 (26%)	3 (43%)	7 (39%)	10 (63%)
Collected implementation and spleem data	7 (37%)	2 (29%)	10 (56%)	7 (44%)
Unsure	3 (16%)	1 (14%)	2 (11%)	0 (0%)

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Table 16. *Type of Support Provided by Internal and External PAX Partners, PAX Targeted Teacher Survey, January-April 2024*

Support Activities	Provided by External Partner (*n* = 125)		Provided by Internal Partner (*n* = 110)	
	n	%	*n*	%
Led/leads teacher meetings about PAX strategies	84	67%	77	70%
Provided/provides feedback to teachers (written or verbal)	104	83%	68	62%
Modeled/models strategies in meetings or in classrooms	87	70%	70	64%
Supported/supports administrators in planning for PAX	68	54%	49	45%
Helped/helps us plan for how to sustain PAX	65	52%	63	57%
Disseminated/disseminates information about PAXIS and other local resources	55	44%	32	29%
Participated/participates on Tier 1 support/PBIS/MTSS teams	45	36%	60	55%
Collected/collects implementation and spleem data	78	62%	39	35%
Unsure	7	6%	4	4%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Table 17. *Type of Support Provided by Internal and External, Current and Previous PAX Partners, PAX Partner Survey, December 2023-April 2024*

Support Activities	Current External (*n* = 22)	Previous External (*n* = 7)	Current Internal (*n* = 26)	Previous Internal (*n* = 5)
Leading teacher meetings about PAX strategies	13 (59%)	4 (57%)	14 (54%)	3 (60%)
Going into classrooms to provide feedback to teachers (written or verbal)	16 (73%)	5 (71%)	13 (50%)	2 (40%)
Modeling strategies in meetings or in classrooms	19 (86%)	6 (86%)	17 (65%)	3 (60%)
Supporting administrators in planning for PAX	14 (64%)	5 (71%)	15 (58%)	2 (40%)
Helping plan for how to sustain PAX	17 (77%)	3 (43%)	16 (62%)	2 (40%)
Disseminating information about PAXIS and other local resources	15 (68%)	5 (71%)	10 (38%)	3 (60%)
Participating on Tier 1 support/PBIS/MTSS teams	11 (50%)	3 (43%)	16 (62%)	3 (60%)
Collecting implementation and spleem data	14 (64%)	4 (57%)	6 (23%)	1 (20%)
Walking staff through PAXIS resources (website, app)	10 (45%)	4 (57%)	9 (35%)	2 (40%)
Having staff role-play (i.e., practice) strategies with feedback	3 (14%)	1 (14%)	4 (15%)	1 (20%)
None of these	0 (0%)	0 (0%)	1 (4%)	1 (20%)

Note. PBIS = Positive Behavior Intervention and Supports. MTSS = Multi-Tiered Systems of Support.

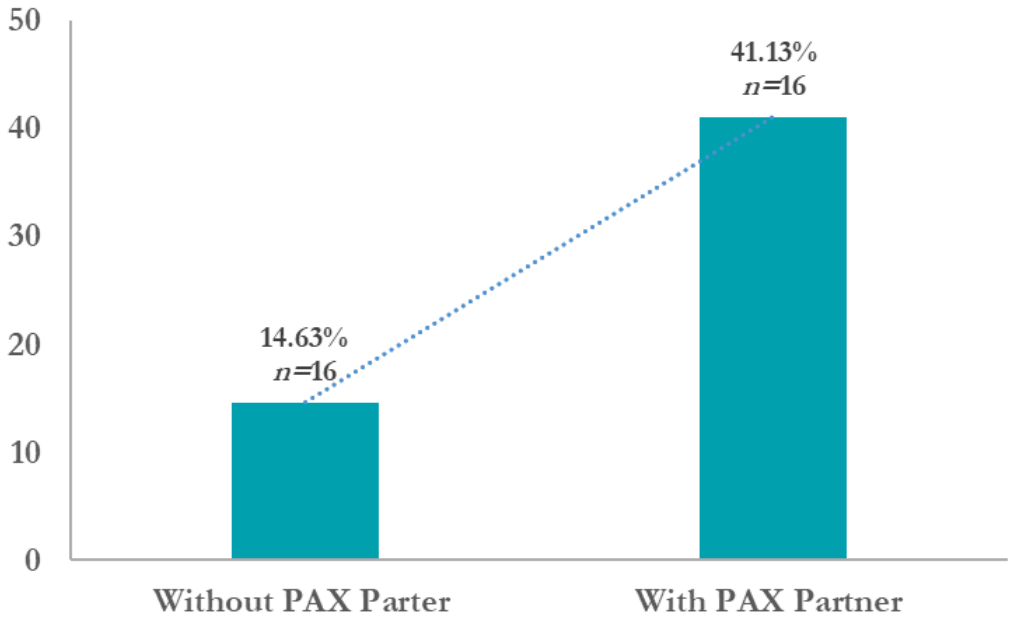
PAX Partners were asked about their comfort with and frequency of using various consultation strategies. Both current external and internal PAX Partners reported high levels of comfort with providing praise and positive feedback to teachers about their strengths (90%), developing strong working relationships with teachers (88%), and championing or advocating for the use of the classroom strategies within the school building (88%). Fewer reported high levels of comfort having difficult conversations with teachers about diversity, inclusion, or equity (47%) and providing constructive feedback (66%). Regarding frequency of use, 88% of PAX Partners reported frequently developing strong working relationships with teachers, and 80% reported frequently providing praise and positive feedback on strengths. Only 37% reported that they frequently had difficult conversations about diversity, inclusion, or equity, and 54% reported giving frequent constructive feedback. A detailed breakdown of PAX Partners' comfort levels and the frequency of using various consultation strategies can be found in Table C24 and Table C25 in Appendix C.

Data from the representative administrator survey showed a significant, positive relationship between the total number of PAX Partner activities and reported use of various strategies (daily and weekly). Data from the targeted teacher survey also showed a significant, positive relationship between the total number of PAX Partner activities and frequency of strategy use. In other words, there was a positive relationship between the number of activities PAX Partners performed in the building and reported use of PAX GBG strategies. See Tables C26 and C27 in Appendix C.

Data from the representative administrator survey indicated a significant difference in the reported percentage of staff implementing PAX GBG strategies daily between schools with and without a PAX Partner ($t = -2.91$, $p < .01$). This was measured by averaging the median percentage of staff in each building who used each strategy, across the 11 strategies. More specifically, results show that schools with PAX Partners were more likely to report a

higher percentage of staff using PAX strategies daily compared to those without a PAX Partner (Figure 8).

Figure 8. Staff *Use of PAX Strategies by Presence of PAX Partners, PAX Representative Administrator Survey, October 2023-April 2024*



Note. $p < .01$

When asked about barriers and facilitators to serving as a PAX Partner, 61% of all PAX Partners (internal/external and current/previous) agreed that teachers and staff were open to using PAX GBG, and 65% agreed that teachers allowed PAX Partners to come into the classroom to model strategies and give feedback (Table C28, Appendix C). Additionally, 68% of all PAX Partners agreed they provided individual coaching to teachers, while 59% provided group coaching. Among external PAX Partners, 78% agreed that they felt staff in their building/district were welcoming. There was less agreement when all PAX Partners were asked if teachers regularly attended PAX meetings (37% agreement) and if teachers responded well to PAX challenges/competitions (44% agreement).

More than half of all PAX Partners agreed with statements regarding administrator support for PAX GBG and PAX Partners. The highest level of agreement, at 85%, was that school administration was supportive of PAX GBG (Table C29, Appendix C). Additionally, 69% agreed that school administration encouraged staff use of strategies. There was the most disagreement when asked if school administration met with PAX Partners regularly to give them updates on PAX progress, with 34% disagreement. Similarly, 26% of respondents reported that school administration did not help to organize or support PAX Partners when they organized meetings.

PTCEs

When asked to rate their comfort level in conducting PAX Tools workshops, over 80% of PTCEs somewhat or strongly agreed that they felt comfortable addressing audience questions and were prepared to provide and tailor PAX Tools workshops to different types of audiences and to the attendees' setting (Table 18).

Table 18. *PTCEs Comfort Conducting PAX Tools Workshops, PTCE Survey, January- April 2024*

Statements	*n*	Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat Agree	Strongly Agree
I feel comfortable addressing audience questions when providing PAX Tools workshops.	26	0 (0%)	2 (8%)	1 (4%)	13 (50%)	10 (38%)
I feel prepared to provide and tailor PAX Tools workshops to different types of audiences following my training.	26	1 (4%)	3 (12%)	0 (0%)	12 (46%)	10 (38%)
I feel prepared to provide and tailor PAX Tools workshops to the attendees' setting.	26	1 (4%)	3 (12%)	0 (0%)	9 (35%)	13 (50%)

Administrator/Leadership Support and Practices

PAX GBG Users. When administrators who reported using PAX GBG in their building were asked what activities they practiced to promote and sustain PAX GBG, administrators from the representative sample most frequently reported using PAX language with students and teachers daily (38%), followed by modeling use of PAX Quiet in common spaces (28%, Table 19). Administrators' least practiced activities were seeking support from PAXIS Institute and participating in Granny's Wacky Prizes, with 79% and 76% of respondents, respectively, reporting they never engaged in these activities. Similarly, administrators from the targeted survey reported the same top practices as the representative sample, using PAX language (58%) and modeling the use of PAX Quiet (44%, Table 20). Administrators from the targeted sample were least likely to seek the support from a local PAX champion or resources outside of the school building or to seek support from PAXIS Institute, with 56% and 49% of respondents, respectively, reporting they never engaged in these activities.

As shown in Table 21, when asked about administrator support for PAX GBG implementation and sustainability, respondents from the targeted teacher sample were most likely to agree that their district endorsed/supported PAX, with 86% agreement. Respondents were least likely to agree that they noticed PAX language or signage when they were out in the community, with only 29% agreement.

Responses from both the representative and targeted administrator surveys showed a positive relationship between multiple administrator practices to promote and sustain PAX GBG and weekly and daily use of PAX GBG strategies (see tables C30, C30a, C31, and C31a in Appendix C for more details regarding associations from the targeted and representative administrator surveys).

For the representative administrator survey responses, there were significant positive relationships between weekly and daily use of all PAX GBG strategies and practices such as administrators using PAX language with students and teachers, actively bringing up PAX in any leadership or district meetings attended, and helping staff see

the connections between PAX GBG and other programs (e.g., MTSS, PBIS). For the targeted administrator survey responses, using PAX language with students and teachers and helping staff see the connections between PAX GBG and other programs had the most associations with weekly and daily strategy usage. The targeted teacher survey data also yielded a significant positive relationship between various administrator practices to support PAX GBG implementation and sustainability and the frequency of strategy use (see Table C32 in Appendix C). Perceived administrative support was also related to quality of strategy implementation (see Table C33 in Appendix C).

Administrators were also asked about their own comfort in implementing a PAX Game. In the targeted sample, 71% reported feeling very or extremely comfortable, compared to just 47% of the administrators in the representative sample from schools using PAX GBG (Tables C34, Appendix C). Responses from the representative administrator survey showed a significant positive relationship between administrator comfort implementing a PAX Game in a classroom and reported weekly teacher use of strategies. Administrator responses from the targeted survey showed a significant positive relationship between administrator comfort implementing a PAX Game in a classroom and both the weekly and daily use of strategies. See tables C35 and C36 in Appendix C for more details.

PAX Tools Users. In focus groups, PAX Tools users mentioned a variety of facilitators related to leadership that encouraged them to use, or continue using, PAX Tools strategies. Participants indicated that both expectations to use PAX Tools strategies and encouragement to use them from supervisors fostered their use. One participant indicated the strategies were infused into every layer of their organization, "…[PAX is] incorporated in everything that we do. Not just [working with youth] but as well as our administrative teams and how we functioned with board meetings, many different ways." Another user shared that use of PAX Tools was included on their performance evaluations.

Table 19. *Number of Administrator Activities to Promote and Sustain PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

Activities to Promote and Sustain PAX GBG	*n*	Never	Monthly	Weekly	Daily
I bring up PAX GBG in meetings (e.g., staff, team meetings).	58	30 (52%)	23 (40%)	3 (5%)	2 (3%)
I set clear expectations for trained staff to use PAX GBG strategies.	58	33 (57%)	17 (29%)	6 (10%)	2 (3%)
I read tootles/kudos over the announcements and/or write tootles/kudos to students and teachers.	58	43 (74%)	5 (9%)	5 (9%)	5 (9%)
I include PAX GBG in my classroom visits/walkthroughs and/or staff reviews/evaluations.	58	37 (64%)	12 (21%)	5 (9%)	4 (7%)
I include PAX in announcements, memos, and/or newsletters sent home or to staff.	58	43 (74%)	5 (9%)	6 (10%)	4 (7%)
I participate in Granny's Wacky Prizes.	58	44 (76%)	10 (17%)	2 (3%)	2 (3%)
I model use of PAX Quiet (Harmonica) in common spaces.	58	34 (59%)	3 (5%)	5 (9%)	16 (28%)
I use PAX language with students and teachers (e.g., PAX Leader, PAX Voices, PAX Hands and Feet).	58	30 (52%)	3 (5%)	3 (5%)	22 (38%)
I actively bring up PAX in any leadership or district meetings I attend.	58	37 (64%)	15 (26%)	1 (2%)	5 (9%)
I help staff see the connections between PAX GBG and other programs/MTSS/PBIS.	58	33 (57%)	13 (22%)	6 (10%)	6 (10%)
I seek support from a local PAX GBG champion or resource outside of our school building in the community.	58	41 (71%)	10 (17%)	4 (7%)	3 (5%)
I talk with other colleagues at different schools for ideas.	58	37 (64%)	14 (24%)	2 (3%)	5 (9%)
I seek support from PAXIS Institute when needed.	58	46 (79%)	9 (16%)	1 (2%)	2 (3%)
I ensure PAXIS resources, such as newsletters, are disseminated.	58	38 (66%)	17 (29%)	1 (2%)	2 (3%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Table 20. *Number of Administrator Activities to Promote and Sustain PAX GBG, PAX Targeted Administrator Survey, January-April 2024*

Activities to Promote and Sustain PAX GBG	*n*	Never	Monthly	Weekly	Daily
I bring up PAX GBG in meetings (e.g., staff, team meetings).	43	2 (5%)	27 (63%)	10 (23%)	4 (9%)
I set clear expectations for trained staff to use PAX GBG strategies.	43	5 (12%)	19 (44%)	10 (23%)	9 (21%)
I read tootles/kudos over the announcements and/or write tootles /kudos to students and teachers.	43	11 (26%)	13 (30%)	15 (35%)	4 (9%)
I include PAX GBG in my classroom visits/walkthroughs and/or staff reviews/evaluations.	43	10 (23%)	14 (33%)	13 (30%)	6 (14%)
I include PAX in announcements, memos, and/or newsletters sent home or to staff.	43	10 (23%)	17 (40%)	9 (21%)	7 (16%)
I participate in Granny's Wacky Prizes.	43	17 (40%)	13 (30%)	10 (23%)	3 (7%)
I model use of PAX Quiet (Harmonica) in common spaces.	43	9 (21%)	10 (23%)	5 (12%)	19 (44%)
I use PAX language with students and teachers (e.g., PAX Leader, PAX Voices, PAX Hands and Feet).	43	5 (12%)	6 (14%)	7 (16%)	25 (58%)
I actively bring up PAX in any leadership or district meetings I attend.	43	8 (19%)	20 (47%)	5 (12%)	10 (23%)
I help staff see the connections between PAX GBG and other programs/MTSS/PBIS.	43	6 (14%)	21 (49%)	9 (21%)	7 (16%)
I seek support from a local PAX GBG champion or resource outside of our school building in the community.	42	24 (56%)	11 (26%)	5 (12%)	2 (5%)
I talk with other colleagues at different schools for ideas.	42	14 (33%)	20 (47%)	7 (16%)	1 (2%)
I seek support from PAXIS Institute when needed.	42	21 (49%)	20 (47%)	1 (2%)	0 (0%)
I ensure PAXIS resources, such as newsletters, are disseminated.	42	17 (40%)	21 (49%)	2 (5%)	2 (5%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Table 21. *Frequencies for Level of Agreement with Statements About Administrator Support in PAX Implementation and Sustainability, Combined/Total Users, PAX Targeted Teacher Survey, January-April 2024*

Statement	*n*	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
My district endorsed/supported PAX.	224	4 (2%)	5 (2%)	22 (10%)	56 (25%)	137 (61%)
My administrator provided support for PAX.	225	6 (3%)	11 (5%)	26 (12%)	80 (36%)	102 (45%)
PAX trainings were readily available and offered in my school district.	225	6 (3%)	17 (8%)	26 (12%)	77 (34%)	99 (44%)
I noticed PAX language or signage when I was out in the community.	225	69 (31%)	48 (21%)	44 (20%)	40 (18%)	24 (11%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

School Practices

To understand opportunities for integration of PAX GBG with other school practices, respondents were asked about common PBIS/MTSS practices and other universal prevention practices they use in schools. Regarding PBIS/MTSS approaches in schools, administrators in the representative sample reported using a variety of strategies. The three most commonly endorsed approaches were school-wide behavioral expectations (96%), systems of reinforcement (90%), and office discipline referral processes (85%, Table 22).

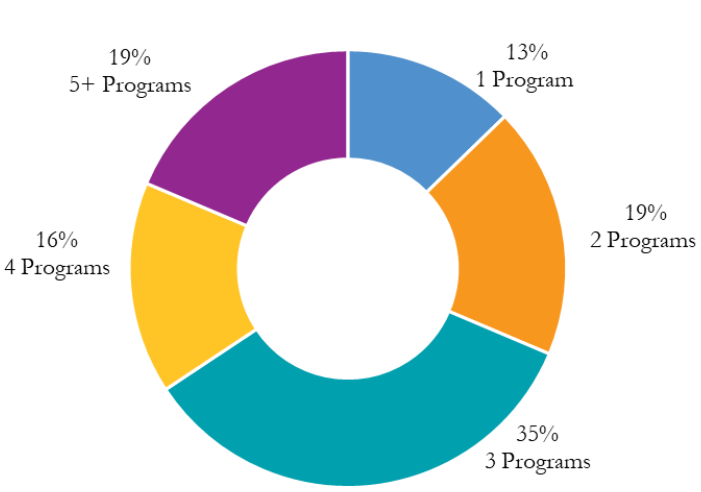
Table 22. *PBIS/MTSS Approaches, Representative Administrator Survey, October 2023-April 2024 (n = 187)*

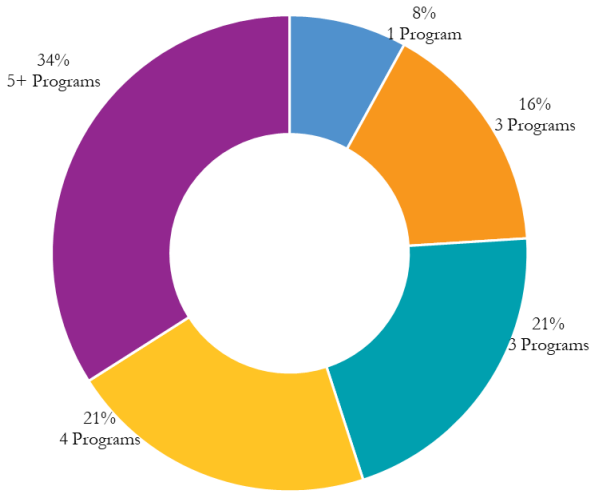
Approaches	*n*	%
Increasingly intensive interventions across Tiers 1, 2, and 3	151	81%
A process for identifying the appropriate Tiered intervention for students	147	79%
School-wide behavioral expectations (e.g., "be safe," "be respectful")	179	96%
System of reinforcement (e.g., PBIS slips/tickets, behavior-specific praise, prize drawings)	169	90%
Team that meets at least monthly	154	82%
Office discipline referral process	159	85%
Individual student data and school-wide data are used regularly to inform interventions and supports	146	78%
Universal screening surveys completed by teachers	89	48%
Universal screening surveys completed by students	46	25%
Other	6	3%
None of these	0	0%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

As shown in Figure 9, approximately 35% of schools utilized four or more Tier 1 practices, as reported by administrators in the representative sample. In contrast, 55% of respondents from the targeted administrator sample reported utilizing four or more Tier 1 practices (see Figure 10), while only about 17% of the teachers in the targeted sample reported using this number of practices (data not displayed). The targeted administrator survey data also showed that the use of a higher number of universal prevention practices in a school was associated with fewer staff reportedly using several PAX GBG strategies on a weekly basis, including PAX Leader, PAX Quiet, PAX Stix, Tootles, Ok/Not Ok, and PAX Voices (see Table C37 in Appendix C). No significant relationships were found between the number of Tier 1 practices and weekly or daily strategy use for either the representative administrator or targeted teacher samples.

Figure 9 (left) *Administrator Number of Universal Prevention Programs and Practices, PAX Representative Administrator Survey, October 2023-April 2024 (n = 200)*
Figure 10 (right) Administrator *Number of Universal Prevention Programs and Practices, PAX Targeted Administrator Survey, January 2024-April 2024 (n = 62)*





Results from focus groups and interviews highlighted that several teachers and administrators who endorsed using PAX GBG (n = 6, each) specifically indicated the alignment between PAX and their PBIS efforts. One administrator shared, "It's kind of all interwoven into PBIS, but again, PAX is that main part of PBIS for us" while another said, "[teachers] feel like it's the missing piece and that also it's really tying all the different things that we have together, whether it's PBIS or social emotional learning curriculum … It's finally just tying it all together, and it makes more sense." One administrator agreed that PAX GBG and PBIS efforts aligned but perceived there was a requirement to replace local school language with PAX terminology. "So, it would be rather than a little [Penguin Praise], maybe it's a PAX superstar. But … other than just terminology, I think most of our Tier 1 practices that we have to celebrate behavior would stay the same." As mentioned, teachers also indicated alignment between PAX GBG and PBIS. One teacher shared, "So, it's uniform throughout the whole building. If they go to the bathroom, there's a PAX sign up, and it tells them what we want them to do, which is the same for PBIS. So, they really complement each other and just support the process even more." Another teacher said, "The main person from PBIS in our building is on the PAX internal team, just so that she's able to hear what we're doing, why we're doing it, and then to kind of create a cohesiveness in our building between the two." Regardless of what language was used, PAX GBG users indicated that consistent language was important and that getting everyone in the organization to use the same language was a challenge.

Perceptions of Benefits and Challenges of PAX GBG and PAX Tools

Benefits of PAX GBG. Table 23, Table 24, and Table 25 show the level of agreement with statements about the benefits of PAX GBG across various populations. The majority of administrators in the representative sample agreed with every statement except that PAX GBG improved school-home connections. The highest level of agreement was that PAX GBG improved student behavior, with 64% agreement, followed by PAX GBG creates a universal shared language, with 62% agreement (Table 23). Similarly, in the targeted administrator sample, over 80% of administrators also agreed with every statement, except for PAX GBG improved school-home connections, which had 63% agreement. Detailed results for the targeted administrator sample can be found in Table C38 in Appendix C.

In the targeted teacher survey, more than half of all teachers, including both current and previous PAX GBG users, agreed with every statement listed in Table 24, except for the statement regarding PAX improving school-home connections, with only 43% agreement. Teachers expressed agreement that PAX GBG created a universal shared language (89%) and that PAX GBG improved consistency across staff/teachers (77%). Additionally, a greater portion of current PAX GBG users reported higher agreement with all statements compared to the reports of previous users. About half of previous users disagreed with the statement that PAX GBG improved their stress. Detailed results for current and previous PAX GBG users can be found in Tables C39 and C40 in Appendix C.

From the PAX Partner sample, more than 75% of respondents agreed with most statements in Table 25, except for the statement that PAX improves school-home connections, with only 58% agreement. The highest level of agreement was that PAX GBG created a shared universal language (91%).

Responses to the representative administrator survey produced a significant positive relationship between multiple perceived benefits and various strategies being used weekly and daily. The three perceived benefits associated with weekly and daily use of most strategies were improved school climate, creating a universal shared language, and improved student behavior. The targeted teacher survey responses yielded a significant positive relationship between various perceived benefits and various strategies as well. Specifically, the perceived benefits with the most associations with frequency of strategy use for current users of PAX GBG were creating a universal shared language, improving school climate, improving teacher classroom management, and improving relationships between teachers and students. See tables C41, C41a, and C42 in Appendix C.

Table 23. *Level of Agreement with Benefits of PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

Statements	*n*	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Improved school climate.	57	3 (5%)	2 (4%)	22 (39%)	18 (32%)	12 (21%)
Improved student behavior.	56	3 (5%)	2 (4%)	15 (27%)	23 (41%)	13 (23%)
Improved teacher classroom management.	57	3 (5%)	2 (4%)	19 (33%)	18 (32%)	15 (26%)
Improved relationships between teachers and students.	57	4 (7%)	2 (4%)	20 (35%)	19 (33%)	12 (21%)
Improved school-home connections.	57	4 (7%)	3 (5%)	36 (63%)	11 (19%)	3 (5%)
Creates a universal shared language.	57	5 (9%)	1 (2%)	16 (28%)	17 (30%)	18 (32%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Table 24. *Level of Agreement with Benefits of PAX GBG, PAX Targeted Teacher Survey, January-April 2024*

Statement	*n*	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
PAX improved school climate.	228	10 (4%)	15 (7%)	31 (14%)	82 (36%)	90 (39%)
PAX improved student behavior.	228	11 (5%)	10 (4%)	38 (17%)	84 (37%)	85 (37%)
PAX created a universal shared language.	227	5 (2%)	6 (3%)	15 (7%)	84 (37%)	117 (52%)
PAX created a trauma-informed environment.	227	7 (3%)	20 (9%)	56 (25%)	80 (35%)	64 (28%)
PAX improved teacher classroom management.	228	12 (5%)	16 (7%)	35 (15%)	81 (36%)	84 (37%)
PAX improved relationships between teachers and students.	228	9 (4%)	12 (5%)	46 (20%)	85 (37%)	76 (33%)
PAX improved school-home connections.	228	17 (7%)	30 (13%)	81 (36%)	67 (29%)	33 (14%)
PAX improved consistency across staff/teachers.	228	10 (4%)	14 (6%)	28 (12%)	83 (36%)	93 (41%)
PAX improved my stress.	226	31 (14%)	25 (11%)	46 (20%)	63 (28%)	61 (27%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Table 25. *Level of Agreement with Benefits of PAX GBG, PAX Partner Survey, December 2023-April 2024*

Statements	*n*	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
PAX improves school climate.	55	0 (0%)	1 (2%)	3 (5%)	15 (27%)	36 (65%)
PAX improves student behavior.	55	0 (0%)	1 (2%)	2 (4%)	16 (29%)	36 (65%)
PAX creates a universal shared language.	56	1 (2%)	1 (2%)	3 (5%)	5 (9%)	46 (82%)
PAX creates a trauma-informed environment.	56	1 (2%)	2 (4%)	6 (11%)	19 (34%)	28 (50%)
PAX improves teacher classroom management.	55	0 (0%)	1 (2%)	3 (5%)	14 (25%)	37 (67%)
PAX improves relationships between teachers and students.	55	0 (0%)	1 (2%)	5 (9%)	15 (27%)	34 (62%)
PAX improves school-home connections.	55	2 (4%)	4 (7%)	17 (31%)	17 (31%)	15 (27%)
PAX improves teacher stress.	55	1 (2%)	2 (4%)	10 (18%)	19 (35%)	23 (42%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Benefits of PAX Tools. In interviews and focus groups, PAX Tools users in community settings shared several successes, which often served as encouragement to continue using the strategies. They also expressed that using PAX Tools allowed for more efficient use of time and indicated they did not waste time being unproductive. One user shared, "I mean, if you're using them, it's going to make the flow of the space more manageable and easy, and the kids are learning more ..." Multiple users mentioned that one benefit of using PAX Tools strategies was that youth had higher self-esteem as a result of positive reinforcement, and they displayed more self-control, self-management, and accountability, for both themselves and their peers. One participant shared, "… they are doing the appropriate things they need to do, and they're trying to model it for other kids. So, I think that's something that we've seen grow, is, kind of seeing other kids' kind of step up to the plate to be a leader …" Another said, "And this generation that we're working with currently, it's like they want to be heard. They want to be loved, and PAX Tools provide that, as far as getting that voice, getting choices."

Multiple participants indicated they liked the variety of tools and the ease of implementing them. One user said, "I've realized that the more tools I have in my toolbox, the easier my job becomes." Users also mentioned they appreciated that the strategies were evidence-based and trauma-informed. They recognized that PAX Tools were based on best practices, in general. One participant said, "So, I loved the blend of the scientifically proven strategies."

PAX Tools users in community settings indicated appreciating the flexibility of the PAX Tools strategies. When asked how often participants used PAX Tools, many shared using tools in nearly all instances when they interact with youth. One user shared, "I'd say [I use PAX Tools] 80% of the time … If I'm in an elementary, 99% of the time." Users appreciated that PAX Tools could be modified to best fit their organizations and a variety of audiences. Some PAX Tools users indicated they adjusted the language they used when working with older youth but continued to implement the strategies. "I've actually kind of ingrained PAX into my everyday life." They discussed how they modified the name of the strategies to present them to older youth to increase acceptability. One community-based user of PAX Tools shared that they liked how many strategies were available so they could pick and choose the strategies that worked best for specific youth.

Finally, multiple participants shared the importance of having youth exposed to PAX consistently and in different areas of their lives. They indicated a goal of having PAX spread throughout their communities. "We are definitely trying to partner a lot more … to have that consistent communication throughout school, home, in the community where they're at …"

Barriers/Challenges for PAX GBG. Regarding barriers, 24% of administrators in the representative sample indicated that more than half of their staff would agree there was a lack of district endorsement/support for PAX GBG (Table 26). In the targeted sample, 46% of administrators reported that more than half of their staff would agree with their building adopting a different Tier 1 program, which makes it difficult to maintain PAX GBG (Table 27). Additionally, 45% of respondents from the targeted teacher sample agreed there were too many overlapping Tier 1 practices/programs (Table 28).

Among previous PAX GBG users in the targeted teacher sample, the most frequently cited reason for why they no longer used PAX GBG was they already felt confident in their classroom behavior management strategies, with 73% agreeing (Table 29). The second most common reason, with 64% agreement, was they tried PAX but felt it did not work for their student population. The least cited reason for no longer using PAX GBG was a lack of school leadership support, with only 12% agreement.

Table 26. *Percent of Staff Agreement with Barriers/Challenges to PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

Staff Agreement with Following Statements	*n*	<10%	11-24%	25-41%	50-74%	>75%	N/A
It is difficult to integrate PAX within classroom practices.	55	14 (26%)	8 (15%)	6 (11%)	5 (9%)	5 (9%)	17 (31%)
We have too many overlapping Tier 1 practices.	55	13 (24%)	9 (16%)	3 (6%)	5 (9%)	5 (9%)	20 (36%)
Our building/district adopted a different Tier 1 program, which made it difficult to maintain PAX.	55	17 (31%)	3 (6%)	1 (2%)	2 (4%)	9 (16%)	23 (42%)
There is a lack of district endorsement/support for PAX GBG.	55	15 (27%)	3 (6%)	4 (7%)	5 (9%)	8 (15%)	20 (36%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Table 27. *Percent of Staff Agreement with Barriers/Challenges to PAX GBG, PAX Targeted Administrator Survey, January-April 2024*

Staff Agreement with Following Statements	*n*	<10%	11-24%	25-49%	50-74%	>75%	N/A
Teachers have expressed difficulty integrating PAX within classroom practices.	41	10 (24%)	16 (39%)	5 (12%)	6 (15%)	1 (2%)	3 (7%)
We have too many overlapping Tier 1 practices (too confusing for staff).	41	16 (39%)	6 (15%)	6 (15%)	2 (5%)	1 (2%)	10 (24%)
Our building/district adopted a different Tier 1 program, which made it difficult to maintain PAX.	41	16 (39%)	2 (5%)	4 (10%)	18 (44%)	1 (2%)	0 (0%)
There is a lack of district endorsement/support.	41	20 (49%)	3 (7%)	2 (5%)	1 (2%)	3 (7%)	12 (29%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Table 28. *Level of Agreement with Barriers/Challenges to PAX GBG, PAX Targeted Teacher Survey, January-April 2024*

Statement	*n*	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
PAX aligned with my teaching philosophy and classroom management.	225	7 (3%)	21 (9%)	29 (13%)	96 (43%)	72 (32%)
It was easy to integrate PAX within my daily classroom practices.	224	10 (4%)	33 (15%)	23 (10%)	93 (42%)	65 (29%)
There were too many overlapping Tier 1 practices/programs.	224	20 (9%)	25 (11%)	77 (34%)	83 (37%)	19 (8%)
I used different Tier 1 strategies in my classroom, instead of PAX.	224	54 (24%)	36 (16%)	54 (24%)	69 (31%)	11 (5%)
COVID related changes and challenges interfered with my ability to sustain use of PAX practices.	224	71 (32%)	32 (14%)	68 (30%)	44 (20%)	9 (4%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Table 29. *Level of Agreement with Statements About Reasons for Quitting PAX GBG, Previous Users, PAX Targeted Teacher Survey, January-April 2024*

Statement	*n*	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
PAX GBG did not align with our school philosophy or culture.	58	15 (26%)	17 (29%)	18 (31%)	6 (10%)	2 (3%)
My school leadership did not support PAX implementation.	58	30 (52%)	11 (19%)	10 (17%)	6 (10%)	1 (2%)
PAX GBG was too positive—not enough of a focus on consequences.	58	9 (16%)	8 (14%)	11 (19%)	20 (34%)	10 (17%)
I already felt confident in my classroom behavior management strategies.	58	2 (3%)	3 (5%)	11 (19%)	26 (45%)	16 (28%)
I did not like some of the strategies included in PAX GBG.	58	9 (16%)	4 (7%)	14 (24%)	22 (38%)	9 (16%)
The strategies did not seem age appropriate.	58	7 (12%)	13 (22%)	12 (21%)	18 (31%)	8 (14%)
Staff were required to take the training, but there was little to no follow-up support or training after.	58	5 (9%)	13 (22%)	17 (29%)	19 (33%)	4 (7%)
It was tough to integrate/remember to integrate PAX into my daily teaching.	58	3 (5%)	9 (16%)	18 (31%)	25 (43%)	3 (5%)
I could not prioritize PAX due to other programs/strategies we use in our building.	58	4 (7%)	10 (17%)	17 (29%)	20 (34%)	7 (12%)
I tried PAX but felt it did not work for my student population.	58	2 (3%)	7 (12%)	12 (21%)	23 (40%)	14 (24%)
COVID related changes and challenges interfered with my continued use.	58	20 (34%)	6 (10%)	17 (29%)	9 (16%)	6 (10%)

Note. Percentage totals may be less than or greater than 100% due to rounding.

Both the representative and targeted administrator survey responses showed significant negative relationships between administrators' perceptions of the difficulties teachers faced in implementing PAX GBG and their perceptions of staff weekly and daily use of strategies. Administrators' perceptions that teachers believed their school had too many overlapping Tier 1 practices or their building/district adopted a different Tier 1 program, which made it difficult to maintain PAX showed a significant negative relationship with weekly use of 10 out of 11 strategies. For the targeted administrator survey, administrators' perceptions that teachers believed there was a lack of district endorsement/support for PAX GBG and their building/district adopted a different Tier 1 program showed a significant negative relationship with weekly use of multiple strategies.

Likewise, the targeted teacher survey responses produced a significant negative relationship between multiple perceived difficulties and the frequency of use for various strategies. In particular, there was a negative association between teachers reporting too many overlapping Tier 1 practices/programs and using a different Tier 1 strategy in their classrooms and frequency of use of five and six of the PAX GBG strategies, respectively. See tables C43, C43a C44, C44a, and C45 in appendix C.

Barriers/Challenges for PAX Tools (Non-teaching School Staff). During interviews and focus groups, non-teaching school staff using PAX Tools shared many more challenges than did community users of PAX Tools. Among school staff, the challenges listed most often fell into four categories - not understanding how to use PAX Tools in their roles (n = 9), PAX has no consequences (n = 12), older students do not like PAX (n = 6), and the PAX Focus (i.e., the harmonica) strategy is not effective (n = 11).

Non-teaching school staff trained in PAX Tools repeatedly shared that the tools were not appropriate for their roles, or they did not understand how they could use PAX Tools in their roles. Many times, trained staff were serving as aides in classrooms, so they also saw PAX GBG strategies, which created some confusion. When asked about PAX Tools strategies, staff mentioned PAX Leader, PAX Voices, and PAX Hands and Feet, which are PAX GBG strategies. They also used names for PAX GBG strategies interchangeably with PAX Tools strategies, especially Tootles versus Kudos Notes, PAX Quiet versus PAX Focus, and Granny's Wacky Prizes versus PAX Breaks. They indicated their facilitators of the workshop did not understand their role at the school or did not model or share specific ways the tools could be used effectively in their roles.

A second theme among non-teaching staff arose around staff not understanding the science behind PAX Tools or the overall purpose of PAX. A common misunderstanding was that some thought PAX Tools and PAX GBG were only for youth on the autism spectrum, versus being a universal practice. They also did not understand the strategies were trauma-informed. Most non-teaching school staff, especially aides and cafeteria staff, mistakenly thought that PAX prohibited giving youth appropriate consequences, so they felt that students were behaving more poorly since the introduction of PAX GBG and PAX Tools in their schools. There was a perception that once staff tried all the different PAX strategies, there were no other disciplinary options they were permitted to use to address poor behavior. Another concern that arose was that Kudos Notes were only given to poorly behaved youth who did something "noteworthy" and that well-behaved students never received kudos notes or did not need kudos notes to incentivize them to behave appropriately.

Non-teaching school staff who participated in focus groups (i.e., aides, cafeteria staff, bus drivers) overwhelmingly indicated the harmonica was inappropriate or ineffective. Classroom aides and cafeteria staff shared that students simply ignored the harmonica, and bus drivers shared that the sound from the harmonica did not carry on the bus and that using the harmonica while driving the bus was unsafe. Bus drivers preferred using a whistle or intercom instead. One preschool aide shared the harmonica worked well in their classroom.

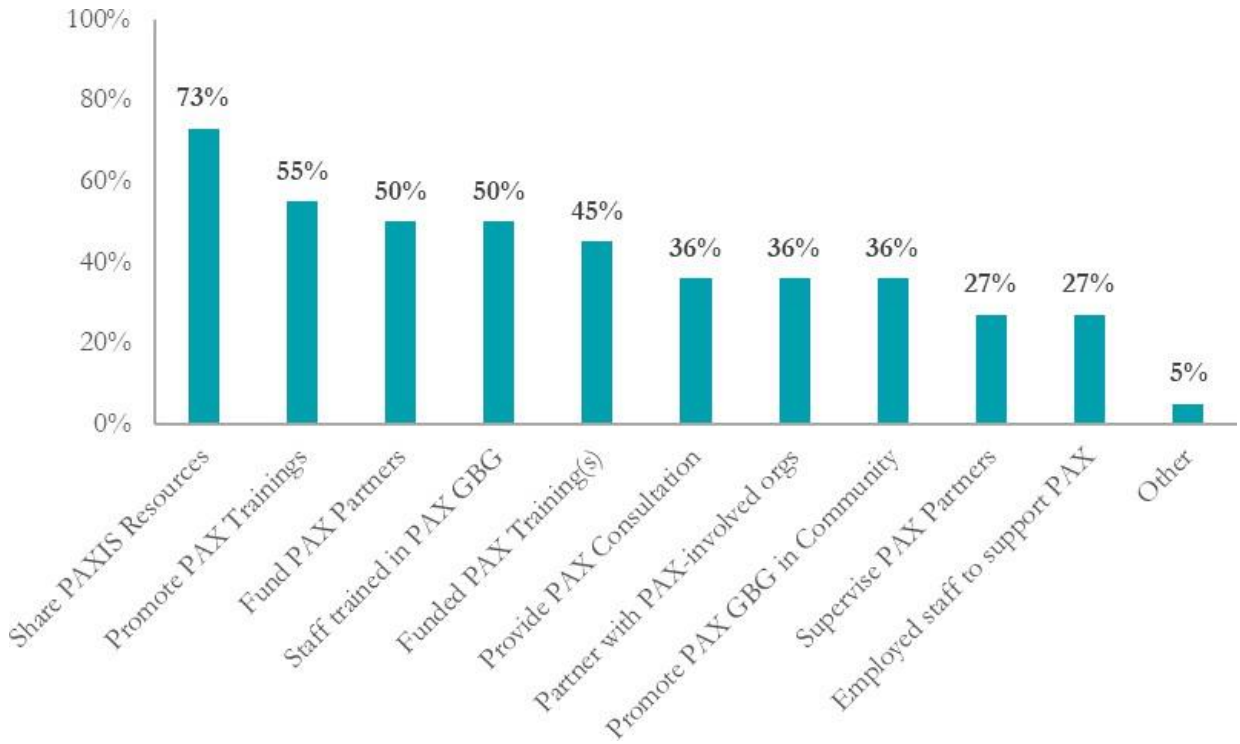
A final theme was the perception that older youth disliked the strategies within PAX Tools or PAX GBG. Non-teaching school staff participants shared that "older" students (e.g., Grades 3-5) ignored staff efforts to use PAX Tools and felt the strategies were childish. They also indicated older students knew PAX strategies would not be used in older grades and, therefore, did not see the purpose of using them.

Barriers/Challenges for PAX Tools (Community Providers). During interviews and focus groups, challenges shared by community users of PAX Tools were minimal. When asked which PAX Tools strategies were not used or were not effective, responses varied across community-based users of PAX Tools, with no specific strategy being mentioned more than twice. Users indicated efforts to spread PAX Tools across the community were challenging (n = 3), keeping young staff engaged in PAX Tools training was difficult, and that youth continued to struggle with focus and self-regulation despite the use of PAX Tools (n = 2, each), and staff lacked the internal motivation to use PAX Tools (n = 1).

External agency support

PAX GBG. As seen in Figure 11, community agencies played several roles in supporting PAX GBG implementation, including sharing resources, funding (training and PAX Partners), oversight of implementation, and promotion/outreach. Focus groups and interviews provided further context for how external agencies provided specific support for implementation.

Figure 11. *Roles of Community Organizations Involved with PAX GBG, Community Organization Leader Survey, December 2023-April 2024 (n = 22)*



During interviews and focus groups, teachers, administrators, and PAX Partners were asked about collaborations with external agencies. Many administrators noted receiving support and/or funding from their ESCs to implement PAX GBG in their buildings. Multiple administrators also indicated they received support from organizations that provided mental health services in their communities, including their ADAMH Boards. In addition to funding, support included providing trainings, connecting schools to existing trainings, providing PAX Partners or funding for PAX Partners, and providing general information related to PAX such as forwarding communication from PAXIS Institute.

Teachers often spoke very highly of their PAX Partners, and several credited their school's successful implementation of PAX GBG to their PAX Partner. They also shared that other organizations in their communities had been trained in PAX GBG or PAX Tools, including mental health providers, after-school program

leaders, preschool staff, youth soccer coaches, church activity leaders, and other niche activity leaders. Teachers indicated that having these individuals trained in and using PAX helped youth since it provided consistency from school to community. One teacher also mentioned their school received support from the United Way, while another said they received encouragement to implement PAX GBG from their SST.

Similar to teachers, PAX Partners said external agencies supported their positions financially and that PAX Partners served as an important bridge between the school and the external agency since the PAX Partner is invested in the school itself but also understands the priorities of the external agency.

Across all interviews, only one administrator indicated the support their school received from a PAX Partner was negligible. They shared that the PAX Partner showed up at inconvenient times with little planning or regard for the school's schedule.

PAX Tools. As far as assistance users indicated receiving for PAX Tools, interview and focus group participants indicated two primary categories of support, PAXIS Institute (n = 10) and community organizations (n = 9). Regarding PAXIS Institute, users said they used the PAXIS website (n = 3); communicated with specific people at PAXIS and accessed the app (n = 2, each); and read PAX Newsletters and used the training kit (n = 1, each). In addition, one participant specifically mentioned the trainings as a source of support while several others shared attending multiple PAX trainings but did not specifically indicate this when asked about support. Related to support from community organizations, participants mentioned receiving support from their supervisors and other individuals in the community (n = 4); CoPs and funding (n = 2, each); and one participant indicated receiving support from community organizations, in general.

Objective 3: Perceived Needs and Gaps for PAX GBG and PAX Tools

Below is a review of perceived needs and gaps as they relate to PAX GBG and PAX Tools users. As there was some overlap in perceptions for users of PAX GBG and Tools, a section that reviews common themes for both models is included.

PAX GBG

Respondents to the representative administrator survey indicated that the most desired school-based supports were:

- Periodic support to small groups/learning teams (46%)
- Having a coach/PAX Partner model strategies for staff (40%).

For the targeted administrator survey, respondents reported the following would be helpful:

- Having a coach/PAX Partner model strategies for staff as an implementation support (54%)
- Live professional development training (46%, Table 30).

Based on results from the targeted teacher surveys, previous users reported they would have liked the following:

- More opportunities to meet with other teachers who also use PAX GBG, either within or outside of their building (45%)
- More momentum in using strategies among their colleagues so they could troubleshoot issues (29%; see Table C46 in Appendix C)

Among current PAX Partners:

- 74% of external PAX Partners reported that more support for PAX GBG from school administrators would be beneficial.
- 58% reported meeting with/hearing from other PAX Partners would be helpful.

For internal PAX Partners:

- 52% reported that connecting with other PAX Partners would be helpful.
- 48% said outside support from an agency, such as a behavioral health organization, would be valuable (Table C48, Appendix C).

Several themes emerged from interviews and focus groups with teachers and administrators regarding potential gaps and needs. Both teachers and administrators (particularly non-users or previous users of PAX GBG) often mentioned believing that they had to use every strategy exactly how it was presented.

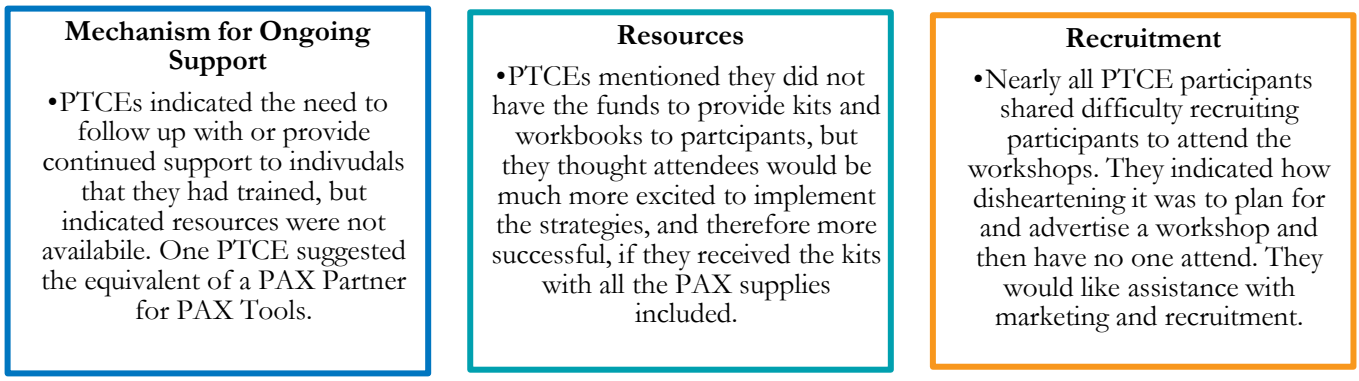
It was also their perception that they were not allowed to modify the language their school used. For example, if their school had already named their "shout-outs" something related to their school mascot, like "Penguin Praises," they felt like their PAX trainers said they had to start using the term "Tootles" instead. For schools that had worked hard to create school-wide PBIS language, this perception of inflexibility was a challenge or even turned them away from PAX. Finally, a small number of teachers reported that they felt PAX GBG did not include sufficient consequences for students.

PAX Tools

During interviews and focus groups, PTCEs consistently identified three needs. Both PTCEs and non-teaching school staff users of PAX Tools (e.g., bus drivers, cafeteria workers) indicated needing more specific examples of how PAX Tools could be implemented successfully in specific environments. For example, school staff said they needed the PTCEs to model how to use PAX Tools on school buses and PTCEs reported wanting more specific examples from PAXIS Institute to share with populations like bus drivers or cafeteria workers. See

Figure 12 for details regarding PTCE needs and support. Finally, on the survey, when asked about supports that would be beneficial, 44% of PTCEs reported connecting with other PTCEs in their area to troubleshoot issues and practicing/co-facilitation of workshops would be helpful (Table C47, Appendix C).

Figure 12. *PTCE Needs*



During interviews and focus groups, most non-teaching school staff users of PAX Tools (i.e., aides, bus drivers, cafeteria workers) believed that students in PAX schools did not receive adequate consequences for poor behavior. All the participants (PAX Tools users) from one school even shared that they believed student behavior had worsened since their school implemented PAX GBG. It should be noted, however, that in that school, PAX was first implemented immediately following the school's return to in-person instruction after being remote due to the COVID-19 pandemic. Several non-teaching school staff members indicated it was hard to use PAX Tools when they did not have any authority. For example, one aide said they could not use Granny's Wacky Prizes as an incentive on the playground, because the classroom teacher may not honor that.

Another school staff member shared that they believed students would purposefully misbehave during subjects they did not like, because they could then leave the classroom and there would not be any punishments. One aide shared, "we had one particular little boy, and his sister told him, '... if you want to go play [and] go see the counselor, just be bad.'"

.

Table 30. *Type of Implementation Supports for PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Supports	Representative Admin (n = 50)		Targeted Admin (n = 41)	
	n	%	n	%
Regular partner visits from a coach/PAX Partner	13	26%	13	32%
Having a coach/PAX Partner model strategies for staff	20	40%	22	54%
Periodic support to small groups/learning teams	23	46%	15	37%
Periodic schoolwide consultation	16	32%	13	32%
Live professional development training	11	22%	19	46%
Self-paced learning modules	18	36%	14	34%
Training videos	14	28%	18	44%
Regular or periodic support with developing school capacity for PAX (e.g., developing some of my own staff to lead PAX)	12	24%	18	44%
Receiving guidance from local experts in my own community	6	12%	5	12%
Other	12	24%	3	7%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Common Needs Across PAX GBG and PAX Tools Professionals

Related to consistency, during interviews and focus groups, PAX GBG and PAX Tools users across the board (e.g., teachers, administrators, PTCEs) shared a need to spread PAX throughout the community. School employees wanted to see more communication about PAX go out to parents, and they wanted more parents trained in PAX Tools. A desire for parents to be trained in PAX Tools was shared by community-based PAX Tools users and PTCEs. Administrators shared they wanted more trainings available for non-faculty staff members to be trained in PAX Tools. In addition, most stakeholders indicated wanting more community organizations to be trained in PAX Tools. However, this led some participants to identify another challenge. One PAX Tools user requested a "cheat sheet" for the different terms used across the various PAX products or consistent use of language and terms across the products. They shared that if parents were trained in PAX Tools and used PAX Tools language but teachers used PAX GBG language, it could lead to confusion for both youth and adults since there is so much similarity between some of the PAX GBG strategies and PAX Tools strategies even though they have different names.

Overwhelmingly, administrators, teachers, PAX Partners, and PAX Tools users indicated they believed that PAX GBG and PAX Tools were not adequate when working with youth with higher intensity needs (i.e., youth who require Tier 2 or Tier 3 support). In some cases, participants simply expected PAX to "work" for all youth. In other cases, participants were aware that PAX GBG was a Tier 1 intervention and therefore not intended to support all the needs of students with more behavioral challenges. In these cases, teachers and administrators recognized that using PAX GBG in the classroom, for example, could create a peaceful and trauma-informed environment that might benefit students who need Tier 2 or Tier 3 interventions in addition to PAX GBG. Several participants mentioned PAX Heroes, with various levels of interest or perceptions of usefulness. For individuals who understood the MTSS framework and the need for tiered interventions, some of their frustrations came from their

colleagues' lack of understanding and therefore not supporting PAX GBG. Some participants indicated a need for more information around PAX GBG as a Tier 1 intervention to mitigate this misunderstanding.

Several PAX GBG-trained teachers and most of the PAX Tools non-teaching school staff members from focus groups and interviews also indicated that older students (as young as third grade and up), resisted PAX strategies because they thought it was too juvenile. The harmonica and Granny's Wacky Prizes were mentioned specifically. In some cases, teachers shared how they successfully modified the language or the use of the strategies to be more effective.

A final gap that was mentioned by several participants across all groups was related to both the school-based PAX trainings (e.g., PAX GBG, PAX Heroes trainings) and PAX Tools workshops. Although participants indicated the benefits of virtual or self-paced training opportunities, such as scheduling and convenience, they also mentioned the challenges. Participants indicated that it was hard for attendees to stay engaged during a virtual training, especially younger staff. They shared the need for trainings to be in-person and led by dynamic, engaging trainers.

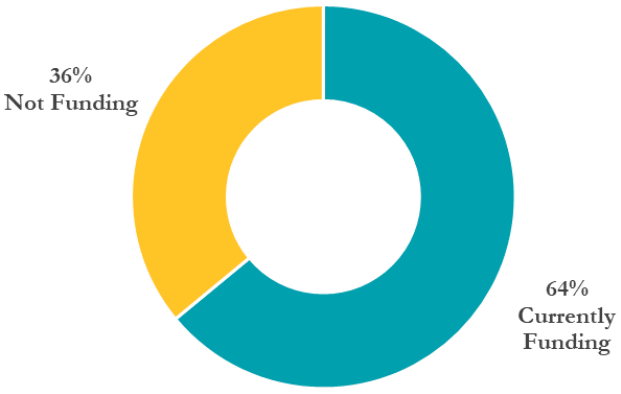
Objective 4: Funding for PAX GBG and PAX Tools

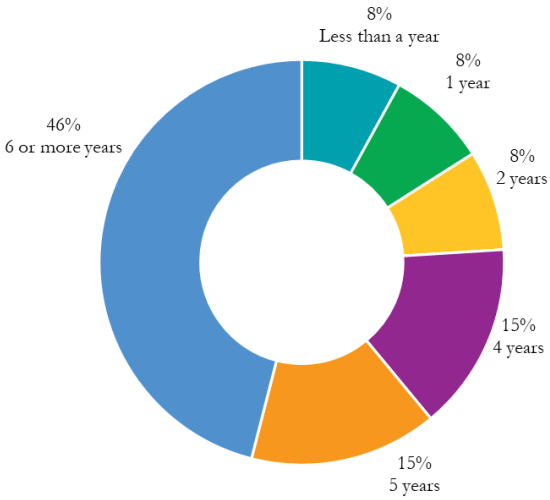
When asked about the funding sources for PAX GBG in their buildings, the most common response from administrators in the representative sample who reported the use of PAX GBG in their building was "I don't know" (27%), followed by grant funding (18%). In contrast, the most commonly endorsed response from administrators in the targeted sample was grant funding (endorsed by 29%), followed closely by school district or building funds (27%; see Table C49 in Appendix C).

When external PAX Partners were asked about their funding sources, 55% of both current and previous external PAX Partners identified ADAMH Boards as their funding source. ESCs followed as the second most common funding source, with 34% of current partners and 22% of previous partners reporting this source (Table C50, Appendix C).

Respondents to the community organization leaders survey were asked about funding PAX GBG. Of the respondents, 64% reported they were currently funding PAX GBG (Figure 13), while 35% reported they were currently funding PAX Tools. Among those funding PAX GBG, nearly half reported doing so for six or more years (Figure 14).

Figure 13 (left). *Percent of Respondents Currently Funding PAX GBG, Community Organization Leader Survey, December 2023-April 2024 (n = 22)*
Figure 14 (right). *Length of Time Funding PAX GBG, Community Organization Leader, December 2023-April 2024 (n = 13)*





- When asked about their agency's investment in PAX GBG over the previous five years, the five respondents who provided information stated:
  - **$90,000**
  - **$170,000**
  - **Between $150,000 and $200,000**
  - **$370,000**
  - **$500,000**

- In terms of total agency investment in PAX GBG, the same five respondents provided the following totals:
  - **$170,000**
  - **Between $150,000 - $200,000**
  - **$400,000**
  - **$500,000 (reported by two respondents)**

Further, when asked about how they have sustained funding for PAX GBG, 54% reported using grant or external funds (Table 31). Finally, of the community organization leaders who were currently funding PAX GBG and responded to statements about funding (n = 13), approximately half somewhat or strongly agreed that they had data to show gains and advocate for future funding (54%), and that both short-term (54%) and long-term (46%) gains of investing in PAX GBG were evident in their community (data not displayed).

Table 31. *Funding Sources to Sustain PAX GBG by Community Organizations, Community Organization Leader Survey, December 2023-April 2024 (n = 13)*

Methods of Sustainability	*n*	%
Grants/external funds	7	54%
Internal program funds	4	31%
Both grant funds and internal program funds	4	31%
Braiding/combining funding with other agencies	3	23%
Other	2	15%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Qualitative themes emerging from analysis of interviews and focus groups provided additional insight into funding considerations. Across all participants, grant funding was mentioned most often, with multiple participants indicating braiding funds from multiple grants together to support their PAX efforts. In several cases, teachers or administrators did not know exactly what grant or what organization funded their PAX trainings; they just knew the funding was connected to a grant. In many cases, administrators and teachers had no knowledge how PAX GBG was funded in their school. In some cases, although administrators and teachers knew that initial PAX GBG implementation was funded by grants, they were not sure how they funded or were going to fund sustainability efforts. Specifically, participants mentioned receiving funding from their ESCs, ADAMH Boards, hospitals, and community mental health service providers. Principals also indicated that they could use their principal's fund to buy PAX supplies or incentives. Concerns about long-term funding were shared across all participant groups - administrators, teachers, external agencies, PAX Partners, PTCEs, and PAX Tools users.

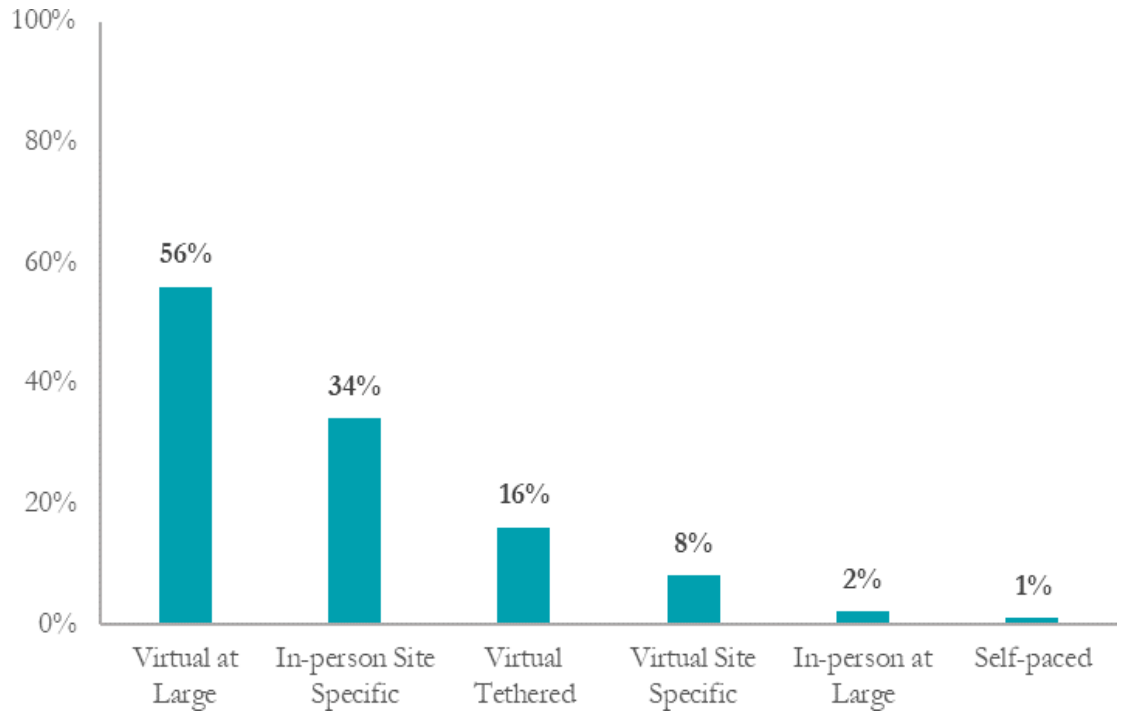
PAX Partners shared several thoughts related to funding. One PAX Partner said they supported a school that had two staff members serving as internal PAX Partners. However, neither staff member had attended a PAX Partner training due to lack of funding. Another PAX Partner suggested that PAX GBG be included in the teacher training curriculum to both introduce new teachers to PAX GBG earlier and as a means of improving long-term sustainability. Additionally, one Partner shared that funding and services were not always utilized as efficiently as possible. For example, a school may pay for PAX supplies that they could have gotten free of charge from their ESC.

Objective 5: Infrastructure Activities

PAX GBG Training Data

Between August 24, 2023, and August 2, 2024, 96 training sessions across all types of PAX trainings were held. There were 1,512 individuals who registered for trainings, and 1,133 attended, for an attendance rate of 75% across all training sessions. Figure 15 illustrates that the highest percentage of individuals attended the virtual, at large training sessions (56%), followed by the in-person, site specific training sessions (34%). The lowest attendance was observed in the in-person, at-large (2%) and the self-paced sessions (1%). Additionally, PAX GBG 5th Edition was attended most often, accounting for 49% of the total training attendance (data not displayed). Notably, this project incorporated a new mechanism for accessing training, tethered seats (16%), which included braiding seats for Ohio participants with national PAX training to maximize resources and training funds.

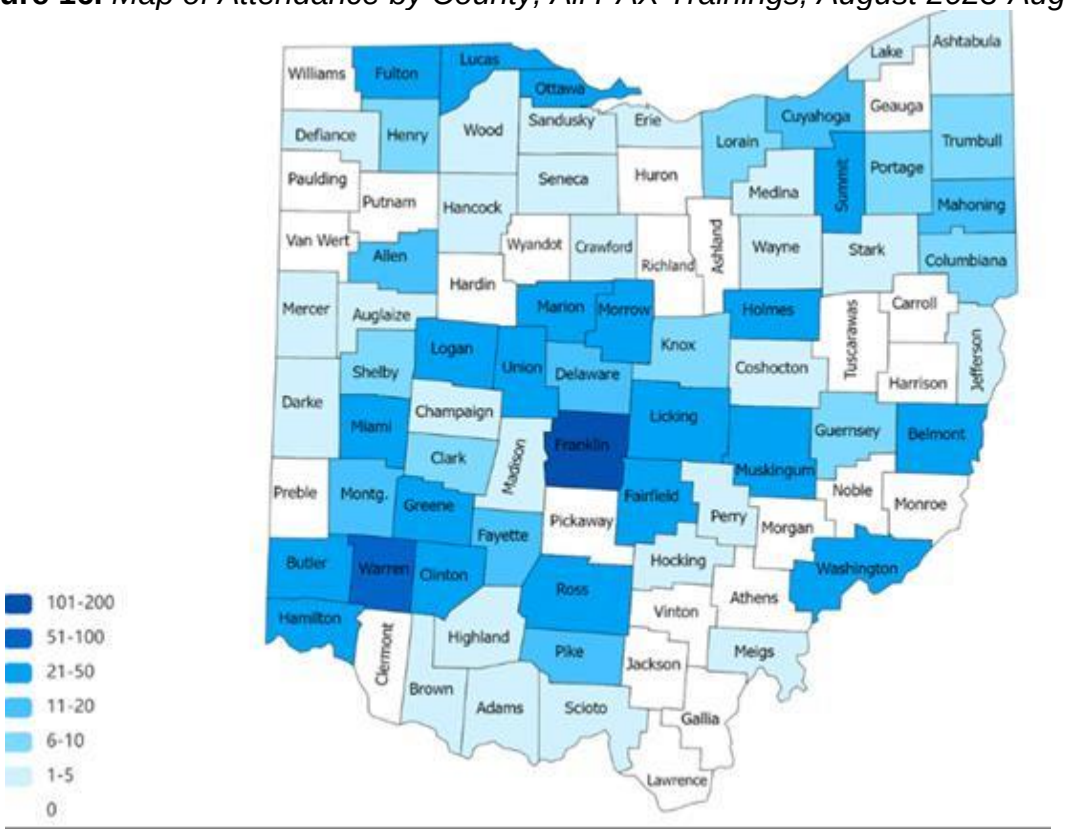
Figure 15. *Training Attendance by Mechanism/Modality, All PAX Trainings, August 2023-August 2024 (n = 1,133).*



Note. There was some overlap between training mechanisms (e.g., some virtual, at large trainings were also virtual tethered), resulting in percentage totals greater than 100%.

Attendees reported they were located in at least 65 different counties across Ohio, with the most indicating they were from Franklin County (n = 176), followed by Warren County (n = 64) for all training sessions (Figure 16).

Figure 16. *Map of Attendance by County, All PAX Trainings, August 2023-August 2024*



Of the 1,133 attendees, 1,085 reported their current position/role. Among these respondents, the highest percentage of attendees reported they were teachers (47%), followed by intervention/behavior specialists (15%). Additionally, 1,038 attendees reported their gender and race, with 91% identifying as female and 86% as White. Further, 1,035 attendees provided information about their age and ethnicity, with 53% between the ages of 25 and 44 and 93% indicating that they were not Hispanic. A detailed breakdown of respondents' background and demographics can be found in Tables C51 and C52 in Appendix C.

PAXIS Post-Training Survey for PAX GBG. PAXIS Institute collected and analyzed post-training evaluation data from many of the PAX GBG trainings conducted during this project (PAXIS Institute, 2024). In total, there were 726 responses for trainings held between August 24, 2023 to August 2, 2024. Among other questions, participants were asked to indicate how consistent the strategies they learned in the training were with current initiatives they were asked to implement, how they would rate their level of understanding of the strategies presented in the training, and how they would rate their level of confidence in creating the environment and outcomes for young people as presented in the training. Related to consistency of strategies with current initiatives, 36.5% (n = 265) indicated the strategies were somewhat consistent and 62.5% (n = 454) indicated they were very consistent for a total of 99% of responses endorsing consistency (Table 32).

Table 32. *Extent to which Participants Indicated the Strategies They Learned Were Consistent with Current Social Emotional Learning Initiatives, All PAX Trainings Surveys, August 2023-August 2024*

Response	*n*	%
Not consistent. The strategies are in opposition to our SEL initiatives.	7	1%
Somewhat consistent. Some of the strategies complement our SEL initiatives.	265	36.5%
Very consistent. Most of the strategies complement our SEL initiatives.	454	62.5%
Total	**726**	**100%**

Note. Percentage totals may be less than or greater than 100% due to rounding. SEL = social emotional learning.

Related to level of understanding, 5.8% (*n* = 42) indicated the strategies were somewhat clear and they understood how to implement several of the strategies presented, while 45.6% (*n* = 331) indicated they understood how to implement most of the strategies presented, and 48.5% (*n* = 352) indicated the strategies were very clear and they understood how to implement all the strategies that were presented, for a total of 99.9% indicating understanding as seen in Table 33.

Table 33. *Participant Level of Understanding of the Strategies Presented, All PAX Trainings Surveys, August 2023-August 2024*

Response	*n*	%
I do not understand how to implement the strategies presented today.	1	0%
Somewhat clear. I understand how to implement several of the strategies presented today.	42	5.8%
I understand how to implement most of the strategies presented today.	331	45.6%
Very Clear. I understand how to implement all the strategies presented today.	352	48.5%
Total	726	100%

Note. Percentage totals may be less than or greater than 100% due to rounding.

Related to level of confidence creating the environments and outcomes as presented in the training, 37.9% (n = 275) indicated being somewhat confident and that they may be able to create either the environments or outcomes for their students, while 61.4% (n = 446) indicated being very confident that they could create the environments and outcomes for their students, for a total of 99.3% indicating confidence (Table 34).

Table 34. *Participant Level of Confidence in Creating the Environments and Outcomes Presented, All PAX Trainings Surveys, August 2023-August 2024*

Response	*n*	%
Not confident. I cannot create the environments or outcomes for my students.	5	1%
Somewhat confident. I may be able to create either the environments or outcomes for my students.	275	37.9%
Very confident. I can create the environments and outcomes for my students.	446	61.4%
Total	**726**	**100%**

Note. Percentage totals may be less than or greater than 100% due to rounding.

PAXIS Institute Mid-Implementation Survey.

For PAX GBG trainings, PAXIS Institute also collected a mid-implementation survey eight weeks post- training. For trainings that occurred within the time periods included in analysis, PAXIS Institute distributed 428 mid-implementation surveys to PAX GBG participants eight weeks post training. Of the 428 that were eligible, only 20 participants (4.7%) completed the mid-implementation survey.

Although the low response rate does not represent the perspectives of all eligible attendees, some insights emerged. Among those who completed the survey, 55% (n = 11) reported that they were often implementing many strategies and some games, while a smaller portion, 10% (n = 2), indicated they were regularly implementing strategies and games. Of the participants who responded, 100% indicated that PAX GBG was working with at least some or most of their students. Lastly, 100% of the respondents also perceived PAX GBG as compatible with at least some or most of their classroom behavior initiatives.

Consultation Skill Modules

A total of 68 participants across 29 counties completed at least one of nine brief online modules focused on providing professional development on consultation strategies and skill development. Thus, the number of survey responses about the modules ranged from 25 to 68 persons per module. Of those 68 participants, 34% completed all nine modules, followed by 18% who completed eight modules, and 15% who completed five modules. Across all modules, on average, 96% of participants agreed or strongly agreed that the content presented in the modules was acceptable, appropriate, and feasible. A detailed breakdown of responses to acceptability, appropriateness, and feasibility by module can be found in Tables C53, C54, and C55 in Appendix C.

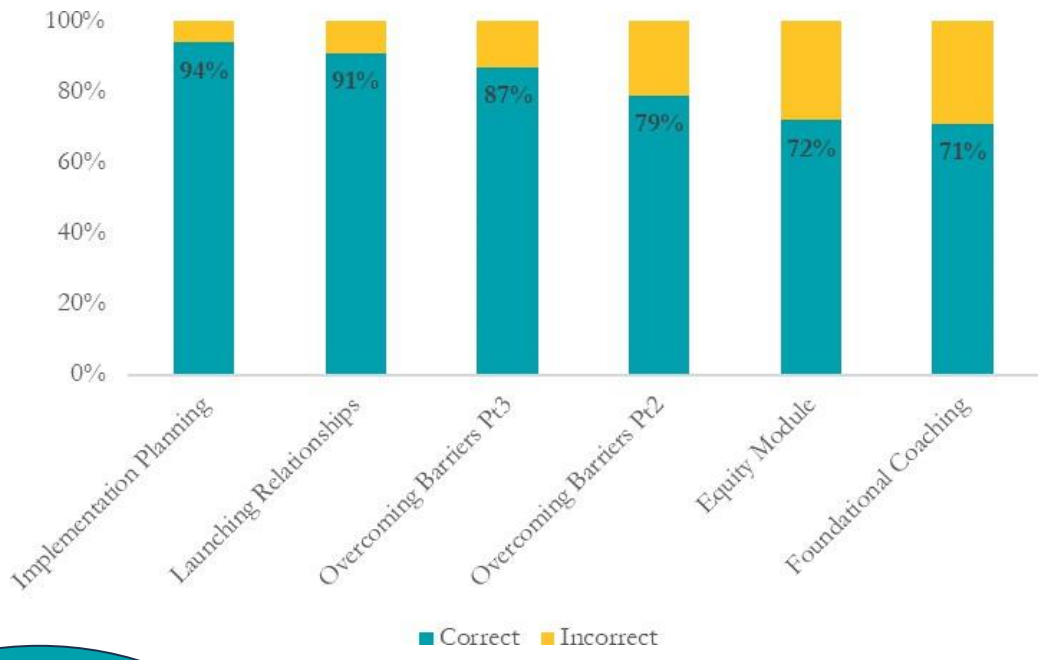
"The consultation modules were extremely helpful. I was shy about going into different classrooms and doing consultations with my fellow teachers, but these modules really broke it down for me and made it feel less daunting. It gave me ideas, suggestions, and real-life scenarios that made it extremely easy to understand. I will definitely use this information in the future."
-Internal PAX Partner and Teacher

Additionally, participants were asked how soon they could see themselves implementing the strategies for each module. Across all modules, an average of 37% of participants indicated they could see implementing some of the consultation strategies covered in the modules immediately, while an average of 32% reported they could see implementing some of the strategies at least within the next year (Table C56, Appendix C).

Seven of the modules contained learning check questions (multiple choice and/or open response) designed to test participants' knowledge of content and engagement at specific points during each module. Data from one module (Overcoming Barriers Part 1) was unavailable due to a technical error. Out of the six available modules, participants had the highest average percentage correct for the Implementation Planning module, with 94% correct (Figure 17). In contrast, the Foundational Coaching module had the lowest average percentage of questions correct, with 71% correct. Overall, participants averaged 82% of all questions correct across all modules.

In addition, three modules (Launching Relationships, Providing Feedback, and Using Data in Consultation) contained open-ended response items as part of the learning check questions. These questions were designed to give participants an opportunity to practice a skill taught in the module. Each open-ended response was coded by two consultation workgroup members to assess accuracy of the response. A coding rubric ranging from 0-2 was used: a score of 2 represented a fully developed accurate response with an explanation or example; 1 represented a partial or surface-level response; and 0 represented either an unrelated or inaccurate response or a non-response to the question. Agreement between the two raters was assessed and discrepancies were resolved using a third rater and a group discussion where in consensus was reached. Across all three modules, 50-53% of the responses reflected in-depth responses, and 33-36% of responses reflected partial or surface-level responses. The results of learning check questions in the pilot launch of the modules led to revisions in both module content and learning check questions to enhance comprehension of the material ahead of relaunching the modules for statewide delivery. In addition, these results will inform further future development of supports for PAX Partners and PTCEs.

Figure 17. *Participants Average Percent Correct of Knowledge Check Questions, All PAX Modules Surveys, March-August 2024*



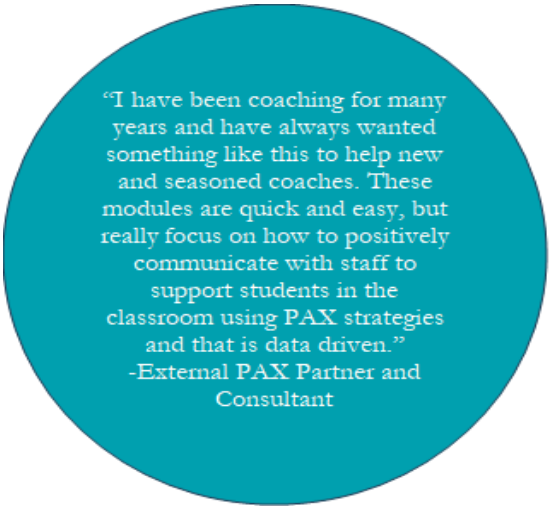
"The module provides a fantastic opportunity to review the skills necessary to be an effective PAX Partner! I appreciate the prompts to help me reflect on how I engage with teachers and administration. I am thrilled with the opportunity to share these with the PAX Partners in my schools as a 'refresher' to their initial training"
-Internal PAX Partner and Wellness Coordinator

When asked to provide additional feedback about the modules (in an open response text field), there were 187 responses across modules, however, 39 answered "n/a" or no additional feedback, leaving 148 substantive responses across all modules for interpretation. Of these responses, 68% were related to the quality of the module content, most of which were positive in tone. For example, participants stated that the modules were very helpful, contained great information and examples, and content was applicable to their roles as PAX Partners. One PAX Partner shared, "This module clearly defined concepts, gave multiple examples of how they are used through different classroom management strategies and also enhanced ways to further develop a PAX Partner's role when working with teachers." Furthermore, participants also mentioned that the modules were of appropriate length, and that having narration options in addition to the written text was helpful and kept them engaged with the content. Another participant said, "I appreciate the short videos with interactive review throughout the module. Everything is well laid out, and I found it extremely easy to focus on the module during the session." However, some mentioned that they would like additional sections for some modules, and others referenced a need for a physical handout/guide that they could reference for each module, with one respondent stating, "I really like this information, I would love to have had a handout or printable to use during the module."

Further, 11% of responses were specifically related to the learning check questions throughout the modules. Participants stated that they appreciated the different types of questions, but additional learning checks would be helpful in some cases, and many referenced a need to be able to review their answers to questions to further practice their skills. One participant shared, "I appreciated the scenario and check-ins. I wish there was a way to continue the check-ins to further build my skills. When I answered something wrong, I wanted to go back and fix it to further understand where I was confused but the module continued to move on."

Finally, 14% of responses were related to implementation. Participants stated that the information provided in the modules would be very useful to them and that they would implement the consultation strategies they learned as soon as possible. A respondent stated, "I will use these skills right away when working with teachers and other community members with regard to PAX or other initiatives." However, it is important to note that some participants also referenced teachers not having enough time as a barrier to implementing the strategies they learned from the modules. The remaining 6% of responses were general comments, with one participant stating, "I really appreciate this opportunity to learn."

Participants were also asked to share what new information they learned from the modules. There were 461 total responses across all nine modules. Responses were grouped by theme. Table C57 in Appendix C shows the top two themes from each module as well as the percentage of people who answered in the category relative to all the modules, showing which were strongest and weakest takeaways overall.

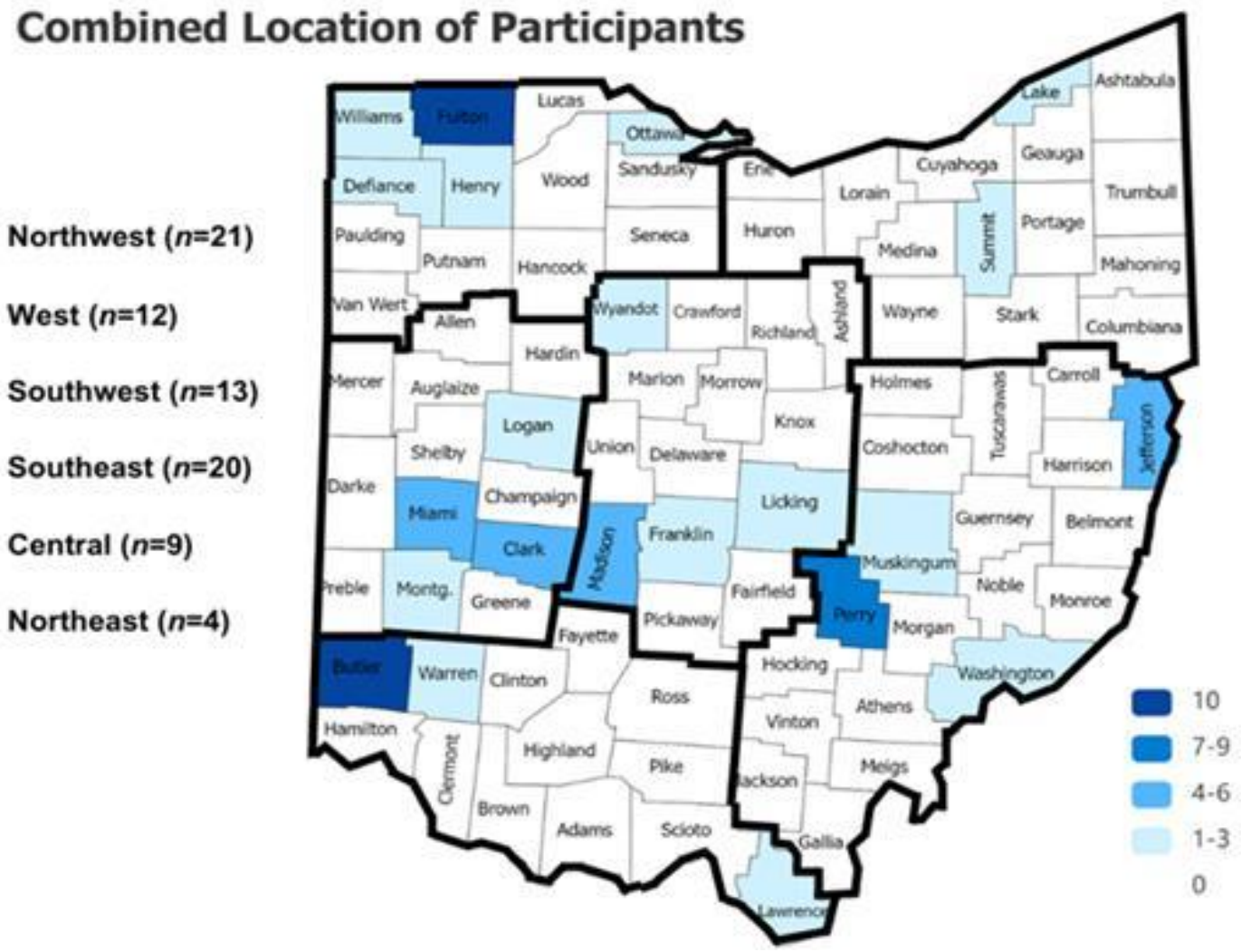


CoPs

Between October 2023 and May 2024, seven statewide PAX CoP sessions were held with 94 instances of attendance. Additionally, between March 19, 2024, and May 21, 2024, five PAX Partner CoP sessions were held with 24 instances of attendance. Combined, these sessions had 118 instances of attendance; however, this number includes duplicate counts, as many individuals likely attended multiple CoP session. Figure 18 illustrates that the most attendees were from the Northwestern region of Ohio (n = 21) followed by the Southeastern region (n = 20).

The attendance rate, which reflects the percent of participants who registered and attended the sessions, varied across the sessions. The statewide PAX CoP sessions had an attendance rate of 29%, while the PAX Partner CoP sessions saw a higher attendance rate of 43%. When combining both types of sessions, the overall attendance rate was 31%. A detailed breakdown of the number of individuals registered, attended, and the attendance rate for each session of the statewide and PAX Partner CoPs can be found in Tables C58 and C59 in Appendix C.

Figure 18. *Regions of Ohio where Attendees were Located, Statewide and PAX Partner CoP Sessions*



Statewide PAX CoP. Attendees were invited to complete a post-survey following each session. Of the 94 instances of attendance, 54 responded to the post-survey. Of these respondents, 89% were female, and 93% were White. Further, participants reported they were located in at least 20 counties across Ohio, with the highest percentage from Butler County (17%) followed by Fulton County (11%). When asked about their area of service, 72% of participants reported working in education. Demographic information of the statewide CoP attendees can be found in Table C60 and C61 in Appendix C.

When asked about their overall experience with the PAX CoP, 96% reported it was good or excellent. Additionally, 67% indicated they were very likely to recommend the PAX CoP to colleagues or others in their field (data not displayed). When asked how they planned to use the information they learned, there were 28 responses. Participants reported the following three main purposes: implementation support, professional development and networking, and strategic planning and sustainability.

Half (50%) of the open responses were related to supporting implementation of PAX. Most of these responses were connected to the use of PAX GBG in schools, supporting teachers and/or administrators. One response specifically mentioned implementation of PAX Tools in the community. One survey respondent

indicated, "... my goal is to support school staff in their implementation, facilitate group discussions on how to implement with fidelity, and brainstorm fresh ideas …" Another shared, "I learned some strategies that I plan to pass along to educators."

Approximately 36% of the responses were related to professional development and networking. Participants indicated sharing the resources from the CoP directly with others or encouraging others to attend upcoming CoPs. Other respondents indicated wanting to create audience-specific (e.g., administrators, individuals from a specific county) support groups. Approximately 14% of responses were related to strategic planning and sustainability. Respondents indicated the need to work with administrators to ensure the continuance of PAX GBG.

PAX Partner CoP. Similar to the statewide CoP, PAX Partner CoP attendees were invited to complete a survey following each session. Of the 24 instances of attendance, 19 responded to the survey. Of these respondents, 95% were female, and 79% were White. Further, participants were located in more than 10 counties across Ohio, with the highest percentage from Perry County (26%). When asked about their area of service, 79% of participants reported working in education. Demographic information of the PAX Partner CoP attendees can be found in Table C62 and C63 in Appendix C.

When asked about their overall experience with the PAX CoP, 95% reported it was good or excellent. Additionally, 79% indicated they were very likely to recommend the PAX CoP to colleagues or others in their field. When asked how they planned to use the information they learned, there were 10 responses, and participants reported the following three main purposes: implementation support, training and professional development, and using data.

Half (50%) of responses were related to implementation support. One PAX Partner shared, "It just gives me more and more tools to be creative in my approach with each individual that I work with." Another indicated, "I will be rethinking how I interact with my teachers." Staff development and training was referenced in 30% of the responses. One PAX Partner shared, "I hope to use the two scenarios with my Lead Team I am training." Finally, 20% of responses were related to the use of data. One PAX Partner indicated encouraging teachers to use data to show the strategies were working.

Discussion

The Enhancing Ohio's Model for Implementing and Sustaining PAX project provided a unique opportunity to better understand the current state of PAX GBG and PAX Tools in Ohio. As a set of evidence-based universal prevention strategies within schools and community systems, PAX GBG and PAX Tools develop the resiliency of youth to improve functioning and mitigate risk for future behavioral and mental health concerns and enhance the skills of the youth-serving workforce. The rigor and scope of research studies examining PAX GBG and its short-and long-term outcomes underscores the value of PAX GBG as an evidence-based universal prevention model and an important element in a comprehensive behavioral health continuum of care. Consequently, OhioMHAS has invested significantly in PAX GBG and PAX Tools over the past two decades in Ohio. The goal of this project was to evaluate the state of PAX in Ohio (including successes, challenges, gaps, and funding) and provide recommendations for the infrastructure needed to sustain the model. The findings from the comprehensive evaluation activities of this project provide insight into facilitators, barriers, and implementation supports that can inform the next phase of infrastructure development for PAX efforts in Ohio.

To place our findings within a context that develops actionable recommendations, we created a framework to highlight the pathway to achieving sustainability and its critical elements (Figure 19). This framework is based on both our evaluation and the implementation science research literature. It is well documented in the literature that the path to sustaining any evidence-based practice or program includes consideration of several elements, including the five depicted in the figure below (Cook et al., 2019; Durlak & Dupree, 2008). In addition to the five elements in the figure, there are implementation strategies between each element that include practices that can aid both individuals (e.g., classroom teacher, community youth worker) and systems (e.g., school building) in implementing these elements across the pathway to achieve sustainability (Cook et al., 2019).

1. **Readiness:** Preparation and capacity for adopting and implementing specific practices. This involves understanding the importance of the practice and the need for implementing and sustaining it.

2. **Initial Training:** Processes and logistics for high quality dynamic training of staff. This includes sharing information, modeling and coaching practices, and teaching staff the important mechanisms of action.

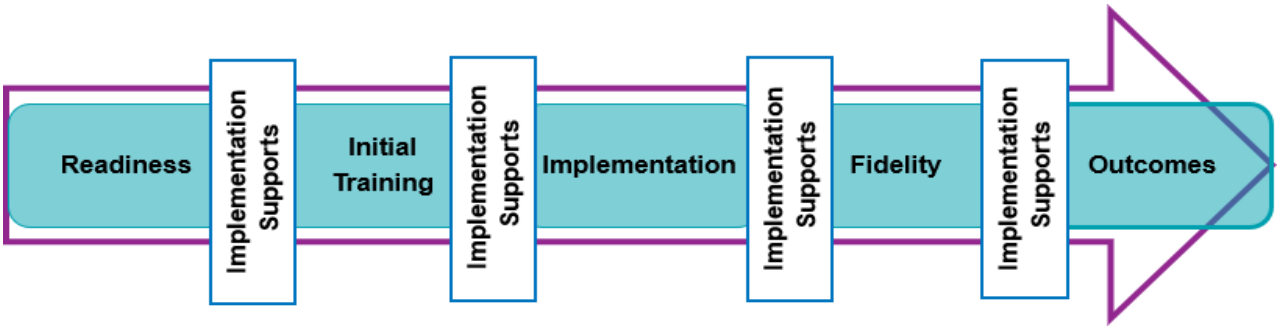
3. **Implementation:** Execution of the specific practices within the local context. Trained staff begin using the practices in the target settings.

4. **Fidelity:** Applying the practice as intended with monitoring to facilitate high quality and consistency. Monitoring fidelity informs additional coaching and other forms of professional development to support staff attempting to implement the practice.

5. **Outcomes:** Desired and expected changes in the population of focus. Measurement of intended outcomes using valid tools that produce data that can inform strategies to support implementation and the potential need for adaptations.

Implementation Supports: Strategies and practices that maximize the five elements of readiness, training, implementation, fidelity, and outcomes.

Figure 19. *Sustainability Framework for Universal Prevention Practices: System and Individual Pathways*



Key Conclusions and Recommendations

Below, we summarize our findings as they relate to key take-aways and recommendations.

Key Conclusion 1: There is a clear need to adopt equitable approaches to enhance access and resources to support implementation of PAX GBG and other evidence-based practices.

Data from the evaluation indicated that schools in rural areas and schools with the highest concentration of students of color were the least likely to use PAX GBG. Increasing access includes availability of resources for readiness, initial training, implementation, and fidelity to address the needs of underserved schools and communities. One important aspect of health equity is considering health literacy, the degree to which individuals and systems can understand, access, and use resources and supports to make informed decisions in meeting their needs (U.S. Department of Health and Human Services, 2010). Developing resources and supports that account for health literacy across all recommendations should include community engagement and decision-making to ensure that these resources anticipate perceived barriers of underserved schools and communities. It should be noted that, somewhat counter-intuitively, schools with the lowest percentage of students eligible for free and reduced lunch were least likely to use PAX GBG (14%) while schools in the medium category were most likely to use PAX GBG (29%). Schools with the highest rate fell in the middle at 21%. Although it is not clear why this trend emerged, it is possible that well-resourced schools have easy access to varied programming and/or may not perceive a need for PAX GBG, a universal prevention model.

Recommendation:

- Improve access and resources for PAX GBG and other evidence-based universal prevention models for schools with the highest concentration of students of color and schools in rural areas.

Key Conclusion 2: Increasing focus on readiness prior to training and implementation of PAX GBG and other evidence-based models is needed.

Several themes from the evaluation underscore the importance of enhancing processes for readiness. First, data from this evaluation highlighted that many schools are implementing multiple universal prevention/Tier 1 practices and programs. For example, 35% of the administrators from the representative sample indicated that their buildings incorporated four or more universal prevention practices from the list of practices included in the survey. For schools using four or more practices who also used PAX GBG, there was a negative association between using more universal practices and administrator-reported use of PAX GBG strategies, highlighting the potential difficulty of effectively implementing multiple practices. Moreover, consistent with previous research where teachers reported challenges (e.g., time constraints) with implementing multiple programs, it is not surprising that 45% of teachers in our sample reported that there were too many overlapping practices (Becker, Darney et al., 2013). In addition, universal prevention practices reportedly used within schools varied in terms of their levels of evidence, with some of the more commonly reported practices lacking high-quality research and/or evidence of positive student outcomes, both of which are required to be considered an evidence-based practice. These results point to the significant need for resources that engage and support administrators on what

constitutes an appropriate evidence base for their population and needs. For example, choosing a universal social-emotional learning (SEL) program and a universal behavior management program may be complementary, but selecting multiple universal behavior management programs may create redundancy and is not advisable. More specifically, resources (e.g., learning modules or workshops) and consultation can support educators and community leaders when selecting models and programs, as well as guidance on implementing selected practices with fidelity.

Central to sustainability, and consistent with the research literature, administrator engagement emerged as an important aspect of both readiness and implementation (Baffsky et al., 2023; Wassink-de Stigter et al., 2022). Specifically, administrator promotion activities, such as modeling use of PAX GBG and helping staff see connections between PAX GBG and existing efforts (e.g., PBIS/MTSS), were associated with greater reported staff use of PAX GBG. These results are consistent with findings from the PAX GBG literature (Ialongo et al., 2019), which has highlighted the importance of integration of a given prevention model or program to complementary models and programs (e.g., other evidence-based practices, PBIS/MTSS practices). For teachers, perceived administrator support was positively related to self-reported implementation quality. Similarly, there were positive associations between PAX Partners' beliefs that administrators supported PAX GBG and their beliefs that teachers were open to consultation and using PAX GBG. Therefore, developing opportunities for administrators to enhance their knowledge and skills to effectively support teacher implementation should be a priority. Supporting administrators in building on these skills prior to training will serve to develop standard administrator practices and procedures within the school building to sustain PAX GBG.

Our results indicated that a third of administrators were unaware of the source of funding for PAX GBG efforts in their school or district. Being aware of the source of funding, and even facilitating a relationship with the funder, may enhance an administrator's investment in ensuring effective implementation. Furthermore, empowering administrators with knowledge around applying for and accessing funding for prevention efforts may further contribute to sustainability of PAX GBG and other related prevention programming.

Last, perceived challenges and negative perceptions of specific interventions are barriers to adoption and implementation of evidence-based practices noted in the broader research literature (e.g., Baffsky et al., 2023; Lawson et al., 2024). Similarly, results from this evaluation suggested that teachers who indicated that they no longer used PAX GBG in the classroom endorsed fewer benefits. Teachers who no longer used PAX GBG also reported that some of the reasons for discontinuing PAX GBG were related to perceptions, sometimes misperceptions, about the intent of the model (e.g., that PAX GBG was not focused on consequences) that were also echoed within the teacher focus groups. There could be multiple reasons for these findings. For example, if teachers do not implement PAX GBG with fidelity, they are unlikely to see beneficial outcomes, report few benefits, and discontinue using the strategies. In addition, if teachers expect that using PAX GBG strategies alone will fully address the problems of students with moderate to severe behavior problems, they will be disappointed in the outcomes, report few benefits, and discontinue using it. Research indicates that more intensive and targeted (Tier 2 and 3) strategies are required to meet the needs of these students, but misunderstandings of this may lead to misguided beliefs about universal prevention practices. In addition, many teachers who reported that they no longer used PAX GBG reported that this was because they were confident in their existing classroom management practices. Similarly, participants in PAX Tools focus groups and reports from administrators echoed these concerns. These findings highlight the importance of addressing staff expectations about PAX GBG or PAX Tools ahead of training and including explanation of the intended goals of various types of services (e.g., universal versus targeted), systems for monitoring fidelity, and strategies for supporting implementation with fidelity (fidelity is further addressed in Key Conclusion 5).

Recommendations:

- Provide opportunities for school and community professionals (administrators, teachers) to receive education and consultation on selecting evidence-based practices that meet the unique needs of their schools and communities.

- Collaborate with state and local agencies, including ODEW and OhioMHAS, to increase school administrator knowledge and skills related to engagement activities, funding opportunities, and integrating prevention into existing school practices (e.g., PBIS/MTSS, related practices).
- Develop implementation readiness resources and supports to enhance the capacity of organizations and school leaders to address perceived challenges prior to training and implementation (e.g., realistic expectations and systems to support fidelity).

Key Conclusion 3: Investment in implementation strategies is important for sustaining evidence-based practices.

PAX GBG. The findings of this project, both through the evaluation and pilot of several implementation support activities, lend insight into some potential strategies that can enhance sustainability of PAX GBG and PAX Tools. In addition to the valuable role of administrators in supporting implementation (as addressed in Key Conclusion 2), PAX Partners are another group of professionals who play an important role in achieving high quality implementation. The current evaluation found that PAX Partners in Ohio are comprised of a broad group of professionals, both internal and external to the school. Moreover, they support implementation through a variety of functions, including modeling strategies, providing feedback, and leading teacher meetings. Of note, administrators from schools with PAX Partners reported significantly more use of PAX GBG strategies in their buildings relative to administrators from schools who did not have PAX Partners. As expected from the research literature, these findings confirm the value of ongoing support provided by consultants; studies have shown that access to consultation increases the quality of implementation (Becker et al., 2014; Pas et al., 2015).

Research has further provided guidance on a set of consultation skills linked to increasing teacher use of evidence-based strategies, such as delivering feedback, problem-solving, and application of principles of motivational interviewing (Frank & Kratochwill, 2014; Owens et al., 2021). Our evaluation found that current PAX Partners expressed comfort with and use of many common consultation skills (e.g., providing praise for teacher implementation, modeling), and lower comfort with and use of others (e.g., practicing skills with teachers). However, training in state-of-the-art consultation skills is not widely available in graduate programs or professional development activities and research has documented that many teachers appear to need a skilled consultant to achieve high quality implementation (e.g., Owens et al., 2020). Our pilot activities from this project indicate that many PAX Partners find value and benefit in professional development that enhances consultation skills, as evidenced by high feasibility, acceptability, and appropriateness ratings of the interactive video modules designed for consultants and community educators as part of this project. Taken together, these findings indicate that investment in the PAX Partner workforce through professional development aimed at enhancing their consultation skills may meaningfully increase their effectiveness consulting with teachers and administrators.

The value of community partnerships was also highlighted in this evaluation. Community organizations, including ESCs, ADAMH Boards, and behavioral health organizations, were identified as having various roles in supporting implementation, including oversight of regional implementation efforts, promotion/outreach, sponsoring training (both PAX GBG and PAX Tools), and funding. Community agencies also had direct involvement with schools (e.g., via external PAX Partner positions) and their involvement in PAX efforts is an important source of support in Ohio. Engaging and involving community entities in prevention efforts by way of direct involvement or through promotion/outreach is important to sustainability of PAX GBG and PAX Tools.

Lastly, when asked about types of support that would fit their needs, administrators, teachers, and PAX Partners indicated interest in small group supports, consultation, opportunities to build motivation with colleagues, video-based resources and shared professional connection. Many of these practices are easily embedded into local/site-specific practices that occur at the school. In addition, some of these supports could be available with CoPs (see Conclusion 4 and related recommendation pertaining to CoPs) and virtual offerings.

PAX Tools. Themes that emerged from interviews and focus groups provide insight into implementation support needs of PAX Tools users. There were discrepancies between community organization providers' and non-

teaching school staffs' perceptions of PAX Tools. PAX Tools users from community organizations reported very few challenges or barriers related to using PAX Tools. On the other hand, many non-teaching school staff reported feeling that PAX Tools were not appropriate for their roles or population of students. There are many potential reasons for this that warrant attention, two of which are addressed here. First, several non-teaching school staff reported confusion around the differences between PAX GBG and PAX Tools. This suggests that training and ongoing support for non-teaching school staff may not adequately inform participants about the practices. Modification of the training approach for these staff may be needed. Second, and related to the first point, training may not adequately address the use of PAX Tools in the context within which the staff work. Effective student management is very difficult in cafeterias and buses, and this provides unique challenges to the non-teaching staff tasked with managing students in those settings. Notably, PAXIS Institute's more recent iterations of PAX Tools intended for specific audiences could be an opportunity to address some of these challenges at the point of training. However, in addition to modifying the instruction about the practices, there may need to be a greater emphasis on use and practice of the tools in these challenging settings.

PTCEs indicated comfort delivering PAX Tools strategies in workshops. PTCEs interested in enhancing delivery of workshops and consultation skills were also part of the group who piloted consultation modules and indicated that this type of professional development was feasible, acceptable, and appropriate for their needs. Though PTCEs minimally endorsed challenges, they did report areas where they would benefit from more support, including co-facilitation and practice opportunities, as well as how to effectively recruit PAX Tools workshop attendees, how to tailor strategies to fit the context of the organization and/or the characteristics of the youth, and how to keep staff engaged during workshops. These areas of need suggest that implementation supports should include focusing on readiness supports (e.g., developing relationships with organizations to understand needs, perceptions around prevention) and providing ongoing, periodic consultation to support PTCEs in tailoring and facilitating strategies.

Recommendations:

- Enhance and invest in pathways to access implementation strategies for PAX GBG through:
  - Technical assistance, consultation using evidence-based consultation practices, and sustainability support via PAX Partners to improve use and maintenance
  - Collaborative community-school partnerships to bolster implementation support resources (e.g., PAX Partners, promotion/outreach)
  - Site-level supports for professionals in schools and community organizations to increase staff adoption of PAX (e.g., small group supports, consultation for administrator promotion activities)
- Develop practical resources that can be leveraged early in the implementation and training process to support sustained use of evidence-based practices.
- Develop and promote existing opportunities for PTCEs and users of PAX Tools to receive periodic implementation supports.
  - Enhance the training and implementation support opportunities (e.g., skills practice and consultation) for non-teaching staff who work in settings where implementation of PAX Tools may be challenging (e.g., cafeterias & buses).

Key Conclusion 4: Existing approaches are necessary but insufficient to meet the identified need for professional connection within professional development and implementation strategy activities. Thus, it is necessary to leverage creative approaches to meet these needs.

Users of PAX GBG and PAX Tools consistently reported that implementation strategies that enhance professional connections, such as meeting with others who use PAX in similar roles, discussing and troubleshooting with colleagues, and learning communities, best fit their own needs and the needs of others in their buildings. Additionally, participants in the pilot PAX CoPs (statewide and PAX Partner-specific), which intended to foster a shared sense of connection and professional development, found benefit from the content and reported that they

plan to use information that was shared in the sessions, indicating the value of this approach. However, these CoPs had a combined attendance rate of 31%. Individuals involved in PAX clearly desire and value professional connection, but there are practical barriers to attendance at CoP meetings. Taken together, these findings underscore the need to identify and assess innovative solutions (e.g., asynchronous options, regional/local learning communities) to establish opportunities for professionals to access implementation strategies and professional connections offered by CoPs in a feasible and accessible modality.

Recommendation:

- Develop innovative implementation support resources for teachers, administrators, PAX Partners, and PTCEs that leverage shared connection to enhance sense of support at the local and regional levels.

Key Conclusion 5: There are opportunities for engaging participants in building readiness and enhancing fidelity, including fidelity monitoring practices, at the point of PAX training.

This project demonstrated the ongoing demand for PAXIS Institute trainings, including PAX GBG and other advanced trainings, such as PAX Partner and PAX Heroes, as well as PTCE trainings. Collectively, this initiative trained over 1,100 participants from 62 counties in Ohio. Previous research indicated similar levels of satisfaction with virtual and in-person PAX trainings (Becker et al., 2014). Thus, this project delivered training through large events, site specific trainings, and tethering virtual seats for Ohio participants to national training events, which was a new modality for PAXIS Institute. The project team was involved in meeting with staff at sites to support selection of the appropriate type of training and modality throughout the course of the project. Although these findings certainly demonstrate the interest and demand for PAX training in Ohio, they also highlight a unique opportunity to build resources and supports that can be offered and disseminated from the readiness step through fidelity (see Key Conclusion 2). Moreover, the low response rate for the eight-week post training survey administered by PAXIS Institute poses an opportunity to enhance existing tools for monitoring of PAX GBG use, as well as serves as a mechanism for outreach for available supports and resources.

Although initial training lays a strong foundation for implementation and fidelity, the evaluation findings demonstrate the need to further understand, pilot, and evaluate approaches for monitoring and achieving fidelity. Evaluation results indicated that the most common practices for monitoring fidelity were walkthroughs conducted by administrators or other professionals to document evidence of PAX. Yet, results of the evaluation also reflected that less than half of administrators from the representative sample and 70% from the targeted sample of administrators indicated comfort in implementing a PAX Game themselves. This suggests that in some schools those monitoring fidelity may not adequately be trained in practices, making it difficult for them to determine and support teachers' fidelity to the model. In addition, a third of the representative sample of administrators reported that fidelity monitoring was "not applicable," highlighting limitations in the evidence linking fidelity to outcomes and potentially posing a substantial barrier to sustainability. These results strongly point to the need for practical resources and supports for monitoring fidelity, as well as better understanding and assessment of the relationship between these practices and frequency/quality of use. In addition, engaging administrators and other staff who are involved in universal preventions efforts about the importance of fidelity and the need to ensure adaptations still achieve fidelity with the key mechanisms of action are necessary.

Another common fidelity monitoring practice involved requiring staff to attend professional development. Although a valuable starting point, research suggests that attendance at workshops alone is rarely sufficient to change adult practices (Beidas & Kendall, 2010; Blank et al., 2008). As indicated in our framework, initial training is only the second step out of five. Implementation supports, including ongoing monitoring and embedded opportunities to enhance fidelity, are necessary to achieve effective implementation (Baffsky et al., 2023; Fox et al., 2022). There is added impetus to build in these opportunities when training is provided at no cost to schools so as to build mechanisms for feedback, monitoring, and recognition for schools achieving fidelity post-training.

Recommendations:

- Enhance training mechanisms by offering a variety of ongoing training modalities (e.g., in person, virtual) and offerings (e.g., site specific, state-wide trainings)
- Develop approaches to monitor and assess implementation fidelity post-training and provide implementation strategies based on strengths and weaknesses.

Key Conclusion 6: Sustainment of PAX efforts require ongoing commitment to innovative solutions to funding.

Results of the evaluation indicated a variety of funding sources support PAX efforts, including grants and program/site funds. However, concerns about sustaining funding were noted on both surveys and interviews across several samples. Yet, the data also suggested that of 13 organizations involved in funding PAX GBG and PAX Tools efforts, 46% have funded PAX efforts for six or more years and 23% of sites have found braided funding options to sustain PAX, presenting an opportunity to learn from organizations that have maintained funding.

Demonstrating the benefits associated with investments at the local level is also an important avenue to justify funding prevention, yet 54% of community organizations who participated in the survey indicated having data to show gains to advocate for future funding opportunities. These results suggest a need for enhancing funding solutions and resources to improve local efforts to show impact for ongoing advocacy for continued investment in prevention efforts. This focus on identifying funding sources may be particularly relevant for schools in rural areas, as there are likely few local agencies available for collaboration. This may partially account for the finding that of all types of locales, PAX GBG is used least frequently in rural areas.

Recommendation:

- Identify and expand access to diverse pathways to fund and sustain prevention efforts through interagency partnerships, which includes:
  - Sharing opportunities for funding and support with schools
  - Identifying braided funding opportunities
  - Improving measurement of local outcomes in schools and communities and helping educators and staff at agencies learn how to use data to advocate for support

Limitations

This evaluation represents one of the largest and most comprehensive statewide evaluations conducted on PAX GBG and PAX Tools using qualitative and quantitative methods, which provides essential information for developing an infrastructure for PAX in Ohio. However, there are several limitations. First, the data are self-report and thus subject to potential response bias. Within the administrator samples, it is important to note that respondents were reporting perceived use of PAX GBG in their buildings and, thus, their responses are influenced by their knowledge of and involvement with PAX efforts. Regarding sampling, although we recruited enough administrators for the representative sample, we did not have sufficient data from teachers' perspectives in the representative sample. In addition, the significant relationships noted in the findings were correlational in nature and, therefore, the direction and specific nature of the relationship is unknown. Despite these limitations, this evaluation is the first effort in Ohio to conduct an evaluation of PAX to this scale.

Summary

Findings from this project provide a comprehensive summary of PAX GBG and PAX Tools efforts in Ohio. Recommendations for infrastructure development are discussed with the key conclusions. Each of these recommendations can be situated within the sustainability framework presented in Figure 19. Investment in practices to support these areas - readiness, training, implementation, fidelity, and outcomes - will allow for a comprehensive approach to support large-scale, long-term, sustainable use of PAX GBG and PAX Tools within schools and communities across Ohio. Intentional implementation of these recommendations across the state holds the potential for significant improvements in population health outcomes for Ohio's youth, especially over the long-term. These not only include education-specific outcomes, such as graduation rates, but also health outcomes such as Ohio's rates of pediatric suicide, mental health diagnoses, and substance use.

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Appendix A

Table A1. ***Project Questions***

Objective 1: Provide a representative snapshot of implementation efforts of PAX GBG and PAX Tools in Ohio
What percentage of schools report using universal prevention practices?
What percentage of schools report staff trained in PAX GBG and PAX Tools?
What percentage of schools have PAX Partners?
What are the primary activities performed by PAX Partners?
What is the reported frequency of use of PAX GBG strategies in school buildings?
Among schools that use PAX, what is the frequency use of PAX GBG strategies?
What are reported fidelity practices for PAX GBG?
What PAX Tools strategies are most commonly endorsed or referred to by youth workers?
To which audiences are PTCEs delivering workshops?
What reasons do people report for selecting universal interventions, including PAX and other models?
Objective 2: Describe the successes and challenges associated with implementation of PAX GBG and PAX Tools in Ohio schools and communities
To what extent does the number of reported universal prevention practices in a school relate to frequency of use of PAX GBG strategies?
What are the perceived benefits of PAX GBG and Tools?
For PAX GBG, to what extent do perceived benefits relate to frequency of use and to teacher-reported quality of use?
What are the perceived challenges to PAX GBG implementation and PAX Tools?
For PAX GBG, to what extent do perceived challenges relate to frequency of use and to teacher-reported quality of use?
What building-level factors/characteristics/practices (PBIS involvement, administrator promotion of PAX, PAX Partner, building saturation of PAX, and fidelity practices for PAX) relate to a) perceived benefits and challenges of PAX GBG, b) frequency of PAX GBG implementation and c) teacher-reported quality of use?
What are the most endorsed reasons teachers report for no longer using PAX GBG?
How are PAX Partner activities related to a) frequency of PAX implementation (kernels and game), b) number of fidelity practices?
How does frequency of PAX implementation compare for schools with PAX Partner support versus schools without partner support?
How does teacher access relate to PAX Partner consultation practices (use of consultation practices questions)
How does PAX partner training/education relate to their comfort with consultation practices?
How does external agency support (OR community involvement) relate to a) frequency of PAX GBG, b) fidelity practices for PAX GBG?
What supports or circumstances have helped PAX Tools users- to use or apply these strategies (PAX Tools strategies)?
What are the successes and challenges faced by PTCEs in conducting workshops?
What are the perceived benefits of PAX GBG and Tools?
What are successes and challenges faced by PAX Tools users?

What were the facilitators and barriers for PAX Partners?
How do facilitators and barriers relate to frequency of PAX use?
Objective 3: Identify needs and gaps described by individuals and entities (e.g., teachers, school administrators, PAX Partners) involved in PAX implementation efforts
What implementation supports do administrators report best fits their building culture?
What types of implementation supports do current and former users of PAX GBG and Tools indicate would have helped their implementation?
What do PAX Partners and PTCEs need to support them in their roles?
What are the needs of the community organizations that are involved in PAX?
Objective 4: Identify the primary funding sources for PAX GBG and PAX Tools efforts
How is PAX funded in Ohio (GBG and Tools)?
What types of organizations (provider type) report agreement with being a good fit to support prevention services like PAX GBG in their schools?
What types of organizations have been involved in supporting PAX GBG and PAX Tools?
Objective 5. Pilot and evaluate specific activities in the areas of training and implementation support through CoPs and PAX Partner consultation practices.
Consultation
What were PAX Partners and PTCEs' perceptions of the video modules? a. To what extent were the modules acceptable for learning, appropriate for their needs, feasibility to use in their work? b. How likely are they to recommend the modules to others?
To what extent did the module impact learning? a. What percent of learners **stay engaged** throughout the module, as evidenced by at least 70% percent correct on check your learning questions? (applies to only certain modules) b. What content may require additional supports for PAX Partners, as evidenced by highest rates of incorrect response on check your learning questions?
CoPs
How do participants rate their overall experience with the CoPs (value, match to needs)?
How likely are they to recommend the CoP to others?
Training
How would participants rate their level of understanding of the strategies presented in training?
How helpful do participants believe these strategies will be in supporting their students with emotional or behavioral difficulties?
How useful do participants believe these strategies will be in preparing their students to meet the rigor of standardized tests/academic outcome goals?
Who attended PAXIS trainings, and what was the breakdown by modality (e.g., virtual, in-person, at-large, etc.)

Appendix B
Additional Details for Survey Development and Pilot Testing

Phase 1: Initial Item Development

In May and June 2023, the first phase of survey development included producing initial drafts of each survey and proposed branching logic. Project team members provided edits and revisions to the instruments. Edits in this phase were related to clarification of content/items, additions of new items, and deletion of redundant or duplicate items.

Phase 2: External Review of Items

In June 2023 the surveys were provided to experts external to the project to review and provide feedback (e.g., prevention specialists, research assistants). A second round of content edits were incorporated based on this feedback.

Phase 3: Online Survey Development

Following these edits, the surveys were built in Qualtrics.

Phase 4: Project Team Pre-Testing

In July 2023, the project team members tested the Qualtrics surveys. Each member was assigned to test surveys designed for different roles (e.g., administrator in a building that used PAX GBG, PAX Partner) to ensure that each survey's branching logic path was tested. After two rounds of testing with feedback from the team, surveys were shortened by removing redundant questions and response options. A third round of internal testing was conducted at the end of August 2023.

Phase 5: External Reviewer Pre-Testing

In September 2023, following the third round of testing and edits to the survey, the surveys were administered to external reviewers (e.g., prevention specialists, research assistants). They reviewed the surveys to ensure the surveys flowed smoothly, were logically ordered and branching logic were accurate. Feedback from external reviewers resulted in changes to consent language, trimming of content, and edits to the hover definitions used to define technical terms.

Phase 6: Final Survey Review by Project Team

The project team conducted a final round of testing in October 2023, before dissemination of the surveys. For the targeted sample, surveys were combined so they could be accessed by one common link ahead of dissemination. An initial item at the beginning of the survey asked the participant about their role and whether they identified as the leader of Tier 1 practices and prevention approaches in their building/district. Responses to these questions directed them to the relevant survey.

Phase 7: Focus Group and Interview Protocol Development

Interview and focus group protocols followed a parallel process to survey development. Protocols underwent several rounds of feedback from July 2023 to March 2024 and included review from members of the project team to refine questions. Edits to these protocols were made in February and March 2024 and included clarification to questions, content, word choice, and updating the organization of questions. In April 2024, two PAX Tools user surveys (direct user and leader whose staff use PAX Tools) were restructured to be delivered as a focus group or key informant interview to access PAX Tools direct service providers and their supervisors due to low survey response rates.

Additional Details for Representative Sample Procedures

Administrator Survey

The survey designed for administrators and/or designated leaders of Tier practices in building included branching logic that routed participants to the appropriate questions based on their use of prevention practices (e.g., PBIS, PAX GBG, other specific prevention program), knowledge of PAX GBG, staff training in PAX GBG, and use of a PAX Partner or other implementation support. If respondents indicated their school staff were utilizing PAX GBG, they were asked questions about the perceived benefits, barriers and fidelity monitoring practices as well as the frequency with which staff utilize PAX GBG. Additionally, the survey included questions about demographic information and the number/types of staff within the school building (e.g., number of general education teaching staff). Administrators were routed to questions about familiarity with PAX GBG if they indicated no staff had been trained in PAX GBG in their building.

Teacher Survey

The teacher survey included demographic questions and assessed their role in the school building (e.g., general education, special education). The survey included branching logic that routed participants to the appropriate questions based on the respondent's use of prevention practices (e.g., PBIS, PAX GBG, other specific prevention program), training in or knowledge of PAX GBG, endorsement as current or former user of PAX GBG, and types of PAX Partner or implementation supports used. If the respondent indicated they were trained in PAX GBG, they were routed to a series of questions that assessed perceived benefits, barriers, frequency, and quality of use of PAX GBG strategies, fidelity monitoring practices, and current and desired implementation supports.

Stratification Rationale

Socioeconomic Status

The socioeconomic status (SES) of the school community in which a school resides can influence the universal services provided in that school because, in part, school funding is generated by neighborhood property taxes, meaning that children residing in more affluent neighborhoods often have more resources available to them in schools than children living in lower income neighborhoods (Owens & Candipan, 2019). This gap in resources has been linked to differences in key academic outcomes, such as lower income schools having fewer students at proficiency levels for reading and math achievement than higher income schools (Owens & Candipan, 2019). It may also limit or facilitate the opportunities to implement universal interventions.

Although variability in available resources is likely to influence the use of universal intervention, little research has examined differences in their usage and the effectiveness of universal interventions across communities with a diversity of SES. In addition, recent research has begun to question the uptake and effectiveness of universal interventions in lower income schools. A systematic review by Bradshaw and colleagues (2021) found use of universal interventions in lower income areas to be limited and conclusions about their effectiveness in improving psychosocial outcomes to be weak (i.e., due to low power and a range of effect sizes). Similarly, an article by McIntosh and colleagues (2016), which surveyed 5,311 schools, found that as the proportion of students receiving free and reduced lunch increased, there was reduced likelihood of implementing a school-wide positive behavior intervention with fidelity.

Given the mixed findings in the literature about the relationship between SES and use of universal interventions, community SES was added as a stratifying variable to assure a diversity of representation. The proportion of students receiving free and reduced lunch (FRL) was selected as the SES indicator for schools

due to its strong correlation with other validated measures of SES (i.e., percent of families in poverty, median household income; Nicholson et al., 2014) and it being easily accessible to the researchers (Harwell & Lebeau, 2010).

Locale

The locale of a school (i.e., rural, suburban, town, or urban) is also important to consider when surveying schools about universal interventions. Like SES, the resources available in school to a student appear to differ as a function of locale. For example, students in rural public schools have less access to advanced placement (AP) courses and educational technology than students in other locales (National Center of Education Statistics, 2011; Tieken & Montgomery, 2021). Student achievement also differs as a function of the locale, with students in rural and urban schools earning lower reading and math test scores than students in suburban schools (Logan & Burdick-Will, 2017; National Center of Education Statistics, 2011).

Despite these differences, little research has explored differences in universal intervention usage and effectiveness by locale. Although some scholars believe that locale may moderate universal intervention use and effectiveness (Gage et al., 2022), a recent study by Grasley-Boy and colleagues (2022) testing this claim found no difference in the likelihood of implementing a universal intervention between rural and urban schools. To improve our understanding of the use of universal interventions across various school locales, we stratified for these three locales.

Racial Demographics

Within the education literature in the United States, there are significant, well-established differences in school outcomes by race, making it critical that surveys of schools consider racial diversity (Cipriano et al., 2022; Gaias et al., 2020). Black, Hispanic/Latinx, and Native American students have lower test scores, grades, attendance, school engagement, motivation for learning, graduation rates, and college enrollment than their White peers (Gaias et al., 2020). Additionally, racially marginalized students report increased anxiety, depression, and social isolation, as well as lower self-esteem, than their White peers (Cipriano et al., 2022).

Again, although these differences in outcomes by race exist, there is little information about the relationship between racial makeup of a school and implementation or effectiveness of universal interventions in schools. In fact, researchers and educators have explored universal interventions as a potential means for reducing these inequities. However, recent systematic reviews on this topic have found that students of color appear to be less likely than White students to receive universal interventions (Cipriano et al., 2022; Gaias et al., 2020). These findings were presented as preliminary given that students of color, particularly Native American students, were underrepresented in studies included in these reviews (Cipriano et al., 2022; Gaias et al., 2020). To assure adequate racial and ethnic diversity in our sample, we stratified by this variable in our sampling procedures.

Additional Details for Representative Sample Strata Determination

Prior to analyzing the stratification variables, data were cleaned so the school list only included K-6 schools. Schools that included sixth grade, but extended beyond, were only included if they had equal to or more grades at or below the sixth-grade level. Of the 2,673 schools with the appropriate grade span (K-6 or portion of the grades), 380 private schools lacked data on all of the three variables of interest - locale, % of students receiving free and reduced lunch, and % student of color data. Additionally, 538 schools were missing data of at least one of the three variables.

Upon review of the distribution of the percentages of students receiving free and reduced lunch and the percentages of students of color, the percentage of students receiving free and reduced lunch were divided into three categories, including low (below 33%), medium (33% - 67%), and high (above 67%).

Additionally, it was deemed appropriate to divide the percentage of students of color variable into four categories, including low (bottom quartile), low to medium (25% - 50%), medium to high (50% - 75%), and high (top quartile). Table B1 includes the number of schools falling into each category for locale. Tables B2 and B3 provide the number of schools falling into each category and the descriptive statistics for each.

By cross-tabulating categories of the three variables, a total of 48 combinations/cells were identified (calculated as 4x3x4). Three-way cross-tabs were utilized to examine the distribution of schools across these 48 combinations based on locale, percentages of students receiving free/reduced lunch, and percentages of students of color. As shown in Table B4, four out of the 48 cells had no schools, including city schools with low student of color percentages for low, medium, and high percentages of free/reduced lunch, town schools with low free/reduced lunch percentages and high student of color percentages, town schools with moderate free/reduced lunch percentages and high student of color percentages, rural schools with low free/reduced lunch percentages and high student of color percentages, and rural schools with high free/reduced lunch percentages and high student of color percentages. Additionally, 12 cells contained fewer than 10 schools each, indicating the necessity of consolidating some cells into larger clusters. See table B4 for the results of the three-way cross-tabs. See table B5 for the number and percentage of schools falling into each of the nine strata that we ultimately determined.

Descriptive statistics of the percent of students receiving free/reduced lunch and percent of students of color suggested that the standard deviations for both variables within each stratum were smaller than the overall standard deviation for the entire sample (see Table B6). Additionally, the distributions of these two variables showed observable differences across strata.

Additional Details for Representative Sample Recruitment

Administrator Contacts

Email addresses were not included for a large number of schools. For these schools, research staff manually searched for email addresses online or by contacting the school via phone until the researchers had a list of email addresses for 1,069 schools selected in the stratified sample (40% of each stratum). During the process of locating email addresses, the team recognized that some schools should be removed. Schools were removed if the school closed or if the school was out of the K-6 grade range. In those cases, the team replaced that school with the next school on the randomized list for that same stratum. In some cases, the principal declined to provide their email address or declined to participate. These schools were considered non-respondents and the next school on the randomized list for that same stratum was invited to participate. When the initial survey invitation was sent out on October 30, 2023, the team realized that eight administrators were duplicates because they worked in more than one school and these duplicates were removed.

Reminders

Following the second reminder email, administrators from the first 40% of each stratum who had not completed the survey were contacted by phone and encouraged to complete the survey. These phone calls were made beginning on November 20, 2023, by graduate assistants and staff, following a script developed for this conversation. If the principal was unavailable when the call was placed, voicemail messages were left with the answering service at each school. Staff entered notes into the contact list spreadsheet, denoting if they left a message, spoke to the principal, or were asked not to contact the school again. These calls were concluded in mid-December 2023. Efforts were made to call administrators during school hours on days other than Mondays, Fridays, and holidays, to reach as many administrators as possible during convenient times.

Additional Details for Targeted Samples Procedures

PAX Partner Surveys

The PAX Partner survey included demographics, questions about role (e.g., internal school staff, external provider), organization, and dosage of support provided by the partner (e.g., number of days and hours per week served in PAX Partner role in each building). Branching logic included whether they were currently or formerly serving in the role. Respondents were also asked to rate their perceptions of factors that promote and deter implementation, perceptions of benefits, perceived support in their role, activities they engaged in as a PAX Partner, frequency of perceived staff implementation for each PAX GBG strategy, use of and comfort with specific consultation skills as a PAX Partner, current and desired support to function in their role as a PAX Partner, and needs for professional development.

Community/Board Organization Leader Surveys

Surveys for organizations involved in PAX GBG and PAX Tools were designed for leaders within community organizations (e.g., behavioral health agencies, educational entities [ESCs] outside of schools, MHRBs). Organizations were asked to classify their type of agency, role within the agency, respondent demographics, and prevention programming related to schools with which their organization was involved. Branching logic within these surveys routed participants to a set of questions based on their familiarity and involvement with PAX GBG and/or PAX Tools. Organizations with involvement (defined as funding, supporting, or directly involved in implementation) were asked about their specific roles in relation to PAX GBG and/or PAX Tools.

PTCE Surveys

Surveys for PTCEs included primary roles in which the respondent served, organization type, and demographic information. PTCEs were asked in what capacity they provided PAX Tools workshops (e.g., on behalf of agency, as a volunteer), number of workshops conducted, frequency and format of workshops, audiences/populations for whom they have delivered workshops, reasons for becoming a PTCE, perceptions of preparedness to serve as a PTCE, challenges, successes, supports leveraged and desired to serve in the role, perceptions of impact on the audience, practices used during workshops to meet audience needs (e.g., tailor examples), feedback received from participants, and the PTCEs' comfort and audience receptiveness with each strategy.

PAX Tools, PAX Tools for Human Services User and Leader Surveys

Two surveys were designed for users of PAX Tools strategies: direct service providers implementing PAX Tools strategies with children (e.g., youth workers) and leaders within organizations that implement PAX Tools. Both surveys included demographics, organization type, and the respondent's primary role characteristics. The direct service provider survey assessed perception of organizational fit, successes and challenges to implementation, perceived benefits and outcomes achieved, perceived barriers to implementation, and supports desired for implementation. Direct service providers were also asked to rate the extent to which they understood each strategy, the frequency at which they used each strategy, and their certainty in when they should be using each strategy.

Additional Focus Group and Informant Interview Procedures

Contact information from individuals who expressed interest in participating in focus groups or interviews was compiled from the survey datasets. Team members created template email messaging that was used to invite participants to join an interview or focus group. Invitees were provided with pre-scheduled times they could participate and given the opportunity to choose their own time based on their availability. Once a time was selected, participants received calendar invites via email that included a Zoom link and consent information. Multiple follow-up messages were sent to each individual who expressed interest to

participate on the survey. In addition, participants who scheduled to attend focus groups or interviews but did not show were contacted in an effort to reschedule the meeting.

Table B1. *Number of Schools by Locale, Stratified Sampling for the Representative Survey*

Locale	Frequency	Percent
City	483	28%
Suburban	711	41%
Town	210	12%
Rural	351	20%
Total	1755	100%

Table B2. *Descriptive Statistics of Percentage of Students Receiving Free/Reduced Lunch*

Free/Reduced Lunch Category	Number of Schools	Percent	*M*	*SD*	Min	Median	Max
Low	579	33	21.01%	9.99%	0.27%	21.46%	36.65%
Medium	597	34	51.82%	10.28%	36.67%	50.50%	73.35%
High	579	33	94.32%	8.08%	73.52%	100.00%	100.00%
Total	1755	100	55.68%	31.38%	0.27%	50.50%	100.00%

Table B3. *Descriptive Statistics of Percentage of Students of Color Variable*

Students of Color Category	Number of Schools	Percent	*M*	*SD*	Min	Median	Max
Low	439	25	5.89%	2.54%	0.00%	5.85%	10.16%
Low to Medium	439	25	17.31%	4.63%	10.19%	16.88%	26.84%
Medium to High	439	25	43.64%	12.09%	26.86%	42.49%	67.03%
High	438	25	87.66%	10.21%	67.09%	90.76%	100.00%
Total	1755	100	38.60%	32.53%	0.00%	26.84%	100.00%

Table B4. *Number of Schools by Locale, % of Students of Color Students, and % of Free/Reduced Lunch*

Locale	% Students of Color Student	Low	Medium	High
City	Low to Medium	7	5	2
	Medium to High	15	49	81
	High	2	17	305
Suburban	Low	55	23	1
	Low to Medium	187	76	12
	Medium to High	112	106	27
	High	1	36	75
Town	Low	24	59	13
	Low to Medium	27	45	16
	Medium to High	2	10	13
	High	0	0	1
Rural	Low	104	134	26
	Low to Medium	36	25	1
	Medium to High	7	11	6
	High	0	1	0

Note. A light green highlight indicates a small number of schools, and a dark green highlight indicates a large number of schools.

Table B5. *Number and Percentage of Schools by Strata*

Strata Name	Frequency	Percent
1. City - Low/Mid FRL & Low-Mid/High SOC	95	5%
2. City - High FRL & Low-Mid/Mid-High SOC	83	5%
3. City - High FRL & High SOC	305	17%
4. Suburban - Low/High FRL & Low/Mid-High SOC	572	33%
5. Suburban - Low/High FRL & Mid-High/High SOC	139	8%
6. Town - Low/Mid FRL & Low/Mid-High SOC	157	9%
7. Town - Mid/High FRL & Low/High SOC	53	3%
8. Rural - Low/Mid FRL & Low/Mid-High SOC	306	17%
9. Rural - Mid/High FRL & Low/High SOC	45	3%
Total	**1,755**	**100%**

Note. FRL = Free and Reduced Lunch. SOC = Students of color.

Table B6. *Descriptive Statistics of Percentage of Free/Reduced Lunch and Percentage of Students of Color by Stratum*

Strata	Variable	*n*	*M*	*SD*	Min	Median	Max
1. City - Low/Mid FRL & Low-Mid/High SOC	Free/Reduced Lunch %	95	47.76%	17.78%	3.14%	49.08%	82.04%
	Students of Color Student %	95	50.25%	21.45%	11.71%	47.74%	100.00%
2. City - High FRL & Low-Mid/Mid-High SOC	Free/Reduced Lunch %	83	94.80%	8.32%	73.52%	100.00 %	100.00%
	Students of Color Student %	83	54.90%	9.98%	20.55%	57.06%	67.03%
3. City - High FRL & High SOC	Free/Reduced Lunch %	305	97.00%	6.04%	74.55%	100.00 %	100.00%
	Students of Color Student %	305	89.00%	9.72%	67.15%	91.68%	100.00%
4. Suburban - Low/High FRL & Low/Mid-High SOC	Free/Reduced Lunch %	572	31.68%	19.77%	0.27%	28.61%	95.01%
	Students of Color Student %	572	24.38%	13.89%	2.35%	21.14%	66.88%
5. Suburban - Low/High FRL & Mid-High/High SOC	Free/Reduced Lunch %	139	83.75%	15.31%	35.05%	87.25%	100.00%
	Students of Color Student %	139	77.17%	19.64%	27.04%	79.90%	100.00%
6. Town - Low/Mid FRL & Low/Mid-High SOC	Free/Reduced Lunch %	157	42.62%	14.76%	5.44%	42.74%	72.27%
	Students of Color Student %	157	11.49%	6.84%	1.18%	9.67%	31.96%
7. Town - Mid/High FRL & Low/High SOC	Free/Reduced Lunch %	53	84.23%	15.77%	49.81%	87.04%	100.00%
	Students of Color Student %	53	25.63%	16.50%	4.70%	24.65%	68.66%

8. Rural - Low/Mid FRL & Low/Mid-High SOC	Free/Reduced Lunch %	306	37.13%	15.76%	1.04%	37.55%	72.36%
	Students of Color Student %	306	8.18%	7.69%	0.00%	6.58%	63.73%
9. Rural - Mid/High FRL & Low/High SOC	Free/Reduced Lunch %	45	77.22%	18.04%	36.75%	79.74%	100.00%
	Students of Color Student %	45	20.71%	20.69%	0.81%	8.26%	70.61%
Total	Free/Reduced Lunch %	1,755	55.68%	31.38%	0.27%	50.50%	100.00%
	Students of Color Student %	1,755	38.60%	32.53%	0.00%	26.84%	100.00%

Note. A light green highlight indicates a small number of schools, and a dark green highlight indicates a large number of schools.
FRL = Free and Reduced Lunch. SOC = Students of color.

Table B7. *Sample Survey Items for Representative and Targeted Samples*

Representative Sample		
Population	**Item Topics**	**Sample Items**
Administrator/ Tier 1 Lead (users and non-users)	• Tier 1 programs • PAX GBG fidelity monitoring practices • Training numbers • PAX GBG frequency • External support/funding for PAX GBG • PAX Partners • PAX Tools • Variables related to non-use of PAX GBG	• There are many types of behavioral and mental health focused Tier 1 programming and strategies. Which, if any, specific Tier 1/universal programs (applicable to all students) do you use in your building? Check all that apply. • Do you have any staff in your building who are trained in PAX GBG (yes, no, unsure) • How has PAX been funded in your building? Check all that apply. • What type of PAX support for teachers/staff fits within your school culture? Check all that apply. • [non-users] You indicated you are not interested in having staff in your building trained in PAX GBG. What concerns, if any, do you have about PAX GBG? Check all that apply.
Teachers (users and non-users)	• Tier 1 programs • PAX GBG fidelity monitoring practices • PAX GBG frequency • PAX Partners • Support for implementation • Factors related to previous use	• How familiar are you with using PAX minutes to track class progress (ranging from not at all familiar to very familiar) • What types of support are helpful to you in using PAX GBG? Check all that apply. • Which steps do you CURRENTLY implement of each kernel? Check all that apply. • [for former users]: What type of support would have been practical and helpful in using PAX to improve students' performance? Check all that apply. • [for former users]: What are some reasons you no longer use PAX GBG? (write in)
Targeted Sample		
Population	**Item Topics**	**Sample Items**
Administrator/ Tier 1 Lead	• Tier 1 programs • PAX GBG fidelity monitoring practices • Training numbers • PAX GBG frequency • Perception of PAX GBG • Benefits and challenges of PAX GBG • External	• Please complete to the best of your knowledge the approximate number of staff (full time and part time; general education, special education, specials teachers) who implement the following strategies **at least weekly** and of those, how many implement them **daily** • What role, if any, have other agencies in your community or region (e.g., SST, ESC, MHRB, behavioral health provider, hospital) or other PAX champions played in supporting your PAX GBG implementation? Check all that apply. • How comfortable are you implementing a PAX Game in a classroom yourself (ranging from not at all comfortable to very comfortable)? • How often do you do the following (e.g., bring up PAX GBG in meetings, set clear expectations for trained staff, etc.) to

	support/funding for PAX GBG • PAX Partners • PAX Tools	promote and sustain PAX GBG in your building (ranging from daily to never)? • Check all that apply for practices used to monitor PAX GBG fidelity in your building. • There is a community extension of PAX GBG known as PAX Tools that may be appropriate for non-teaching professionals who work with students in school buildings. How familiar are you with PAX Tools (ranging from not at all familiar to extremely familiar)
Teachers	• Tier 1 programs • PAX GBG fidelity monitoring practices • PAX GBG frequency • Perception of PAX GBG • Benefits and challenges of PAX GBG • PAX Partners • Support for implementation	• How long ago were you trained in PAX Good Behavior Game (PAX GBG)? Full participation in PAX GBG training includes completing a 6-hour training that is conducted by a PAXIS Institute certified trainer (ranging from within last year to more than 4 years ago) • Do you use the PAX GBG in your classroom (yes or previously) • Which steps do you CURRENTLY implement of [insert PAX GBG strategy]? Check all that apply. • How often do you CURRENTLY implement the following PAX GBG strategies? (ranging from daily to never) • Have you received any of the following trainings (PAX Heroes, Next Steps, Partner)? Check all that apply. • What types of support are helpful to you in using PAX GBG? Check all that apply. • To what extent do you agree with these statements about the benefits of PAX (ranging from strongly agree to strongly disagree)
PAX Partners	• PAX GBG fidelity-monitoring practices • PAX GBG frequency • PAX GBG fidelity • Staff/administration response to them as a PAX Partner	• What, if any, resources do you use to support PAX implementation as a PAX Partner? Check all that apply. • How are you funded as a PAX Partner? Check all that apply. • Check all that apply for practices used to monitor PAX GBG fidelity in your building. • What type of coaching and consultation support do you provide in your building(s) as a PAX Partner? Check all that apply. • For each characteristic (e.g., modeling, providing feedback, helping teachers identify barriers), rate a) your use of the skill (ranging from never to very frequently) and b) your comfort with the skill (ranging from not at all comfortable to very comfortable) • What access do you have to teachers/staff you support as a PAX Partner? Check all that apply.
PTCEs	• Information related to workshops/trainings given (e.g.,	• In what capacity (e.g., conducting workshops in your own organization, to specific audiences, to wide range of audiences, etc.) do you serve (or have you served) as a PTCE? Check all that apply. In what format do you typically conduct workshops

	frequency, format, etc.) • Strategies for facilitating workshops • Typical feedback from audience • Perceptions of and comfort with PAX Tools strategies • Perceptions of PTCE training (benefits and challenges) • Support for delivery of workshops	(e.g., virtual, in-person)? • To what audiences/populations have you provided PAX Tools workshops? Check all that apply. • What feedback do you typically hear after you have provided a PAX Tools workshop? Check all that apply. • How did you come to serve as a PTCE (e.g., attended free training outside organization, grant supported activity, etc.). Check all that apply. • What current supports do you utilize to help you in your role as a PTCE? Check all that apply.
Non-schools (e.g., SSTs, ESCs, MHRBs, prevention agencies, etc., who are involved in supporting or funding PAX GBG or Tools)	• Tier 1 programs • Types of involvement for PAX GBG and Tools (e.g., funding, implementation, support) • Perceptions of PAX GBG and Tools	• There are many types of behavioral and mental health focused Tier 1 programming and strategies. Which, if any, specific Tier 1/universal programs are used by schools your agency supports? Below are some examples. Check all that apply to schools you work with, and indicate any other programming not included. • How familiar are you with the PAX Good Behavior Game (PAX GBG; ranging from never heard of it to extremely familiar) • Has your organization been involved in supporting, funding, or implementing PAX GBG (yes/no)? • How have you been able to sustain funding for PAX GBG? Check all that apply. • What local considerations or adaptations have you made to sustain PAX GBG in your schools/region (write in)?
PAX Tools Direct Service Providers (e.g., counselors, therapists, mental health technicians who have attended PAX Tools workshops)	• Types of PAX Tools workshops or trainings • Staff use of strategies • Perception of PAX Tools • Benefits and challenges of PAX Tools • Supports to enhance implementation	• How familiar are you with PAX Tools (ranging from extremely familiar to not at all familiar)? • Describe any locales or interactions with children throughout your day that there is NOT a PAX Tools strategy to adequately address (write in). • Consider your organization's current policies, procedures, and initiatives. How consistent are the PAX Tools strategies with those efforts (ranging from not consistent to very consistent) • Please rate the extent to which you agree with the following changes and benefits you've seen since you participated in the PAX Tools Workshop (ranging from strongly agree to strongly disagree)
PAX Tools	• Types of PAX	• Consider your organization's current policies, procedures, and

Organization Leaders	Tools workshops or trainings • Staff use of strategies • Perception of PAX Tools • Benefits and challenges of PAX Tools • Supports to enhance implementation	initiatives. How consistent are the PAX Tools for Human Services strategies with those efforts (ranging from not consistent to very consistent)? • On average, how often do you see your staff using PAX Tools (ranging from daily to rarely) • What benefits have you seen in your organization since implementing PAX Tools (write in) • How interested would you be in participating in a learning community that is comprised of other leaders and/or staff in organizations that use PAX Tools (ranging from very uninterested to very interested)

Note. ESC = educational service center. SST = state support team. PTCE = PAX Tools community educator. MHRB = Mental Health and Recovery Board

Table B8. *Sample Focus Groups and Interviews Questions*

Focus Groups and Interviews		
Population	**Topics**	**Sample Questions**
Administrator/Tier 1 Lead (both users and non-users)	-Tier 1 programs -PAX GBG fidelity monitoring practices -External support/funding for PAX GBG -PAX Partners -Variables related to non-use of PAX GBG	**Non-Users** • What universal practices are most staff using in your building? How well are these practices working in your building? • What alternatives, if any, did you consider prior to implementing your current universal practice(s)? **Former Users** • Talk about the challenges you faced with PAX GBG. Were they evident from the start or did they become evident after a time period of implementation? Were these challenges the reasons you discontinued PAX GBG? • Was there another program/model that you prioritized instead? If so, what elements of that program were more suitable for your school? **Current Users** • What aspects made it more challenging for your staff to implement PAX strategies? What challenges are you experiencing currently? • How likely is it that teachers will continue to use PAX GBG in your building? Why or why not? What has been done to sustain PAX GBG in your building? • What has been the story of PAX GBG funding over the years in your building?
Teachers (both users and non-users)	-Tier 1 programs -PAX GBG fidelity monitoring practices -PAX Partners -Support for implementation -Factors related to previous use	**Non-users** • When implementing a new universal practice, what barriers to implementation would you anticipate? • What, if anything, have you heard about the PAX Good Behavior Game? **Former Users** • When you were implementing PAX GBG, what factors supported your implementation? • What things did you do to help you remember to incorporate the strategies in your classroom? • From your perspective, what factors would your peers in your school say supported their implementation? **Current Users** • What did you do to help you remember to incorporate PAX GBG strategies in your classroom? • From your perspective, how does PAX GBG complement or detract from other programs and initiatives you're responsible for in your classroom?

		• What role, if any, did your administrator play in supporting teachers' use of PAX in the building? How, if at all, did your administrator affect your use of PAX GBG in the classroom?
PAX Partners	-Tier 1 programs -PAX GBG fidelity monitoring practices -Perception of PAX GBG -Benefits and challenges of PAX GBG	• From your perspective, when you first started your role as a PAX Partner, what made it difficult for teachers to implement PAX GBG in their classrooms? • From your perspective, what kinds of resources do teachers find helpful when they first start using PAX GBG? For those of you who are supporting teachers who have been delivering PAX GBG for a while, how has their need for support changed over time? • Are there any differences in how you define your role as a PAX Partner and how others define your role? If so, what are the differences?
PTCEs	-Strategies for facilitating workshops/trainings -Typical feedback from audience -Perceptions of and comfort with PAX Tools strategies -Perceptions of PTCE training (benefits and challenges)	• What feedback have attendees provided to you about the content and strategies covered in the PAX Tools workshops? • How have you adapted PAX Tools workshops to meet the needs of the audience? • What types of support, if any, could help enhance your ability to effectively deliver PAX Tools workshops?
Non-schools (ESCs, SSTs, MHRBs, etc.)	-Tier 1 programs -Types of involvement for PAX GBG and Tools (e.g., funding, implementation, support) -Perceptions of PAX GBG and Tools	• What universal prevention programs for elementary-aged youth (practices around youth behavior, youth mental health, social emotional learning, and school climate) does your organization fund, support, and/or implement? • In your opinion/experience, what factors most impact success in implementing, supporting, or funding PAX GBG and/or PAX Tools? • What is your organization's role in promoting and sustaining PAX GBG and/or PAX Tools in schools/regions for which you are responsible? • Describe the collaborations you have with other community organizations around PAX.
PAX Tools Direct Service Providers	-Staff use of strategies and supports -Perception of PAX Tools -Benefits and challenges of PAX Tools	• When initially introduced to PAX Tools, tell us the first thing you did to apply these strategies in your daily practice. • What supports or circumstances have helped you continue to apply these strategies? • In what ways do you think PAX Tools strategies are beneficial to the youth you serve, if applicable?

Note. ESC = educational service center. SST = state support team. PTCE = PAX Tools community educator. MHRB = Mental Health and Recovery Board

Table B9. *Sample Items for Infrastructure Evaluation Surveys*

Infrastructure Activity	Intended Audience	Sample Evaluation Questions
CoP	For the state-wide CoP: anyone involved in PAX GBG; for the PAX Partner CoP: only PAX Partners	How likely are you to recommend this to others (ranging from very likely to Very unlikely) Did this CoP meet your expectations in terms of providing relevant useful information/resources (ranging from exceeded expectations to did not meet expectations)?
PAXIS Trainings	Teachers, school staff, and administrators for PAX GBG, PAX Heroes, PAX Next Steps, and PAX Partner; healthcare professional for PAX Tools for Human Services	How would you rate your level of understanding of the strategies presented today (ranging from "I do not understand" to "very clear")? How helpful will these strategies be in supporting your students with emotional or behavioral difficulties (ranging from not helpful to very helpful)?
Online Modules	PAX Partners and PTCEs	This video provided useful information (ranging from strongly disagree to strongly agree) It is possible to use the recommended strategies in my typical work week (ranging from strongly disagree to strongly agree)

Note. CoP = Community of Practice. PTCE = PAX Tools Community Educator.

Appendix C

Response Summary

Table C1. *Participant Demographics, PAX Representative Administrator Survey, October 2023-April 2024 (n = 207)*

Demographic	Item	*n*	%
Current Role	Assistant Principal	4	2%
	Counselor	4	2%
	Dean of Students	2	1%
	Other	10	5%
	Principal	187	90%
Years of experience in current role	1-3	54	26%
	4-9	59	29%
	10-15	45	22%
	16-20	22	11%
	21-25	16	8%
	26+	11	5%
Identify as Latina, Latino, or Hispanic	Yes	6	3%
	No	198	96%
	Prefer not to disclose	3	1%
Race/Ethnicity	African American/Black	22	11%
	Asian/Asian American	1	0%
	Biracial/More than one race	2	1%
	Other	3	1%
	Prefer not to disclose	5	2%
	White	174	84%
Age	25-34	14	7%
	35-44	69	33%
	45-54	85	41%
	55-64	35	17%
	65+	2	1%
	Prefer not to disclose	2	1%
Gender	Female	153	74%
	Male	52	25%
	Prefer not to disclose	2	1%

Table C2. *Participant Demographics, PAX Targeted Administrator Survey, January-April 2024 (n = 62)*

Demographic	Item	*n*	%
Current Role	Principal	33	53%
	Assistant Principal	8	13%
	Curriculum Director	2	3%
	Counselor	1	2%
	School Psychologist	4	6%
	Social Worker	4	6%
	PBIS or Wellness Coordinator	1	2%
	Other	9	15%
Years of experience in current role	1-3	22	35%
	4-9	18	29%
	10-15	11	18%
	16-20	8	13%
	21-25	1	2%
	26+	2	3%
Identify as Latina, Latino, or Hispanic	Yes	1	2%
	No	60	97%
	Prefer not to disclose	1	2%
Race/Ethnicity	Asian/Asian American	1	2%
	White	58	94%
	Other	2	3%
	Prefer not to disclose	1	2%
Age	25-34	8	13%
	35-44	20	32%
	45-54	28	45%
	55-64	4	6%
	65+	2	3%
Gender	Female	50	81%
	Male	12	19%

Note. PBIS = Positive Behavioral Interventions and Supports.

Table C3. *Participant Background, PAX Targeted Teacher Survey, January-April 2024 (n = 267)*

Demographic	Item	*n*	%
Role (*n* = 267)	K-8 General Education Teacher	183	69%
	Self-Contained Special Education Teacher	21	8%
	"Roaming/Integrated" Special Education Teacher or Intervention Specialist	26	10%
	Specials/Allied Arts Teacher (e.g., music, art, physical education)	19	7%
	Instructional Assistant/Paraprofessional—regular education	4	1%
	Instructional Assistant/Paraprofessional—special education	1	0%
	Other	13	5%
Years of experience teaching this grade/in this position (*n* = 267)	1-3	55	21%
	4-9	75	28%
	10-15	48	18%
	16-20	33	12%
	21-25	30	11%
	26+	26	10%
Use PAX GBG in the classroom (*n* = 258)	Yes	195	76%
	Previously, but no longer use PAX GBG	63	24%

Table C4. *Participant Demographics, PAX Targeted Teacher Survey, January-April 2024 (n = 267)*

Demographic	Item	n	%
Latina, Latino, or Hispanic	Yes	5	2%
	No	258	97%
	Prefer not to disclose	4	1%
Race	African American/Black	1	0%
	American Indian/Alaska Native	1	0%
	Asian/Asian American	1	0%
	Biracial/More than one race	1	0%
	White	256	96%
	Other	3	1%
	Prefer not to disclose	4	1%
Age	21-24	7	3%
	25-34	54	20%
	35-44	77	29%
	45-54	80	30%
	55-64	45	17%
	65+	1	0%
	Prefer not to disclose	3	1%
Gender	Male	13	5%
	Female	248	93%
	Transgender	1	0%
	Prefer not to disclose	5	2%

Table C5. *Participant Demographics, PAX Partner Survey, December 2023-April 2024 (n = 73)*

Demographic	Item	n	%
Highest Degree Earned	High School Diploma or GED	1	1%
	Bachelor's Degree	29	40%
	Master's Degree	41	56%
	Doctorate	2	3%
Latina, Latino, or Hispanic	Yes	1	1%
	No	72	99%
Race	African American/Black	3	4%
	Native Hawaiian/Other Pacific Islander	1	1%
	White	68	93%
	Prefer not to disclose	1	1%
Age	21-24	2	3%
	25-34	21	29%
	35-44	15	21%
	45-54	18	25%
	55-64	12	16%
	65+	3	4%
Gender	Female	64	88%
	Male	9	12%
	Prefer not to disclose	2	3%

Table C6. *Years Served as Current External and Internal PAX Partners, PAX Partner Survey, December 2023-April 2024*

Years	Current External	Current Internal	Current Combined
Less than a school year	7 (24%)	14 (44%)	21 (34%)
1 year	2 (7%)	7 (22%)	9 (15%)
2 years	1 (3%)	4 (13%)	5 (8%)
3 years	5 (17%)	2 (6%)	7 (11%)
4 years	3 (10%)	2 (6%)	5 (8%)
5 or more years	11 (38%)	3 (9%)	14 (23%)
Total	**29 (100%)**	**32 (100%)**	**61 (100%)**

Table C7. *Participant Demographics, PTCE Survey, January-April 2024 (n = 29)*

Demographic	Item	*n*	%
Work setting	Afterschool Program	1	3%
	Educational facility/school	2	7%
	Mental health agency	7	24%
	Shelter (e.g., for unhoused people/families; domestic violence)	1	3%
	Youth services organization	7	24%
	Other	11	38%
Role	General Education Teacher	2	7%
	Special Education Teacher	1	3%
	Case Manager	2	7%
	Counselor/Therapist	2	7%
	Peer Supporter	3	10%
	Social Worker	4	14%
	Wraparound Facilitator	4	14%
	Prevention Specialist	4	14%
	Other	7	24%
Years of experience in current role	1-3	8	30%
	4-6	7	26%
	7-10	4	15%
	11+	8	30%
Latina, Latino, or Hispanic	Yes	2	7%
	No	27	93%
Race	African American/Black	4	14%
	Asian/Asian American	3	10%
	White	21	72%
	Other	1	3%
Age	21-24	1	3%
	25-34	6	21%
	35-44	9	31%
	45-54	8	28%
	55-64	2	7%
	Prefer not to disclose	3	10%
Gender	Male	1	3%
	Female	28	97%

Table C8. *Participant Demographics, Community Organization Leader Survey, December 2023-April 2024 (n = 42)*

Demographic	Item	*n*	%
Organization Type	Behavioral Health/Community Mental Health Agency	5	12%
	Children's Hospital/Hospital	4	10%
	ESC	12	29%
	MHRB	8	19%
	ODEW State Support Team	4	10%
	Public Health Agency	1	2%
	Other	8	19%
Role	Clinical supervisor or other supervisor	1	2%
	Director	7	17%
	Executive Director	5	12%
	Manager/Program Manager	9	22%
	Other leadership role	5	12%
	Other	14	34%
Years of experience in current role	1-3	20	0.5
	4-6	10	0.25
	7-10	5	0.125
	11+	5	0.125
Latina, Latino, or Hispanic	Yes	9	21%
	No	33	79%
Race	African American/Black	6	14%
	Asian/Asian American	2	5%
	Biracial/More than one race	2	5%
	Native Hawaiian/Other Pacific Islander	2	5%
	White	30	71%
Age	18-20	1	2%
	21-24	3	7%
	25-34	10	24%
	35-44	5	12%
	45-54	11	26%
	55-64	6	14%
	65+	6	14%
Gender	Male	5	12%
	Female	36	86%
	Transgender	1	2%

Note. ESC = Educational Service Center. ODEW = Ohio Department of Education and Workforce. MHRB = Mental Health and Recovery Board

Summary of Current PAX Efforts in Ohio

Table C9. *Descriptive Statistics for the Total Staff Trained in PAX GBG in the Building, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Representative Admin (*n* = 59)				Targeted Admin (*n* = 42)			
M	***SD***	**Min**	**Max**	***M***	***SD***	**Min**	**Max**
16.31	16.61	0	70	28.17	21.42	0	108

Table C10. *Descriptive Statistics for the Roles of Staff Trained in PAX GBG in the Building, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Role	Representative Admin (*n* = 54)				Targeted Admin (*n* = 39)			
	M	***SD***	**Min**	**Max**	***M***	***SD***	**Min**	**Max**
General Education Teachers	11.15	10.36	0	42	17.21	14.22	0	85
Special Education Teachers	2.30	3.69	0	24	4.05	2.81	0	10
Specials Teachers	1.26	1.74	0	6	2.67	2.03	0	8
Behavioral Health Professionals	0.96	1.23	0	4	1.56	1.80	0	10
Instructional assistants/paraprofessionals	1.09	3.38	0	20	3.49	5.43	0	20

Table C11. *When Staff Were Trained in PAX GBG and Other Trainings Staff Received, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Item	Response	Representative Admin (*n* = 61)		Targeted Admin (*n* = 49)	
		n	**%**	**n**	**%**
When Staff Were Trained	Most staff trained this school year (2023-2024 SY)	3	5%	8	16%
	Most staff trained during the 2022-2023 SY	6	10%	3	6%
	Most staff trained during the 2021-2022 SY	9	15%	7	14%
	Most staff trained during the 2020-2021 SY	9	15%	4	8%
	Most staff trained during the 2019-2020 SY	4	7%	10	20%
	Most staff trained 5 or more years ago	20	33%	10	20%
	Unsure	5	8%	3	6%
	N/A; staff have been trained across the years, not at one set time	5	8%	4	8%
Other Trainings Received	PAX Next Steps	4	7%	13	27%
	PAX Heroes	12	20%	29	59%
	PAX Partner	10	16%	23	47%
	PAXIS Sustainability Training	3	5%	4	8%
	Unsure	28	46%	5	10%
	N/A	15	25%	6	12%

Table C12. *Roles of Survey Taker and Whether They Have Been Trained in PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Role	Representative Admin			Targeted Admin			
	Yes (*n* = 51)	**No (*n* = 85)**	**Unknown (*n* = 71)**	**Yes (*n* = 49)**	**No (*n* = 6)**	**Unsure (*n* = 2)**	**Unknown (*n* = 5)**
Principal	96%	92%	85%	61%	17%	50%	20%
Assistant Principal	2%	1%	3%	14%	17%	0%	0%
Counselor	2%	4%	0%	0%	0%	0%	20%
Dean of Students	0%	0%	3%	0%	0%	0%	0%
Curriculum Director	0%	0%	0%	0%	17%	0%	20%
PBIS or Wellness Coordinator	0%	0%	0%	0%	0%	0%	20%
School Psychologist	0%	0%	0%	4%	33%	0%	0%
Social Worker	0%	0%	0%	6%	0%	0%	20%
Other	0%	4%	10%	14%	17%	50%	0%
	Representative Admin (*n* = 207)			**Targeted Admin (*n* = 62)**			
Percent of Total	25%	41%	34%	79%	10%	3%	8%

Note. "Unsure" was a response option. "Unknown" indicates the participant did not respond to this item but did respond to the role. PBIS = Positive Behavioral Interventions and Supports.

Table C13. *Total Number of Staff Implementing PAX GBG Strategies Weekly by Locale, Representative Administrator Survey, October 2023-April 2024 and National Center for Education Statistics, 2021-2022*

Weekly Strategy Use	City (*n* = 6; total staff*=204)	Suburban (*n* = 15; total staff=561)	Town (*n* = 7; total staff=288)	Rural (*n* = 9; total staff=414)
PAX Vision	44	151	92	36
PAX Leader	54	183	115	56
PAX Quiet	79	214	115	80
Granny's Wacky Prizes	28	170	111	17
PAX Hands and Feet	38	172	98	55
Beat the Timer	6	103	90	17
PAX Stix	31	129	88	39
Tootles	5	124	92	7
Ok/Not Ok	16	159	96	10
PAX Voices	79	211	107	71
PAX Game	15	169	82	5

*This value represented the number of full-time total teaching staff, part time total teaching staff, full time behavioral health professionals, and part time behavioral health professionals for schools indicating any weekly or daily implementation of a strategy within each subcategory of the Locale variable.

Table C14. *Total Number of Staff Implementing PAX GBG Strategies Weekly by Concentration of Students of Color, Representative Administrator Survey, October 2023-April 2024 and Ohio Department of Education and Workforce, 2019-2020*

Weekly Strategy Use	Low (*n* = 9; total staff*=286)	Low to Medium (*n* = 12; total staff=451)	Medium to High (*n* = 13; total staff=628)	High (*n* = 3; total staff=102)
PAX Vision	30	95	159	39
PAX Leader	26	170	171	41
PAX Quiet	77	176	196	39
Granny's Wacky Prizes	22	116	175	13
PAX Hands and Feet	57	129	159	18
Beat the Timer	32	38	139	7
PAX Stix	57	73	149	8
Tootles	24	60	144	0
Ok/Not Ok	29	78	168	6
PAX Voices	77	168	184	39
PAX Game	20	105	146	0

*This value represented the number of full time total teaching staff, part time total teaching staff, full time behavioral health professionals, and part time behavioral health professionals for schools indicating any weekly or daily implementation of a strategy within each subcategory of the

Students of Color variable.

Table C15. *Total Number of Staff Implementing PAX GBG Strategies Daily by Free and Reduced Lunch Status, PAX Representative Administrator Survey, October 2023-April 2024 and Educational Management Information System (EMIS), 2021-2022*

Weekly Strategy Use	Low (*n* = 10; total staff*=561)	Medium (*n* = 20; total staff=651)	High (*n* = 9; total staff=354)
PAX Vision	91	155	126
PAX Leader	43	241	124
PAX Quiet	106	273	144
Granny's Wacky Prizes	60	196	88
PAX Hands and Feet	40	228	103
Beat the Timer	2	122	92
PAX Stix	67	152	118
Tootles	45	109	77
Ok/Not Ok	78	152	86
PAX Voices	122	253	143
PAX Game	52	179	50

*This value represented the number of full time total teaching staff, part time total teaching staff, full time behavioral health professionals, and part time behavioral health professionals for schools indicating any weekly or daily implementation of a strategy within each subcategory of the Free and Reduced Lunch variable.

Table C16. *Type of PAX Partner by Locale, PAX Representative Administrator Survey, October 2023-April 2024 and National Center for Education Statistics, 2021-2022*

Type of PAX Partner	City	Suburban	Town	Rural	Total
External	2 (67%)	8 (100%)	2 (50%)	0 (0%)	12 (67%)
Internal	0 (0%)	0 (0%)	1 (25%)	1 (33%)	2 (11%)
Both	1 (33%)	0 (0%)	1 (25%)	2 (67%)	4 (22%)
Total	**3 (100%)**	**8 (100%)**	**4 (100%)**	**3 (100%)**	**18 (100%)**

Note. The percentages are out of the number of respondents for each level of locale. Percentages can also be calculated by the total number of respondents for all types of partners or the number of respondents for each type of partner individually.

Table C17. *Type of PAX Partner by Concentration of Students of Color, PAX Representative Administrator Survey, October 2023-April 2024 and Ohio Department of Education and Workforce, 2019-2020*

Type of PAX Partner	Low	Low to Medium	Medium to High	High	Total
External	1 (50%)	4 (67%)	5 (63%)	2 (100%)	12 (67%)
Internal	1 (50%)	0 (0%)	1 (13%)	0 (0%)	2 (11%)
Both	0 (0%)	2 (33%)	2 (25%)	0 (0%)	4 (22%)
Total	**2 (100%)**	**6 (100%)**	**8 (100%)**	**2 (100%)**	**18 (100%)**

Note. The percentages are out of the number of respondents for each level of students of color. Percentages can also be calculated by the total number of respondents for all types of partners or the number of respondents for each type of partner individually.

Table C18. *Type of PAX Partner by Free and Reduced Lunch Status, PAX Representative Administrator Survey, October 2023-April 2024 and Educational Management Information System (EMIS), 2021-2022*

Type of PAX Partner	Low	Medium	High	Total
External	4 (67%)	6 (60%)	4 (100%)	14 (70%)
Internal	1 (17%)	1 (10%)	0 (0%)	2 (10%)
Both	1 (17%)	3 (30%)	0 (0%)	4 (20%)
Total	**6 (100%)**	**10 (100%)**	**4 (100%)**	**20 (100%)**

Note. The percentages are out of the number of respondents for each level of free and reduced lunch. Percentages can also be calculated by the total number of respondents for all types of partners or the number of respondents for each type of partner individually.

Table C19. *Roles of Current External PAX Partners, PAX Partner Survey, December 2023-April 2024*

Current External Prior Roles	*n*	%
Behavioral health provider with external agency (e.g., social worker, counselor)	2	7%
General education teacher-elementary	6	21%
General education teacher-middle school	1	3%
General education teacher-high school	2	7%
PBIS/MTSS coach	1	3%
Prevention specialist or related role with an external agency	2	7%
School counselor	1	3%
School social worker	3	10%
Special ed teacher-middle school	2	7%
Other	9	31%
Total	**29**	**100%**

Note. PBIS = Positive Behavioral Interventions and Supports. MTSS = Multi-tiered systems of support.

Table C20. *Roles of Current Internal PAX Partners, PAX Partner Survey, December 2023-April 2024*

Current Internal Roles	*n*	%
General education teacher-elementary	10	31%
General education teacher-middle school	2	6%
Literacy coach	1	3%
Prevention specialist or related role	1	3%
School counselor	4	13%
School psychologist	4	13%
School social worker	1	3%
Special ed teacher-elementary	3	9%
Other*	6	19%
Total	**32**	**100%**

Table C21. *Type of Audiences/Populations Provided Workshops by PTCEs, PTCE Survey, January-April 2024 (n = 27)*

Audiences/Populations	*n*	%
Parents/Caregivers	13	48%
Foster Parents	2	7%
Summer Camp Counselors	3	11%
Year-round counselors at youth center	2	7%
Youth drop-in center staff	5	19%
After-school staff	5	19%
Preschool teachers	3	11%
Aides/paraprofessionals in schools	4	15%
Bus drivers	2	7%
Other support staff in schools (e.g., cafeteria workers, office staff/administrative assistants, custodians)	2	7%
Juvenile justice facility staff	3	11%
Volunteers at a local organization	5	19%
Mentoring or tutoring program staff or volunteers	5	19%
Staff at shelters	0	0%
School volunteers	0	0%
Other (i.e., Staff for a local agency, Family Peer Supporters)	2	7%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Table C22. *Participant Organizations Involved in PAX GBG, Community Organization Leader Survey, December 2023-April 2024*

Organization Type	*n*	%
Children's Hospital/Hospital	2	9%
ESC	8	35%
HR	5	22%
ODEW State Support	3	13%
Public Health Agency	1	4%
Other	4	17%
Total	**23**	**100%**

Note. ESC = Educational Service Center

Table C23. *Participant Organizations Involved in PAX Tools, Community Organization Leader Survey, December 2023-April 2024*

Organization Type	*n*	%
Behavioral Health/Community Mental Health Agency	1	4%
Children's Hospital/Hospital	3	12%
ESC	8	32%
MHRB	5	20%
ODEW State Support	4	16%
Public Health Agency	1	4%
Other	3	12%
Total	**25**	**100%**

Note. ESC = Educational Service Center. ODEW = Ohio Department of Education and Workforce. MHRB = Mental Health and Recovery Board

Facilitators and Barriers of PAX GBG

Table C24. *Comfort With Skills, Current External and Internal PAX Partners, PAX Partner Survey, December 2023-April 2024*

Comfort with Skills	*n*	1 to 2 (Not at all comfortable)	3 to 4	5 to 6 (Moderately comfortable)	7 to 8	9 to 10 (Very comfortable)
Knowledge of the classroom strategy/ies that teachers should use	51	0%	4%	12%	35%	49%
Ability to develop a strong working relationship with teachers	51	0%	0%	12%	27%	61%
Observing teacher use of the classroom strategy/ies	51	2%	2%	27%	25%	43%
Modeling the classroom strategy/ies for teachers	51	2%	2%	14%	22%	61%
Providing praise and positive feedback to teachers about strengths	51	0%	2%	8%	22%	69%
Providing constructive feedback to teachers about areas for growth in a non-threatening manner	51	4%	12%	18%	35%	31%
Ability to help teachers identify barriers to using the strategy/ies	51	0%	4%	18%	49%	29%
Ability to help teachers identify ways to overcome barriers to using the strategy/ies	51	0%	4%	29%	29%	37%
Ability to have a	51	4%	10%	39%	25%	22%

conversation with teachers about a difficult topic related to diversity, inclusion, or equity						
Ability to have a conversation about a difficult topic associated with teachers (motivation, attitude, beliefs, stress) or school (school climate, school leadership, school policy)	51	2%	8%	29%	35%	25%
Being a champion or advocate who promotes use of the classroom strategies within the school building	51	0%	0%	12%	29%	59%
Taking initiative to develop procedures that hold teachers accountable to high quality implementation of the strategy/ies	51	8%	4%	25%	37%	25%
Setting progressive goals with teachers based on implementation data	51	6%	8%	25%	37%	24%
Providing support that meets teachers' stated needs	51	0%	2%	14%	33%	51%
Using data to help teachers make decisions	51	0%	4%	27%	25%	43%
Using open-ended questions to understand teachers' experiences and needs	51	4%	6%	10%	39%	41%
Using reflections to validate teachers' experiences	51	0%	4%	20%	41%	35%
Making clear the expectations, roles, and procedures in consultation	51	6%	4%	8%	45%	37%

Table C25. *Frequency of Use of Skills, Current External and Internal PAX Partners, PAX Partner Survey, December 2023-April 2024*

Use of Skills	n	1 to 2 (Never)	3 to 4	5 to 6 (Sometimes)	7 to 8	9 to 10 (Very frequently use this skill)
Knowledge of the classroom strategy/ies that teachers should use	51	2%	6%	16%	35%	41%
Ability to develop a strong working relationship with teachers	51	0%	4%	8%	25%	63%
Observing teacher use of the classroom strategy/ies	51	6%	20%	22%	20%	33%
Modeling the classroom strategy/ies for teachers	51	14%	8%	33%	22%	24%
Providing praise and positive feedback to teachers about strengths	51	4%	6%	10%	35%	45%
Providing constructive feedback to teachers about areas for growth in a non-threatening manner	51	8%	12%	25%	27%	27%
Ability to help teachers identify barriers to using the strategy/ies	51	6%	8%	25%	37%	24%
Ability to help teachers identify ways to overcome barriers to using the strategy/ies	51	4%	6%	27%	29%	33%
Ability to have a conversation with teachers about a difficult topic related to diversity, inclusion, or equity	51	14%	20%	29%	27%	10%
Ability to have a conversation about a difficult topic associated with teachers (motivation, attitude, beliefs, stress) or school (school climate, school leadership, school policy)	51	12%	12%	27%	31%	18%
Being a champion or advocate who promotes use of the classroom	51	2%	4%	18%	20%	57%

strategies within the school building						
Taking initiative to develop procedures that hold teachers accountable to high quality implementation of the strategy/ies	51	16%	14%	20%	31%	20%
Setting progressive goals with teachers based on implementation data	51	20%	6%	37%	20%	18%
Providing support that meets teachers' stated needs	51	4%	6%	25%	27%	37%
Using data to help teachers make decisions	51	12%	10%	24%	24%	31%
Using open-ended questions to understand teachers' experiences and needs	51	4%	8%	14%	41%	33%
Using reflections to validate teachers' experiences	51	0%	6%	33%	24%	37%
Making clear the expectations, roles, and procedures in consultation	51	10%	8%	18%	29%	35%

Table C26. *Total PAX Partner Activities by Daily Strategy Use PAX Representative Administrator Survey, October 2023-April 2024*

% Using Strategies Daily	*n*	Total All Partner Activities
PAX Vision	8	**.77***
PAX Leader	12	**.84****
PAX Quiet	15	**.56***
Granny's Wacky Prizes	10	**.75***
PAX Hands and Feet	12	.50
Beat The Timer	8	**.91****
PAX Stix	12	.53
Tootles	8	**.77***
Ok/Not Ok	10	**.79****
PAX Voices	14	**.61***
PAX Game	10	**.81****

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table C27. *Total PAX External Partner Activities by Frequency of Strategy Use, PAX Targeted Teacher Survey, January-April 2024*

Strategies	*n*	Total External Activities
PAX Vision	92	**.31****
PAX Leader	93	.19
PAX Quiet	96	-.12
Granny's Wacky Prizes	91	.16
PAX Hands and Feet	93	**.29****
Beat the Timer	90	.06
PAX Stix	94	.02
Tootles	91	.13
Ok/Not Ok	90	**.27***
PAX Voices	95	.12
PAX Game	89	.15

** Correlation is significant at the 0.01 level (2-tailed).

Table C28. *Perceived Barriers and Facilitators of PAX GBG from All PAX Partners, PAX Partner Survey, December 2023-April 2024*

Statement	*n*	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Teachers and staff are open to using PAX GBG	65	0 (0%)	20 (31%)	5 (8%)	30 (46%)	10 (15%)
Teachers let me come into the classroom to model strategies	65	5 (8%)	5 (8%)	13 (20%)	28 (43%)	14 (22%)
Teachers let me come into the classroom to give feedback to them	65	5 (8%)	7 (11%)	15 (23%)	22 (34%)	16 (25%)
Teachers regularly attend PAX meetings	65	8 (12%)	17 (26%)	16 (25%)	14 (22%)	10 (15%)
Teachers respond well to PAX challenges/competitions	65	3 (5%)	11 (17%)	22 (34%)	21 (32%)	8 (12%)
I provide individual coaching to teachers	65	4 (6%)	6 (9%)	11 (17%)	24 (37%)	20 (31%)
I provide group coaching (i.e., during meetings) to teachers	65	9 (14%)	6 (9%)	12 (18%)	18 (28%)	20 (31%)
I feel staff in the building/district I support are welcoming*	33	1 (3%)	3 (9%)	3 (9%)	15 (45%)	11 (33%)

* This statement was only included for external PAX Partners

Table C29. *Perceived Administrator Support from All PAX Partners, PAX Partner Survey, December 2023-April 2024*

Statements	n	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
School administration is supportive of the PAX Good Behavior Game (PAX GBG)	65	0 (0%)	6 (9%)	4 (6%)	27 (42%)	28 (43%)
School administration helps organize (or supports me in my organization of) meetings	65	4 (6%)	13 (20%)	9 (14%)	17 (26%)	22 (34%)
School administration encourages use of strategic strategies among staff	65	2 (3%)	11 (17%)	10 (15%)	19 (29%)	23 (35%)
School administration meets with me regularly (informally or formally) to get updates on PAX progress	65	13 (20%)	9 (14%)	8 (12%)	18 (28%)	17 (26%)

Table C30. *Weekly Use of Strategies by Administrator Practices to Promote and Sustain PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

Statements	PAX Vision	PAX Leader	PAX Quiet	Granny's Wacky Prizes	PAX Hands and Feet	Beat The Timer	PAX Stix	Tootles	Ok/Not Ok	PAX Voices	PAX Game
I bring up PAX GBG in meetings (e.g., staff, team meetings).	**.63****	**.59****	**.52****	**.53****	**.43***	**.52****	**.54****	**.51****	**.56****	**.59****	**.66****
I set clear expectations for trained staff to use PAX GBG strategies.	**.50****	**.48****	**.46****	**.59****	**.53****	**.51****	**.45***	**.51****	**.60****	**.54****	**.71****
I read tootles/kudos over the announcements and/or write tootles/kudos to students and teachers.	**.40***	**.43***	.29	**.42***	.33	**.47***	.30	.53**	.48**	.31	.52**
I include PAX GBG in my classroom visits/walkthroughs and/or staff reviews/evaluations.	**.50****	**.49****	**.42***	**.53****	**.57****	**.60****	**.50****	**.54****	**.58****	**.48****	**.61****
I include PAX in announcements, memos, and/or newsletters sent home or to staff.	**.52****	**.55****	**.52****	**.52****	**.67****	**.44***	**.44***	**.52****	**.65****	**.60****	**.76****
I participate in Granny's Wacky Prizes.	**.51****	**.48****	**.43***	**.65****	**.53****	**.67****	**.52****	**.73****	**.64****	**.45****	**.62****
I model use of PAX Quiet (Harmonica) in common spaces.	**.61****	**.61****	**.51****	**.60****	**.74****	**.74****	**.72****	**.62****	**.69****	**.58****	**.72****
I use PAX language with students and teachers (e.g., PAX Leader, PAX Voices, PAX Hands and Feet).	**.74****	**.76****	**.75****	**.64****	**.74****	**.78****	**.72****	**.62****	**.71****	**.76****	**.71****
I actively bring up PAX in any leadership or district meetings I attend.	**.58****	**.63****	**.56****	**.67****	**.57****	**.62****	**.50****	**.68****	**.65****	**.57****	**.71****
I help staff see the connections between PAX GBG and other programs/MTSS/PBIS.	**.71****	**.73****	**.59****	**.75****	**.70****	**.69****	**.61****	**.73****	**.79****	**.67****	**.78****
I seek support from a local PAX GBG champion or resource outside of our school building in the community.	**.39***	**.41***	**.40***	**.59****	**.56****	**.55****	**.39***	**.60****	**.60****	**.47****	**.71****
I talk with other colleagues at different schools for ideas.	.37	**.38***	**.40***	**.44***	**.51****	.39	.32	**.50****	**.48****	**.46****	**.50****
I seek support from PAXIS Institute when needed.	.33	.34	.28	**.42***	.28	.33	.18	**.39***	**.45***	.31	**.51****
I ensure PAXIS resources, such as newsletters, are disseminated.	**.48***	**.46****	**.45****	**.51****	**.44***	**.46***	.36	**.51****	**.55****	**.50****	**.64****
n	27	32	34	33	32	25	28	27	28	34	28

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C30a. *Daily Use of Strategies by Administrator Practices to Promote and Sustain PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

Statements	PAX Vision	PAX Leader	PAX Quiet	Granny's Wacky Prizes	PAX Hands and Feet	Beat The Timer	PAX Stix	Tootles	Ok/Not Ok	PAX Voices	PAX Game
I bring up PAX GBG in meetings (e.g., staff, team meetings).	.31	**.63****	**.72****	**.57****	**.64****	**.69****	**.77****	.37	.35	**.56****	**.62****
I set clear expectations for trained staff to use PAX GBG strategies.	.29	**.45***	**.65****	**.62****	**.65****	**.58****	**.61****	.39	.35	**.55****	**.65****
I read tootles/kudos over the announcements and/or write tootles/kudos to students and teachers.	.27	**.43***	.22	.16	.18	.42	.23	.09	.23	.18	.13
I include PAX GBG in my classroom visits/walkthroughs and/or staff reviews/evaluations.	.28	**.43***	**.58****	**.68****	**.62****	**.71****	**.70****	**.47***	**.42***	**.62****	**.70****
I include PAX in announcements, memos, and/or newsletters sent home or to staff.	.30	**.48****	**.65****	.37	**.80****	.32	**.39***	.32	.39	**.66****	**.63****
I participate in Granny's Wacky Prizes.	.24	.30	**.44***	**.63****	**.44***	**.67****	**.52****	**.49***	.33	.35	**.58****
I model use of PAX Quiet (Harmonica) in common spaces.	.37	**.48****	**.58****	**.64****	**.60****	**.72****	**.72****	**.52***	**.44***	**.61****	**.67****
I use PAX language with students and teachers (e.g., PAX Leader, PAX Voices, PAX Hands and Feet).	**.50***	**.72****	**.80****	**.61****	**.80****	**.81****	**.71****	**.57****	**.56****	**.73****	**.74****
I actively bring up PAX in any leadership or district meetings I attend.	**.46***	**.52****	**.58****	**.65****	**.62****	**.73****	**.60****	**.69****	**.41***	**.55****	**.68****
I help staff see the connections between PAX GBG and other programs/MTSS/PBIS.	**.55****	**.59****	**.60****	**.72****	**.65****	**.70****	**.67****	**.72****	**.50****	**.61****	**.75****
I seek support from a local PAX GBG champion or resource outside of our school building in the community.	.27	.29	**.45***	**.58****	**.52****	**.55****	**.43***	**.45***	.33	**.49****	**.62****
I talk with other colleagues at different schools for ideas.	.18	.25	**.41***	.22	**.48****	.42	.28	.23	.17	**.47****	.33
I seek support from PAXIS Institute when needed.	-.03	.23	.31	.22	.29	.39	.17	.00	.00	.27	.26
I ensure PAXIS resources, such as newsletters, are disseminated.	.26	**.44***	**.60****	.35	**.59****	**.56****	**.45***	.31	.29	**.51****	**.50***
n	21	28	31	24	28	22	26	22	26	31	24

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C31. *Weekly Use of Strategies by Administrator Practices to Promote and Sustain PAX GBG, PAX Targeted Administrator Survey, January-April 2024*

Statements	PAX Vision		PAX Leader		PAX Quiet		Granny's Wacky Prizes		PAX Hands and Feet		Beat The Timer		PAX Stix		Tootles		Ok/Not Ok		PAX Voices		PAX Game	
Statistic	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***
I bring up PAX GBG in meetings (e.g., staff, team meetings).	0.15	26	0.14	25	0.15	26	**.45***	25	0.13	23	0.33	26	0.25	23	0.25	24	0.38	24	0.29	22	0.37	25
I set clear expectations for trained staff to use PAX GBG strategies.	0.15	26	0.13	25	0.26	26	**.63****	25	0.23	23	**.56****	26	0.31	23	0.22	24	**.51***	24	0.32	22	**.48***	25
I read tootles/kudos over the announcements and/or write tootles/kudos to students and teachers.	0.18	26	-0.05	25	0.03	26	0.20	25	-0.22	23	0.10	26	0.07	23	0.05	24	0.13	24	0.04	22	0.00	25
I include PAX GBG in my classroom visits/walkthroughs and/or staff reviews/evaluations.	-0.15	26	-0.08	25	0.01	26	0.10	25	-0.10	23	0.27	26	0.06	23	0.05	24	0.22	24	-0.17	22	0.27	25
I include PAX in announcements, memos, and/or newsletters sent home or to staff.	-0.26	26	-0.03	25	0.02	26	0.22	25	-0.12	23	0.33	26	-0.01	23	0.04	24	0.27	24	-0.05	22	0.27	25
I participate in Granny's Wacky Prizes.	0.16	26	0.32	25	**.41***	26	0.25	25	0.34	23	0.38	26	0.00	23	0.24	24	0.23	24	0.06	22	0.34	25
I model use of PAX Quiet (Harmonica) in common spaces.	0.03	26	0.13	25	0.19	26	0.03	25	0.06	23	0.10	26	-0.18	23	-0.07	24	-0.10	24	0.20	22	0.00	25
I use PAX language with students and teachers (e.g., PAX Leader, PAX Voices, PAX Hands and Feet).	0.25	26	**.42***	25	**.45***	26	**.41***	25	0.38	23	**.47***	26	0.30	23	0.32	24	0.34	24	0.38	22	0.37	25
I actively bring up PAX in any leadership or district meetings I attend.	0.10	26	0.17	25	0.25	26	**.41***	25	0.05	23	**.49***	26	0.20	23	0.10	24	0.35	24	0.22	22	0.36	25
I help staff see the connections between PAX GBG and other programs/MTSS/PBIS.	0.13	26	0.31	25	**.42***	26	**.51****	25	0.38	23	**.50****	26	0.20	23	0.31	24	0.36	24	0.15	22	**.44***	25
I seek support from a local PAX GBG champion or resource outside of our school building in the community.	0.03	25	0.39	24	**.45***	25	0.17	25	0.36	22	0.21	26	-0.01	23	0.16	24	0.09	24	0.04	21	0.10	25
I talk with other colleagues at different schools for ideas.	0.20	25	-0.05	24	-0.10	25	0.07	25	-0.01	22	0.07	26	-0.17	23	-0.21	24	-0.04	24	-0.03	21	0.12	25
I seek support from PAXIS Institute when needed.	0.24	25	0.08	24	0.15	25	0.33	25	0.00	22	0.19	26	-0.02	23	-0.04	24	0.26	24	0.13	21	0.17	25
I ensure PAXIS resources, such as newsletters, are disseminated.	0.19	25	0.21	24	0.18	25	0.11	25	0.14	22	0.26	26	-0.08	23	-0.05	24	0.16	24	0.09	21	0.23	25

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C31a. *Daily Use of Strategies by Administrator Practices to Promote and Sustain PAX GBG, PAX Targeted Administrator Survey, January-April 2024*

Statements	PAX Vision		PAX Leader		PAX Quiet		Granny's Wacky Prizes		PAX Hands and Feet		Beat The Timer		PAX Stix		Tootles		Ok/Not Ok		PAX Voices		PAX Game	
Statistic	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***	***n***
I bring up PAX GBG in meetings (e.g., staff, team meetings).	0.15	26	0.14	25	0.15	26	**.45***	25	0.13	23	0.33	26	0.25	23	0.25	24	0.38	24	0.29	22	0.37	25
I set clear expectations for trained staff to use PAX GBG strategies.	0.15	26	0.13	25	0.26	26	**.63****	25	0.23	23	**.56****	26	0.31	23	0.22	24	**.51***	24	0.32	22	**.48***	25
I read tootles/kudos over the announcements and/or write tootles/kudos to students and teachers.	0.18	26	-0.05	25	0.03	26	0.20	25	-0.22	23	0.10	26	0.07	23	0.05	24	0.13	24	0.04	22	0.00	25
I include PAX GBG in my classroom visits/walkthroughs and/or staff reviews/evaluations.	-0.15	26	-0.08	25	0.01	26	0.10	25	-0.10	23	0.27	26	0.06	23	0.05	24	0.22	24	-0.17	22	0.27	25
I include PAX in announcements, memos, and/or newsletters sent home or to staff.	-0.26	26	-0.03	25	0.02	26	0.22	25	-0.12	23	0.33	26	-0.01	23	0.04	24	0.27	24	-0.05	22	0.27	25
I participate in Granny's Wacky Prizes.	0.16	26	0.32	25	**.41***	26	0.25	25	0.34	23	0.38	26	0.00	23	0.24	24	0.23	24	0.06	22	0.34	25
I model use of PAX Quiet (Harmonica) in common spaces.	0.03	26	0.13	25	0.19	26	0.03	25	0.06	23	0.10	26	-0.18	23	-0.07	24	-0.10	24	0.20	22	0.00	25
I use PAX language with students and teachers (e.g., PAX Leader, PAX Voices, PAX Hands and Feet).	0.25	26	**.42***	25	**.45***	26	**.41***	25	0.38	23	**.47***	26	0.30	23	0.32	24	0.34	24	0.38	22	0.37	25
I actively bring up PAX in any leadership or district meetings I attend.	0.10	26	0.17	25	0.25	26	**.41***	25	0.05	23	**.49***	26	0.20	23	0.10	24	0.35	24	0.22	22	0.36	25
I help staff see the connections between PAX GBG and other programs/MTSS/PBIS.	0.13	26	0.31	25	**.42***	26	**.51****	25	0.38	23	**.50****	26	0.20	23	0.31	24	0.36	24	0.15	22	**.44***	25
I seek support from a local PAX GBG champion or resource outside of our school building in the community.	0.03	25	0.39	24	**.45***	25	0.17	25	0.36	22	0.21	26	-0.01	23	0.16	24	0.09	24	0.04	21	0.10	25
I talk with other colleagues at different schools for ideas.	0.20	25	-0.05	24	-0.10	25	0.07	25	-0.01	22	0.07	26	-0.17	23	-0.21	24	-0.04	24	-0.03	21	0.12	25
I seek support from PAXIS Institute when needed.	0.24	25	0.08	24	0.15	25	0.33	25	0.00	22	0.19	26	-0.02	23	-0.04	24	0.26	24	0.13	21	0.17	25
I ensure PAXIS resources, such as newsletters, are disseminated.	0.19	25	0.21	24	0.18	25	0.11	25	0.14	22	0.26	26	-0.08	23	-0.05	24	0.16	24	0.09	21	0.23	25

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C32. *Frequency of Strategy Use by Administrator Practices to Support PAX GBG Implementation and Sustainability, PAX Targeted Teacher Survey, January-April 2024*

Strategies	My district endorses/supports PAX.		My administrator provides support for PAX.		PAX trainings are readily available and offered in my school district.		I notice PAX language or signage when I am out in the community.	
Statistic	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***
PAX Vision	167	**.17***	167	**.25****	167	**.17***	167	.05
PAX Leader	167	.05	167	.12	167	.11	167	-.04
PAX Quiet	172	.00	172	**.15***	172	.02	172	-.06
Granny's Wacky Prizes	165	.08	165	.11	165	.15	165	.12
PAX Hands and Feet	166	.07	166	**.22****	166	**.18***	166	.05
Beat the Timer	163	.05	163	.11	163	.11	163	.00
PAX Stix	168	.08	168	.08	168	-.01	168	-.04
Tootles	162	.06	162	**.16***	162	**.17***	162	**.16***
Ok/Not Ok	162	.03	162	**.17***	162	**.20***	162	.09
PAX Voices	169	.05	169	.14	169	.09	169	.08
PAX Game	161	.15	161	.14	161	.13	161	**.16***

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C33. *Quality of Strategy Implementation by Administrator Practices to Support PAX GBG Implementation and Sustainability, PAX Targeted Teacher Survey, January-April 2024*

Strategies	My district endorses/supports PAX.		My administrator provides support for PAX.		PAX trainings are readily available and offered in my school district.		I notice PAX language or signage when I am out in the community.	
Statistic	***n***	***r***	***n***	***r***	***n***	***r***	***n***	***r***
PAX Vision	167	.13	167	.15	167	.14	167	.14
PAX Leader	168	.09	168	**.19***	168	.07	168	.09
PAX Quiet	167	.08	167	**.24****	167	.09	167	-.01
Granny's Wacky Prizes	150	.02	150	**.22****	150	.02	150	.11
PAX Hands and Feet	153	**.23****	153	**.23****	153	.15	153	.13
Beat the Timer	132	.07	132	**.20***	132	.12	132	-.02
PAX Stix	156	.08	156	**.25****	156	.06	156	-.10
Tootles	120	-.11	120	.08	120	.12	120	.09
Ok/Not Ok	103	**.20***	103	**.27****	103	**.33****	103	-.05
PAX Voices	165	**.18***	165	**.19***	165	**.17***	165	.00
PAX Game	139	.01	139	.05	139	.03	139	-.05

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C34. *Level of Administrator Comfort Implementing PAX Game in Classroom, PAX Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

Question	n	Not at all	Slightly	Moderately	Very	Extremely
Representative admin: How comfortable are you or would you be implementing a PAX Game in a classroom yourself?	61	10 (16%)	10 (16%)	12 (20%)	16 (26%)	13 (21%)
Targeted admin: How comfortable are you or would you be implementing a PAX Game in a classroom yourself?	49	1 (2%)	2 (4%)	11 (22%)	24 (49%)	11 (22%)

Table C35. *Weekly Use of Kernels by Administrator Comfort Implementing PAX Game, PAX Representative Administrator Survey, October 2023-April 2024*

% Using Strategies Weekly	*n*	Comfort Implementing a PAX Game in a Classroom
PAX Vision	29	.32
PAX Leader	33	**.39***
PAX Quiet	35	.33
Granny's Wacky Prizes	34	**.39***
PAX Hands and Feet	33	**.46****
Beat The Timer	26	**.44***
PAX Stix	29	**.37***
Tootles	29	.34
Ok/Not Ok	30	**.38***
PAX Voices	36	**.35***
PAX Game	29	**.43***

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C36. *Daily Use of Kernels by Administrator Comfort Implementing PAX Game, PAX Targeted Administrator Survey, January-April 2024*

% Using Strategies Daily	*n*	Admin comfort administering PAX Game
PAX Vision	24	.37
PAX Leader	27	**.44***
PAX Quiet	28	**.49****
Granny's Wacky Prizes	21	**.56****
PAX Hands and Feet	25	**.59****
Beat The Timer	20	**.61****
PAX Stix	24	.12
Tootles	23	.31
Ok/Not Ok	21	**.64****
PAX Voices	24	.34
PAX Game	23	**.60****

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Table C37. *Weekly Use of Strategies by Total Universal Prevention Practices Used, PAX Targeted Administrator Survey, January-April 2024*

% Using Strategies Weekly	*n*	Total Universal Prevention Practices
PAX Vision	27	-.29
PAX Leader	26	**-.54****
PAX Quiet	27	**-.51****
Granny's Wacky Prizes	26	-.13
PAX Hands and Feet	24	-.40
Beat The Timer	27	-.37
PAX Stix	24	**-.49***
Tootles	25	**-.43***
Ok/Not Ok	25	**-.50***
PAX Voices	23	**-.56****
PAX Game	26	-.34

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table C38. *Level of Agreement with Benefits of PAX GBG, PAX Targeted Administrator Survey, January-April 2024*

Statements	n	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Improved school climate	43	1 (2%)	1 (2%)	3 (7%)	13 (30%)	25 (58%
Improved student behavior	43	1 (2%)	1 (2%)	3 (7%)	18 (42%)	20 (47%)
Improved teacher classroom management	43	1 (2%)	1 (2%)	4 (9%)	15 (35%)	22 (51%)
Improved relationships between teachers and students	43	1 (2%)	1 (2%)	5 (12%)	15 (35%)	21 (49%)
Improved school-home connections	43	1 (2%)	3 (7%)	12 (28%)	14 (33%)	13 (30%)
Creates a universal shared language	43	1 (2%)	1 (2%)	2 (5%)	9 (21%)	30 (70%)

Table C39. *Frequencies for Level of Agreement with Statements About the Benefits of PAX, Current Users, PAX Targeted Teacher Survey, January-April 2024*

Statement	*n*	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
PAX improves school climate.	173	2 (1%)	7 (4%)	17 (10%)	61 (35%)	86 (50%)
PAX improves student behavior.	173	3 (2%)	5 (3%)	16 (9%)	69 (40%)	80 (46%)
PAX creates a universal shared language.	172	3 (2%)	3 (2%)	6 (3%)	53 (31%)	107 (62%)
PAX creates a trauma-informed environment.	172	4 (2%)	6 (3%)	36 (21%)	65 (38%)	61 (35%)
PAX improves teacher classroom management.	173	5 (3%)	6 (3%)	16 (9%)	65 (38%)	81 (47%)
PAX improves relationships between teachers and students.	173	3 (2%)	6 (3%)	22 (13%)	69 (40%)	73 (42%)
PAX improves school-home connections.	173	6 (3%)	16 (9%)	59 (34%)	61 (35%)	31 (18%)
PAX improves consistency across staff/teachers.	173	4 (2%)	7 (4%)	14 (8%)	60 (35%)	88 (51%)
PAX reduces my stress.	173	11 (6%)	13 (8%)	33 (19%)	57 (33%)	59 (34%)

Table C40. *Frequencies for Level of Agreement with Statements About the Benefits of PAX, Previous Users, PAX Targeted Teacher Survey, January-April 2024*

Statement	*n*	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
PAX improved school climate.	55	8 (15%)	8 (15%)	14 (25%)	21 (38%)	4 (7%)
PAX improved student behavior.	55	8 (15%)	5 (9%)	22 (40%)	15 (27%)	5 (9%)
PAX created a universal shared language.	55	2 (4%)	3 (5%)	9 (16%)	31 (56%)	10 (18%)
PAX created a trauma-informed environment.	55	3 (5%)	14 (25%)	20 (36%)	15 (27%)	3 (5%)
PAX improved teacher classroom management.	55	7 (13%)	10 (18%)	19 (35%)	16 (29%)	3 (5%)
PAX improved relationships between teachers and students.	55	6 (11%)	6 (11%)	24 (44%)	16 (29%)	3 (5%)
PAX improved school-home connections.	55	11 (20%)	14 (25%)	22 (40%)	6 (11%)	2 (4%)
PAX improved consistency across staff/teachers.	55	6 (11%)	7 (13%)	14 (25%)	23 (42%)	5 (9%)
PAX improved my stress.	53	20 (38%)	12 (23%)	13 (25%)	6 (11%)	2 (4%)

Table C41. *Weekly Use of Strategies by Perceived Benefits of PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

% Using Kernels Weekly	*n*	Improved school climate	Improved student behavior	Improved teacher classroom management	Improved relationships between teachers and students	Improved school-home connections	Creates a universal shared language
PAX Vision	27	.29	.25	.19	.17	-.14	.33
PAX Leader	32	**.39***	.31	.24	.20	-.04	**.39***
PAX Quiet	34	**.45****	**.38***	.31	.29	.15	**.44****
Granny's Wacky Prizes	33	**.37***	.26	.21	.17	-.07	.31
PAX Hands and Feet	32	**.65****	**.59****	**.57****	**.48****	**.36***	**.63****
Beat The Timer	25	**.54****	**.44***	.38	.39	.10	**.43***
PAX Stix	28	**.47***	**.45***	**.40***	**.40***	.16	**.49****
Tootles	27	.21	.13	.12	.14	-.19	.23
Ok/Not Ok	28	.36	.29	.26	.21	-.06	.35
PAX Voices	34	**.42***	.34	.27	.23	.10	**.41***
PAX Game	28	**.39***	.30	.30	.19	.03	.33

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C41a. *Daily Use of Strategies by Perceived Benefits of PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

% Using Kernels Daily	*n*	Improved school climate	Improved student behavior	Improved teacher classroom management	Improved relationships between teachers and students	Improved school-home connections	Creates a universal shared language
PAX Vision	21	.30	.40	.25	.19	-.05	.39
PAX Leader	28	**.41***	**.44***	.30	.25	.02	**.46***
PAX Quiet	31	**.52****	**.48****	**.36***	.34	.23	**.50****
Granny's Wacky Prizes	24	**.62****	**.54****	**.56****	**.45***	.18	**.64****
PAX Hands and Feet	28	**.58****	**.54****	**.48****	.36	.20	**.61****
Beat The Timer	22	**.45***	.37	.34	.33	.01	.36
PAX Stix	26	**.42***	**.40***	.35	.35	.13	**.40***
Tootles	22	**.46***	.42	.42	.35	-.01	**.46***
Ok/Not Ok	26	.35	**.42***	.28	.21	.03	**.45***
PAX Voices	31	**.43***	**.46***	**.39***	.33	.29	**.45***
PAX Game	24	**.58****	**.50***	**.50***	.37	.08	**.58****

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C42. *Frequency of Strategy Use by Perceived Benefits of Pax GBG, PAX Targeted Teacher Survey, January-April 2024*

Benefits	Statistic	PAX Vision	PAX Leader	PAX Quiet	Granny's Wacky Prizes	PAX Hands and Feet	Beat the Timer	PAX Stix	Tootles	Ok/Not Ok	PAX Voices	PAX Game
PAX improves school climate.	Pearson Correlation	**.17***	.06	.08	**.18***	**.20***	.15	.07	.00	**.16***	.00	**.20***
	n	168	168	173	165	167	163	169	162	163	170	161
PAX improves student behavior.	Pearson Correlation	.07	-.05	-.04	**.28****	.12	.15	.08	-.02	.07	-.06	**.27****
	n	168	168	173	165	167	163	169	162	163	170	161
PAX creates a universal shared language.	Pearson Correlation	**.16***	**.17***	.22**	.189*	**.24****	**.24****	**.24****	-.01	.04	.07	**.26****
	n	167	167	172	164	166	162	168	161	162	169	160
PAX creates a trauma-informed environment.	Pearson Correlation	**.16***	.02	-.02	**.16***	.11	.08	.06	.00	.06	-.04	**.16***
	n	167	167	172	164	166	162	168	161	162	169	160
PAX improves teacher classroom management.	Pearson Correlation	.11	.03	-.01	**.24****	**.20****	**.20***	.09	-.01	.07	-.07	**.23****
	n	168	168	173	165	167	163	169	162	163	170	161
PAX improves relationships between teachers and students.	Pearson Correlation	.15	-.01	.02	**.26****	**.19***	**.22****	.08	.01	.07	.02	**.26****
	n	168	168	173	165	167	163	169	162	163	170	161
PAX improves school-home connections.	Pearson Correlation	.10	.00	-.01	.15	**.25****	.10	.03	.10	**.15***	.06	.12
	n	168	168	173	165	167	163	169	162	163	170	161
PAX improves consistency across staff/teachers.	Pearson Correlation	.11	.01	.07	**.16***	.09	**.19***	.10	-.04	.09	.07	**.19***
	n	168	168	173	165	167	163	169	162	163	170	161
PAX reduces my stress.	Pearson Correlation	.10	-.07	.01	**.25****	.11	**.16***	.07	.05	.12	.02	**.25****
	n	168	168	173	165	167	163	169	162	163	170	161

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Table C43. *Weekly Use of Strategies by Perceived Difficulties of PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

% Using Strategies Weekly	Statistic	It is difficult to integrate PAX within classroom practices.	We have too many overlapping Tier 1 practices.	Our building/district adopted a different Tier 1 program, which made it difficult to maintain PAX.	There is a lack of district endorsement/support for PAX GBG.
PAX Vision	Pearson Correlation	-0.39	**-.48***	**-.52***	-0.24
	n	20	21	19	20
PAX Leader	Pearson Correlation	-0.33	**-.41***	**-.55****	**-.45***
	n	24	25	21	24
PAX Quiet	Pearson Correlation	**-.51****	**-.43***	**-.55****	**-.45***
	n	26	26	23	26
Granny's Wacky Prizes	Pearson Correlation	**-.51****	**-.43***	**-.45***	-0.26
	n	25	24	22	25
PAX Hands and Feet	Pearson Correlation	-0.34	**-.43***	**-.55***	-0.32
	n	24	24	20	24
Beat The Timer	Pearson Correlation	**-.67****	**-.66****	**-.55***	-0.31
	n	17	17	17	17
PAX Stix	Pearson Correlation	**-.54***	**-.66****	**-.67****	-0.28
	n	20	20	18	20
Tootles	Pearson Correlation	**-.55***	-0.44	-0.33	-0.05
	n	19	19	17	19
Ok/Not Ok	Pearson Correlation	-0.40	**-.47***	**-.51***	-0.29
	n	20	20	19	20
PAX Voices	Pearson Correlation	**-.47***	**-.57****	**-.68****	**-.54****
	n	26	26	22	26
PAX Game	Pearson Correlation	**-.49***	**-.47***	**-.54***	-0.39
	n	20	19	18	20

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C43a. *Daily Use of Strategies by Perceived Difficulties of PAX GBG, PAX Representative Administrator Survey, October 2023-April 2024*

% Using Strategies Daily	Statistic	It is difficult to integrate PAX within classroom practices.	We have too many overlapping Tier 1 practices.	Our building/district adopted a different Tier 1 program, which made it difficult to maintain PAX.	There is a lack of district endorsement/support for PAX GBG.
PAX Vision	Pearson Correlation	-0.24	-0.35	-0.36	0.10
	n	13	14	13	14
PAX Leader	Pearson Correlation	-0.29	-0.38	**-.56***	-0.29
	n	19	20	16	20
PAX Quiet	Pearson Correlation	**-.44***	-0.42	**-.63****	-0.39
	n	21	21	18	22
Granny's Wacky Prizes	Pearson Correlation	-0.46	-0.40	-0.37	-0.02
	n	16	16	14	17
PAX Hands and Feet	Pearson Correlation	-0.30	-0.35	-0.45	-0.29
	n	19	19	15	20
Beat The Timer	Pearson Correlation	**-.75****	**-.64***	-0.50	-0.24
	n	13	14	13	14
PAX Stix	Pearson Correlation	**-.57***	**-.61***	**-.71****	-0.29
	n	16	16	14	17
Tootles	Pearson Correlation	-0.36	-0.18	-0.12	0.11
	n	14	14	13	15
Ok/Not Ok	Pearson Correlation	-0.37	-0.46	-0.41	0.01
	n	16	16	15	17
PAX Voices	Pearson Correlation	**-.59****	**-.57****	**-.76****	**-.48***
	n	21	21	17	22
PAX Game	Pearson Correlation	-0.45	-0.49	-0.46	-0.04
	n	15	15	13	16

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C44. *Weekly Use of Strategies by Perceived Difficulties of PAX GBG, PAX Targeted Administrator Survey, January-April 2024*

% Using Strategies Weekly	Statistic	It is difficult to integrate PAX within classroom practices.	We have too many overlapping Tier 1 practices.	Our building/district adopted a different Tier 1 program, which made it difficult to maintain PAX.	There is a lack of district endorsement/support for PAX GBG.
PAX Vision	Pearson Correlation	0.09	-0.41	-0.48	-0.21
	n	23	18	11	16
PAX Leader	Pearson Correlation	0.04	-0.29	**-.82****	-0.48
	n	21	17	11	16
PAX Quiet	Pearson Correlation	-0.15	-0.20	**-.79****	-0.44
	n	23	18	11	16
Granny's Wacky Prizes	Pearson Correlation	0.03	-0.36	-0.38	-0.27
	n	23	18	11	16
PAX Hands and Feet	Pearson Correlation	-0.08	-0.39	**-.84****	-0.30
	n	20	15	9	13
Beat The Timer	Pearson Correlation	-0.22	-0.43	-0.52	-0.38
	n	24	19	13	18
PAX Stix	Pearson Correlation	-0.20	**-.57***	**-.85****	-0.49
	n	20	16	11	15
Tootles	Pearson Correlation	0.08	-0.19	**-.73***	**-.59***
	n	22	17	11	16
Ok/Not Ok	Pearson Correlation	-0.26	-0.40	-0.54	-0.35
	n	22	17	10	15
PAX Voices	Pearson Correlation	-0.17	-0.46	**-.93****	**-.61***
	n	19	15	10	14
PAX Game	Pearson Correlation	-0.33	-0.23	-0.41	-0.36
	n	22	17	11	16

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C44a. *Daily Use of Strategies by Perceived Difficulties of PAX GBG, PAX Targeted Administrator Survey, January-April 2024*

% Using Strategies Daily	Statistic	It is difficult to integrate PAX within classroom practices.	We have too many overlapping Tier 1 practices.	Our building/district adopted a different Tier 1 program, which made it difficult to maintain PAX.	There is a lack of district endorsement/support for PAX GBG.
PAX Vision	Pearson Correlation	-0.03	**-.57***	-0.42	-0.24
	n	22	14	9	13
PAX Leader	Pearson Correlation	0.03	-0.26	-0.51	-0.44
	n	24	17	12	16
PAX Quiet	Pearson Correlation	0.01	-0.16	**-.63***	**-.52***
	n	26	18	12	16
Granny's Wacky Prizes	Pearson Correlation	-0.11	**-.56***	-0.28	-0.13
	n	19	14	8	12
PAX Hands and Feet	Pearson Correlation	-0.02	-0.14	-0.34	-0.19
	n	23	15	10	13
Beat The Timer	Pearson Correlation	-0.36	-0.47	-0.33	-0.24
	n	18	12	7	11
PAX Stix	Pearson Correlation	-0.04	-0.09	-0.37	-0.26
	n	21	15	11	13
Tootles	Pearson Correlation	0.09	-0.24	-0.58	-0.30
	n	21	15	10	14
Ok/Not Ok	Pearson Correlation	-0.22	-0.23	-0.24	-0.14
	n	19	13	7	11
PAX Voices	Pearson Correlation	0.07	-0.13	**-.63***	-0.45
	n	22	15	11	14
PAX Game	Pearson Correlation	-0.25	-0.24	-0.28	-0.24
	n	20	15	10	14

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table C45. *Frequency of Strategy Use by Perceived Difficulties of PAX GBG, PAX Targeted Teacher Survey, January-April 2024*

Perceptions	Statistic	My district endorses/supports PAX.	My administrator provides support for PAX.	PAX trainings are readily available and offered in my school district.	I notice PAX language or signage when I am out in the community.
PAX aligns with my teaching philosophy.	Pearson Correlation	.13	**.34****	**.17***	**.20****
	n	172	172	172	172
It is easy to integrate PAX within my daily classroom practices.	Pearson Correlation	**.21****	**.44****	**.23****	**.24****
	n	171	171	171	171
There are too many overlapping Tier 1 practices/programs.	Pearson Correlation	.01	**-.19***	**-.22****	.01
	n	171	171	171	171
I use different Tier 1 strategies in my classroom, instead of PAX.	Pearson Correlation	-.11	**-.20****	-.10	-.07
	n	171	171	171	171
COVID related changes and challenges interfered with my ability to sustain use of PAX practices.	Pearson Correlation	-.06	-.10	.05	.10
	n	171	171	171	171

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Perceived Needs and Gaps

Table C46. *Frequencies for Types of Support That Would Have Been Helpful in Using PAX GBG, Previous Users, PAX Targeted Teacher Survey, January-April 2024 (n = 49)*

Type of Support	*n*	%
Modeling/instruction from a PAX Partner	12	24%
Consultation from a PAX Partner	10	20%
Live professional development training	8	16%
Self-paced online learning modules	8	16%
Ongoing technical assistance or advice from a local agency in my community (e.g., behavioral health provider, State Support Team)	4	8%
More momentum among my colleagues so we could troubleshoot issues	14	29%
Opportunities to meet with other teachers who use PAX, either in or outside of my building	22	45%
Administrator providing ideas and/or holding me more accountable for using PAX	9	18%
Other	13	27%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Table C47. *Supports That Would Be Beneficial, PTCE Survey, January-April 2024 (n = 27)*

Supports	*n*	%
Connecting with other PTCEs in my area to troubleshoot issues	12	44%
Practice/co-facilitation of workshops	12	44%
Workshops/training on presentation skills	8	30%
Training in trauma	8	30%
Training in mental health in youth	8	30%
Other (i.e., more training, observing trainings)	2	7%
None of these	2	7%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%. PTCEs = PAX Tools Community Educator

Table C48. *Supports That Would Be Beneficial, PAX Partner Survey, December 2023-April 2024*

Needs - Current PAX Partners	Current External (*n* = 19)	Current Internal (*n* = 25)	Current PAX Partner (*n* = 44)
More support for PAX from school administrators	14 (74%)	10 (40%)	24 (55%)
Outside support from an agency, such as behavioral health agency	3 (16%)	12 (48%)	15 (34%)
More professional development from PAXIS for your role. (i.e., in-person, live, modules, ongoing PAX community)	2 (11%)	8 (32%)	10 (23%)
Meeting with/hearing from other PAX Partners	11 (58%)	13 (52%)	24 (55%)
Training/professional development or tutorials on consultation skills and related topics	5 (26%)	11 (44%)	16 (36%)
Video resources of PAX implementation	7 (37%)	11 (44%)	18 (41%)
Resources for the PAX up app	2 (11%)	10 (40%)	12 (27%)
Other	2 (11%)	3 (12%)	5 (11%)
No additional support	1 (5%)	1 (4%)	2 (5%)

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%.

Funding

Table C49. *Funding Sources for PAX in School Building, Representative Administrator Survey, October 2023-April 2024 and PAX Targeted Administrator Survey, January-April 2024*

	Representative admin (Number of Schools = 55)		Targeted Admin (Number of Responses = 41)	
Funding Source	*n*	%	n	%
SST	4	7%	6	15%
ESC	7	13%	8	20%
MHRB	9	16%	10	24%
Hospital	3	5%	8	20%
Grant Funding	10	18%	12	29%
Title I or Title IV	2	4%	3	7%
CURES Act Funding	5	9%	3	7%
School district or building funds	5	9%	11	27%
Other*	5	9%	4	10%
I don't know	15	27%	5	12%
None of these	7	13%	1	2%

Note. Participants were able to select more than one option resulting in percentage totals greater than 100%. SST = state support team. ESC = Educational Service Center. MHRB = Mental Health and Recovery Board

Table C50. *Funding Sources for External PAX Partners, PAX Partner Survey, December 2023-April 2024*

Funding Source	Current External (*n* = 29)	Previous External (*n* = 9)	Total External (*n* = 38)
MHRB	16 (55%)	5 (56%)	21 (55%)
Behavioral Health provider (e.g., community mental health agency, hospital)	5 (17%)	0 (0%)	5 (13%)
Public Health Agency	3 (10%)	0 (0%)	3 (8%)
SST	1 (3%)	0 (0%)	1 (3%)
ESC	10 (34%)	2 (22%)	12 (32%)
School district	2 (7%)	1 (11%)	3 (8%)
Other (i.e., ADAMHS, Grant funded position, NCH)	3 (10%)	0 (0%)	3 (8%)
None of these	0 (0%)	1 (11%)	1 (3%)
Unsure	1 (3%)	1 (11%)	2 (5%)

Note. SST = state support team. ESC = Educational Service Center. ADAMHS = Alcohol, Drug Addiction, Mental Health Services. NCH = Nationwide Children's Hospital. MHRB = Mental Health and Recovery Board

Infrastructure Activities

PAX Training Data

Table C51. *Positions of those who Attended PAX Trainings, All PAX Trainings, August 2023-August 2024*

Position	*n*	%
Teacher	513	47%
Intervention/Behavioral Specialist	159	15%
Instructional Assistant/Support Staff	135	12%
Community Agency/Contracted Supporter	70	6%
Administrator/Superintendent	84	8%
Counselor/Social Worker	116	11%
Other	8	1%
Total	**1085**	**100%**

Table C52. *Attendee Demographics, All PAX Trainings, August 2023-August 2024*

Demographics	Item	*n*	%
Gender	Female	943	91%
	Male	70	7%
	Non-binary	2	0%
	Other	2	0%
	Prefer not to answer	21	2%
Race	African American	50	5%
	American Indian or Alaska Native	3	0%
	Asian	6	1%
	Multiracial	18	2%
	Other	9	1%
	Prefer not to answer	55	5%
	White	897	86%
Ethnicity	Hispanic	17	2%
	Not Hispanic	960	93%
	Prefer not to answer	58	6%
Age	18-20	6	1%
	21-24	81	8%
	25-44	552	53%
	45-64	353	34%
	65+	17	2%
	Prefer not to answer	26	3%

Note. Percentages may not add up to 100 due to rounding.

Consultation Skill Modules

Table C53. *Participant Average Level of Agreement with the Acceptability of Module Content, All Modules*

Module	Agree/Strongly Agree	Neither Agree nor Disagree	Disagree/Strongly Disagree
Implementation Planning (*n* = 56)	98%	2%	0%
Overcoming Barriers Pt1 (*n* = 56)	97%	3%	0%
Providing Feedback (*n* = 48)	99%	1%	0%
Equity Module (*n* = 55)	95%	4%	2%
Foundational Coaching (*n* = 68)	100%	0%	0%
Launching Relationships (*n* = 58)	99%	1%	0%
Overcoming Barriers Pt2 (*n* = 42)	96%	4%	0%
Using Data (*n* = 53)	100%	0%	0%
Overcoming Barriers Pt3 (*n* = 25)	98%	0%	2%
Overall Average	**98%**	**2%**	**0%**

Table C54. *Participant Average Level of Agreement with the Appropriateness of Module Content, All Modules*

Module	Agree/Strongly Agree	Neither Agree nor Disagree	Disagree/Strongly Disagree
Implementation Planning (*n* = 56)	97%	3%	0%
Overcoming Barriers Pt1 (*n* = 56)	96%	4%	0%
Providing Feedback (*n* = 48)	98%	2%	0%
Equity Module (*n* = 55)	87%	10%	3%
Foundational Coaching (*n* = 68)	97%	2%	1%
Launching Relationships (*n* = 58)	95%	5%	0%
Overcoming Barriers Pt2 (*n* = 42)	94%	6%	0%
Using Data (*n* = 53)	95%	4%	1%
Overcoming Barriers Pt3 (*n* = 25)	96%	0%	4%
Overall Average	**95%**	**4%**	**1%**

Table C55. *Participant Level of Agreement with the Feasibility of Module Content, All Modules*

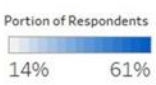
Module	Agree/Strongly Agree	Neither Agree nor Disagree	Disagree/Strongly Disagree
Implementation Planning (*n* = 56)	96%	4%	0%
Overcoming Barriers Pt1 (*n* = 56)	96%	4%	0%
Providing Feedback (*n* = 48)	98%	2%	0%
Equity Module (*n* = 55)	90%	8%	2%
Foundational Coaching (*n* = 68)	98%	1%	1%
Launching Relationships (*n* = 58)	94%	6%	0%
Overcoming Barriers Pt2 (*n* = 42)	94%	6%	0%
Using Data (n = 53)	97%	3%	0%
Overcoming Barriers Pt3 (n = 25)	98%	2%	0%
Overall Average	**96%**	**4%**	**0%**

Table C56. Timeframe Participants Could See Themselves Implementing Some of the Covered Strategies, All Modules

Module	Immediately	Within Next Two Weeks	Within Next Month	Within Next Year	Never
Implementation Planning (*n* = 56)	39%	14%	11%	36%	0%
Overcoming Barriers Pt1 (*n* = 56)	29%	11%	20%	41%	0%
Providing Feedback (*n* = 48)	40%	13%	19%	29%	0%
Equity Module (*n* = 55)	31%	35%	11%	20%	4%
Foundational Coaching (*n* = 68)	50%	26%	6%	18%	0%
Launching Relationships (*n* = 58)	41%	22%	10%	26%	0
Overcoming Barriers Pt2 (*n* = 42)	31%	2%	17%	50%	0%
Using Data (*n* = 53)	47%	21%	9%	23%	0%
Overcoming Barriers Pt3 (*n* = 25)	28%	0%	24%	48%	0%
Overall Average	**37%**	**16%**	**14%**	**32%**	**0%**

Table C57. *Top Two New Themes Learned from Each Module, All PAX Modules Surveys, March-August 2024*

Module	Top Two New Things
Equity-Centered Skills to Enhance Consultation and Service Delivery	Cultural Responsiveness
	Intersectionality
Foundational Coaching Skills	Change Talk/Ambivalence
	DARN Cat/OARS Acronyms
Implementation Planning	SMARTIE
	Consultation/Implementation Tips
Launching Relationships	Consultation Skills/Using PAX Skills
	Change Talk
Overcoming Barriers to Intervention Success, Part 1: A Troubleshooting Guide	6 Domains
	Examples/Scenarios/Tools
Overcoming Barriers to Intervention Success, Part 2: Enhancing Knowledge and Skills	Teacher/Consultant Relationship
	Practicing/Repetition Skills/Strategies with Teachers
Overcoming Barriers to Intervention Success, Part 3: Addressing Beliefs	Flexible Thinking/Differing Perspectives/Beliefs
	Belief Grid
Providing Positive and Constructive Feedback in Coaching	Elicit/EPE Concept
	Feedback/Questioning Techniques
Using Data in Consultation	Use of Data/Progress Monitoring
	Coaching/Consultation Strategies



Note: It should be noted that for the Equity-Centered Skills to Enhance Consultation and Service Delivery module, the top answer was "N/A," so the second and third themes are displayed. Similarly, for Providing Positive and Constructive Feedback in Coaching and Service Delivery as well as Using Data in Consultation, "N/A" was the second highest theme; in these cases, the first and third themes are displayed.

CoPs

Table C58. *Number of Individuals Registered and Attended and Attendance Rate, Statewide PAX CoP Post-Survey, October 2023-May 2024*

Month	Registered	Attended	Attendance Rate
October	36	17	47%
November	31	10	32%
January	48	21	44%
February	48	12	25%
March	50	13	26%
April	47	12	26%
May	59	9	15%
Total	**319**	**94**	**29%**

Note. Numbers reflect duplicate counts, such that participants may have attended more than one CoP session.

Table C59. *Number of Individuals Registered and Attended and Attendance Rate, PAX Partner CoP Post-Survey, March-May 2024*

Month	Registered	Attended	Attendance Rate
March 19	7	2	29%
April 9	6	3	50%
April 23	15	6	40%
May 6	13	5	38%
May 21	15	8	53%
Total	**56**	**24**	**43%**

Note. Numbers reflect duplicate counts, such that participants may have attended more than one CoP session.

Table C60. *Participant Demographics, Statewide PAX CoP Post-Survey, October 2023-May 2024*

Demographics	Item	n	%
Gender	Female	48	89%
	Male	6	11%
Race/Ethnicity	Hispanic or Latino	1	2%
	Not Hispanic or Latino	3	6%
	White	50	93%
County	Butler County	9	17%
	Clark County	3	6%
	Franklin County	2	4%
	Fulton County	6	11%
	Jefferson County	5	9%
	Lake County	2	4%
	Lawrence County	2	4%
	Licking County	1	2%
	Madison County	2	4%
	Miami County	3	6%
	Montgomery County	1	2%
	Muskingum County	3	6%
	Ottawa County	1	2%
	Perry County	4	7%
	Summit County	2	4%
	Warren County	1	2%
	Washington County	2	4%
	Wyandot County	1	2%
	Fulton, Williams, Henry, and Defiance Counties	2	4%
	Unknown County	2	4%

Table C61. *Participant Service Areas, Statewide PAX CoP Post-Survey, October 2023-May 2024 (n = 53)*

Service Area	n	%
Education	38	72%
Healthcare	1	2%
Mental Health	5	9%
Mental Health/Behavioral Health	4	8%
Social Services	3	6%
Other	8	15%

Table C62. *Participant Demographics, PAX Partner CoP Post-Survey, March-May 2024 (n = 19)*

Demographics	Item	n	%
Gender	Female	18	95%
	Male	1	5%
Race/Ethnicity	Not Hispanic or Latino	4	21%
	White	15	79%
County	Butler County	1	5%
	Clark County	1	5%
	Fulton County	2	11%
	Logan County	2	11%
	Madison County	3	16%
	Miami County	1	5%
	Montgomery County	1	5%
	Perry County	5	26%
	Washington County	1	5%
	Fulton Defiance Henry Williams Counties	1	5%
	Unknown	1	5%

Table C63. *Participant Service Areas, PAX Partner CoP Post-Survey, March-May 2024 (n = 19)*

Service Area	n	%
Education	15	79%
Mental Health	2	11%
Other	4	21%