

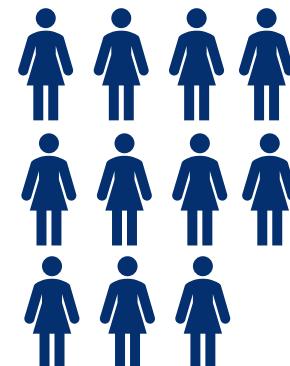
The Good Behaviour Game



Key findings for the acceptability and feasibility in Australian Primary Schools

Emotional and behavioural problems in childhood can increase the risk of mental disorder, substance use and other harms developing in adolescence and beyond. Early prevention programs delivered in schools can be effective at reducing emotional and behavioural problems and protecting children against the development of mental illness. As part of a Black Dog Institute research study in 2018, we examined whether teachers would find a highly effective early prevention program known as the **PAX Good Behaviour Game** acceptable for Australian primary schools, and whether the programs' design worked in our school system.

Who participated?



4 schools from Sydney, NSW.
2 schools from East Warrnambool, VIC.

11 teachers delivered the program to students in Years 1, 2, 3 or 5

Is it acceptable to teachers?

'Acceptability' was measured as teachers' acceptance of the program and likelihood of adoption.



All teachers found the program 'acceptable' to 'highly acceptable', would 'highly recommend' the Good Behaviour Game for implementation in primary schools.



72% found it so helpful that they are planning to continue delivering the Good Behaviour Game after the trial.



82% of teachers identified the program as being 'very easy' to implement, especially once they had gained confidence.



All teachers reported that their students enjoyed the 'game' format of the program and 82% said their students responded well to the 'reward' component of the program.



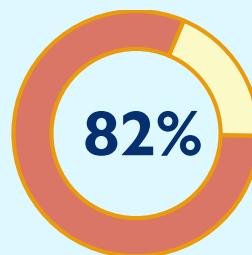
Teachers indicated that the program was very well suited to **younger students** (Years 1 to 3) but that older students (Year 5) didn't stay engaged in the program for as long and lost interest more quickly.

Is this a feasible program for primary schools?

'Feasibility' was measured as uptake, program completion, and reasons for non-completion.



92% of teachers who did the training for the Good Behaviour Game went on to deliver the program.



82% of teachers delivered the program for the full 12-weeks of the trial, and the average length of delivery was 11.2 weeks (ranging from 8 – 12 weeks)



The main reasons why teachers didn't continue with the program were that they didn't see improvements in anxious behaviours, only disruptive behaviours, and the time + planning was too much.



It took approximately 6 weeks for teachers to feel confident delivering the program in their classrooms.



Almost all teachers felt they would have benefited from having more in-class support from a local workforce of people trained in the program – especially early on, to build confidence.

Thank you so much to all the schools and teachers who participated in this study, we value your time, effort and commitment.

Please contact [Dr Michelle Tye](mailto:m.torok@unsw.edu.au) (m.torok@unsw.edu.au) if you have any further questions about the study.