

* The following is a guidance document for PAX trained teachers to effectively apply PAX Kernels in virtual and/or online classrooms. For parents and caregivers, please refer to PAX Tools™ which employs the same science for use in home and community settings.

For more information on PAX Tools, please visit www.paxtools.org.

PAX Vision:

Creating a PAX Vision for your virtual classroom and online assignments is essential. Now more than ever, helping our kids feel safe is extremely important. For some students, the positive, safe, supportive, and predictable environment of your classroom was a foundational support to their emotional well-being. As much as possible, we want to provide that same support system to them as we navigate this new virtual environment.

One of the most effective ways to accomplish this is to create a PAX Vision of your virtual classroom and for your online assignments. Just as you would in your regular classroom, it is important to revisit your Vision with your students frequently. This helps to create that safe and supportive culture and lays out the agreed upon expectations. It gives the students (and you) a voice in determining the culture of your virtual classroom. It also provides the necessary structure to allow the learning to focus and the students feel safe. If everyone knows the structure and expectations and can predict what is going to happen, then we all feel safer and the amygdala is less likely to activate.

You can use the PAX Vision to help students maintain and generalize the PAX behavior by using *predict*, *monitor*, *reflect* for each activity. Before beginning the virtual classroom or online assignment, go back to the PAX Vision and review the PAX behaviors and the possible spleems that might occur, remembering to elicit these from your students if it is possible. During the virtual assignment, give positive feedback and appropriate redirection**. In other words, monitor. Finally, when the assignment or lesson is complete (or when you virtually meet again) reflect on how things went by identifying PAX and spleems. Doing all of these steps helps students generalize the acceptable/positive behaviors and feel safe because of the predictable structure.

**If spleems occur, try cuing OK/Not OK to the whole group with a reminder of the PAX behavior identified in the PAX Vision.

PAXIS recommends providing PAX Tools recipe cards for families and caregivers to create *Shared Vision* for home-based activities.

PAX Leader:

Behavior Specific Praise is one of the most effective ways to modify behavior, increase teacher to student relationships, and promote safety in any environment. PAX Leader is the primary vehicle for Behavior Specific Praise (BSP).

BSP requires these three steps:

1. Say the student's name.
2. Say the specific behavior the student did.
3. Tie the behavior to a cultural norm.

For example, “Tim, I appreciate the way you helped clarify the assignment for Jen in the chat room. That is a great example of being a PAX Leader (virtual fist bump emoji).” Any time a student does something positive that you want to reinforce, use PAX Leader to reinforce that behavior.

You can also use some of the PAX Leader writing activities found in your PAX Teacher Guide for further establishing PAX Leader and PAX as the cultural norm.

PAX Quiet:

PAXIS *does not recommend* using the PAX Quiet harmonica in virtual or online classrooms.

Granny’s Wacky Prizes:

Granny’s Wacky Prizes are a great way to take a break and re-energize your students and yourself. Just as in the classroom, Granny Wacky Prizes also teaches student to delay gratification and practice self-regulation and can be adapted for virtual classrooms or meetings. Some prizes (i.e., playing a game of Thumbs -Up 7-up), would not work in a virtual setting but there are plenty (i.e making faces, animal noises, pencil drumming, etc.) that would work via the webcam feature of most virtual classroom applications. Students might also come up with new prize ideas for your virtual setting. Participating in the Granny Wacky Prizes as shared experience helps re-emphasize the connections and relationships between everyone in your PAX classroom.

PAXIS recommends PAX Tools for families and caregivers to create *Mystery Motivators* for home-based activities.

Beat the Timer:

Beat the Timer can be an effective tool to help scaffold more difficult tasks and to help maintain focus. It can also help increase the stamina of focused attention over time.

Using the timer to complete tasks, especially the more challenging tasks, will help increase the efficiency of the time spent on-task in your virtual classroom. For example, use Beat the Timer to complete multiplication facts or silent reading. Tell the students you will set the timer for 3 minutes to complete the activity. Then stop the task once the timer rings. This focuses the time and task for the student in a manageable way. In a few weeks, you will be able to increase that time and serve the purpose of building the students’ stamina and focus.

PAXIS recommends PAX Tools *PAX Timer* for home-based activities.

PAX Stix:

PAX Stix can be used to randomly call on participants during a virtual classroom meeting/session. Please remember to use all PAX Stix modifications to meet the individual needs of your students. You can also create and use PAX Stix via the PAX Up App on your phone, tablet, or computer.

PAXIS recommends PAX Tools *Random Sticks* for home-based activities.

PAX Tootle Notes:

PAX Tootle Notes are all about maintaining the connection or relationship you have with your students. Tootles can and should be used throughout virtual learning as well as offline. PAX Tootles are a version of written Behavior Specific Praise. These Tootles help reinforce the connection that you have with your students and that they have with each other. You can write and share them in your Google classroom or write and share Tootles in the chat features found in many virtual classrooms or online meeting applications. You can also send handwritten Tootles to students via the post office or email. Tootles over the phone are a great way to reconnect with your students on an individual level as well. These are especially useful if you are noticing a lack of participation online.

PAXIS recommends PAX Tools *Kudos Notes* for home-based activities.

PAX Voices:

PAXIS *does not recommend* using PAX Voices during online or virtual classroom except as part of a PAX Vision about when mute is turned on and how to participate in a group discussion.

PAX Hands/Feet:

See PAX Voices.

OK/Not OK:

OK/Not OK can be a helpful non-verbal cue for both teachers and students to use for whole group activities. Students can give thumbs up to signal understanding and readiness to continue or thumbs down to request further explanation or more time. Teachers can use thumbs up to commend PAX behavior and whole group engagement or to check for understanding.

Get creative with non-verbal cues - maybe a Virtual fist-bump for correct responses or job well done! You can also use pinch slates as a non-verbal visual way to check for understanding or progress monitor your students virtual. Each student could create their own pinch slate similar to the PAX slate cards in your PAX kit, or have the student hold up a certain number of fingers for a response (e.g., multiple choice question- 1 finger for choice A, 2 fingers for choice B, etc. or one finger for "I understand," 2 fingers for "repeat directions," 3 fingers for "I have a question/need clarification," etc.).

PAXIS recommends PAX Tools *Low-Emotional Response for* home-based activities.

PAX Good Behavior Game:

PAXIS *does not recommend playing* the PAX Good Behavior Game or any spleem counting in virtual or online classrooms.