### Background
This study examines the effect of providing universal preventive intervention training with the PAX Good Behavior Game on the sense of efficacy of pre-service middle childhood teacher candidates when delivered as a part of their teacher education program. Numerous longitudinal studies have outlined the proximal and distal outcomes of PAX GBG on students. PAX GBG has also shown to increase the sense of efficacy in pre-service and in-service early childhood teachers.

### Methods
The 31 participants in this study were members of a four-year undergraduate middle childhood education program. This program requires a classroom management course as a part of the undergraduate educational study for pre-service teacher candidates. One section for this course requirement was selected to receive PAX GBG universal prevention training as a part of the classroom management course requirement. Minor modifications were made to the trauma-informed prevention strategies and delivery of PAX GBG to make it appropriate and useful for application in the 4th through 9th grades for middle childhood teacher candidates. The Teacher’s Sense of Efficacy Scale, a 24 item questionnaire, was used to assess and compare teacher candidate performance.

### Results
Paired t-tests showed that teacher candidates in the PAX GBG group scored significantly higher on overall TSE (202.3 vs. 165.0) as well as on the three subscales: Instructional strategies (67.2 vs. 54.8), student engagement (67.2 vs. 56.3) and classroom management (67.9 vs. 54.8) at the conclusion of the course compared to before the course.

### Conclusions
The extended exposure to evidence-based principles along with experiences with PAX GBG in the field, student-directed literature reviews, group research projects, and in-class and online instruction allowed teacher candidates tremendous depth to their study and understanding of prevention, self-regulation, and behavior. Teacher candidates report higher levels of efficacy after participating in PAX GBG instructional courses, and are more ready to enter the field as effective and professional educators.

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<th>Overall Teacher Self Efficacy</th>
<th>Student Engagement</th>
<th>Instructional Strategies</th>
<th>Classroom Management</th>
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<td>Total Teacher Efficacy</td>
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<td>Standard vs. PAX Class in Middle Childhood</td>
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Independent t-tests showed that PAX GBG candidates demonstrated a significantly higher sense of efficacy after the course than those without training in overall efficacy (202.3 vs. 183.4) as well as on the three subtests: Instructional strategies (62.3 vs. 67.2), student engagement (60.6 vs. 67.2) and classroom management (60.5 vs. 67.9).