

FAQS: INTEGRATING PAX WITH MTSS

We have been implementing MTSS, do we stop and just do PAX Good Behavioral Game?

Both PAX and MTSS approach behavior as a skill that should be taught, just like academics, and promote consistent expectations that are clearly understood by adults and students. MTSS is a framework your school uses to align student supports and interventions, develop data systems that inform instruction and create tiers of interventions to respond to student needs. PAX is a Tier 1 intervention focused on instructional strategies and a proactive school community.

Our school developed a system to teach different noise levels, do we have to take all our posters down and switch to PAX Voices?

Your school will need to decide on one universal system to teach and reinforce appropriate noise levels. It is important that there are visuals placed throughout your school with the noise level expectations and that you have a hand signal that also tells students what the appropriate noise level is. It can be PAX Voices or the system your school developed. The main thing to consider is voice level expectations are clear and consistent across your school, and students are given numerous opportunities to practice and model the different levels.

Our school has a universal recognition system where we give out tickets to recognize when students do the right thing. How does PAX Tootles and Granny's Wacky Prizes fit into our system?

Positive Behavior Intervention and Supports (PBIS), a part of an MTSS Framework, and PAX focus on using positive reinforcement to improve student behavior. PAX GBG adds to your school's feedback tool kit. Use your ticket system to provide quick praise for any student in your school who you see doing the right thing. Use Granny's Wacky Prizes when you are recognizing your whole class for co-regulation. Tootles can be used when you want to provide a personalized note of praise for students in your classroom and encourage peer to peer recognition.

Our staff agreed on common expectations and created a school-wide matrix. Do we disregard this when we implement PAX GBG?

The matrix is a tool to provide teachers with a focus for developing and understanding school-wide expectations. The vision is a framework students co-create to develop classroom and common-area expectations. The purpose for both the matrix and vision is to ensure adults and students are on the same page.

Our school recognizes a student of the month from each grade level, how does this fit in with PAX Leader and Granny's Wacky Prizes?

Ensuring all students are recognized, regardless of their ability, is key to improving school culture and student behavior. While monthly assemblies can motivate some students, it may not have much of an effect on others because the reinforcement is not immediate, or they are unable to maintain appropriate behavior for such long periods of time. PAX Leader and Granny's Wacky Prizes provide students who may struggle with behavior a more frequent and relevant reinforcement in real time, where students can directly connect their behavior with the reinforcement.

PBIS emphasizes a focus on positive behavior, so should we be giving teams points for positive behavior rather than spleems when we play the PAX Good Behavior Game?

When PAX is implemented with fidelity, counting spleems and playing the game is a powerful tool to improve student behavior and long-term outcomes! Students are not identified as the cause for the spleem. By hearing the word, they must stop, think, and adjust their behavior with little prompting from the teacher. The science shows us we are teaching students inhibition control in a non-shaming way. If you only give points for positive behavior, students do not have the opportunity to learn this skill in a safe environment. By playing the game three times a day, students who lose know they will have another chance to win. This teaches them to keep trying, even when things do not go their way.