

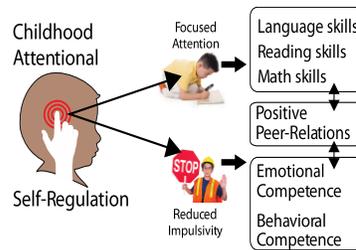


**pax** | Good Behavior Game

# What Is It?

PAX teaches students autonomous self-regulation and self-management through collaborating with others for peace, productivity, health & happiness. PAX is an evidence-based, childhood mental health promotion strategy which combines the science from PeaceBuilders, Good Behavior Game & other studies.

PAX teaches self-regulation in a peer-context that improves attention and reduces impulsivity. New evidence supports the importance of children's early social and emotional self-regulation skills for their lifelong physical and mental health, educational and economic success. Over 35 years of research has shown that PAX, when implemented in Grade 1 as a daily practice helps children improve these skills, prevents lifetime mental health problems and psychiatric disorders including suicidal thoughts and attempts; prevents addictions, bullying, violence, and crime through age 21 and beyond; and promotes school success (including reducing need for special education by 50%), high school graduation and post-secondary attendance. The return on the investment is \$65.00 for every \$1 spent.



success for students to create PAX, and not to foster SPLEEMS either intentionally or unintentionally. Adults learn not to nag, scold, or lecture about SPLEEMS—lest students learn to play “Teacher Nintendo” to get attention from unwanted behaviors.

By noticing unwanted behaviors in a neutral way and using visual, positive cues like the harmonica for quiet and hand signals for voices, PAX reduces accidental re-traumatization of children exposed to harsh faces, voices, coercion, and perceived threats from others. PAX is “trauma-informed prevention”.

Children learn to practice making more PAX and “sweeping away” SPLEEMS as cooperative rotating teams to “make their world a better place.” Teachers ask students to predict what PAX and Spleems would be for each school activity.

The structure of PAX mimics successful anthropological, cultural practices around the world by using rotating teams of diverse children to work toward a common good for all, and by learning self-regulation and resilience of dusting off oneself and avoiding blaming others, when one stumbles in achieving a goal.

When the kids “win” a PAX game, they earn a randomly selected, silly, fun and intrinsically-motivating play-based activity (“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 that the adult or children can choose to put in the “Granny’s Wacky Prize” box, and children eagerly invent new suggestions that don’t involve material, extrinsic stuff. 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. These are lifetime skills, involving different neural circuits than paying attention to learning.

With facilitation from adults, the children create a large, visual word-map of what they would see, hear, do and feel more and less of in a wonderful classroom. This task is done very carefully, and it is revised often to keep it alive.

The things that would happen more are called PAX™ (Peace, Productivity, Health and Happiness). The things that would happen less are called SPLEEMS™. Children predict the PAX and SPLEEMS for themselves in all new activities. Very soon, children automatically discriminate between PAX and SPLEEMS, vital for learning sustainable self-regulation and attention.



The job of teachers and other adults is to notice PAX often, and record SPLEEMS very accurately. The other job of teachers and adults is to set up conditions of

See a video at <http://paxgoodbehaviorgame.promoteprevent.org>

Please turn page

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.

As both the classroom 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; to cooperate for common goals with other people of differing abilities and skills; and to notice and savor the daily joys of life they created. The students become mindful of themselves, each other, and the adults around them. In a word, the young people become good students of themselves and their world for their futures.

## 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 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 biggest effects on the children with the most disadvantages, but also benefits all children by reducing exposure to bullying, problem behavior, etc.

**But We Have A Good School and Families?** Bullying, mental illness, drug use and suicides are increasing among families and schools from every walk of life. PAX can prevent those tragedies.

**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 negative consequences. PAX teaches self-regulation and control.

**Can PAX be part of an IEP or Individual Educational Plan and/or Positive Behavioral Supports?** Yes. A special manual and training called, “PAX to the MAX” is designed to provide additional supports and proven practices to support children with higher needs.

**I have seen videos on line of GBG where children are sitting like “robots” in the classroom. How can this be positive for our children?** It is not. What you see in these videos is not PAX. Information on PAX is found at both [paxis.org](http://paxis.org) and [promoteprevent.org](http://promoteprevent.org)

## Is it important to use special language of PAX, Spleems, Granny’s Wacky Prizes, Tootles, etc.?

Yes! For very many reasons: 1) it’s fresh and reduces automatic, conditioned negative behavior; 2) it rapidly helps the students generalize their self-regulation skills; 3) it unites children in a bigger purpose than following the rules; 4) it appeals to children; and 5) there is a great deal of science behind it. These tools help children generalize their skills.

**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. PAX also has lifetime benefits for the children.

**Does PAX transfer to home situations?** Yes, and there are tools to help with that. The children will spread it. Prior studies show it improves family life with parents being more positive with their children.

**How will I learn more about PAX?** The manual, training, and web-based supports available from PAXIS Institute – have many tips and techniques for PAX. The manual contains much wisdom from thousands of teachers who learned to use PAX before you.

**How does PAX help participating children?** More than 70 independent, peer-reviewed published scientific studies show that, after playing for just one year (in Grade 1), PAX GBG produces immediate benefits in school, and lifelong benefits to participants and society:

Age 6	60-85% reduction in disruptive behaviours. Fewer students referred for services.
Age 7	Fewer children receiving special services or psychotropic medications
Age 8	25%-45% reduction in psychiatric diagnoses. Higher standardized test scores
Age 9	No tobacco initiation + <i>previous benefits</i>
Age 10	No tobacco or alcohol initiation + <i>previous benefits</i>
Age 11	30%-40% reduction in delinquency and conduct disorders + <i>previous benefits</i>
Age 12	50% reduction in the initiation of hard drugs + <i>previous benefits</i>
Age 21+	40%-55% more high school completion (high-risk children) + more college entry + more employment + reduction in youth and adult psychiatric disorders, addictions, and crime + <i>previous benefits</i>

Where can I read more about the PAX GBG research? Go to [www.pubmed.gov](http://www.pubmed.gov), and search “PeaceBuilders”, “Good Behavior Game”, and “evidence-based kernels”. PubMed is the US National Library of Medicine, and it is free.