PAX KERNELS: AN OVERVIEW

★ PAX VISION
Creates a ‘how-to’ map with your students. PAX Vision allows your students to learn to predict, self-monitor, and reflect on their peace, productivity, happiness and health each day.

- Create PAX Vision poster with your students
- Reference and update PAX Vision frequently when PAX and Spleems are discussed
- Invite students to predict PAX before activities throughout the day
- Monitor PAX and Spleems during activities and transitions
- Encourage students to reflect on PAX and Spleems
- Praise students for predicting, monitoring and reflecting

★ PAX LEADER
As PAX Leaders, your students will use the relational language of their PAX Vision every day to increase PAX and decrease Spleems. Your students predict what PAX Leaders would do daily, referring to their PAX Vision. Students reflect and reinforce PAX in each other.

- Post, discuss, and invite students to notice examples of PAX Leaders
- Encourage students to identify qualities and behaviors of PAX Leaders in their classroom, school, community, and world
- Identify prosocial behaviors to reinforce what makes students PAX Leaders
- Allow each of your students to be ‘PAX Leader of the Day’

★ PAX QUIET
Your students will learn to focus their attention rapidly for an important intention and activity while reducing symptoms of anxiety, oppositional defiance, and/or trauma.

- Use PAX harmonica
- Use PAX Quiet poster to signal transitions and gain attention
- Praise students’ quick response to PAX Quiet
- If students do not respond, correct and practice the process again

★ GRANNY’S WACKY PRIZES
This strategy helps children work together for common happiness in the class for intrinsically motivating rewards. The process increases prosocial skills and delays gratification.

- Select prizes randomly to reinforce performance of PAX
- Participate in prizes with your students with enthusiasm or pretend like you do not like the prize—either approach sweetens the prize for students.
- Have the next activity ready to quickly transition into the following prize

★ BEAT THE TIMER
This is a strategy to reduce the amount of time it takes to complete a task. It increases time engaged learning and limits problematic behaviors.

- Let students know what their average time for an activity is and challenge them to complete it faster
- Use Beat the Timer multiple times a day for transitions or tasks
- Invite students to predict PAX and Spleems before setting the timer
- Announce timed goal and monitor by praising PAX behaviors
PAX STIX
PAX Stix promotes trust and predictability between the teacher and students. It allows random calling for student selection and ensures every student has a fair chance to be called upon or participate.

- Use PAX Stix to call on students to answer questions
- Use PAX Stix for student selection in other activities
- Encourage students to take turns respectfully and volunteer to help others

PAX TOOTLE NOTES
Tootles reinforce positive and helpful behaviors by giving every student, teacher, and/or parent the chance to write a note of thanks, appreciation, and recognition of accomplishment. Tootles strengthen peer connections.

- Post Tootle Notes in a visible space in the classroom such as a Tootle board
- Write adult-student and student-student Tootle Notes while verbally modeling the process
- Provide opportunities for students to write Tootles to each other describing PAX behaviors
- Randomly pair Tootle buddies each day or week

PAX VOICES
Allows you to communicate universally understood expectations and promotes students’ perception of predictability, fairness, and safety in their environment. Many children who come to school with adverse childhood experiences react to sudden or loud sounds, harsh language or perceive threats that evoke anxiety, aggression, or other reactions.

- Practice voice levels
- Reference PAX Voices poster before and after activities
- Elicit prediction and use of PAX Voices from students
- Cue, monitor and praise PAX Voices
- Inquire about PAX Voices as a part of the PAX Vision

PAX HANDS AND FEETS
These cues increase positive behaviors and better learning while providing predictable limits. PAX Hands and Feet increase students’ sense of safety as they develop self-regulation and co-regulation among peers.

- Post PAX Hands and Feet poster in classroom and reference it before and after activities
- Elicit accurate student prediction and use of PAX Hands and Feet
- Monitor and remind students of PAX Hands and Feet during activities and transitions
- Invite students to reflect on use of PAX Hands and Feet and praise with Granny’s wacky Prize

OK/NOT OK
Provides students with feedback the reinforces prosocial behaviors by pointing to “OK go PAX” (do more of that) or limits problematic behaviors by pointing to “NOT OK no Spleems” (do less of that) without interrupting instruction. Using non-verbal cues of behavior increases learning time.

- Use OK/NOT OK cards on desks, wall, or lanyard for positive feedback
- Use OK cue with positivity
- Use NOT OK with calm, neutral face, voice or gestures
- Encourage students to gently cue each other during activities