



Turning the Tables: From Teacher Guided to Student Led

P3 Early Learning Conference - November 2016

Our Journey

“Wanna go to a meeting?”

2014

- Awarded a grant to Washington County, OR for prevention
- Rebecca proposed PAX GBG to HSD
- Jenn & Olga (HSD) plus Ann (WA Co contractor), agreed to participate in the program
- Jenn and Ann fly to Ohio for the PAX Partner training in October
- In December, HSD hosted 1st PAX teacher training.

2015

- Back by popular demand: 2nd PAX teacher training in February. Teachers e-mailing and asking for PAX!
- Ann & Jenn coach schools + individual teachers
- PAX Partners become tired = need for **more** Partners (100:1 vs 10:1 ratio)
- In May, POST DATA WAS AMAZING!
- Jenn & Ann fly back to Ohio for Track 2 of the Partner training in October
- We convince PAX to host Partner training in NW May 2016
- Another grant awarded: 0.5 FTE , materials, more trainings

PAX 2016

- Ann was hired by HSD as part of the PAX team
- Monthly teacher to teacher support sessions
- Coaching and supporting over 200 HSD teachers and staff
- 3rd PAX teacher training in April
- HSD Hosted 1st annual NW Regional PAX Partner Training in May!
- End of year report highlighted even more successful impact
- Through grant funding, another 0.8 FTE was added to PAX team (Sarah)
- Ann & Sarah attended the 3rd PAX Partner training in Ohio in November

**know
me**

know my name,
say it right, and
know my
interests,
my goals

Open with ▾



**greet
me**

be glad to
see me and
welcome me to
our classroom

BUILDING CONNECTIONS:

What Our Students
Need from Us

**see
me**

"I notice..."
something I'm
doing correctly, a
skill I display,
anything
positive



**understand
me**

my culture,
my past,
my home life...
and how those
affect how
I learn



**affirm
me**

4 positives : 1 correction,
my accomplishments,
my growth,
my positive contributions...
see the good in me

**encourage
me**

tell me "I
believe in you..."
even when I
stop believing
in myself



ask questions,
pace my
assignments,
explain in
different ways
until I understand

**help
me**

practice with me,
show the words to
use, show me the
actions and steps
I need to take to
be successful



**challenge
me**

hold high
expectations
for me,
expect me to
reach my full
potential

**show
me**

**connect
me**


to what
I'm learning,
to my community,
to my career and
future



Shared Objectives

1. Learners will gain understanding of what makes a nurturing environment.
2. Learners will be provided evidence-based strategies that turn the tables from teacher guided to student led to promote teaching, learning, and building classroom community for ALL.

Features

- Universal prevention strategies, Tier 1
 - Trauma informed strategies, Tiers 1- 3
 - Accessible to all building staff
 - Short and long term impact shown to decrease high risk behaviors
 - Ensures culturally responsive measures
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What is PAX?

Teachers are happy teaching! Students are happy learning!

Goal: PAX GBG is a well-researched program that promotes positive student behavior through evidenced-based concepts that provide teachers tools to gain more teaching time and engage students in more learning.

Purpose: Use of the PAX game and 'kernels' (concepts), helps ALL students increase attention, retention and self-control while developing skills of self-awareness, empathy and resilience.

Description: PAX GBG and it's kernels (concepts) create and practice positive classroom communities, diminishes overall behavior problems, and increases pro-social relationship skills among peers. It is NOT an add on, but a classroom environment enhancer.

"I see the group (class) working together to make our classroom a better place. I'm feeling good about where this group (class) is headed." Angela, 1st grade teacher

PAX GBG & Nurturing Environments



Richly Reinforce Pro-social Behaviors



Reduce Toxic Influences



Creating Nurturing Environments

Limit Problematic Behaviors



Increase Psychological Flexibility

PAX VISION			
See	Hear	Do	Feel
SMILING	LAUGHING	BEING ASKED	SAFE
WALKING	BEING WORDS	PLAYING	PROUD
FUN	HELPING	MAKING FRIENDS	LOWED



Richly Reinforce Pro-social Behaviors



Pro-social behaviors = actions intended to benefit others or a group; are desirable traits in children; are mediated by situational **and** individual factors

- Examples: following the rules, practicing expected behaviors, sharing, collaborating and cooperating
- Leads to helping others, taking pride in role, sense of belonging to community, developing altruistic goals

What may be “common sense” in one environment may not be necessary, taught, or useful in another (context determined); school vs. home

Ideas & Tips: Compliments, PBIS tickets, Tootle notes, Class celebrations

Psychological Flexibility



Psychological flexibility = an individual can adapt to changes in a situation, shift perspective, and consider competing desires and needs.

- Examples: teaching and practicing of social emotional skills - respect, kindness, safety, and responsibility (PBIS matrix, PAX vision charts)
- Leads to predict, monitor, and reflect actions and practices supporting students' development of self-regulation (thoughts, feelings, and actions)

Being flexible allows for better problem solving and creative coping in different contexts and life situations.

Ideas & Tips: PAX Hands, PAX Voices, Vision Charts

Limiting Problematic Behaviors



Preventative measures = minimize or diminish unexpected and undesirable responses and behaviors.

- Examples: Check these basics needs first - hungry, angry, lonely, tired (HALT)
- Clearly posted, explained, and referred to classroom and school expectations. Establishing limits for safety creating stability, comfort, and predictability.
- Remember 80% of communication is nonverbal (tone, volume, attitude, stance) and your most powerful tool.

“What and how you pay attention to (actions) you get more of.”

Ideas & Tips: Attention Cue, Beat the Clock, Stix, Visual Cards

Reducing Toxic Influences



Create safe environments that are caring, inclusive, calm, student centered, and culturally responsive

- Responding to problem behaviors using resilient approaches: ex.-positive relationships, humor, acknowledging incremental progress (efforts)
- Diminishes and eliminates classroom violence, bullying, conflict, or physical and emotional abuse through strengthening self-worth, perseverance and determination
- Positively impacts social development, IQ, physical and mental health adding to the sense of safety

“At every level and in every interaction we must ask ourselves whether we are contributing to the safety and supportiveness of our environment, both for us and for those around us.” Dr. Tony Biglan

Ideas & Tips: Attention Cue, Beat the Clock, Stix, Visual Cards

Vision Charts

- Student created, teacher guided framework for establishing the behaviors that the classroom community wants more and less of.
- Allows students to predict, monitor and reflect on the expectations for new OR established activities.
- Students identify the presence or absence of behaviors that are necessary for situation
- Empower through involvement

PREDICT – MONITOR - REFLECT



Compliments and Specific Praise

- ★ Tootle notes
 - Specific written compliments
 - Teacher to Student
 - **Student to Student**
 - Writing Centers

- ★ PBIS Incentives
 - Tickets
 - Golden Awards
 - Assemblies

A form titled "Tootles for positive PAX actions". It features a star and swirl icon. Below the title is a line for "Name of recipient and specific praise below...". The form has several horizontal lines for writing. At the bottom, there are lines for "Tootler's Signature" and "date". A small note at the bottom reads "Tootles are the opposite of tattles. Tootle shout the good (PAX) people do for others and themselves." The left side of the form has a vertical column of small star icons.

Attention Cue

- Establish consistent attention cue
- Define, model, and practice
- If using a musical cue, end on low note (think tranquility)
- Establish “release” signal and student action
- Once with wait time
- Reinforce, reinforce, reinforce
- Practicing is ok!



Beat the Clock

- Gives students guidelines to accomplish tasks efficiently
- Enhances transitions between activities
- Challenge students by posting time to beat
- Keep a record of saved time (bank)



Cue Cards

- ★ PBIS tickets (gotchas, eagle eyes, etc.)
- ★ PAX cue cards



Nonverbal acknowledgment and student monitoring

Hands, Voices, and Feet

- Provide clear expectations that help students and peers understand safe behaviors
- Contextually determined signal for safety among students
- Promotes self-regulation
- Being mindful of cultural context and differences



Examples shown are PAX posters of voices and hands

Stix of Opportunity

- Randomly select students
- Creates fairness while increasing student engagement
- Secret leader
- Compliment or Tootle partners



Teacher Tip: be sure to offer “lifeline” option

PAX GBG & Nurturing Environments



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See	Hear	Do	Feel
 SMILING	 TALKING	 BEING FRIENDLY	 SAFE
 WINNING	 BIG WORDS	 PLAYING	 PROUD
 FUN	 HELPING	 MAKING FRIENDS	 SAD



Kernel (concept)	Minimize stressful interactions	Richly reinforce pro-social behavior	Limit opportunities for problem behavior	Reduce influences to engage in problem behavior	Promotes psychological flexibility
Vision Chart					X
Attention Cue	X				X
Beat the Clock		X	X	X	X
Stix of Opportunity		X			X
Positive Praise		X			X
Voices	X			X	X
Hands & Feet	X		X		X
Predicting & Debriefing		X			X

Based on the work of Dr. Tony Biglan

PAX in Oregon

Washington County: Hillsboro SD, Forest Grove SD, Tigard-Tualatin SD, Sherwood SD & GROWING

By the end of 2015-2016 it is probable that 20,800 children will have been in a PAX classroom/environment

Less than \$12.00 per child

Lane County and Yamhill County; Portland Public; Harrisburg, Phoenix-Talent, Lebanon, Lakeview, Silver Lake.....

Developing NW PAX Network: shared professional development; community of practice; supporting, teaching, and learning together in a PAX Community.

Panelists

Don Clemson, HSD Elementary Title 1 Specialist and Mentor Teacher

Rebecca Collett, Early Learning Washington County Senior Manager

Kelly Rooke, HSD Elementary School 3rd Grade Classroom Teacher

Olga Acuña, Director of Federal Programs for HSD



THANK YOU!

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