Connecting PAX Good Behavior Game and Positive Behavioral Interventions and Supports

Does PAX Help PBIS Work Better?
Yes! This is just like airbags AND seatbelts AND active avoidance systems keep you safer from a fatal car crash. PAX prevents most of the reasons students ever get a disciplinary referral or special education referral. And PAX provides powerful, proven strategies for teachers to use to support students who may be having difficulties as identified by the PBIS team.

Positive Behavioral Interventions and Supports (PBIS) "is an implementation framework that is designed to enhance academic and social behavior outcomes for all students by:

a) Emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence -based behavioral practices; and
b) Organizing resources and systems to improve durable implementation fidelity."

PAX Good Behavior Game (PAX GBG) is a flexible, evidence-based recipe for classrooms that enhances immediate and lifetime academic and social-emotional-behavioral outcomes for all students in a classroom by:

a) Using daily classroom data for guiding the daily use of the evidence-based kernels in the PAX Good Behavior Game to maximize peaceful, productive, happy and healthy behaviors for all students; and
b) Providing flexible, proven strategies that produce robust effects that empower teachers, students, and others to be the heroes of the change.

History of Collaboration
PAX GBG is a combined recipe of both the Good Behavior Game studies and the PeaceBuilders studies. Both PBIS and PAX GBG emerge from the same body of practical, proven science, specifically the work of G. Roy Mayer and colleagues. The Scientists and creators of both PBIS and PAX GBG have a long history of collaboration that goes well back into the 1990s.

Shared Information Approaches and Philosophies by PBIS and PAX

a) PBIS most commonly uses office referral data to design school-wide and individual student interventions.
b) PAX GBG uses the classroom PAX Scoreboard to predict low referrals and needs for additional behavioral supports.

Shared Principles of PBIS and PAX GBG
Both PBIS and PAX GBG avoid defaulting to the use of "disease" labels for children's behaviors for very practical and scientific reasons. By taking a stance that behaviors are changeable, both PBIS and PAX GBG land firmly in a commitment to practical, proven strategies that teachers, other adults, families, and even children themselves can do to have a better, more resilient, and happier life.

Are the Reinforcement Systems of PAX and PBIS Compatible?
Yes! Most PBIS sites are only using one of the scientifically proven strategies to reinforce positive behavior, "caught you being good" cards or tickets for individual students. These are good, but not the most powerful reinforcement strategies in psychological and behavioral science; these are the base level strategies. PAX includes the most powerful group or team based reinforcement strategies for prosocial behaviors.

Questions?

Does a Social-Emotional Curriculum Do the Same Thing as PAX GBG?
No. There is not a single, social-emotional curriculum with the level of long-term (10-20 years) cost efficient results as the PAX GBG in current science.

Do PAX and PBIS Increase Time for Academics?
Yes. PAX increases immediate time for engaged instruction and learning, by hundreds of hours per year. PBIS reduces suspensions and out-of-class time—permitting more academics for every student.

Can PAX GBG Be Delivered as an Indicated or Treatment Strategy?
Yes. PAX GBG remains a powerful strategy for PBIS consultants to coach and support for children in their classrooms, when there is evidence of serious mental, emotional, and behavioral disorders.

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Positive Behavioral Support Strategies Embedded in PAX

PAX Game or PAX Evidence-Based Kernel	Practical Supports in PBIS Context
PAX Good Behavior Game	The Game reduces all classroom antecedents, behaviors, and accidental reinforcements of behaviors that predict referrals, and—in fact—reduces referrals and need for special services.
PAX and Spleem Language	The language significantly increases generalization of positive behavior across people, places, times, and activities. The word PAX becomes an understood common goal, not just by adults but even more so by kids. The use of the word Spleem reduces negative tone, faces, and other aversive stimuli that tends to trigger freezing, fighting, or fleeing by children either overtly or internally.
PAX Quiet	This behavioral support reduces trauma and anxiety responses of children exposed to adverse childhood experiences; dramatically improves compliance to transition instructions; and drops transition times from 2-5 minutes each to 10-20 seconds each—thereby reducing all manner of behaviors that often cause office referrals. When used across building, this increases positive behavior dramatically, as a common cue understood by all students.
PAX Voices	This behavioral support provides clear antecedent cues for voice level, reducing accidental attention from peers for negative behavior. The non-verbal cue reduces lost time from children telling each to “shsss” or “be quiet” or “shut up.” When used across the school, this helps whole school time for engaged teaching and learning.
PAX Timer (Beat the Timer)	This strategy has multiple studies showing it reduces ADHD, oppositional defiance and problem behaviors in schools and homes. Additionally, it increases academic engagement and success. Interestingly, every computer game typically enjoyed by children has “beat the timer” or “beat the clock.” This is also valuable in teaching children how to handle anxiety or stress when time is limited during life to finish something.
Granny’s Wacky Prizes	Granny’s Wacky Prizes are intrinsically motivating activities that almost all children love to do. Often, they cannot do them because they are not permitted to do for many reasons. However, children can earn the right to do the m after periods of PAX and cooperation with orders to create PAX. This strategy can be used in almost any situation at home, at school, or in the community. These brief rewards also help children learn self-control when excited, a critical skill that can only be learned when you are on the edge of losing control.
Student Tootle Notes	Peer-to-peer written compliments for specific, prosocial actions has a dramatic impact on reducing bullying, social isolation, and aggression while increasing bonding and attendance to school. The notes, when posted on walls, have a multiplier effect on prosocial behavior.