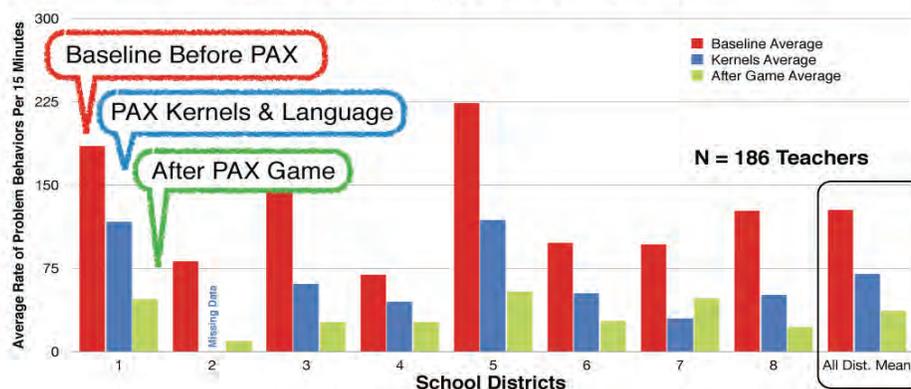


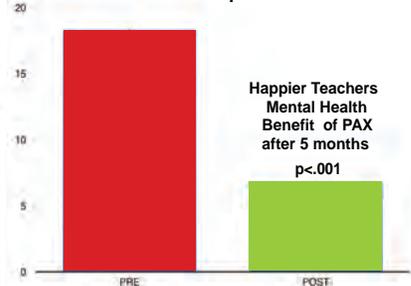


PAX Good Behavior Game Snapshot

3-Month Impact of PAX in Eight US School Districts on Disturbing, Disruptive, and Inattentive Behaviors Per 15 minutes



Teacher Stress and Depression Scores



“The whole idea of PAX Good Behavior Game is to give a teacher 1-to-2 hours more per day to teach and for children to learn. Children learn self-regulation in the classroom and outside of school using proven strategies throughout the day—without losing time from the curriculum.”

-- A New York PAX Good Behavior Game Coach

When children learn self-regulation from the proven tools of PAX GBG, children do better on short-cycle testing as well as standardized test scores. Fewer children receive referrals for 504 accommodations or special education. Office referrals decline dramatically and attendance improves. Families note their children are happier. Bullying drops; then, lasting friendships develop. Fewer injuries happen on the playground. Teacher sick days decrease, along with their reported stress.

Why did this happen? Because rates of off-task, problematic, or disruptive fell 75% in three months when teachers implemented PAX GBG, as shown in the graph for 186 teachers all across the country published in *Brain and Behavioral Sciences* [1].

The rapid reduction in off-task, non-engaged, or disturbing behavior in your classroom produces more benefits for teachers, students, families, and your community. Within 3-6 months with the use of PAX GBG each day, about half of the children with high-levels of mental health or behavioral problems (e.g., hyperactivity, emotional problems, conduct problems, and peer problems) dropped to moderate or low risk in a state/province-wide evaluation of PAX GBG [2].

Similar findings have been reported in professional teachers’ journals [3]. Standardized test scores increase—especially for children living in poverty [4]. Similar results are reported in the *Irish Teachers Journal* for students in high-risk areas [3], as well as projects in the US and other countries [5]. Teacher stress declines [6].

If families get student and teacher written Tootle Notes (tootles are the opposite of tattles) about PAX GBG in the classroom, the family life and parenting skills increase [7]. Within a year of using PAX, the improvements in children’s mental health and academics have a lasting impact on family life [8]. Besides reductions in mental, emotional, and behavioral disorders within one school year [2], students also experience better physical health and fewer accidental and violent injuries at school, reported by the Centers for Disease Control [9, 10].

Over time, the benefits keep getting better—based on randomized control studies following children into young adulthood, high-school graduation and college entry increase. With PAX GBG 10-15 years later, educational failure, psychiatric disorders, addictions, criminality, violence, suicide, and economic difficulties decreased relative to students who did not receive PAX GBG in next-door classrooms, in the *same* schools [1, 11, 12].

If the children have past trauma exposure (ACEs), the beneficial impact of PAX GBG can be profound. On the next page, the table shows the relative differences in outcomes for children rated on problem behaviors in kindergarten by their teachers. Then, matched students were randomly assigned to first grade classrooms in the same building with or without PAX GBG for one or two years—with two years of exposure being better. Parent-child life at home was also improved by PAX GBG [8]. The experience of what is now PAX GBG even causes positive, protective gene expression in children’s brains [13].

Please see the graphic of relative differences on the next page for randomly assigned children to PAX GBG or not, in the same schools. In the last few years, more than 10,000 teachers have learned to use PAX GBG.

If people *choose* to implement PAX GBG well, then teachers, students, their families, and communities will experience more peace, productivity, health, and happiness.

That’s PAX. And, you can make this happen in your classroom—for you as a teacher, for your students, for their families, and for your community.

You will learn how to make PAX happen today.



PAX Good Behavior Game Snapshot

In Which Classrooms Do You Want Your Kids or Grandkids?

Benefits of PAX GBG compared to control classrooms in the same schools when the students were in their early 20's after 1-2 years of exposure to PAX GBG in 1st or 1st and 2nd grade.

$$\text{Relative Difference} = (\text{GBG}/\text{Control}) - 1$$

Increased Outcomes	Student Groups	Control Classrooms	PAX GBG Classrooms	Relative Benefit	PAX GBG Benefits
High school graduation	All girls	58.6%	73.6%	+125.5%	Increase
	All boys	44.8%	53.3%	+118.9%	Increase
College attendance	All girls	26.4%	40.3%	+152.6%	Increase
	All boys	12.8%	26.6%	+107.8%	Increase
Decreased Outcomes	Student Groups	Control Classrooms	PAX GBG Classrooms	Relative Benefit	PAX GBG Benefits
Any special education services	All girls	26.2%	19.5%	-25.5%	Reduction
	All boys	43.2%	24.6%	-56.9%	Reduction
Regular smoking	All boys	19%	6%	-68.4%	Reduction
	Aggressive boys	83%	29%	-65.0%	Reduction
Alcohol abuse	All boys & girls	20%	13%	-35%	Reduction
Heroin, crack cocaine use	All boys & girls	7.3%	2.6%	-64%	Reduction
Any drug abuse disorder	All boys	38%	19%	-50%	Reduction
Anti-social personality disorder	Hi-aggressive boys	100%	40%	-60%	Reduction
Violent & criminal behavior & ASPD	Hi-aggressive boys	50%	34%	-32%	Reduction
Any services for behavioral, emotional, drug or alcohol problems	All boys	42%	25%	-40.4%	Reduction
Suicidal thoughts	Boys & Girls	12%	7.1%	-51.3%	Reduction

Sample Research PAX GBG Findings from www.pubmed.gov

- Kellam SG, Wang W, Mackenzie AC, Brown CH, Ompad DC, Or F, Ialongo NS, Poduska JM, Windham A: **The Impact of the Good Behavior Game, a Universal Classroom-Based Preventive Intervention in First and Second Grades, on High-Risk Sexual Behaviors and Drug Abuse and Dependence Disorders into Young Adulthood.** *Prev Sci* 2012.
- Jiang D, Santos R, Josephson W, Mayer T, Boyd L: **A Comparison of Variable- and Person-Oriented Approaches in Evaluating a Universal Preventive Intervention.** *Prev Sci* 2018.
- O'Donnell M, Morgan M, Embry DD, O'Kelly N, Owens C: **Supporting the development of pupils' self-regulation skills: Evaluation of the PAX GBG Programme in Ireland.** *Irish Teachers' Journal* 2016, 4 (1):9-29.
- Weis R, Osborne KJ, Dean EL: **Effectiveness of a universal, interdependent group contingency program on children's academic achievement: A countywide evaluation.** *Journal of Applied School Psychology* 2015, 31(3):199-218.
- Smith EP, Osgood DW, Oh Y, Caldwell LC: **Promoting Afterschool Quality and Positive Youth Development: Cluster Randomized Trial of the Pax Good Behavior Game.** *Prev Sci* 2017.
- Domitrovich CE, Bradshaw CP, Berg JK, Pas ET, Becker KD, Musci R, Embry DD, Ialongo N: **How Do School-Based Prevention Programs Impact Teachers? Findings from a Randomized Trial of an Integrated Classroom Management and Social-Emotional Program.** *Prev Sci* 2016, 17(3):325-337.
- Kelley ML: **School-Home Notes: Promoting Children's Classroom Success:** The Guilford Press 1990.
- Ialongo N, Poduska J, Werthamer L, Kellam S: **The distal impact of two first-grade preventive interventions on conduct problems and disorder in early adolescence.** *Journal of Emotional & Behavioral Disorders* 2001, 9(3):146-160.
- Embry DD: **Does your school have a peaceful environment? Using an audit to create a climate for change and resiliency.** *Intervention in School and Clinic* 1997, 32:217-222.
- Krug EG, Brener ND, Dahlberg LL, Ryan GW, Powell KE: **The impact of an elementary school-based violence prevention program on visits to the school nurse.** *Am. Journal of Preventive Medicine* 1997, 13(6):459-463.
- Wilcox HC, Kellam S, Brown CH, Poduska J, Ialongo N, Wang W, Anthony J: **The impact of two universal randomized first- and second-grade classroom interventions on young adult suicide ideation and attempts.** *Drug & Alcohol Dependence* 2008(Special Issue):14.
- Kellam SG, Mackenzie AC, Brown CH, Poduska JM, Wang W, Petras H, Wilcox HC: **The good behavior game and the future of prevention and treatment.** *Addict Sci Clin Pract* 2011, 6(1):73-84.
- Musci RJ, Bradshaw CP, Maher B, Uhl GR, Kellam SG, Ialongo NS: **Reducing aggression and impulsivity through school-based prevention programs: A gene by intervention interaction.** *Prevention Science* 2014, 15(6):831-840.



In today's PAX GBG course, you'll learn proven tools to co-create a PAX classroom with your students to increase academic success, to increase mental-health, to decrease problem behaviors, and to teach / reinforce / preserve positive prosocial behaviors and outcomes for students' lifetime success. *And, you will improve your own effectiveness, and health & well-being as a teacher. You will also learn about the underlying replicated scientific foundations available at www.pubmed.gov*

Unit 1: Creating and Nurturing Lifetimes of PAX Students and Adults

Unit 1 pp. 1-34	<p>You will learn how using PAX helps teachers' well-being, students' life success, and community prosperity and safety. PAX means peace, productivity, health, and happiness. These skills help us flourish. You will learn why science and cultural wisdom in PAX is so powerful. With PAX, you are teaching students lifetime self-regulation and co-regulation. By reading Unit 1 on the powerful, proven results of PAX, you will learn:</p> <ul style="list-style-type: none"> ✓ To create a nurturing environment antidote for adverse/traumatic childhood experiences; ✓ Why command, control, and consequences worsen student behavior and teacher stress; ✓ How you and your students will co-create a Nurturing Environment with immediate and long-term benefits for all; ✓ How you and your students will reduce problematic behaviors by 75% or more; ✓ How you and your students will increase academic and lifetime success by learning the skills of self-regulation and co-regulation; ✓ How you and your students will reduce or avert psychiatric or behavioral disorders, including addictions, violent crime, and even suicide; and ✓ How the collaboration of PAX with students in your classroom can reduce teacher stress, burnout, and increase joy for teaching.
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Unit 2: Launching PAX in Your Classroom

PAX Vision: Chapter 1 pp. 34-46	<p>You will guide your students in a hopeful and resilient life. With the PAX Vision, you will help students create a <i>how-to</i> map to create more: 1) peace, 2) productivity, 3) health, and 4) happiness for themselves. Also, your students will learn to predict, self-monitor, and reflect on their PAX each day. Students also create a "mind map" of what gets in the way of PAX—unwanted behaviors called, "Spleems". Adult rules imposed on students do not create self-regulation; PAX does. <i>Using PAX Vision faithfully during the day helps your students:</i></p> <ul style="list-style-type: none"> ✓ Predict accurately what behaviors are needed, as well as unwanted, in different contexts in school and life; ✓ Accomplish valued actions without constant reminding, nagging, or threats; ✓ Make fewer mistakes that interfere with learning; ✓ Have fewer highly emotional blow outs; and ✓ Become better self-regulated learners with much happier teachers, administrators, and families.
PAX Leader: Chapter 2 pp. 47-51	<p>You will foster purpose-based relationships among your students, as PAX Leaders. As PAX Leaders, your students use the relational language of their PAX Vision every day, to increase PAX and decrease Spleems. Thus, your students <i>PREDICT</i> what PAX leaders would do daily, referring to their posted PAX vision and adding to it when needed. Then, your students <i>REFLECT</i> and <i>REINFORCE</i> PAX in each other and the adults in their lives. <i>By inquiring what PAX Leaders would do and have done during the day, students learn to:</i></p> <ul style="list-style-type: none"> ✓ Identify as PAX Leaders who better their world and themselves; ✓ Show more positive behaviors all day; ✓ Start to use PAX and prosocial skills at home and the larger community; ✓ Reduce problem behaviors without upset, and rarely blame each other for Spleems (unwanted behaviors); ✓ Show pride as a PAX Leader at school, home, and in their community (their world); and ✓ Develop a growth mindset and resiliency skills.
PAX Quiet Chapter 3 pp. 52-58	<p>You will shrink transitions from minutes to seconds, gaining about an hour of teaching time each day. The soothing sound of PAX Quiet and the visual cue reduces child symptoms of ADHD, anxiety, oppositional defiance, and/or trauma—and teacher stress. Your students will learn to focus their attention rapidly for an important intention and activity with PAX Quiet. <i>By using PAX Quiet instead of clapping, raising your voice, repeating, scolding, etc., your students will learn to:</i></p> <ul style="list-style-type: none"> ✓ Orient toward the teacher/adult with full attention in a few seconds; ✓ Understand your task instruction better; ✓ Rarely ask for repeats of instructions; ✓ Complete a transition in seconds instead of minutes; ✓ Engage in the requested new task or activity quickly; and ✓ Teachers will be less hoarse or frustrated.



An Ohio 3rd-grader speaks...



PAX changed my life, because it helps people do what they're supposed to do. In kindergarten, when I first started out, it was hard—because I thought, “Oh! This is going to be hard for me. Then, when I actually came to kindergarten, I kept building my knowledge; PAX helped me. It helped me pay attention and build my knowledge. So now, when I'm in 3rd grade, PAX helps because it helps you pay attention during math, reading, science and social studies. And, PAX helps you be able to know more.”

Granny's Wacky Prizes
Chapter

4

pp. 59-65

You will increase student's ability to delay gratification and self-regulate daily. This strategy helps children learn to *work together* for a common happiness of the class, not for material rewards like stickers, emojis, trinkets, candy, toys, etc. In turn, children use their imaginations to create fun. At the same time, these group fun activities activate the brain's ability to learn with documented improvement in academics. This process increases their prosocial skills (the opposite of bullying), which is key for lifetime success. In time, children learn to have fun without electronics, extrinsic rewards, stickers, or tokens. *With Granny's Wacky Prizes, your students will:*

- ✓ Be able to self- and group regulate their excitement and moods daily;
- ✓ Be able to switch to new, purposeful activities without complaint;
- ✓ Be able to delay gratification;
- ✓ Be able to work hard for individual and group goals, even with setbacks; and
- ✓ Increase their skills for non-material fun and spontaneous happiness, and protection against some mental disorders.

Beat the Timer
Chapter

5

pp. 66-71

You will increase attention and completion of academic tasks, using the same science that causes students to enjoy playing computer games. By applying this proven strategy, you will help students with ADHD to focus, and students with anxiety to know there is light at the end of the tunnel. Beat the timer will increase academic success. *By using Beat the Timer, your students will:*

- ✓ Increase focused attention on difficult academic tasks;
- ✓ Increase positive emotions and reinforcement of effort by peers;
- ✓ Reduce dawdling, delaying, whining, acting bored or distracted during the day; and
- ✓ Ask for challenging academic and non-academic activities.

PAX Stix
Chapter

6

pp. 72-77

You will improve students' attention, engagement, equality of participation, and understanding of lessons, using the same brain science that the computer game industry uses to rivet kids' attention. When you use PAX Stix, students with ADHD or anxiety disorders are more likely to be successful. *By using PAX Stix, your students will:*

- ✓ Show more “eyes on speaker” when questions are being proposed;
- ✓ Demonstrate more willingness to answer even if unsure or shy;
- ✓ Volunteer to help another with an answer; and
- ✓ Reduce hogging academic activities for attention.

Tootle Notes
Chapter

7

pp. 78-85

You will harness peer reinforcement for the good in your classroom. Upon entering school, peer reinforcement becomes the most important predictor of academic success or failure, productive lives or not, or mental health/illness. Tootles give every member of the school—students, staff, families, and visitors the tool to harness this power. *By using Tootle Notes, your students will:*

- ✓ Notice pro-social behavior in diverse peers everyday;
- ✓ Notice peers making improvements in self-restraint of problematic behaviors;
- ✓ Reduce daily problematic behaviors;
- ✓ Reduce peer bullying or other forms of intimidation of others for social status; and
- ✓ Reduce the lifetime risk of suicide.

PAX Voices
Chapter

8

pp. 86-91

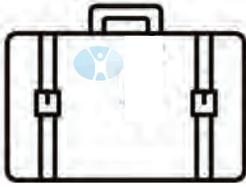
You will manage sound levels to reduce ADHD and trauma reactions (ACES), while increasing productive actions of students. ACE's can happen to children from all social-economic backgrounds. Many children who come to school with adverse childhood experiences react to sudden or loud sounds, harsh language, perceived threats, or "looks" with freezing, anxiety, aggression, immune reaction, and/or illnesses.

By using PAX Voices, you and your students will

- ✓ Increase the ability to use appropriate voice register for different, daily activities;
- ✓ Use appropriate voice levels without reprimands, nagging, or teacher stress;
- ✓ Show fewer ADHD or other symptoms such as distractibility, lack of focus, or angry outbursts; and
- ✓ Have less anxiety, illness, and/or trauma reactions from adverse childhood experiences (ACES).

Want to read up on the peer-reviewed practical science about PAX Good Behavior Game? Then, go to www.pubmed.gov

Use search string: “good behavior game” OR “PAX Good Behavior Game” OR “peacebuilders” OR “evidence-based kernels”



My name is Daniel Carrillo, I'm a junior in high school, and my heritage is Hispanic. My parents come from Mexico, both from the city of Michoacán. I've been a PAX Leader for a couple of years now, since 6th grade. First, to start off, PAX is really effective... How teachers should use it? They should use it as a way to not change who their kids are, but change the way kids think. So, teachers should not change kids who they are inside, because PAX just refines the good kid in everyone.

PAX
Hand/Feet
Chapter

9

pp. 92-96

You will use simple prompts that reduce physical injuries, crises, and drama, as well as bullying during transitions. These cues increase positive behaviors and better learning with less lost time or scolding of students or making office referrals. By using PAX Hands and Feet, your students will:

- ✓ Move efficiently and safely in the classroom and in hallways;
- ✓ Use hands and feet to be helpful or to engage in the intended purposes;
- ✓ Not push, shove, or taunt others when moving; and
- ✓ Have less bullying, fewer injuries, fights or emotional outbursts, or negative notes sent home.

**PAX OK/
NOT OK**
Chapter

10

pp. 97-101

You will use simple visual cues to use in your classroom that reduce nagging, scolding, or reprimanding. These cues increase prosocial behaviors and learning with less lost time or scolding students to stop some behavior. By non-verbal cueing of PAX OK and Problems Not OK, your students will:

- ✓ Move efficiently and safely in the classroom and in hallways;
- ✓ Use hands and feet to be helpful, or engage in the intended purposes;
- ✓ Not push, shove, or taunt others when moving; and
- ✓ Have fewer injuries, fights or emotional outbursts.

Unit 3: Living PAX and Behavior Game in Your Classroom

**The
PAX
Game**

pp. 102-115

You will play the PAX Game 2-5 times a day during ANY school activity to increase academic success significantly, increase positive prosocial behavior, as well as, reduce, heal or prevent multiple lifetime psychiatric and behavioral disorders. Playing the PAX Game also reduces teacher stress and improves teacher well-being. When you play the PAX Game, you will be using all the ten PAX kernels and cues in a special recipe. And, what a recipe! It has been proven and tested with thousands of teachers around world—with more than a hundred published, peer-reviewed scientific studies around the world you can read at www.pubmed.gov.

Using PAX Game faithfully during the school day helps your students:

- ✓ Pay more attention during instruction across the day;
- ✓ Reinforce each other minute-by-minute for prosocial behavior;
- ✓ Help each other do better in all school academic and non-academic activities;
- ✓ Have fewer emotional and behavioral problems each day;
- ✓ Have improved family life, with less conflict and difficulties; and
- ✓ Have better immediate and cumulative academic success.

Unit 4: Strengthening PAX (Peace, Productivity, Health & Happiness) in Your Classroom

**More
PAX**

pp. 116-162

You will be able to apply multiple, simple strategies that expand PAX—more peace, productivity, health, and happiness. As you become more skillful in using PAX, you will be able to apply and use the PAX strategies to improve the benefits of PAX for students, families, the school, and the community. You will learn more about how PAX actually changes the brain and the expression of genes in the brain for the better.

By learning and applying the additional techniques plus materials provided, you—as a teacher—will be able to:

- ✓ Spread PAX to your students' families;
- ✓ Increase academic engagement with PAX Minutes;
- ✓ Use variations of the Game to increase its effects and benefits;
- ✓ Link PAX to PBIS and other strategies;
- ✓ Strengthen PAX for students with a higher level of needs;
- ✓ Use related procedures to enable students who are behind academically to catch up; and
- ✓ Spread PAX to assemblies, cafeteria, recess, afterschool, and more.



How are our children doing?

Please circle

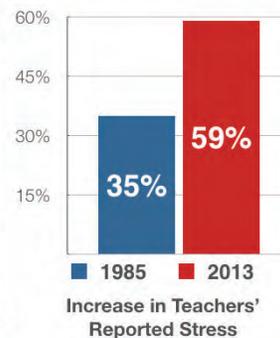
1. Are we having more ADHD or less ADHD than past generations?	MORE	UNSURE	LESS
2. Are we having more or fewer anxiety and emotional problems?	MORE	UNSURE	LESS
3. Are more or fewer of us dealing with issues of autism?	MORE	UNSURE	LESS
4. How often is suicide happening for our generation of young people?	MORE	UNSURE	LESS
5. Is serious bullying happening more or less now?	MORE	UNSURE	LESS
6. What about us having a serious addiction problem?	MORE	UNSURE	LESS
7. Are our families having more or less economic security that affects us?	MORE	UNSURE	LESS
8. Are we having more health problems or fewer like allergies, diabetes or obesity?	MORE	UNSURE	LESS

How much stress and health problems are our teachers feeling today because of what is happening to our kids?

MORE UNSURE LESS

Teachers reporting great distress...over 30 years

Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., and Greenberg, M. T. (2017). Impacts of the CARE for Teachers Program on Teachers' Social and Emotional Competence and Classroom Interactions. *Journal of Educational Psychology*



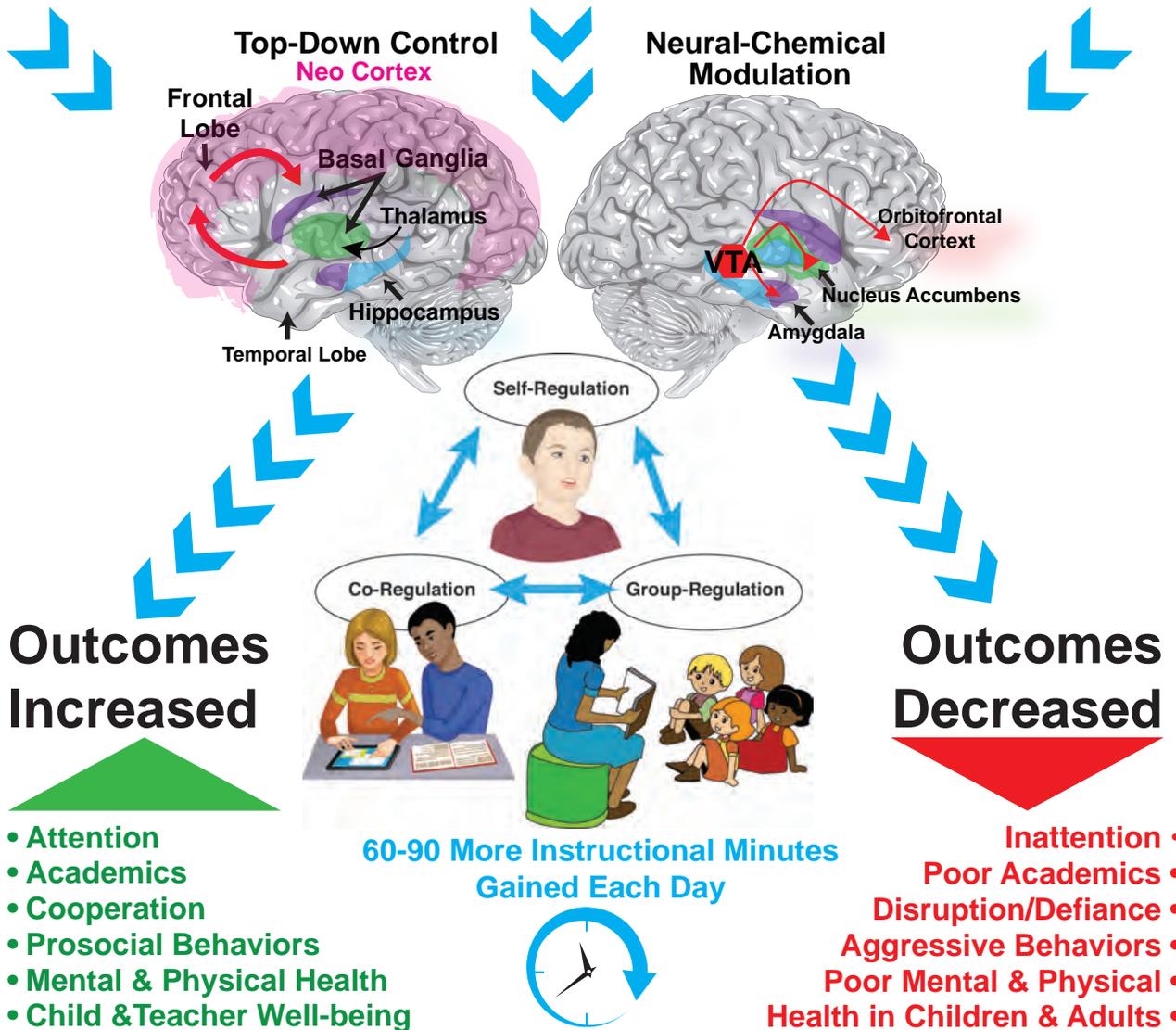
And, what about teacher & staff stress in your school or community today?

So what happens to teachers if student *distress* goes down 75% in 8-to-16 weeks with PAX GBG? Answer: Teachers' *stress* can be reduced by 60%.



How Daily Use of PAX Kernels & Game Affects Brain Systems of Students in Your Classroom & School

PAX Active Ingredients	Type of Evidence Based Kernels Used Many Times p/day	Inhibitory Control IC	Exec. Cog. Function ECF	Emotional Regulation ER	Error Monitoring EM	Reward Sensitivity RS
1. PAX Vision	Relational Frame	X	X		X	X
2. PAX Leader	Relational Frame	X	X		X	
3. PAX Quiet	Antecedent / Physiological	X		X		
4. Granny's Wacky Prizes	Reinforcement	X		X		X
5. Beat the Timer	Antecedent	X	X		X	
6. PAX Sticks	Antecedent	X		X	X	
7. Tootle Notes	Reinforcement		X	X		X
8. PAX Voices	Antecedent	X	X	X		
9. PAX Hands & Feet	Antecedent	X		X		
10. OK/NOT OK	Relational Frame	X	X	X	X	X
PAX Game Recipe	Played 3-5 Times daily	XXX - XX	XXX - XX	XXX - XX	XXX - XX	XXX - XX



Caution: These skills cannot be successfully learned through punishment and force.

To learn more about the significant science about cognitive control and regulation, please download and read the 2017 article by neuroscientists Petrican and Grady entitled, "Contextual and Developmental Differences in the Neural Architecture of Cognitive Control" at <http://www.jneurosci.org/content/37/32/7711>

Nurturing—by positive peers at school and by non-family adults in school or community—has lifetime protective or beneficial academic, health, social, economic, and mental outcomes.

PAX GBG is well-proven to nurture and protect children, families, schools, and communities when teachers faithfully implement PAX.



Humans adapt to their environments for survival. Children who are exposed to trauma, unsafe, or predatory environments often develop adaptive or defensive behaviors for those conditions.

However, such adaptive behaviors rarely increase academic success. Additional punishments at school typically harden children’s brains for threat, furthering changes in body chemistry and gene expression—thus, worsening the damage of adverse childhood experiences (ACE’s).

ACE’s typically worsen academics; peer, health, and mental-health problems, legal troubles, etc. ACE’s can and do happen to children from every social-economic class. However, some groups suffer from cultural histories of ACE’s. PAX GBG is proven to reduce, if not turn around, the symptoms of ACE’s for many. Gold-standard, controlled studies shows that PAX GBG improves academic, mental, physical, and social outcomes for decades—which you can read about at www.pubmed.gov

Unsafe or Predatory Environments Creating Adverse Childhood Experiences:

Psychological Inflexibility and Fear

- Inconsistent adults and peers
- Rigid/black-and-white thinking
- Limited future-thinking or planning due to perceived unpredictability/danger
- Fear-based compliance-“because I said so”

Failure to Reinforce Prosocial Behaviors

- Neglect
- Little attention paid to “being good”-they’re doing what they’re supposed to
- Positive behaviors seen as means to extrinsic reinforcement for survival

Exposure to Toxic Influences

- Physical, verbal, emotional, sexual abuse
- Domestic violence in the home
- High emotionality- yelling, tattling
- Name-calling, sarcasm, bullying
- Food/ housing insecurity

High Levels of Problematic Behaviors

- Attention paid to negative behaviors- reprimands, punishment
- Need to assert oneself (verbally/physically) to avoid being abused
- Hypervigilance (distractible/inattentive)



PAX Nurturing Environments Creating Well-being and Resiliency:

Increase Psychological Safety & Flexibility

- *PAX Vision* helps students to predict the demands for different situations.
- With *I’m a PAX Leader*, students associate prosocial behaviors as part of who they are.
- *PAX Hands/Feet* and *PAX Voices* create predictable measures and expectations to help students and teachers stay within limits.

Richly Reinforce Prosocial Behaviors

- Provides students opportunities to be recognized for positive behaviors with *Tootle Notes*.
- Celebrates and reinforces self-regulation (PAX) or avoidance of problematic behaviors (Spleems) with *Granny’s Wacky Prizes*.
- Teachers use *OK/Not OK* to provide reliable and immediate positive feedback in neutral way.

Reduce Toxic Influences

- Decreases the dawdling, troublemaking, and procrastination that can occur during transitions with *Beat the Timer*.
- Promotes trust and predictability between the teacher and students with *PAX Stix*.
- Uses universal cue for attention, *PAX Quiet* to make expectations clear and reduce teacher frustration.

Limit Problematic Behavior

- *PAX Hands/Feet* provide predictable measures that help students ensure they and their peers stay within predictable limits.
- Creates predictable expectations for the appropriate voice before activities with *PAX Voices*.
- Teachers use *OK/Not OK* to provide reliable and immediate feed-back to students without singling them out.



To learn about Nurturing Environments, please read:

Biglan, A., Flay, B. R., Embry, D. D., & Sandler, I. N. (2012). *The critical role of nurturing environments for promoting human well-being*. *American Psychologist*, 67(4), 257-271

The paper is free at the National Library of Medicine— www.ncbi.nlm.nih.gov/pubmed/22583340

The PAX GBG presenter will ask participants to number off.

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What would students want to see, hear, do, and feel **MORE** of in your most wonderful classroom?



See

MORE



Hear

MORE



Do

NOT FOR REPRODUCTION

MORE



Feel

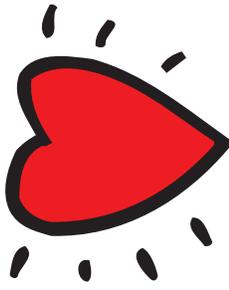
MORE

Each group will be given a role to create the vision.

What would students want to see, hear, do, and feel **LESS** of in your most wonderful classroom?

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Feel



LESS

Do



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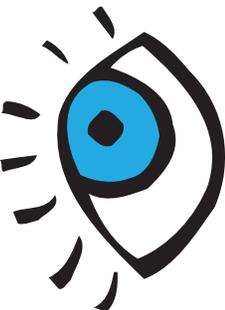
LESS

Hear



LESS

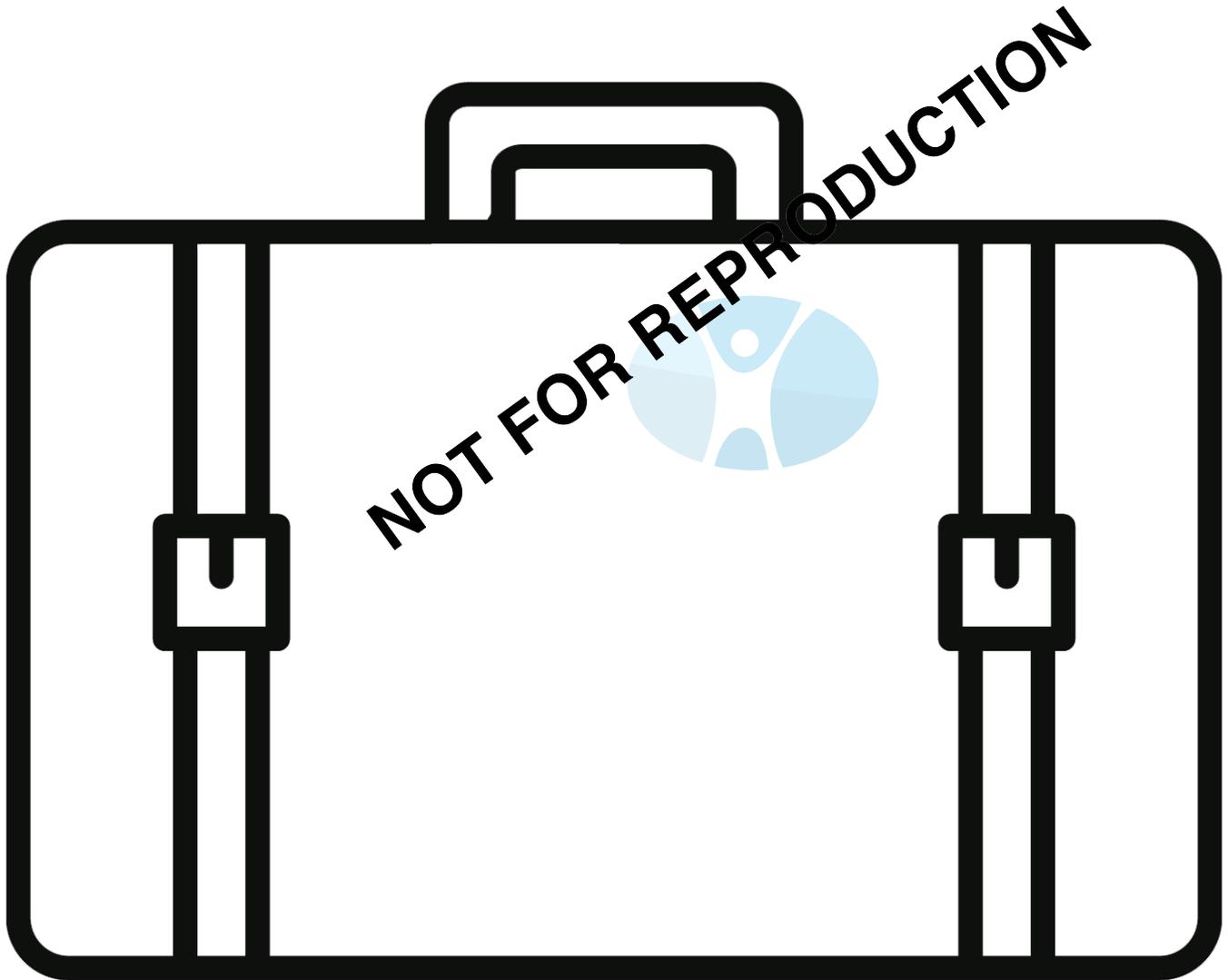
See



LESS

Suitcase for Life **See instructions pp. 19-22 of PAX manual:**

Please think of your current students. Imagine them going off into life as young adults. What are the skills, behaviors, abilities, or events you want them to pack in their suitcase for their future lives? Write those inside the suitcase. Also write what you don't want them to carry around the outside of the suitcase.



PAX = Peace • Productivity • Health • Happiness

