

Back to School with PAX



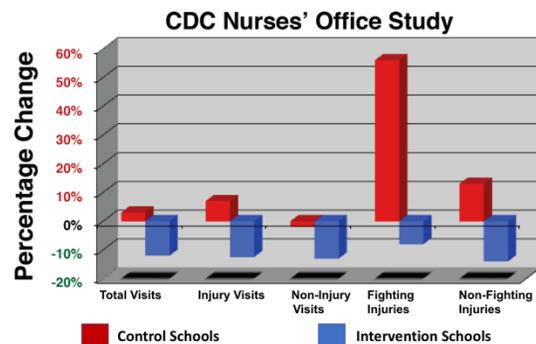
Schools will operate in a number of formats for the fall of 2020, including in-person, online, and hybrid variations of both. PAXIS has created a number of resources to facilitate the return to learning this year.

Available at www.paxis.org you will find calendars, tip sheets, and recommendations for implementing PAX Good Behavior Game strategies in **virtual learning environments** as well as **socially distanced classrooms**. These resources help PAX teachers, partners, and parents support students in the face of the pandemic, with the unique needs posed by distance learning and social isolation.

How can I track progress in my virtual or socially distanced PAX Classroom?

Under normal circumstances, teachers, partners, and other stakeholders collect progress monitoring data to guide implementation and determine the proximal and distal outcomes that are the hallmark of implementing PAX GBG with fidelity. The PAX Implementation Survey, PAX Minutes, and Spleem Counts all provide indications to the effects PAX GBG is having on student learning and behavior. However, as schools return in various formats, data collection instruments may not be appropriate or useful in the new setting. In fact, interrupted schooling renders many of these data points invalid. The circumstances for education this year may not provide for the convenient collection and analysis of data demonstrating predictable positive trends. The following measure can help teachers, partners, and stakeholders assess their students' social-emotional health. This measure will ensure stakeholders can take a real-time snapshot of the current status of their class and also determine supportive strategies specifically aligned with their indicated needs. This is especially important this year with a rapidly changing environment that can affect children's social-emotional health in different ways at different times. This measure allows all stakeholders to be responsive to those needs.

The following measure can be used in a variety of settings to capture the collective social-emotional health status of the classroom. The items on this measure derive from the parent and teacher versions of the Social Competency Scale as well as the Strengths and Difficulties Questionnaire. The Social Competency Scale has been used to predict academic, behavioral, and lifetime outcomes of children based on their social-emotional learning in ongoing trials for over 20 years (Corrigan, 2002). The Strengths and Difficulties Questionnaire has been used to track long-term outcomes of PAX for decades. These constructs have been confirmed in early iterations of PAX when CDC Epidemic Intelligence Teams found that students exposed to PAX strategies visited nurses' office less often than those who did not as displayed in the graph below. Now, more than ever, teachers, parents, administrators, and stakeholders have a responsibility to assess and respond to the social-emotional health status of their children.



Children's social development strongly associates with the **Peace, Productivity, Health, and Happiness** built with PAX GBG. Using this measure, teachers, partners, and stakeholders can examine the collective status and progress of the social-emotional learning of the class using the adapted items from the Social Competency Scale. Additionally, this measure will reflect areas of need and areas of strength in regard to the Peace, Productivity, Health, and Happiness, regardless of the school setting. This measure may be used in pre/post or time series designs to show changes in social-emotional status or to establish social-emotional health levels among the categories of Peace, Productivity, Health, and Happiness. This will help PAX teachers and partners select specific strategies to address those needs.

Corrigan, A. "Psychometric Properties of the Social Competence Scale - Teacher and Parent Ratings," 2002.

Goodman R. The Strengths and Difficulties Questionnaire: a research note. *J Child Psychol Psychiatry*. 1997;38(5):581-586. doi:10.1111/j.1469-7610.1997.tb01545.x

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. *American Journal of Preventive Medicine* 1997, 13(6):459-463.

Directions:

Step 1: Answer the following questions in regard to how your class has performed, collectively, over the past week. Assign one point for each item you assess that was **generally true** for your class as a whole.

Step 2: Add the total number of items marked with a “1” to obtain a total score (Low: 0-6, Moderate: 7-11, High: 12-16)

Step 3: Examine the total from each category of **Peace**, **Productivity**, **Health**, and **Happiness** to identify strengths and needs.

Step 4: Use the **Peace**, **Productivity**, **Health**, and **Happiness** recommendations to increase implementation of strategies that will improve particular areas of need.

PAX = Peace • Productivity • Health • Happiness



Peace

- Children resolved peer problems on their own with little prompting.
- Children worked cooperatively with each other in pairs or groups.
- Children supported other's feelings with listening and caring words.
- Children were helpful to others.

Total Score ____ / 4



Productivity

- Children calmed down when excited.
- Children did as they were asked.
- Children thought before acting.
- Children worked well despite physical or digital distractions.

Total Score ____ / 4



Health

- Children displayed appropriate emotional responses.
- Children were on task and attentive.
- Children did not complain of sickness or pain.
- Children demonstrated empathy for their classmates' health and wellbeing.

Total Score ____ / 4



Happiness

- Children listened to other's points of view.
- Children accepted things not going their way.
- Children coped well with failure.
- Children were friendly towards each other.

Total Score ____ / 4

Total PAX Classroom Score ____ / 16

Low: 0-6, Moderate: 7-11, High: 12-16

Peace, Productivity, Health, and Happiness Strategy Recommendations

Apply PAX strategies to address the social-emotional needs of the entire class.

To increase the **PEACE** among students:

PAX Vision helps students create a plan or predict behaviors needed to resolve problems. They will cooperate more consistently with expectations and have less conflict with peers and adults.

PAX Leaders foster purpose-based relationships with peers to resolve conflict without blame. Students are better able to identify behaviors to better their world and themselves.

PAX Voices help create predictable expectations and a more nurturing environment for students while in a group setting. Students will learn to recognize and generalize appropriate behavior inside and outside the classroom setting.

The PAX Game teaches students to reinforce pro-social behavior in peers. They practice team building skills and help each other improve in academic and non-academic activities.

To increase **HEALTH** among students:

PAX Vision helps students predict successful behaviors to meet demands for different activities or environments. Students learn how to “stop and think” before any activity so they make fewer mistakes and need less nagging or reminding.

OK/Not OK provides useful guidance for students privately and allows them to increase skills for self-reflection and self-regulation. This helps students accept feedback and assess their progress with fewer arguments.

The PAX Game helps students have fewer emotional and behavior problems each day and experience less conflict and difficulties in life. The PAX Game increases academic success and reduces multiple lifetime psychiatric and behavioral disorders.

PAX Leader reminds students that they play a role in improving the environment for everyone. Students will take pride in their achievements and have a stronger sense of thoughtful, positive choice.

To increase **Productivity** among students:

Granny’s Wacky Prizes allow students to develop skills for self and group-regulation in times of excitement. Using Granny’s Wacky Prizes provides opportunities for students to stop and switch from exciting and enjoyable activities to less preferred activities.

PAX Quiet helps students focus their attention rapidly for an important intention and activity. They practice skills to engage in new tasks or activities quickly.

Beat the Timer increases student attention and focus during difficult tasks. They learn to adjust their behavior decisions in order to work within limits and time.

PAX Stix help improve students’ attention, engagement, participation, and willingness to answer questions even if they are unsure or shy.

To increase **HAPPINESS** among students:

Tootle Notes help students learn to recognize the good and improvement in one another. They will develop strong peer connections that help to prevent emotional problems.

PAX Stix allow students an opportunity to be called on and feel included. Students are less likely to complain about things not being “fair” and will learn how to reach out to peers when extra support is needed.

Granny’s Wacky Prizes teach students that working hard, working together, and making good decisions pay off for everyone. Students will learn to set and achieve goals, voluntarily work toward group success, and build skills to avoid impulsive choices.

The PAX Game teaches students to work as part of a team in order to create more PAX. When their team and others achieve their goal, and avoid problematic behavior or off-task behaviors, everyone celebrates!