Weeks 1-4 PAX Roll Out

Distance Learning

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Week 1- Introduce PAX Visions: Include PAX Voices & Hands/Feet

- Students create PAX Visions for multiple distant learning activities (virtual classroom teaching and discussion times, chat boxes, homework, virtual groupwork/projects, healthy PAX Hands handwashing, etc.).
- Include in the PAX Vision, appropriate use of hands and voices during on-line instruction (voices when someone is speaking, during group discussions, when working on assignments, etc.)
- PAX Vision can be created on editable poster, online document, virtual whiteboard, or verbally communicated.
- Students share ideas for a PAX Vision verbally in online discussion, within platform's chat box, in group discussion.
- Reinforce with PAX language throughout the day. Use verbal and non-verbal praise like thumbs up, ASL for "applause", smile face, etc.

Review, "Distance Learning with PAX – PAX Leader" and "Distance Learning with PAX – PAX Quiet."

Week 2- Introduce "I'm A PAX Leader" & PAX Quiet

- Recognize PAX Leaders during multiple distance learning activities throughout the day related to class's PAX Vision. Use student name, give specific praise, & include "PAX Leader" language. "Jimmy, thanks for writing your answer in the chat box. You are a PAX Leader."
- Encourage self and peer recognition of PAX behaviors, especially for online behavior.
- Model use of harmonica for distance learning and review expectations.
- PAX Quiet distance learning tips: keep harmonica on your PAX lanyard or in your pocket, use "Harmonica (PAX Quiet) on your PAX UP Teacher app, use two hands with peace sign, etc.
- Use specific PAX Leader praise for effort in responding to PAX Quiet.
- Send to parents/caregivers via your school's platform: "PAX at Home" for PAX Leader and PAX Quiet found on paxis.org

Review, "Distance Learning with PAX – Granny's Wacky Prizes." Select 10 quick and manageable virtual Granny's Wacky Prizes.

Week 3- Review PAX Quiet- Reinforce with Wacky Prize

- Use PAX Quiet to gain attention and give instructions.
- Review PAX behaviors and expectations for PAX Quiet.
- Celebrate and reinforce PAX efforts with a class-wide pre-selected GWPs. "Wow, I noticed PAX Leaders stopped during our virtual class time to focus eyes on the computer screen and show PAX Quiet. We are ALL going to celebrate being PAX Leaders with a Granny's Wacky Prize! Virtually!!"
- Create a specific PAX Vision for distance learning GWPs (participation and refocusing procedure).
- Set timer for appropriate prize length (e.g., under 60 seconds).
- Use PAX Quiet to refocus.
- Use distance learning GWPs throughout the day to reinforce PAX behaviors.

Review, "Distance Learning with PAX – Beat the Timer." Familiarize yourself with your timer on your PAX Up Teacher app.

Week 4- Introduce Timer- Reinforce with Wacky Prizes

- Use a timer to determine base line for distance learning transitions (e.g., morning/afternoon greetings) and for tasks students perform online (e.g., "How many sight words can we enter in the chat box in x minutes?").
- Students predict ways to be more efficient to beat the base-line time. "How can we show PAX behavior and Beat the Timer?"
- Use timer to increase stamina. "We are going to work on this Google Classroom math assignment for 5 more minutes."
- Reinforce PAX behavior and effort with an appropriate GWP.
- Send to parents/caregivers via your school's platform; "At Home Beat the Timer", found on paxis.org

Review, "Distance Learning with PAX – PAX Tootle Notes." Create online Tootle Note template on your teaching platform or for email.