

An Exploratory, Cluster Randomised Control Trial of the PAX Good Behaviour Game: A School Based, Mental Health Program

Supplementary Material

ITEM	DESCRIPTION
	BRIEF NAME
1	PAX Good Behaviour Game
	WHY
2	To teach the children the mental ability to self regulate and in doing so, promoting positive behaviour in the classroom.
	WHAT
3	MATERIALS
	PAX GBG Partner training 1 week (PAXis Institute, Tucson Arizona)
	PAX Teacher Training (2 days)
	PAX tailored PPT training slides
	PAX Manual
	PAX Teacher Pack including: Harmonica (PAX Quiet), Tootle notes, posters, timer, name sticks, Granny's wacky prize pack, score board (count Spleems)
	Teacher 12 week implementation plan
	Teacher observation sheets
	PAX Quiz
4	PROCEDURES:
	2 Day teacher training session
	On site visits, coaching, email help and correspondence with intervention groups.
	Teacher de-brief event
5	WHO PROVIDED
	Training provided to Teachers by PAX Partner Trainers
	P3 teachers implemented the PAX GBG in intervention schools
	HOW
6	Describe the modes of delivery (e.g. face-to-face or by some other mechanism, such as internet or telephone) of the intervention and whether it was provided individually or in a group.
	Children are actively involved in creating and agreeing their own classroom vision. The Teacher delivers it on a whole class basis. The game is played in teams.
	WHERE
7	The PAX GBG is designed to be used by teachers in a classroom environment but can be used, as needed, in the school environment where the children familiar with the PAX GBG are present
	WHEN AND HOW MUCH
8	The GBG is played 3 times per day; it begins at 10 minutes but can stretch to 40 minutes (over the academic year), as the children's self-regulation and behaviour improves.
	TAILORING
9	The PAX GBG training and testing will be piloted to refine the processes by gaining feedback on the structure, content and duration of the PAX GBG training. The Teachers in pilot schools will also provide feedback on various aspects of the programme.
	MODIFICATIONS
10.	Only the main kernels of the PAX GBG will be implemented. Further modifications to the programme can be facilitated based on the feedback from the pilot study.
	HOW WELL
11	Planned: Preliminary evidence on how well the programme is working will be assessed using the feedback from the pilot and main study.
12.	Actual: This will be determined by the results.

Figure A1. TIDieR Checklist for the PAX GBG. Table design as per Hoffmann et al. (2014).

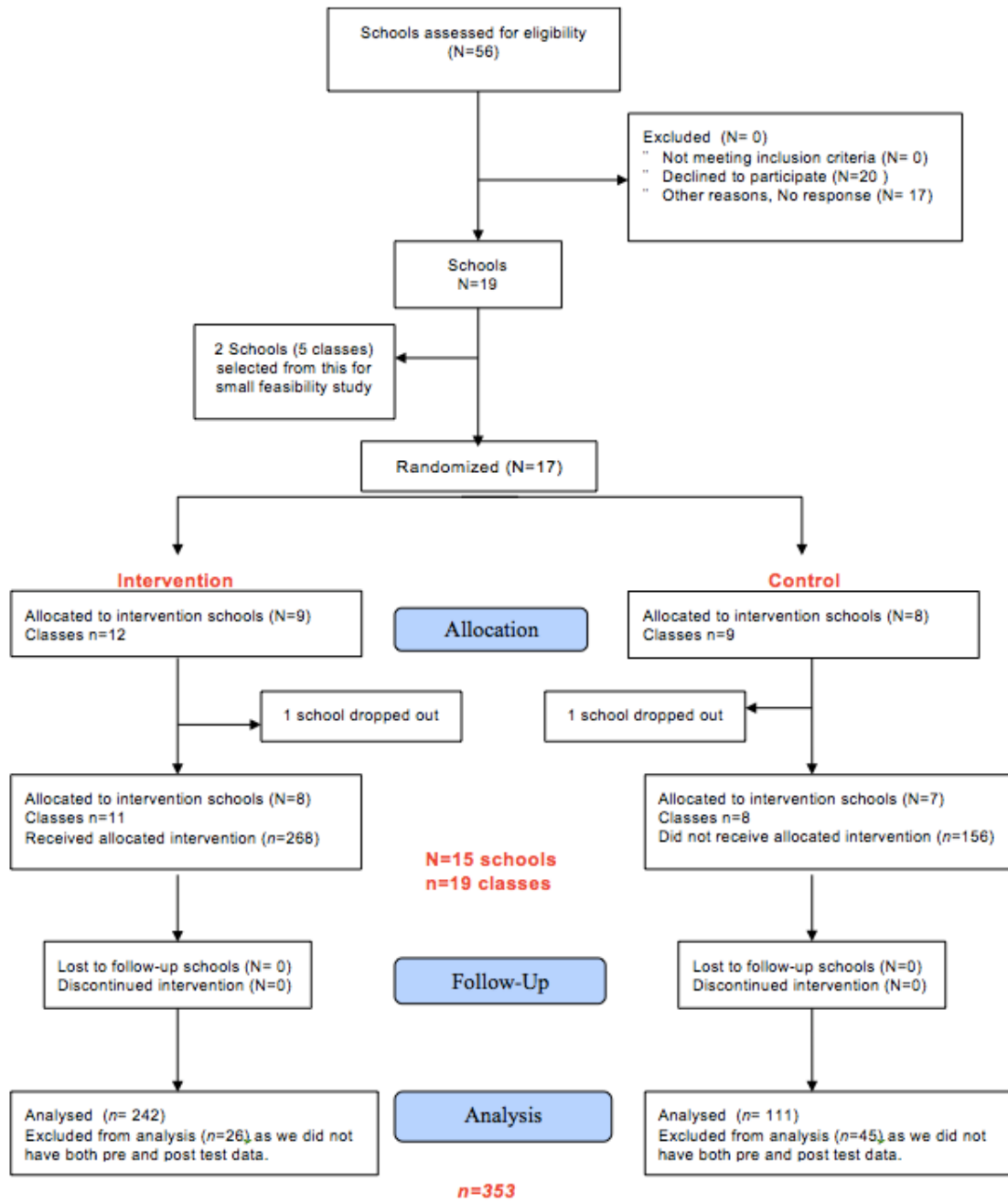


Figure A2. Flow Diagram for PAX GBG.

1. I keep my promises
2. I wait to be asked to play
3. I calm down when excited
4. Schoolwork is always good
5. I plan what I'm going to do
6. I wait for answers to my questions
7. I wait for my turn to talk
8. I work on a project until it's done
9. I follow parents' and teachers' instructions
10. I wait for what I want
11. I wait in line
12. I sit still
13. I work well in groups and listen to kids
14. I remember what I'm supposed to do
15. I listen when scolded
16. I don't have many accidents
17. I remember to do my chores
18. I usually do my work
19. I would wait for a big toy tomorrow instead of getting a small toy today
20. I ask to play with my friends' toys
21. I don't bother others when they're busy
22. I obey rules
23. I look where I'm going
24. I think before I answer a question
25. I don't get distracted from my work
26. I am careful
27. I take turns and follow rules
28. I play with one thing at a time
29. I ask for help if something is hard
30. I wait to play, don't interrupt games
31. I think before I act
32. Schoolwork is good because I pay attention
33. I do one thing at a time

Figure A3. Child Self Control Rating Scale (Rorhbeck et al., 1991).