

# pax tools

For every preschool-age child

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## Kids these days ...



Problematic, disruptive and violent behavior  
has increased 20% in 10 years.

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## Teaching Skill Sets

Children can benefit from **explicit teaching** of behavioral skills - just like with tying shoes and math problems.

Behavior is adopted when it is **useful** and **reinforced**.

When teaching new skills, you

- use methods shown to work
- have a backup plan
- exercise patience
- don't get emotional about mistakes



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## Teaching through Error Response



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# Teaching through Retribution



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SURVIVING OR  
THRIVING?



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# What are Nurturing Environments?

Nurturing Environments are surroundings and conditions that promote resilience, self-regulation, and positive behaviors.



When adults and children co-create Nurturing Environments, they help to offset the predatory environments they may experience elsewhere.



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# Reliable and Consistent Adults



Why is consistency important?

Consistency and routines build:

- security
- trust
- reliability



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## Emotional Deposits



Just like a bank account, you must have plenty of deposits to cover your withdrawals.



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**pax** | Good Behavior Game

PAX GBG is used by teachers in classrooms and schools



**pax tools**

PAX Tools are strategies for parents, caregivers and youth workers

**Together, PAX GBG and PAX Tools teach and reinforce self-regulation!**



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## What are the Tools?

- Shared Vision
- Low-Emotional Response
- Beat the Timer
- Random Sticks
- Mystery Motivators
- Kudos Notes
- PAX Focus
- PAX Breaks
- PAX Amends



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## Shared Vision

*Shared Vision ensures that young people and adults are on the same page with expectations as well as possible pitfalls for the upcoming activity.*

### The Recipe:

Step 1: Predict the positive steps and outcomes of the upcoming activity.

Step 2: Establish what we would like to see, hear, do and feel more.

Step 3: Establish what we would like to see, hear, do and feel less.

Step 4: Allow the young people to drive the conversation but offer guidance.

Step 5: Ensure the more **outnumbers** the less.



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## Shared Vision

### The Science:

See	Hear	Do	Feel
Attention on work Sitting down supplies out TV/ phone off/away Working together	Quiet asking questions helping words pencils writing soft music	Work focus finish the assign. ask for help do work I'm proud of	smart engaged/ interested calm prepared accomplished
getting up looking around/ daydreaming goofing around	Complaining reminding/nagging noise	procrastinating taking too long arguing	Stressed angry lost

Shared Vision unites relational frames of language and thought – putting everyone on the same page and eliminating misunderstandings.



*Ideas, Questions, Examples?*

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## Unintended Rewards

- Misbehavior is often rewarded with time, attention, and energy.
- Acknowledge misbehavior in a matter-of-fact, no-energy manner.
- Reserve the “payoff” for desirable behavior.



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## Low-Emotional Responses

*Low-Emotional Responses allow adults to provide instantaneous, neutral, non-verbal feedback for individuals without embarrassment or interruption of an activity.*

### The Recipe:

Step 1: Introduce Low-Emotional Responses by selecting and demonstrating non-verbal cues.

Step 2: Explain you will use the cues to send messages.

Step 3: Model some behaviors that may receive each cue.

Step 4: Use Low-Emotional Responses to manage activities.



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## Low-Emotional Responses

### The Science:

Increasing attention and emotional intensity for desired behaviors leads to more desired behaviors while decreasing undesired, off-task behaviors. Over time, the child learns that there is a greater reward for pro-social behavior.



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## Beat the Timer

*Beat the Timer allows young people to focus and stay on task to the finish and block out distractions.*

### The Recipe:

Step 1: Select an activity that causes conflict or often goes unfinished.

Step 2: Provide clear instructions.

Step 3: Pick a relatively short amount of time.

Step 4: Remind them of the goal and set the timer.

Step 5: Praise good performance and progress along the way.

Step 6: Praise performance when they beat the timer or effort when they come close.



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## Beat the Timer

### The Science:



Beat the Timer uses the theory of Reduced Allocated Time, which states that an activity will expand to fill the amount of time available to complete the task. By reducing the amount of time to complete the task, conflict and undesirable behaviors are also reduced as there is no longer time for anything but task-oriented behaviors.



### *Ideas, Questions, Examples?*

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## Random Sticks

*Random Sticks help in scenarios where children feel that adults are playing favorites or not being “fair.”*

### The Recipe:

Step 1: Create a stick for each child, or task

Step 2: Draw sticks for turns, or to assign tasks

Step 3: Replace stick

### Notes:

Keep sticks nondescript

Use sticks for both favorable and unfavorable tasks



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## Random Sticks

### The Science:



Increasing real or perceived fairness for both favorable and unfavorable tasks improves trust, compliance, and dealing with disappointment.

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## Mystery Motivators

*Mystery Motivators jumpstart motivation for completing tasks and carrying out positive behavior.*

### The Recipe:

Step 1: Pick a few rewarding activities to serve as prizes.

Step 2: Write prizes on slips of paper and store in a special jar, bag, or hat.

Step 3: Draw a random prize when the young person has performed well.



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## Mystery Motivators

### The Science:

Mystery Motivators harness the brain's natural reward-seeking instinct by providing positive reinforcement for desirable or favorable behaviors and activities.



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## Kudos Notes

*Kudos Notes are written letters of appreciation that identify and increase the behavior we want to see more.*

### The Recipe:

Step 1: Identify the behavior to increase.

Step 2: When you observe the behavior, write a Kudos Note letting the young person know what they did and how you feel.

Step 3: Post the note where the recipient will find it.

Step 4: Create a collection of Kudos Notes to reflect upon.



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## Kudos Notes

### The Science:

Kudos Notes shift the attention and focus to a positive and desirable behavior causing the brain to memorize and repeat that behavior.



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## Punishment vs. Discipline

<b>Teaches</b>	little or nothing to help the child behave in the future	what <i>is</i> and <i>is not</i> okay
<b>Focus</b>	compliance	expectations
<b>Includes</b>	spanking, hitting, pain, disapproval, isolation, shame	catching kids being good, modeling appropriate behaviors, offering encouragement
<b>Result</b>	erodes the adult-child relationship	improves child self-control, confidence and responsibility



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## Consequences

**Natural consequences** are the outcomes that would naturally result from an action or behavior.

- Example: Don't wear a coat -> *Feel cold*
- Not always appropriate if the natural consequence would cause injury or harm.

**Logical consequences** are selected consequences for an undesirable or unacceptable behavior intended to deter the behavior from occurring again.

- Example: Come home after curfew -> *Lose driving privileges*

**Restorative Consequences** are collaborative in nature and focus on how to "make it right" once an infraction has occurred.

- Example: Child name calls a sibling. After a break the child is able to do a chore for the sibling.



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## PAX Breaks

*PAX Breaks are used to stop growing tension, to teach children and adults to recognize when they are becoming upset, and to provide emotional and physical space to calm down.*

### The Recipe:

Step 1: Create a list of PAX Breaks that are appropriate for your child(ren) and setting.

Step 2: When appropriate, announce the PAX Break calmly, without extra explanation.

Step 3: Provide emotional and physical space to calm down.

Step 4: Use a timer to remind the adult to check on the child.

Step 5: When both adult and child are calm, restart discussion and praise taking a PAX Break.



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## PAX Breaks

### The Science:

Teaching children to take a break when escalated gives them a lifelong tool for managing stress and emotions. Calming sensory activities help to move the brain from the sympathetic nervous system (fight, flight or freeze) to the parasympathetic nervous system (calm, relaxed and able to receive information).



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## PAX Amends

*PAX Amends allow adults and young people to use restorative consequences when natural and logical consequences are not available.*

### The Recipe:

Step 1: Come up with restorative practices for consequences together.

Step 2: Take a PAX Break if necessary.

Step 3: Randomly select a PAX Amends.

Step 4: Suspend privileges until the consequence is completed.

Step 5: Praise the children for their effort and allow them to resume previous activity.



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## PAX Amends

### The Science:

Pre-planned consequences aimed at restoration instead of retribution improve compliance and decrease animosity.



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## PAX Focus

*PAX Focus increases communication, expectations, and psychological safety between young people and adults as well as promotes youth self-regulation.*

### The Recipe:

Step 1: Introduce behaviors to accompany the sound of the harmonica – Stop what you are doing, stop talking, eyes on adult.

Step 2: Initiate PAX Focus by blowing the harmonica.

Step 3: Praise children for their quick response.

Step 4: Use PAX Focus for transitions or redirecting a group.

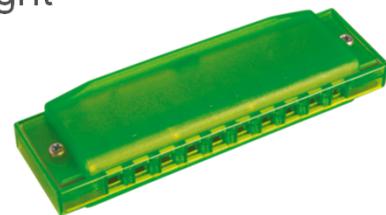


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## PAX Focus

### The Science:

The use of the harmonica to attract attention is trauma informed, as the tones of a harmonica are pleasant and do not elicit a fight or flight response.



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## Why Use PAX Tools?

For every 100 first graders that get the kernels in school through the PAX Good Behavior Game, we can expect to see the following results when they reach age 21:

- 7 more kids will not be smokers.
- 4 more kids will not be alcohol dependent.
- 12 more kids will not be substance abusers.
- 1 more kid will not commit violent crime.
- 11 more kids will not need mental health services.
- 7 more girls will not feel suicidal.
- 9 more girls will graduate from high school.
- 7 more boys will attend college.



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## How will you use PAX Tools to make Emotional Deposits?



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## Slide 35

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**MSL13** This slide is a picture. Please create a new picture based on the references in the Notes below.

Martha S Lee, 12/17/2018