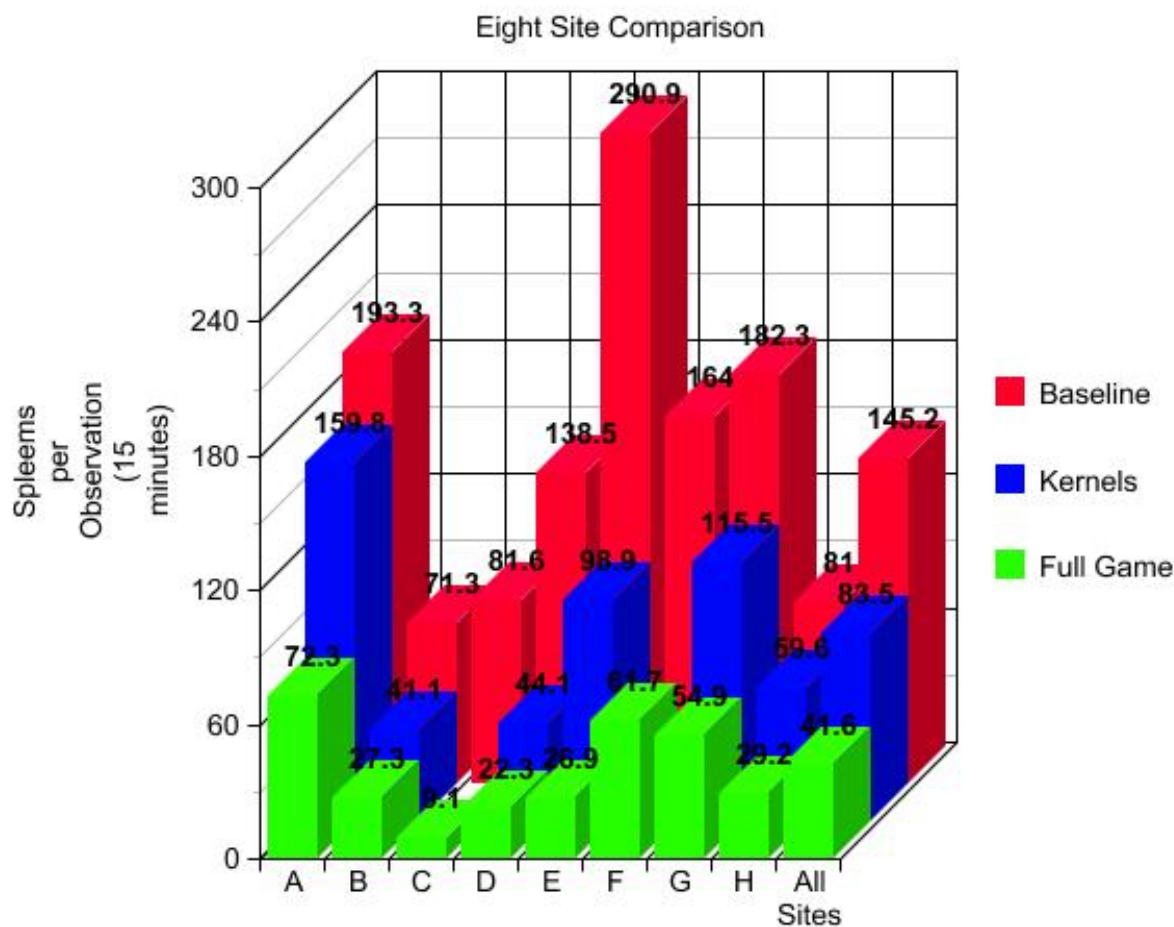# SS/HS GBG 1-Year Pilot
PAX GBG Spleem Data Charts and Explanation

October 2012-March 2013

For the first wave of implementation, data has been collected from October 2012-March 2013, across eight SS/HS GBG pilot sites. The above graph represents data for each site, and combined data across the eight sites. All sites have regularly collected spleem data across the conditions of baseline (red bar), introduction of kernels (blue bar), and introduction of games (green bar).

Spleems are defined as disruptive, disturbing, destructive, disrespectful, and inattentive behaviors that are exhibited by students. Coaches collected data by classroom, observing behaviors of students and counting slpeems during 15 minute observation periods over time. Once baseline data of three 15-minute observations was completed, teachers started

to implement kernels and teach the language to students. The blue bar shows the number of spleems each site had when introducing only the kernels.   Kernels such as non-verbal transition cues (PAX Quiet), non-verbal feedback (Go PAX, No Spleem), and reinforcement were observed. All sites introducing only the PAX Kernels saw a significant reduction in spleems. Further reduction of spleems followed when introducing the full game. At full implementation, the game is played three times per day for a set time period ranging in minutes. Games are team-based and teachers record spleems per team during the game.

Data of all 8 sites combined showed a 47% reduction in spleems once the kernels were introduced after the baseline period. There was a further 40% reduction in spleems between the introduction of kernels and the full game condition underway through January. There has been a 71% reduction in spleems from baseline to the end of March as full games are continuing to be played.