

Common Questions and Answers

Does PAX take away time from teaching and learning? No, after you and your students learn to use PAX well, you will gain 1-2 hours a day for high-quality teaching and learning. Students learn more with PAX.

Does PAX work for children who come from very difficult or chaotic situations? Yes. In fact, PAX has largest effects on the children with the most disadvantages or existing problems, but also benefits all children by reducing exposure to bullying, problem behavior, etc.

Can PAX GBG work for children of many ages? Yes. Empirical studies show benefits from Pre-K through High-School. The long-term studies focused on younger children. PAX has variations and adaptations for stages of development, from pre-k to grade 12.

But We Have A Good School and Families? Bullying, mental illness, drug use and suicides are increasing and happening among families and schools from every walk of life. PAX can prevent those tragedies by early reduction in anxieties, impulsivity, poor peer relations, etc.

Do I have to give up what I am doing right now for classroom management? No, though most teachers find that they no longer need all the negative consequences like the red, yellow and green cards. PAX teaches self-regulation and control so that you don't have to be a cop, the judge, and detention monitor.

Does PAX transfer to home situations? Yes, and there are tools to help with that. The children will spread it. Prior studies shows it improves family life.

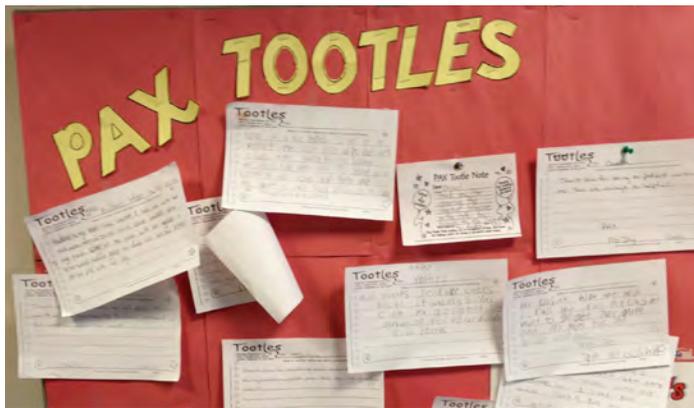
Why is the special language of PAX, SPLEEMS, Granny's Wacky Prizes, Tootles, etc. important? The language: 1) is fresh and reduces automatic, conditioned negative behavior; 2) helps the students rapidly generalize their self-regulation skills; 3) unites children in a bigger purpose than "following the rules"; 4) appeals to children; and 5) provides a common language for the school community. This special language helps children generalize their skills.

Can PAX be part of an IEP or Individual Educational Plan and/or Positive Behavioral Supports? Yes. Special materials and training provide additional supports, using a simple "functional behavioral assessment" that sites can link to previously proven practices to support children with higher needs. In most jurisdictions, licensed professionals may bill health insurance for providing these additional services.

If I am a good teacher and my students are doing well, will PAX still help? Yes! This has been shown to be helpful in almost every case. It makes a great teacher even better, and makes good students better-too.

How can I learn more about PAX? Vist our website. Then, secure training, copyrighted materials, and web-based supports – only available from PAXIS Institute. Please read your manual, as it contains much wisdom from thousands of teachers who learned to use PAX before you. Our websites have additional supports, only for teachers and PAX Partners with licensed PAX Good Behavior Game® manuals and training.

9. The PAX Game should be played at least three times a day during normal classroom activities. Students typically learn PAX skills quickly, though need practice to play longer. Wise teachers make a daily ritual of planning when to play the Games with their students.
10. PAX Games start very briefly—a minute or two, increasing in time as students win 12 out of 15 games (or 85%) each week. Eventually, First Graders can "play" the PAX Game for 30 to 45 minutes, vastly increasing fully engaged teaching and learning. Older children can learn to play longer.
11. Teams and the classroom accumulate PAX minutes by playing the game for longer times, while still only getting three or fewer SPLEEMS for any given game. The students love seeing themselves making more and more PAX, which brings them peace, productivity, health and happiness. The students and the adults also have a lot of good old-fashioned, fun—without any batteries.
12. When the kids win a PAX game, they earn a randomly selected, fun, and intrinsically motivating, play-based ("brain break") for a few seconds or minutes. They might earn a 10-second giggle fest, or a 30-second dancing jig, or one minute to whisper to their friends. There are hundreds of these activities that the adult can choose to put in the "Granny's Wacky Prize" bag, and the children will eagerly invent new suggestions that don't involve material, extrinsic rewards. These active, fun intrinsic rewards teach children two related skills: how to self-regulate under conditions of excitement and how to self-regulate when one doesn't "win" or achieve a desired goal immediately.



13. Students and adults learn to write Tootle™ Notes (the Opposite of Tattles) to each other: student-to-student, student-to-adult, adult-to-adult, and adult-to-student. This helps sustain and build PAX. The procedure for Tootle Notes from peers reduces bullying and increases positive friendships as well as support for helping each other. Tootles also help spread PAX to families.
14. As both the adults and students become adept at PAX, the students develop an extraordinary ability to turn on their attention voluntarily; to go up and down in excitement with grace; to handle distractions and disappointments well; and to cooperate for common goals with other people of differing abilities and skills. Both adults and students start to savor the daily joys they created. In a word, the young people become "everyday scientists" to better their world and themselves.
15. PAX trained teachers and their PAX Partners (mentors) have access to special web-based supports to broaden benefits of PAX, for problem solving, and for monitoring results as well as implementation.



To learn more about PAX GBG, visit GoodBehaviorGame.org or call 1-877-GO-PAXIS, or send an inquiry email to gbg@paxis.org. You may view videos about PAX GBG at: GoodBehaviorGame.org, promoteprevent.org, or www.gov.mb.ca/healthychild/pax/. The scientific studies for the recipe for PAX GBG can be found at www.pubmed.gov, search under "Good Behavior Game"; Peacebuilders, and "evidence-based kernels".

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Attachment B: PAX Good Behavior Game Logic Models

The next three pages are the actual logic models related to PAX GBG.

The first is the biosocial model based on the nurturing environments and shows how PAX GBG works at an individual level. That is different than the logical model to make it happen for school district, a community, or a larger political division.

The second page is about the population-level change logic model, discussed in detail here.

The third page is an example of how the two logic models can be discussed or explained in the context of common, localized strategic prevention framework logic models.