Dear PAX Partner.

Thanks you for being a spokesperson for PAX in your school building.

First, I want to be very clear that it is MY job to support you and your school in PAX.

* I am supposed to be the one to schedule trainings, provide materials and meeting agendas and guides.
* You are NOT supposed to take this on as an extra job, create material for your school or act as a supervisor for your school.

I want you to know it is very important that you communicate with me what you are able to do and what you are not able to do, whether it be because of time constraints or building dynamics.

The most important thing that you can do is to coordinate and communicate with me the PAX needs and interests (or lack thereof) in your school. Anything else beyond that would be fantastic, but I am fully aware of all that is already on your plate.

Included in this booklet are the following:

1. Description and Rationale of the PAX Partner
2. Description of the Regional PAX Partner and the Embedded (In-house) PAX Partner and their potential roles and interactions.
3. Guidelines and materials to lead in-house PAX Partner support meetings with your colleagues.

Again, I cannot emphasize enough the importance of communication in this role. I will depend on you to let me know what the climate is in your school so that I can most sensitively and productively support your building. I will also depend on you to communicate your needs and limitations as well as your desire for further growth in your role as a PAX Partner.

All information is for purposes of PAX support and is non-evaluative on your or my part. We may not share any such information with administration or other staff.

Our role is strictly to grow PAX: Peace Productivity Health and Happiness for you, the staff and the students.

Thank you.

Laura Kamp

Regional PAX Partner and Coordinator

Northwest Ohio Educational Service Center

**Table of Content**

P. Description and Rationale of the PAX Partner

P Description and Roles of the Regional PAX Partner and the In-House/Embedded PAX Partner

P Successfully beginning the PAX Year with Best Practices

P General Guidelines and Format for PAX Partner Meetings

P Agenda, meeting notes and materials for each kernel PAX Partner Meeting

p. PAX Vision- The “Big” Vision

p. PMR Predict Monitor Reflect

**Appendix These are not attached to this partial document but are included in the drive.**

1. Agenda/Meetings Note Sheet (Appendix 1)
   * Makes you stay on task and remember what you are doing.
   * Don’t forget to set goals for teachers and write down what actions you need to take (follow up on a question, get a resource, get Laura to help out….)
   * Always set a date for the next meeting before you leave.
2. Steps to Implementation Guide (Appendix 2)

* This is important to remember basic guidelines for best practices in implementation.
* Balance holding teachers back from playing “The Game” too soon or the other extreme of not playing “The Game” at all.

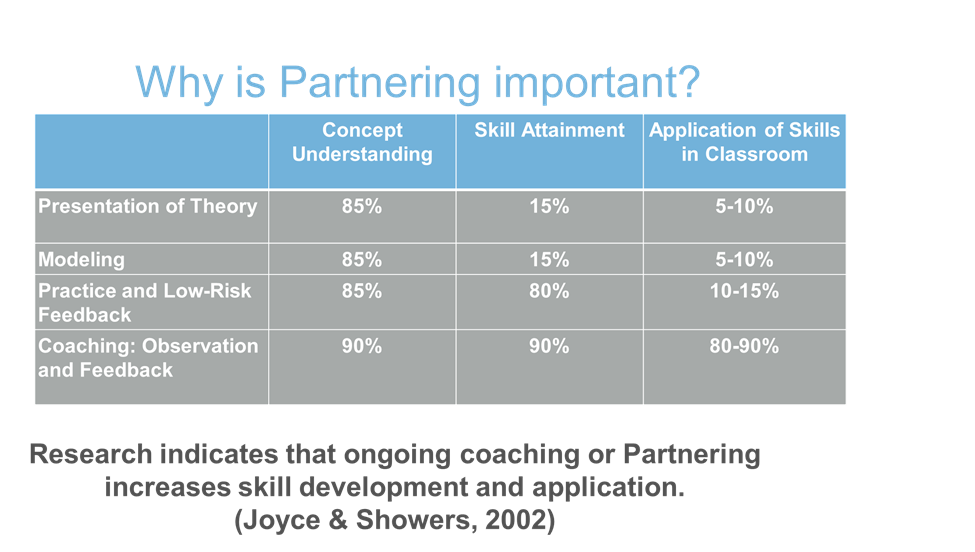
1. PAX Phases Guide (Appendix 3)

* Have a copy for each group of teachers and check off and date each kernel as you cover so that I remember what you have covered.
* Keep reviewing this with teachers to keep them on track for the big picture and to get to “The Game.”

1. Basics ACEs TI PBIS PAX & Nurturing Environments (Appendix 4)

* Each teacher should always have this available to remind WHY we are doing PAX.
* Reference when time permits to ask how an individual kernel is *trauma informed* and provides a *Nurturing Environment.*

1. PAX/OTES/RTI Handouts
   * Each kernel has its own handout
   * Each handout describes the following:
     + Purpose of Kernel
     + Tips and Tricks
     + Some potential intervention ideas
     + OTES connections. How that kernel helps achieve specific OTES standards

****

**What is a PAX Partner?**

To achieve the promised results of this evidence-based program, one requires an in-depth understanding of the science, theory and implementation of PAX.

We can only learn so much from a 6-hour training. The training is step one.

The PAX Partner then works alongside the teacher to implement, trouble shoot and increase ways that PAX can be used as a universal and intervention strategy in the classroom and throughout the school.

**The PAX Partner’s main goal is to help teachers and students achieve the most peace, productivity, health and happiness—PAX.**

**Why PAX Partners?**

PAX assumes constant dialogue about positive behavior with the students, so how would it be PAX-Like to cut off dialogue with the very teachers who are bringing PAX to their students?

Teachers and administration are often frustrated when promising programs are here today and gone tomorrow. Many dollars are spent in teacher training and then teachers are left alone to implement after a crash course, or they do not implement at all.

PAX claims many promises based on a lot of research. However, the evidence based results and promises assume that a PAX Partner is in the school supporting the teachers. True PAX would be hard to achieve if we train and then abandon teachers to be on their own.

The following research is from Kimberly D. Becker, Catherine P. Bradshaw, Celene Domintrovich, Nicholas S. Ialongo (2013) Coaching Teachers to Improve Implementation of the Good Behavior Game, ADM Plicy Ment Health.

DOI 10.1007/s10488-013-0482-8

The meta-analysis by Joyce and Showers (2002) reported that training compromised of didactics, demonstrations, practice and feedback does little to impact teacher practice unless it is coupled with classroom-based support [i.e. PAX Partners].

Coaching can occur in multiple settings but is likely to have the greatest impact when it is embedded in the context in which an intervention is implemented (Garret et al. 2001).

Relative to a condition of teacher training alone, those in the combined coaching and training condition experienced significant improvements in the closeness of teacher-student relationships, students’ academic self-concept… (Capplella et al. 2012).

The coaching activities include check-ins, modeling, needs assessments (e.g. observations) and technical assistance/performance feedback (Becker et al. 2013b).

* Teachers are more likely to implement programs with professional support.
* Partnering support reduces teacher burnout and exhaustion.
* Partnering improves teacher *self-efficacy;* teachers are more apt to believe in the ability to achieve their goals.
* Students have improved academic and behavioral outcomes when their teacher receives partner support.
* Partner support brings community to teachers. People in community are happier and more productive. People in community spread community.
* Students who feel community are better students both socially and academically.

**How the Regional PAX Partner & Coordinator and the Embedded In-house PAX Partners**

**Work Together**

The Regional PAX Partner & Coordinator’s main role is to help schools, PAX Partners and teachers use PAX GBG to achieve Peace, Productivity, Health and Happiness.

The Regional PAX Partner’s role is to do as much of the “heavy lifting” as possible to help schools use PAX GBG to seamlessly achieve the myriad requirements of things like OTES and PBIS, and most importantly—create an environment where children can learn and thrive.

The Embedded In-House PAX Partners’ main role is to be the eyes, ears and voice for PAX in their building. The following describes both the Embedded and the Regional roles.

**NwOESC Regional PAX Partner & Coordinator Role:**

1. Coordinate and communicate all things PAX to all NwOESC schools and communities.
2. Build an Embedded “in-house” PAX Partner system in each school building.
3. Until embedded PAX Partners feel confident to do this in their own schools, the Regional PAX Partner will:

* Visit each school and visit PAX teachers in teams
* 15-20 minute sessions
* Once per week or every other week, during prep, lunch, before or after school
* Each session covers:
  + One kernel/strategy (and later other PAX ideas, advancements, etc.)
  + Why the strategy is important, its science, how it is trauma informed etc.
  + Model the kernel/ strategy for the teachers as if they are students
  + Things to think about, potential issues, intervention strategies
  + Q & A about current or previous kernel or any other issues

1. When The Embedded PAX Partner structure is in place and Embedded Partners feel confident to do #3 above, the Regional PAX Partner can visit rooms to
   * collect data to use to further improve student growth, set goals, grow PAX
   * help individual teachers problem solve and provide intervention strategies
2. Connect PAX to other school initiatives (PBIS, OTES etc.) so that staff understand PAX as a *way to achieve* these goals, and not be an addition to those requirements.

Once the Embedded PAX Partners feel comfortable, the Regional PAX Partner will supply all agendas, talking points, fresh ideas etc. for Embedded PAX Partners to pass on to their colleagues in already established meetings. The Embedded Partners will not need to create any materials or meeting agendas.

**How the Regional PAX Partner & Coordinator and the Embedded In-house PAX Partners**

**Work Together**

**Embedded In-House PAX Partner Role:**

* Note: Each school and Embedded PAX Partner situation is different and the Regional PAX Partner will work with what *works best for the individual situation*.

1. Be a trained PAX staff with high interest and understanding of PAX’s trauma informed goals, science and best practices. If possible, get further PAX Professional Development training.
2. Work with the NwOESC Regional PAX Partner in their school:

* To maintain PAX Spirit
* To maintain current best-practices of PAX GBG
* If and when able, collect data (This is not easy nor expected, but if possible, we’ll try.}
* Interpret and communicate to Regional PAX Partner
* School and/or grade level culture, issues, what teachers are dealing with
* Help set up meetings and other communications according to school culture, needs and schedules
* Communicate school calendar needs and changes
* When feel confident enough to do so, Embedded Partners will lead colleagues in already established school meetings (not “extra” PAX meetings, but during prep, lunch, TBTs etc.) once per week or every other week. 15-20 minute sessions that cover the following:
* One kernel/strategy (and later other PAX ideas, advancements, etc.)
* Why the strategy is important, its science, how it is trauma informed etc.
* Model the kernel for the teachers as if they are students
* Things to think about, potential issues
* Q & A about current or previous kernel or any other issues.
* The Embedded PAX Partners will not need to create any materials or meeting agendas.

The Regional Partner will provide it all.

* Embedded in-house PAX Partners will be fully supported by the Regional PAX Partner and Coordinator who is employed through the NwOESC (Laura Kamp).

Embedded PAX Partners will be supplied with meeting agendas, talking points, handouts, follow-up emails, new ideas and many other resources. It will not be a separate job; the role is intended to be an encourager, a communicator of best practices and a go-to contact person for both the teachers and the Regional PAX Partner. The embedded Partners will not need to create any materials.

**Successfully beginning the PAX Year with Best Practices**

**Help set up a regular meeting time with PAX Partners (15-20 minute meetings)**

If we can do that ASAP, that would be great! Thanks!

If there are more than one of you as a PAX Partner in your building, please work together on this.

Please scope out everyone’s schedule and try to come up with a time where the most PAX staff can meet on a weekly basis.

Options:

* Before school
* After school
* Lunch
* Planning period
  + If an all-group meeting does not work, I can stick around and go from one grade level’s planning period to the next if they are close enough together.

1. Get regular Partner/teacher meetings set up (see above).
2. Encourage everyone to begin PAX Vision on Day One.
3. As appropriate, have causal conversations with as many of your PAX colleagues as possible. Try to avoid questions that can be answered with a yes/no. Try to get a read on where things are at.

* How are you going to set up your PAX Vision this year?
* Are you going to do your PAX Vision on Day One? How do you feel that will work/won’t work?
* When do you think is a good time to meet with teachers and PAX Partners?
* What kind of PAX questions or concerns do you want to address this year?
* What are your thoughts about PAX this year?

1. As much as you are capable and have time for, see what you can do to help receptive teachers get started.
2. If it would be helpful getting support staff trained in the basics of PAX Quiet and the language of “More of” (PAX) and “Less of” (Spleems), contact me and try to figure out a time where that can happen.

**PAX Partner Meetings: General Guidelines and Format**

**Items to always have at your meetings:**

1. Agenda/Meetings Note Sheet (Appendix 1)
   * Makes you stay on task and remember what you are doing.
   * Don’t forget to set goals for teachers and write down what actions you need to take (follow up on a question, get a resource, get Laura to help out….)
   * Always set a date for the next meeting before you leave.
2. Meeting Notes:
   * These are important notes to make sure you have covered the important topics.
   * These are included in this booklet with each kernel. Each kernel has its own.
   * These will be the same notes that you send in your follow-up emails.
   * I will email you these so you can simply forward them to your colleagues.
3. Steps to Implementation Guide (Appendix 2)

* This is important to remember basic guidelines for best practices in implementation.
* Balance holding teachers back from playing “The Game” too soon or the other extreme of not playing “The Game” at all.

1. PAX Phases Guide (Appendix 3)

* Have a copy for each group of teachers and check off and date each kernel as you cover so that I remember what you have covered.
* Keep reviewing this with teachers to keep them on track for the big picture and to get to “The Game.”

1. Basics ACEs TI PBIS PAX & Nurturing Environments (Appendix 4)

* Each teacher should always have this available to remind WHY we are doing PAX.
* Reference when time permits to ask how an individual kernel is trauma informed and provides a Nurturing Environment.

1. For each meeting, at minimum, please pick one or both of these options to model kernels:

**Option #1**: Training Booklet **Option #2.** PAX/OTES/RTI handouts:

(Appendix 5)

A screenshot of a cell phone

Description automatically generated

**PAX Partner Meetings: General Guidelines and Format**

**How to Facilitate a PAX Meeting:**

\*\* Always remember that you are the one to know what is needed for your colleagues and should adapt each meeting accordingly.

Before you introduce each kernel with your group of teachers, reviewing the kernel in the manual beforehand that would be great. At least review the two options below before the meeting and read through the meeting notes, which will also serve as your follow-up email.

The ***Agenda/Meetings Note Sheet***will guide you through the meeting process.



1. Agenda for today
   * Kernel of the week description
   * Kernel rational – see options below for how to do this
   * Model Kernel- see options below for how to do this
   * Discuss things to think about/issues you might run into
   * Intervention ideas if appropriate
   * If time, discuss how it is Trauma Informed and how it will

help you as teachers

1. What is going well?
2. What do you need help with?  What has been tried?
3. Brainstorm ideas for any issues
4. Set goals for teacher to do to address that issue and for implementing a kernel
5. Action Items for Partner\_ things you need to follow up on or get Laura to follow up on
   * Send a follow-up email ( I have these all in template forms for you and are a summary of your talking points)
6. Next meeting date:
   * Good to do this on the spot to make sure it happens.
   * Agenda idea for next meeting – either the next kernel or a problem solving session

**Two Options for modeling and teaching kernels. (See pictures on page one.)**

**For BOTH Options #1 & 2:**

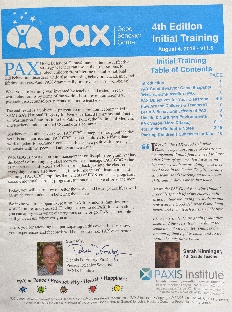
Discuss the information that will also be included in the follow-up email. There are often important bits of information that will pre-emptively strike at a lot of questions and issues and can be very helpful for discussion.

If you have time, please discuss the following:

**PAX Partner Meetings: General Guidelines and Format**

* Review the Trauma Informed Principles and discuss how that specific kernel will help you teach in a trauma-informed way.
* Discuss how this kernel will help YOU all as teachers.
* *After the meetings*, please send the follow-up email and attach the How-to/OTES sheet so the teachers have a pretty comprehensive summary of that kernel and your discussion. Please attach handout even if you have only used the Training Booklet

**Option #1: The Initial PAX Training Booklet**

Everyone who was trained in the past two years received this booklet. Please encourage teachers to have it on hand at every meeting. Booklet references manual pages and colors.

How to use:

Pages 4-6

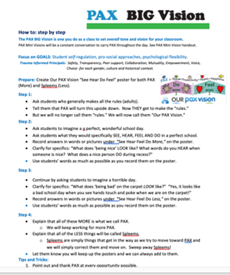
Each individual kernel’s purpose is reviewed. Read together as a group so you remember WHY you are doing this beyond a behavior gimmick.

Pages 12-15

Brief instructions for each kernel are given. Please review and model best practices for the group so they can see what it will look like. (If you have time, practice.)

Do not forget other items on meeting agenda.

**Option #2:** PAX/OTES/RTI handouts (Appendix 5)

Each kernel has a sheet with the goal for that kernel written the top, followed by steps for best practices, some Tips and Tricks, some Response to Intervention ideas and some specific connections to OTES.

How to use:

Make sure that you review the goal, or why that kernel is important. If you have the Training Booklet available, it would be nice to also read that kernel on pages 4-6.

Please review and model best practices for the group so they can see what it will look like. (If you have time, practice.)

Do not forget other items on meeting agenda.

**PAX Partner Meetings: General Guidelines and Format**

**Next steps:**

When you feel that kernels are sufficiently underway with best practices and the Good Behavior Game is being played to build student focus, there are many other things we can work on to grow and develop PAX:

* Add a “Secret Game” after several weeks of game play.
* Slowly add daily or weekly prizes and other incentives:
* Mystery PAX Game
* PAX Timer Surprise
* PAX Minutes: Setting Goals
* PAX Partner will continue to help develop ways to keep PAX fresh and how to expand outside of the classroom:
* PAX Roles
* PAX Heroes
* PAX & PBIS & OTES
* PAX & Social Emotional Standards
* PAX breathing techniques
* PAX Slates/ peer tutoring   
  PAX in the hallway, restrooms, cafeteria, restrooms, assemblies, field trips, special subjects, with
* Substitutes
* PAX and PBIS

****

**How to Facilitate a PAX Meeting: PAX Vision The “BIG” Vision**

\*\* Always remember that you are the one to know what is needed for your colleagues and should adapt each meeting accordingly.

Before you introduce each kernel with your group of teachers, reviewing the kernel in the manual beforehand that would be great. At least review the two options below before the meeting and read through the meeting notes, which will also serve as your follow-up email.

The ***Agenda/Meetings Note Sheet***will guide you through the meeting process.



1. Agenda for today
   * Description of PAX Vision See two Options below
   * Kernel rational – see options below for how to do this
   * Model Kernel- see options below for how to do this
   * Discuss things to think about/issues you might run into
     + THESE ARE THE FOLLOWING MEETING NOTES THAT

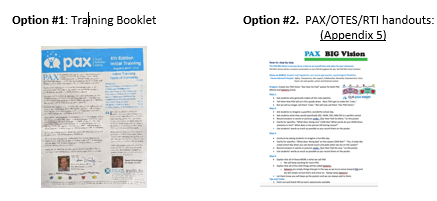
WILL ALSO BE YOUR FOLLOW-UP EMAIL.

* + Intervention ideas if appropriate
  + If time, discuss how it is Trauma Informed and how it will

help you as teachers

1. What is going well?
2. What do you need help with?  What has been tried?
3. Brainstorm ideas for any issues
4. Set goals for teacher to do to address that issue and for implementing a kernel
5. Action Items for Partner\_ things you need to follow up on or get Laura to follow up on
   * Send a follow-up email (I have these all in template forms for you and are a summary of your talking points)
6. Next meeting date:
   * Good to do this on the spot to make sure it happens.

Agenda idea for next meeting – either the next kernel or a problem solving session



**MEETING NOTES THAT WILL ALSO BE YOUR FOLLOW-UP EMAIL: BIG PAX VISION**

**Intro for follow up email: personalize as appropriate.**

Thank you for your time today.  Blessings as you begin the PAX implementation journey!

I would like to encourage you to do a classroom PAX Vision with your students as soon as you are able.  Don't worry about any routines and expectations you have already established.  You do not need to change them.

What you ARE doing is getting the kids to internalize the expectations and being able to apply them to different situations.

**In this email:**

1.       Why start right away?

2.       Tips to Remember

3.       Resources- visuals, banners, pictures of real classroom PAX Visions

4.       A short version of the PAX Vision Process and

5.       Being Trauma Informed

6.        A video of teachers doing PAX Vision.

7.       Ideas for teachers of Pre-Readers (including pictures of classroom ideas and visuals for Vision-in Resources #3)

8.       Attached is another sheet of the process, tips, intervention ideas and how you can relax and enjoy re: OTES because we got you covered.  I also gave this to you today.

**Meeting Notes AND the Body of Follow-Up Email:**

* Do not forget to look at pages 4-6 in the Initial PAX Training Booklet for why this kernel is important.
* If you have time, also address how it is trauma informed.

1. **Why Day start right away?**

* Why take on the burden all to yourself when they would love the opportunity to say what they want more of and less of and are willing to share the vision? You can start on day one sharing the responsibility with your students to create a wonderful classroom.
* What if you started Day One saying something like “Hey students, who usually sets the rules for school? [Principals and teachers].  What if this year I ask YOU to set the rules?  But only we won’t call them rules, we will call them our class vision.”
* And it is a way to hold them accountable to what THEY wanted as a group, not you bossing them around.

1. **Tips to REMEMBER:**

* PAX Vision will NOT be perfect on DAY ONE.
  + It may be minimal.  That’s ok.  It’s an ongoing conversation.
* Even a scrappy and lame PAX Vision discussion sets the tone of shared responsibility for a wonderful school classroom.
  + If they need ideas, feed them:  What would you like more of on the playground?
* It is a living document.
  + Whenever an issue comes up, discuss it:  “Hmm.  Tripping people…. Is that something we want MORE OF or LESS OF?  Let’s add that to our LESS OF vision.  What DO we want MORE OF? How will that better our World?”
* Keep the PAX Vision in a visible and accessible place.

****

\*\*\*If your students rotate through multiple classrooms, email me for ideas so they don’t burn out on the process 6 times in one day.

1. **RESOURCES:**

* You have banners in your kit to help make a vision poster on the wall.  Use paper you can write on as it continues to be a living document.
* Here is a link to reproducible Vision banners, and some great photos of real teachers and classroom displays of PAX Vision.  Be creative!

<https://drive.google.com/drive/folders/16J1kefcS-kxAclfw13jkWsCD4UKWAkvT?usp=sharing>

Teachers Pay Teachers for a great set:

<https://www.teacherspayteachers.com/Product/Classroom-Rules-Pocket-Chart-Centers-over-120-school-situation-cards-3991209>

Pre-reader teachers: at the end of this email are some adaptations for you and there are lots of great pictures in the link above of visuals rather than words for a PAX Vision.

1. **PAX VISION PROCESS**

* After you tell them they will make the rules/PAX Vision, ask them what a wonderful day at school would be like.
* To avoid “more recess, no homework and more ice cream” get them to visualize a perfect day at school and focus on people.

“On this perfect day, what would you HEAR people say?  What would they DO?  What will you SEE?  How will you FEEL? Why would you feel that way?”

Then write down as much as you can in THEIR words under the PAX Vision Chart Banners MORE OF (see kit or make your own).

Then “On a horrible day at school, what would you HEAR people say?  What would they DO?  What will you SEE?  How will you FEEL? Why would you feel that way?”

1. **BE TRAUMA INFORMED**.  Voice and Choice, Empowerment, cultural and gender sensitivity

* It is very important that you use the students’ words as much as possible. (Trauma informed principal: Voice and choice)
  + You may certainly guide them to appropriate and specific word choices but don’t criticize anything they say. “What do you mean you don’t want to feel that way? (after student word choice: F’d up)? What do you HEAR or what do people DO to make you feel that way?
* Then discuss:
  + All that we want MORE OF will be called PAX and we will all try to keep working toward lots of PAX in our classroom.
  + All that we want LESS of will be called Spleems.  Spleems is a silly word intentionally to break any emotion from the discussion of what we want LESS OF
* ****Make sure the students see Spleems with no negative emotions.  They are simply things we will notice and try to sweep away and correct when we are all working toward PAX.

(Never say "THAT's a SPLEEM!" especially with  any negative emotion.)

1. **VIDEO**

  Here is a great video of a KG and a 4th Grade teacher helping their students create their PAX Vision.

      They also discuss their experiences, purpose and rationale for PAX Vision.

[https://www.youtube.com/watch?v=RdEhlRs0h5A](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DRdEhlRs0h5A&data=02%7C01%7C%7C00b470220420462109c108d583b48ac8%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C636559733799712149&sdata=SJSU%2FYaOQygrPOW2l5AUudIikRuSXaQlp3Lo2%2FB1ypY%3D&reserved=0)

1. **TEACHERS OF PRE-READERS**

* In the link above under Resources, you will find visuals showing students doing PAX and doing Spleems (most are either emojis or younger children, though).  The video above has a great example of pre-readers doing a PAX Vision.
  + Teachers Pay Teachers has a great set for $4.00:

https://www.teacherspayteachers.com/Product/Classroom-Rules-Pocket-Chart-Centers-over-120-school-situation-cards-3991209

* You can use these instead of words for your pre-readers(see video above)
* If students have no idea of what you are trying to get at, simply show them a picture and keep it simple: “Here is a picture of a girl pushing a boy. Do we want more of or less of that?”  Then put it under a “less of” chart (or red vs green as in video).
* Don't be afraid to teach PAX Vision one situation at a time to the young ones or those who are overwhelmed.
  + As a situation comes up, simply hold a picture of the PAX and the corresponding Spleem and ask the kids to pick which we want MORE of and which we want LESS of and have them put up on a red (SPLeem) or green (PAX) chart. Keep it simple!
* Or, Break up the discussion into smaller portions.  (one day MORE OF, the next LESS OFF or one day SEE MORE OF and SEE LESS OF…)
* For a daily review (ie. right after lunch or morning calendar time) you can pull out one picture and ask students where it should go on the vision chart (see hear feel do/ more of or less of).
* You can discuss how sometimes what is PAX in one situation may be a Spleem in another. (psychological flexibility)

****

* Take notice that in the video, she does not have the "feel hear see do" posters up but has a sad and smiley face next to the word PAX.
  + Avoid that.  Any PAX should always be positive and no negatives attached to it.
* The banners in your kit with the See Hear Feel Do More/Less are great visuals to make your lists. Or use the Ok/Not Ok visuals (Thumbs up, Thumbs Down)

**How to: step by step**

**The PAX BIG Vision is one you do as a class to set *overall* tone and vision for your classroom.**

PAX Mini Visions will be a constant conversation to carry PAX throughout the day. See PAX Mini Vision handout.

**Focus on GOALS:** Student *self*-regulation, pro-social approaches, psychological flexibility.

***Trauma informed Principals:*** *Safety, Transparency, Peer support, Collaboration, Mutuality, Empowerment, Voice, Choice -for each gender, culture and historical context.*



**Prepare:** Create Our PAX Vision “See Hear Do Feel” poster for both PAX (More) and Spleems (Less).

**Step 1:**

* Ask students who generally makes all the rules (adults).
* Tell them that PAX will turn this upside down. Now THEY get to make the “rules.”
* But we will no longer call them “rules.” We will now call them “*Our* PAX Vision.”

**Step 2:**

* Ask students to imagine a a perfect, wonderful school day.
* Ask students what they would specifically SEE, HEAR, FEEL AND DO in a perfect school.
* Record answers in words or pictures under “See Hear Feel Do *More,”* on the poster.
* Clarify for specifics: “What does ‘being nice’ LOOK like? What words do you HEAR when someone is nice? What does a nice person DO during recess?”
* Use students’ words as much as possible as you record them on the poster.

**Step 3**:

* Continue by asking students to imagine a horrible day.
* Clarify for specifics: “What does ‘being bad’ on the carpet *LOOK* like?” “Yes, it looks like a bad school day when you see hands touch and poke when we are on the carpet!”
* Record answers in words or pictures under “See Hear Feel Do *Less,”* on the poster.
* Use students’ words as much as possible as you record them on the poster.

**Step 4:**

* Explain that all of these MORE is what we call PAX.
  + We will keep working for more PAX.
* Explain that all of the LESS things will be called Spleems.
  + Spleems are simply things that get in the way as we try to move toward PAX and we will simply correct them and move on. Sweep away Spleems!
* Let them know you will keep up the posters and we can always add to them.

**Tips and Tricks:**

1. Point out and thank PAX at every opportunity possible.
2. Avoid saying “that’s a Spleem!” Instead say “Suzie, what would a PAX Leader do while…. (activity she is doing)?” Turn the conversation into getting Suzie *herself* to identify what she SHOULD be doing rather than pointing out that she is committing Spleems.
3. ****To have PAX carry over, constantly have PAX Mini Vision discussions (Predict Monitor and Reflect- PMR). See PAX Mini vision handout.
4. Make PAX the standard goal, not the teacher, the principal or rules or avoiding Spleems.

**PAX Big Vision: OTES and Intervention for struggling students**

**How can PAX Big Vision be used to help struggling individuals or groups of students?**

* Use your Partner to take non-complying or struggling learners aside and provide one-on-one or group practice for PAX Vision. There are a variety of strategies that can be used.
* Revisit Our PAX Vision posters regularly, maybe each morning or right after lunch.
* PAX Mini Vision handout explains how to target specific problematic individuals, groups of students and times of day.
* Avoid any negative emotions regarding Spleems; we will simply correct, practice and move on.
* Make every identification of a Spleem a moment to say “We will have another chance to be a PAX Leader this afternoon….”

**PAX Big Vision accomplishes OTES** (when done correctly ☺):

* **Standard 1: Students**

Teachers understand student learning and development and respect the diversity of the students they teach [PAX Big Vision discussions involve all students].

**1.2** Teachers understand what students know and are able to use this knowledge to meet the needs of all students. [PAX Big Vision discussion directly elicits from the students what they know about expectations and can be used to create a common framework for expectations.)

**1.4** Teachers model respect for students’ diverse cultures, language skills and experiences. [PAX Big Vision creates a common framework and is an opportunity to help diverse students understand cultural norms.]

* **Standard 3.5: Assessment**

Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential. [PAX Vision specifically directs students to decide what the goals are and PAX Mini Vision specifically directs students to identify the gaps between the goals and their performance.]

* **Standard 4.6 Instruction**

Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. [Continued PAX Vision discussion instills in students the ability to address each situation and decide how it can be a PAX day or a bad day.]

* **Standard 5: Learning Environment**

Teachers create learning environments that promote high levels of learning and achievement for all students [Students understand expectations before each activity.]

**5.1** Teachers treat all students fairly and establish an environment that is *respectful, supportive and caring* [PAX Big Vision discussions involve all students]*.*

**5.3** Teachers motivate students to work productively and *assume responsibility* for their own learning. [Students are more likely to follow PAX Vision if they were responsible for creating it.]

**5.5** Teachers maintain an environment that is conducive to learning for all students. [A shared and mutually developed environment framework prevents confusion and frustration about expectations.]

* **Standard 6: Collaboration and Communication**

Teachers collaborate and communicate with *students,* …. [By definition, this is what PAX Vision is.]

**How to Facilitate a PAX Meeting:**

\*\* Always remember that you are the one to know what is needed for your colleagues and should adapt each meeting accordingly.

Before you introduce each kernel with your group of teachers, reviewing the kernel in the manual beforehand that would be great. At least review the two options below before the meeting and read through the meeting notes, which will also serve as your follow-up email.

The ***Agenda/Meetings Note Sheet***will guide you through the meeting process.



1. Agenda for today
   1. Description of PAX Vision PMR See two Options below
   2. Kernel rational – see options below for how to do this
   3. Model Kernel- see options below for how to do this
   4. Discuss things to think about/issues you might run into

THESE ARE THE FOLLOWING MEETING NOTES THAT

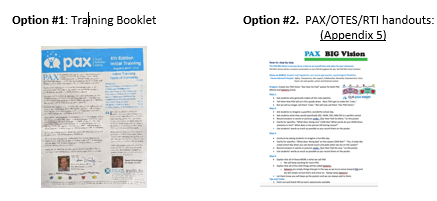
WILL ALSO BE YOUR FOLLOW-UP EMAIL.

* 1. Intervention ideas if appropriate
  2. If time, discuss how it is Trauma Informed and how it will

help you as teachers

1. What is going well?
2. What do you need help with?  What has been tried?
3. Brainstorm ideas for any issues
4. Set goals for teacher to do to address that issue and for implementing a kernel
5. Action Items for Partner\_ things you need to follow up on or get Laura to follow up on
   1. Send a follow-up email ( I have these all in template forms for you and are a summary of your talking points)
6. Next meeting date:
   * Good to do this on the spot to make sure it happens.

Agenda idea for next meeting – either the next kernel or a problem solving session



**MEETING NOTES THAT WILL ALSO BE YOUR FOLLOW-UP EMAIL: PREDICT MONITOR REFLECT**

**Intro for follow up email: personalize as appropriate.**

*Hello!*

*Thank you so much for your time yesterday.*

* *Remember, you can take each step simply and slowly.  Even if you try this once or twice a day until you and the students get the hang of things and are comfortable, that would be great!  Even if it is every other day, that is good.*
* *Below is a recap of our visit, plus a few more tips and things to think about.*
* *Attached are the "how to" documents, with more tips and how Predict Monitor Reflect also connects to the OTES standards and some intervention ideas. I hope you find "Predict Monitor Reflect" helpful!.*

**Meeting Notes AND the Body of Follow-Up Email:**

* Do not forget to look at pages 4-6 in the Initial PAX Training Booklet for why this kernel is important.
* If you have time, also address how it is trauma informed.

**Some things to remember about PAX (PMR: Predict Monitor Reflect):**

1. **The *teacher* announces WHAT the activity is.**

* The *students* figure out- PREDICT- HOW to better the world: see, hear, feel, do.

1. **Make a time in your lesson planning to teach the concept of PMR to the students.**

* Discuss what the words PREDICT, MONITOR and REFLECT mean.
* Tell them it is about being a PAX Leader in every situation.
* Connect it to the greater PAX vision on the wall: I better my World, I better myself.  I am a PAX Leader
* Practice it with a common, easy, and short situation- i.e. desks to carpet or pulling out the next subject’s text book.
* Pick only 1-2 easy transitions to start with and keep repeating process with just those two transitions until the students know what is going on.
  + Then continue adding more transitions as it becomes a faster process and “just what you do” every time there is a transition.

1. **Repeat the PAX Motto often to connect to purpose vs compliance (wait for this   part until you have discussed PAX Leader and the Motto.)**

* Then build on it through PMR:
* Ok, class.  If we are to better our world in the hallway, what IS the world like in the hallway?
* Who is out there that we can better the world for?
* What can our feet do?  What will our PAX Voices be?
* How will that better the world for those connected to the world of the hallway?

1. **Who does what in PMR?**

* Predict- Students (under teacher guidance)
* Monitor- Teacher
* ****Reflect- Students (under teacher guidance)

1. **Keep a simple 2:1 or 4:2 ratio of PAX: Spleems**

* Guide them to pick two specific PAX actions and one Spleem to work on in the Predict step
* Keep the conversation focused on just those two PAX actions and one Spleem in the Reflect conversation to avoid lengthy conversations and to keep them focused on what they are doing.

1. **Guide them to phrase the PAX in the positive:**

* Not: no running
* PAX: walking feet

1. **Guide them to see Spleems simply as a project to work on, an opportunity to practice doing the correct PAX movements**

* "So what is a problem we often run into when we go to the carpet?  A Spleem we want to work on correcting and sweeping away?"

1. **Hold all PAX Leaders accountable as a GROUP, not as individuals, in the Reflect stage:**

* After Bert just ran to the rug and Bert says, "We did great walking!"
* Not: "You liar, Bert!!"
* PAX: "Well, I did see some of us still running.  How will WE work on that next time, Bert?  Can you show us what it will look like next time, Bert?"
* Next time you go to the carpet, make a point of getting Bert to PREDICT what PAX feet will do AND to model it for the class before you head to the carpet.  THANK him and call him a PAX Leader.

1. **Keep making "perpetrators" practice what you WANT the PAX to  be instead of simply reprimanding.**

* Thank them and call them a PAX Leader each time they practice correctly.
* Have Bert, the perpetrator, model the Spleem  and the PAX for him to really understand how both feel.  Perhaps his development isn't there yet for him to even really know what his body is doing unless he can practice and "analyze" both aspects of the behavior.
* This could be a Tier 3 strategy that can be worked on outside of the class, with an aide, etc. too.

1. **See attachments for other intervention ideas. (Handout with Steps/ OTES/RTI)**

Thank you and as always, PLEASE let me know if you have ANY questions or concerns!

**PAX Predict Monitor Reflect (PMR) will be a constant conversation to carry PAX**

**throughout the day.**

The PAX BIG Vision is one you do as a class to set *overall* tone and vision for your classroom.

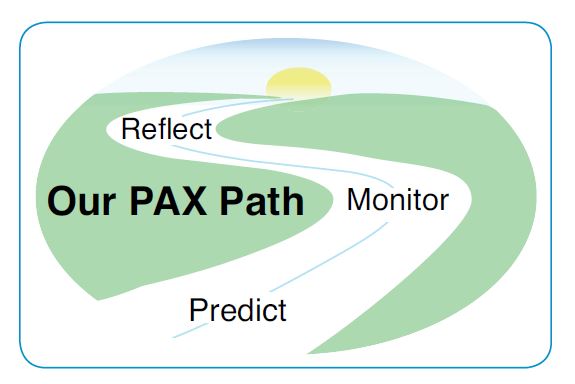
**When:** Constant PAX PMRs are the key to carryover PAX throughout the day.

Try to do a PAX PMR as many time a day as you can at as many transitions as possible. The more you do it, the faster it will become and the students will anticipate it.

How fantastic it will be when it becomes a part of the students’ brains to think

“Hmmm. New activity. I better think what PAX and Spleems are.”

**How to: step by step (See Manual P. 37 #8)**

**PMR: Predict Monitor Reflect**

**Step 1: Predict**

* After you tell students WHAT will next happen, have the students **P**redict HOW it will happen:

“Let’s repeat our PAX Motto. ‘ I better myself, I better my world. I am a PAX Leader. ’What will be two PAX things to do to better ourselves and our world? and what is a potential Spleem that could get us off task?”

* Keep it simple: 4:1 or 2:1 ratio of PAX to Spleems.

**Step 2: Monitor**

* Optimistically identify and thank any of the identified PAX actions as you go through the activity or lesson.
* Use cues like OK/Not OK cards and posters for non-verbal reminders.
* Only identify Spleems in an instructive and non-emotional way.
  + Try to only address the Spleems identified in the **Predict** stage.
  + Avoid “That’s a Spleem!”
  + Say “What did we say might be a Spleem? Check yourself to see if you are.”
  + Avoid naming individual names when calling a Spleem.
  + Say “We still have a few Spleems happening” and possibly identify a student doing PAX that might be next to the Spleem student so a “model” is nearby.

**Step 3**: **Reflect**

* Immediately after the activity or lesson, guide students to identify how they did in relation to their predictions.
* Keep conversation positive and focused only on the Predicted PAX and Spleems
* Any Spleems are an opportunity to correct “next time.”
* Teach students to identify as a community by recognizing PAX and Spleems as “we did …” and not “Joey did….”
* **Tips and Tricks:** Imagine you did PMR *so many times* that your students automatically start thinking “Oh, new situation. Here we go again. Teacher is going to ask me what is PAX and what is a Spleem.” I think that would be called SELF-regulation!

**PAX PMRs: OTES and Intervention for struggling students**

**How can PAX PMRs be used to help struggling individuals or groups of students (RTI)?**

* Identify a situation that has been problematic and ask PAX Partner to count Spleems during that activity to create a *data point*. Count only the Spleems of the specific individual or target group.
* Then the next time you do that activity, have student(s) who struggle the most with self-regulation **P**redict PAX and Spleems. Continue with activity and verbally **M**onitor their progress without identifying individuals.
* After the activity, select the same student(s) to **R**eflect on their ability as an entire class to self-regulate compared to their Predictions. Ask the target student(s), but don’t target their behavior.
* After a few rounds of having these students participate in PMR, have Partner do another Spleem count *data point* to assess progress of student-regulation compared to the first *data point*.
* Avoid drawing attention to an individual or group in a way that would focus on previous negative actions. Either you or your PAX Partner can pull student aside beforehand to “prep and practice” by identifying potential Spleems that might occur during the identified problematic activity and then practicing what PAX would be.
* If an individual or groups Spleems have dropped, tell them that he/they were a “secret student” or “secret group” that dropped Spleems and have them pick a Wacky prize for the entire class.

**PAX PMR accomplishes OTES** (when done correctly ☺):

* **Standard 1: Students Teachers** understand student learning and development and respect the diversity of the students they teach [PAX PMR discussions involve all students].

**1.2** Teachers understand what students know and are able to use this knowledge to meet the needs of all students. [PAX PMR discussion directly elicits from the students what they know about expectations and can be used to create a common framework for expectations.)

**1.4** Teachers model respect for students’ diverse cultures, language skills and experiences. [PAX Vision creates a common framework and is an opportunity to help diverse students understand cultural norms.]

* **Standard 3.5: Assessment** Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential. [PAX PMR specifically directs students to **Predict** what the goals are and PAX PMR specifically directs students to **Reflect** on the gaps between the goals and their performance.]
* **Standard 4.6 Instruction** Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. [Continued PAX PMR discussion instills in students the ability to address each situation and decide how it can be a PAX day or a bad day.]
* **Standard 5: Learning Environment** Teachers create learning environments that promote high levels of learning and achievement for all students [Students understand expectations before each activity.]

**5.1** Teachers treat all students fairly and establish an environment that is *respectful, supportive and caring* [PAX PMR discussions involve all students]*.*

**5.3** Teachers motivate students to work productively and *assume responsibility* for their own learning. [Students are more likely to follow PAX PMR if they were responsible for creating it.]

**5.5** Teachers maintain an environment that is conducive to learning for all students. [A shared and mutually developed environment framework prevents confusion and frustration about expectations.]

* **Standard 6: Collaboration and Communication**

Teachers collaborate and communicate with *students,* …. [By definition, this is what PAX PMR is.]